Academic Year 2022- 2023
Parent Mentor Program Evaluation

Parent Engagement Institute of Southwest Organizing Project and the Palenque LSNA

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A. Introduction

In the mid 1990s, school linked services and parent engagement movements emerged amid a growing recognition of the poverty, social exclusion, and violence experienced by of many of the nation's children (Lawson & Briar-Lawson, 1997), the fragmented human service delivery system (Chaskin & Richman, 1992), and the alienation and marginalization felt by minority parents in their children's schools (Williams & Sanchez, 2011; Pérez Carreón, Drake, & Calabrese Barton, 2005). In Chicago, during this same period, the Logan Square Neighborhood Association (now Palenque LSNA), an advocacy organization founded in 1962, initiated a campaign that built on the growing recognition of schools as potential sites for the integration of community institutions and organizing parents to develop their capacity for leadership in their children's education and larger community context. In 1995 LSNA, based in a predominantly Latino under-resourced community, initiated this campaign in the form of a Parent Mentor Program in eight schools that focused on parent leadership development as well as school and community engagement as catalysts for social change (Warren, Hong, Rubin, & Sychitkokhong, 2009).

In 2005 LSNA joined forces with the Southwest Community Organizing Project (SWOP) to expand the program to the southside of Chicago and subsequently form the Parent Engagement Institute (PEI) to house the program. Through an *Ecological Model for Parent Engagement* (EMPE), the program supports parents in 1) developing skills and strategies that will support their students in improving academic outcomes, engagement and persistence and 2) promoting transformative forms of mutual engagement, integration, and investment between families, schools, and communities (Hong, 2011).

The Parent Mentor Program is implemented in partnering schools through a network of community-based organizations that are coordinated and supported by the Parent Engagement Institute that is collaboratively operated by the Southwest Organizing Project and Palenque LSNA. Parent mentors are assigned to a classroom to assist teachers for

two hours per day, Monday through Thursday. On Fridays, the parent mentors participate in trainings that support their capacity to assist in the classroom, engage other parents in the school, and provide leadership in the school and broader community. After reaching 100 volunteer hours, parent mentors are eligible to receive a $1000 stipend, with a two-stipend maximum per school year.

Nearly three decades since the program's inception, and with the support of the Illinois State Board of Education (ISBE), the program has grown to a network of 243 schools and 44 community-based organizations in Illinois and implemented its model in communities in Colorado, Arkansas, Iowa, Massachusetts, New Jersey, and North Carolina.

B. Current Study

The mission of the Parent Engagement Institute (PEI) has always been to build the capacity of community organizations, parent leaders, and schools.   In 2021 the Parent Mentor program began a period of reflection, revision, and articulation of the program's Theory of Change to reflect how the program has developed and changed over the years and towards its vision of a desired future to which the program contributes. This has lead to reimagining the program. Through the expansion of the Parent Mentor Program and the complementary Ladders of Opportunity Program, the PEI continues to collaborate with community-based organizations, schools, and parents to:

- Build trusting relationships between schools, families and communities;
- Engage and catalyze parent talent, expertise, and wisdom in schools;
- Build resource rich, loving, joyful, safe, sustainable learning spaces; and
- Develop a shared base of power to engage in neighborhood action to determine the future of the families, schools, and communities marked by solidarity, justice, and community care.

This mission is realized through mutual parent-school-community partnerships that advance a Theory of Change with four primary goals: powerful parents and families, powerful students and classrooms, powerful community-centered schools, and powerful communities. This report provides a summary of the findings of the stakeholder surveys

component of the Parent Mentor Program evaluation, organized around these four primary program goals.

This report provides a summary of the Parent Mentor Program evaluation for the 2022/2023 academic year. I includes findings from the stakeholder surveys and focus groups and the program mutual aid logs.

C. Data Sources and Collection Procedures

Stakeholder Surveys: All principals of schools participating in the Parent Mentor Program were asked to participate in a survey administered in the late spring of the 2022/2023 academic year. The principal survey was collaboratively developed by the PEI staff and external evaluators and was designed to elicit their perspective regarding the school benefits of the Parent Mentor Program.

Similarly, all parent mentors and the teachers participating in the program were asked to complete surveys, but at two different points, pre and post program participation. The parent mentor and teacher pre and post surveys were also developed by the PEI staff with the support of the external evaluators. The teacher surveys were designed to elicited information regarding classroom and school contexts and experiences from the perspectives of teachers. The Parent Mentor Surveys were designed to obtain information regarding classroom participation, parental practices at home and at school, parental school and school/community engagement. The survey instruments are included in the report Appendices.

All surveys were administered electronically using the Quartics platform. The principal and teacher surveys were administered in English, while the parent mentor surveys were available in English, Spanish, and Mandarin.

Focus Groups: Evaluation research team members conducted seven focus groups with Parent Mentor Program participants during the first three weeks of May of 2023. Four focus groups were

conducted with Parent Mentors, two in Spanish, another in English, and one bilingually (Spanish/English). One Focus group was conducted with Teachers and two were conducted with Program Coordinators, one in Spanish and one in English.

All focus groups were conducted virtually using the Zoom video conferencing platform and a common interview guide that was designed to obtain information regarding the participants perspective regarding the Parent Mentor Program along the four priority areas of the program theory of change: powerful parents and families, powerful students and classrooms, powerful community-centered schools, and powerful communities. The interview guide was created in consultation with the Parent Engagement Institute research staff. All focus groups were an hour to an hour and a half in length and were recorded.

Participants were recruited by the PEI staff and were asked to complete a demographic questionnaire prior to the focus group. The questionnaire was administered in English and Spanish using the Qualtrics electronic survey platform.

Mutual Aid Logs: An open-ended data entry form was used for parent mentors to provide text-based responses to report the types of mutual aid activities in which they participated in addition to their core educational support activities. Each parent mentor was asked to complete up to four log entrees per month over a three-month cycle from January through March of 2023. Following a review of the logged responses, a form that categorized replies by theme was developed utilizing the Qualtrics electronic data collection platform that could be completed by the parent mentor via phone or computer. A sample of the logs from 17 partner coordinating organizations were included in the analysis. The data entered via the Qualtrics platform was grouped by date and month, with up to four records submitted monthly by the respondent.

D. **Data Analysis**

Surveys: An SPSS database was generated for each of the surveys. Once in SPSS, the data was cleaned and subsequently analyzed. Analyses included descriptive

statistics and measures of central tendency for program participant, classroom, and school characteristics, as well as program activities and participant perceptions.

The analyses also included tests of statistical significance for differences on several pre and post program participation measures. Parent mentors were asked about parent and school interaction before and after their participation in the program. The two points of measurement (pre and post) allowed for the comparison of pre and post program participation items included in the survey. Twenty-three such items were included and there were 1058 cases in which the same parent mentor completed the pre and post-survey.

A Wilcoxon Signed-Rank Test for Matched Pairs was executed with the Parent Mentor surveys with matched repeated measures to test for the significance of difference between pre and post program measures. The Wilcoxon test is used in situations in which there are two sets of scores from the same study participant. This test allows one to see the change across variables at the two different points of measurement, the direction of the change, and determines if the change is of statistical significance.

Focus Groups: The focus group audio recordings were transcribed. An inductive transcript-based analysis with open and axial coding of the focus group data was used to identify themes and their interrelationships (Lincoln & Guba, 1985; Strauss & Corbin, 2008). Each transcript was coded independently by two of the research team members with a discussion until coding agreement was met. Direct quotes to support themes were identified and included in the report of findings.

Mutual Aid Logs: A sample of the logs from 17 partner coordinating organizations were included in the analysis. The data entered via the Qualtrics platform was grouped by date and month, with up to four records submitted monthly by the respondent. This resulted in the submission of 874 printed logs to the evaluation team, which were proceeded by entering the records into a database using Qualtrics. The Qualtrics data base was exported in SPSS for analysis. Individual ID numbers were used to summarize the data

on a person/case level, yielding 322 unique cases. The findings from these logs were compared with selected questions from the Parent Mentor Survey regarding mutual aid. Frequencies, percentages and measures of central tendency were derived for the variables. A correlational analysis was conducted between mutual aid activity variables and measures of direct academic support activities to determine if a relationship between the variables exists and the magnitude of the relationship.

A. Sample Description

A total of 79 participants completed the Parent Mentor Program Principal Survey. The 79 participants consisted of principals (f=72), assistant principals (f=5), superintendent (f=1) and a clerk (f=1). The respondents were from the following schools: Sward Elementary School, Columbia Explorers Elementary Academy, Thomas Early Childhood Center, Shields Middle School, Brighton Park Elementary School, Davis N Elementary School, Gallistel Elementary Language Academy, Marsh Elementary School, Washington G Elementary School (Chicago), Clay Elementary School, Taylor Elementary School, Mireles Elementary Academy, Thomas Edison Elementary School, Lincoln Jr High School, Kanoon Elementary Magnet School, Little Village Elementary School, McCormick Elementary School, Whitney Elementary School, Telpochcalli Elementary School, Ortiz De Dominguez Elementary School, Spry Elementary Community School, Madero Middle School, Carman-Buckner Elementary School, North Elementary School, Glen Flora Elementary School, Funston Elementary School, McAuliffe Elementary School, Monroe Elementary School, Stowe Elementary School, Yates Elementary School, Barry Elementary School, Brentano Elementary Math & Science Academy, Kelvyn Park Junior High School, Logan Elementary School, Lyon Elementary School, Schubert Elementary School, Gale Elementary Community Academy, New Field Elementary School, McCutcheon Elementary School, Oak View Elementary School, Skoff Elementary, John R Tibbott Elementary School, Bernard J. Ward Elementary School, Lynne Thigpen Elementary School, Sator Sanchez Elementary School, Wood View Elementary School, Fairmont School, Eberhart Elementary School, Tarkington Elementary School, Sawyer Elementary School, Edwards Elementary School, Pasteur Elementary School, Sor Juana Ines De La Cruz, Washington Elementary School (Riverdale), Park Elementary School (Riverdale), Chavez Elementary Multicultural Academic Center, Cooper Elementary Dual Language Academy, Daley Elementary Academy, Hamline Elementary School, Manuel Perez Elementary School, Ruiz Elementary School, Fulton Elementary School, Libby Elementary School, Seward Elementary Communication Arts Academy, Walsh Elementary School, Fiske Elementary School, Carnegie Elementary School, Haines

Elementary School, Sheridan Elementary Math & Science Academy, Vienna Elementary School District 55, Spencer Technology Academy Elementary, Franklin Primary School, Clinton Elementary School, Woodland Primary School, and Hibbard Elementary School.

The 79 principal survey participants represented twenty-two Parent Mentor partner organizations: Arab American Family Services (AAFS) (f=1), Brighton Park Neighborhood Council (BPNC) (f=5), Centro De Trabajadores Unidos: United Workers Center (CTU) (f=6), Skokie District #69 (f=2), Enlace Chicago (f=8), Hispanic American Community Education and Services (HACES) (f=3), Palenque LSNA (f=8), Western Illinois University (Moline & East Moline) (f=1), Northwest Center (NWC) (f=2), ONE Northside (f=4), Southwest Suburban Immigrant Project (SSIP) (f=10), Southwest Organizing Project (SWOP) (f=6), The ACE Project (f=2), The Resurrection Project (TRP) (f=11), Future Ties (f=2), Project: VISION, Inc. (f=2), Resilience Southern Illinois, RSI (f=1), Youth Guidance (f=1), Grassroot Collaborative / Peoria People's Project (f=1), Indo American Center (f=1), Lake County Regional Office of Education (f=1), and North River Commission (f=1).

Most principals, or 39.2%, indicated that their school had participated in the Parent Mentor Program (PMP) at least five years. While 25.3% of the participants responded this was their schools' first year of participation, followed by 20.3% who responded it was their 3rd-4th year of participation, and 15.2% of survey respondents indicated it was their second year of participation in the PMP.   See Figure 1.

Figure 1 How Long has Your School Participated in the Parent Mentor Program?
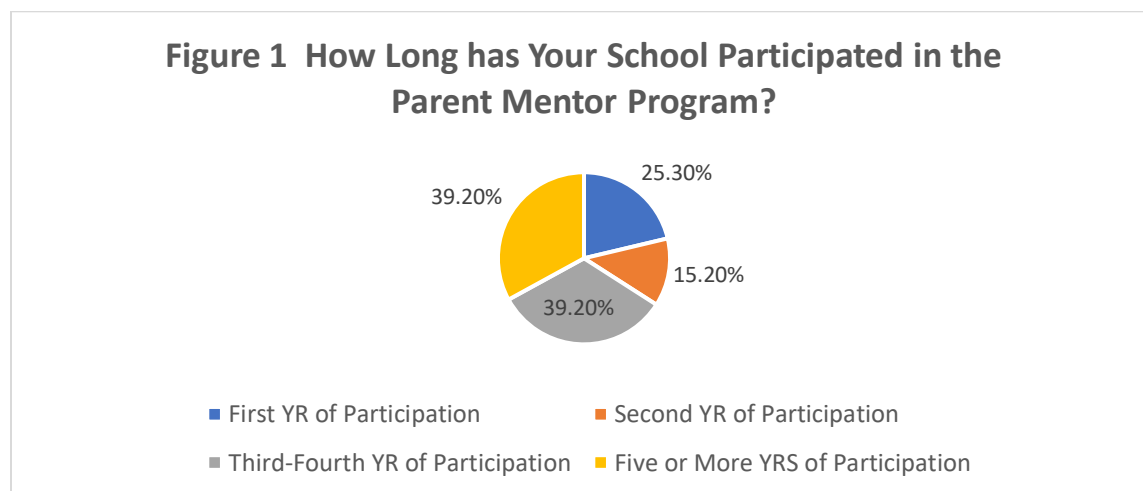
Relationship with Parent Mentor Program: Overall, survey respondents indicated they were familiar with and had a strong relationship with PMP Coordinators and Parent Mentors. More specifically, 93.7% of respondents denoted they had a strong relationship with PMP coordinators at their school, and 81% of respondents indicated a strong relationship with Parent Mentors at their school. The remainder of the survey respondents indicated they were familiar with PMP Coordinators (6.3%) and with Parent Mentors (19%) but did not have direct contact with them. See Figure 2.

Figure 2 What is your Relationship with the PMP Coordinator and PM at your School?
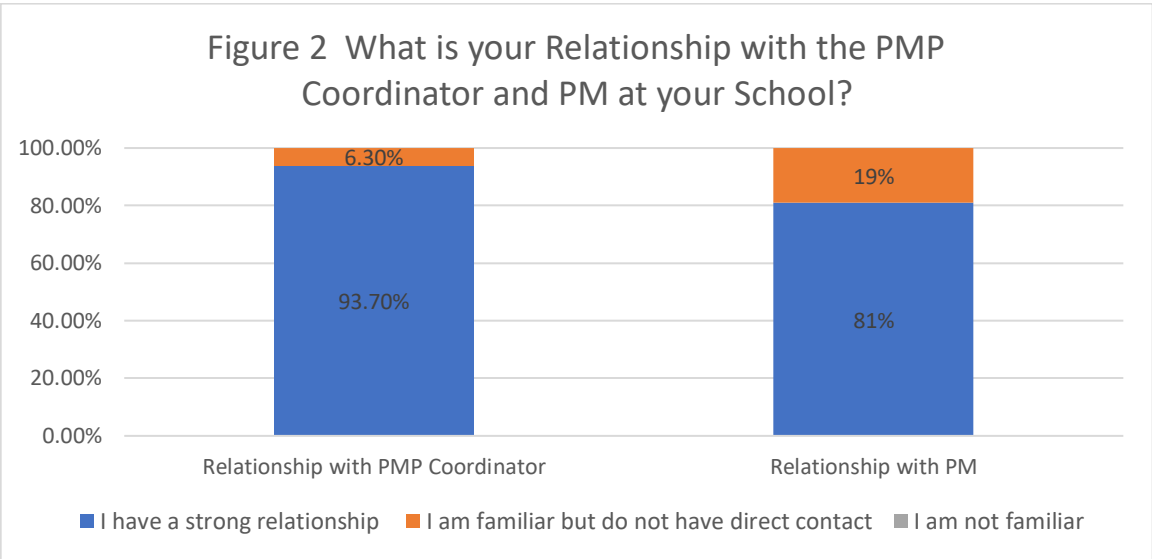
B. Powerful Parents and Families

Principals shared their perceptions regarding strengths, talents, and many contributions of the parent mentors and the Parent Mentor Program to the school. Among the most frequently mentioned contributions of the Parent Mentor Program are increased parent mentor participation and engagement with the school and the promotion of parent strengths and opportunities for growth. Several illustrative quotes follow.

Increased Parent Participation and Engagement
- The Parent Mentor Program has facilitated increased parent engagement within our school community. By connecting parents with mentors who share similar experiences and backgrounds, we have seen a notable increase in parent participation in school activities, parent-teacher conferences, and school events.

- Giving parents an opportunity to engage with the school system

Stimulating Parent Strengths and Opportunities

- Empowering parents to not only support the work with their own children but build their capacity and encourage parent mentor parents to further their education.
- Helped them to learn how to better advocate for their children.

Principal Perspective Regarding Parent Mentor School Personnel Potential: Principals were asked about their perception regarding the potential Parent Mentor contribution to addressing school and district personnel needs. Survey participants were asked to consider the personnel needs of their school and district, as well as the talents and promise of Parent Mentors. With those factors in mind, principals were asked a series of questions regarding potential Parent Mentor roles, the possibility of Parent Mentors pursuing a career in their school/district, and whether they would recommend the Parent Mentor Program to other schools.

Principals were specifically asked to indicate which of the following role(s) they saw opportunity and potential for Parent Mentors to assume: teacher (f= 41), paraprofessional/teacher assistant (TA) (f=71), special education classroom assistant (SECA)(f=67), substitute teacher (f=46), tutor (f=57), lunchroom support (f=58), crossing guard (f=37), playground monitor (f=58), custodial worker (f=28), transportation worker (f=20), other (f=0), or none of the above (f=0). See Figure 3 for detail.

Figure 3 Potential Parent Mentor Role(s) (Frequency Reported)
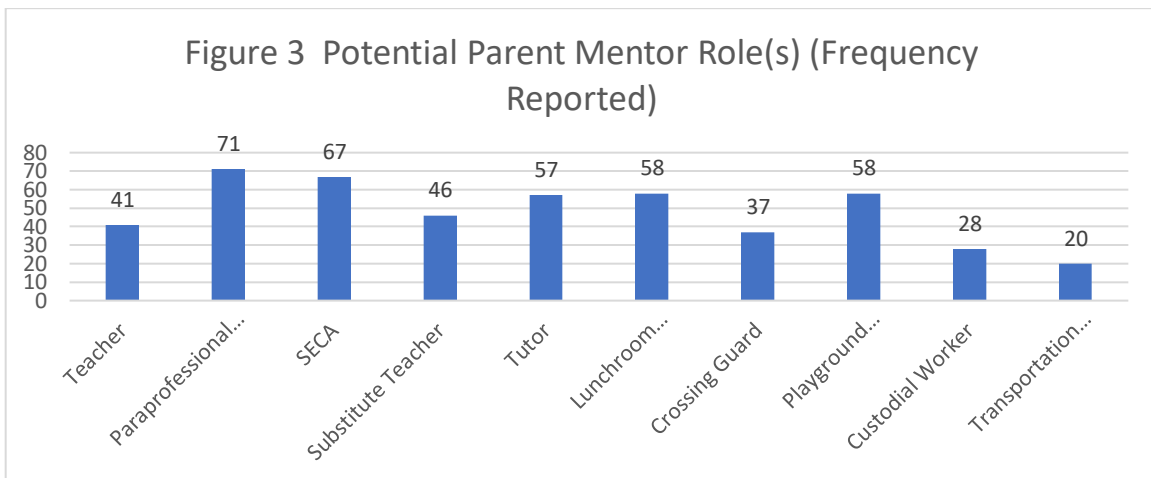
Principals were also asked to indicate their level of agreement with the statement: *I see excellent qualities in our Parent Mentors and would love for them to be able to pursue a career in our school/district.* The majority or 62 percent of responants strongly agreed, while 22.8 percent strongly disagreed.

Additionally, principals were asked if they would recommend the PMP to other schools. Eighty-nine percent indicated that they would recommend the program to other schools. Further details of these two survey items are presented in Table 1.

Table 1 Principal Perception of Parent Mentor and Parent Mentor Program Potential within Schools and District (Frequency and Percentage Reported)

	Strongly Agree Frequency/ Percent	Somewhat Agree Frequency/ Percent	Neither Agree nor Disagree Frequency/ Percent	Somewhat Disagree Frequency/ Percent	Strongly Disagree Frequency/ Percent
I see excellent qualities in PMs and would love for them to be able to pursue a career in our school/district.	49/ 62%	9/ 11.4%	2/ 2.5%	1/ 1.3%	18/ 22.8%
I would recommend the PMP to other schools.	66/ 83.5%	4/ 5.1%	2/ 2.5%	0/ 0%	7/ 8.9%

Principal survey respondents were asked to share their perspective on some of the barriers that Parent Mentors could face in pursuing a career in their school or district. The barriers identified were English language proficiency, educational/certification opportunities, lack of experience, immigration status, economic barriers, and other responsibilities. Various principals responded that Parent Mentors do not face any barriers in pursuing a career. See the full list of responses in Appendix.

Survey participants were invited to share what kinds of support they could provide Parent Mentors interested in becoming employees in their school/district. Principals responded they could provide coaching/mentorship and trainings, language support, provide resources, educational/certification information and guidance, employment opportunities, letters of recommendation, and immigration support. See the full list of responses in Appendix.

C.   Powerful Students and Classrooms

Principal survey participants were asked about their perceptions regarding the classroom benefits of the PMP. Results suggest that the program benefits students and teachers in the classroom. The overwhelming majority of respondents indicated they strongly agreed or somewhat agreed that the PMP benefits student social-emotional development, helps students improve in reading and/or math, helps teachers differentiate instruction, and helps teachers achieve or maintain good classroom management. No survey respondents strongly disagree or somewhat disagreed with any of the four statements they were presented with in this section of the survey. See Table 2.

Table 2   Benefits to the Classroom Responses (Frequency and Percentage Reported)

|	The PMP Strengthens Student Social-Emotional Development Frequency/ Percent	The PMP Helps our Students Improve in Reading and/or Math Frequency/ Percent	The PMP Helps our Teachers Differentiate Instruction Frequency/ Percent	The PMP Helps our Teachers Achieve or Maintain Good Class Management Frequency/ Percent
Strongly Agree	64/ 81.0%	53/ 67.1%	49/ 62.0%	49/ 62.0%
Somewhat Agree	12/ 15.2%	22/ 27.8%	23/ 29.1%	25/ 31.6%
Neither Agree Nor Disagree	3/ 3.8%	4/ 5.1%	7/ 8.9%	5/ 6.3%
Somewhat Disagree	0/ 0%	0/ 0%	0/ 0%	0/ 0%
Strongly Disagree	0/ 0%	0/ 0%	0/ 0%	0/ 0%

D. Powerful Community-Centered Schools and Powerful Communities

The principals were also asked about their perceptions regarding the school benefits of the PMP. The majority of the respondents either strongly agreed or somewhat agreed that the program benefitted their school by: improving the school's connection to the community; helping the school create a welcoming and communicative environment for parents; helping build child-school connectedness and belonging; helping build parent-teacher trust; building parent-administrator trust; helping administrators, teachers, and parents think of each other as educational partners; and, helping build parent leadership that contributes to parent involvement. See Table 3 and Figure 4.

Table 3   Benefits to the School Responses (Frequency and Percentage Reported)

	PMP Improves School's Connection to the Community Frequency/ Percent	PMP Helps Create a Welcoming & Communi-cative Environment for Parents Frequency/ Percent	PMP Helps Build Child-School Connected-ness and Belonging Frequency/ Percent	PMP Helps Build Parent-Teacher Trust Frequency/ Percent	PMP Helps Build Parent-Administra-tor Trust Frequency/ Percent	PPM Helps School Staff & Parents become Education al Partners Frequency/ Percent	PMP Helps Build Parent Leadership and Parent Involvement Frequency/ Percent
Strongly Agree	70/ 88.6%	62/ 78.5%	61/ 77.2%	60/ 75.9%	58/ 73.4%	58/ 73.4%	57/ 72.2%
Somewhat Agree	7/ 8.9%	13/ 16.5%	13/ 16.5%	13/ 16.5%	15/ 19.0%	17/ 21.5%	17/ 21.5%
Neither Agree Nor Disagree	2/ 2.5%	3/ 3.8%	4/ 5.1%	5/ 6.3%	5/ 6.3%	4/5.1%	5/ 6.3%
Somewhat Disagree	0/ 0%	0/ 0%	1/ 1.3%	0/ 0%	0/ 0%	0/ 0%	0/ 0%
Strongly Disagree	0/ 0%	1/ 1.3%	0/ 0%	1/ 1.3%	1/ 1.3%	0/ 0%	0/ 0%

Figure 4   Principal Perception of Parent Mentor Program Benefits to School (Percentage Reported)
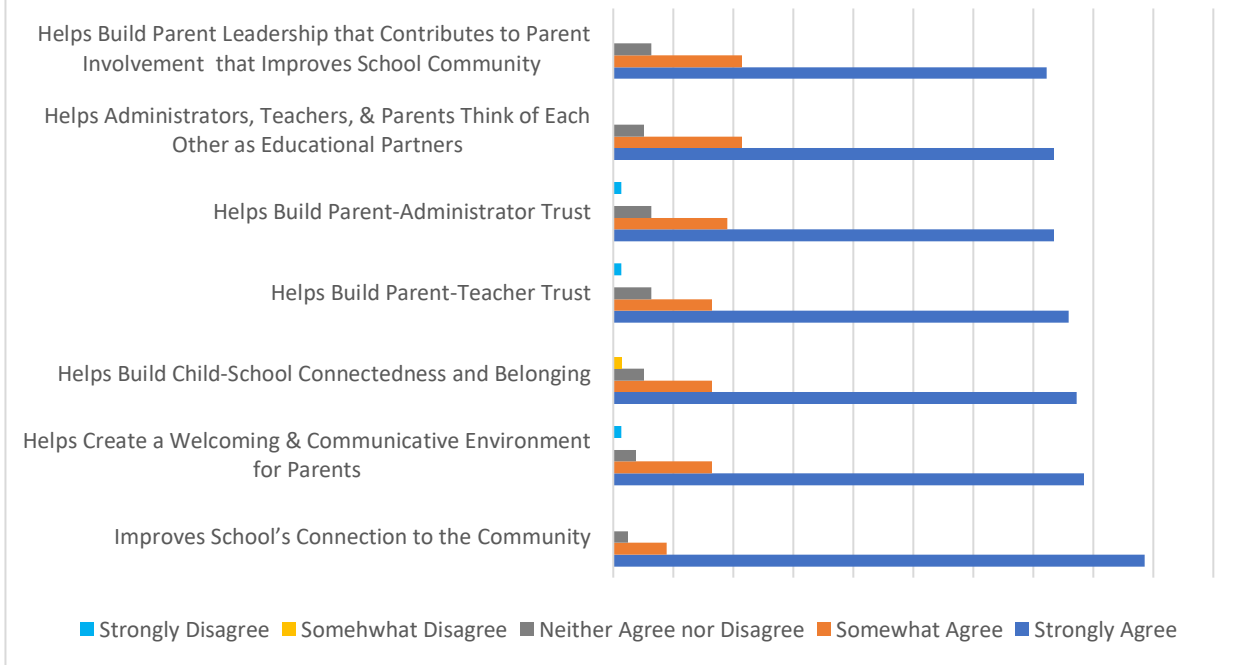
To expand on the benefits of the Parent Mentor Program, survey participants were invited to complete the statements, "Partnering with the PMP has influenced our school community by…" and "The PMP is beneficial to our school/school community because…"

Most responses to the statement "Partnering with the PMP has influenced our school community by…" produced four major themes: classroom support provided to teachers and students; the fostering of partnerships and relationships between PMP stakeholders; increased parent participation and engagement; and fomenting parent strengths and opportunities. Other themes highlighted through responses were the program's contribution to understanding school and classroom functioning; the bridging of the home and school environments; expanding resources for the school; exposing school staff to parent strengths; and exposing students to parent investment. Examples of the major themes are listed below.

Classroom Support Provided to Teachers and Students

- *Providing additional supports for our students through positive adult role models and advocates, additional educational support, and teacher assistance*
- *Increasing the District's capacity to develop meaningful and professional adult to student mentoring relationships, significantly improving at-risk students' willingness to engage and grow.*

Fostering of Partnerships and Relationships between PMP Stakeholders

- *Enhancing the relationship between the school, parents, and students*
- *Last year we struggled to establish these parent/community events, but this year our parent mentos did a phenomenal job in planning, sharing and bringing the community back into our building.*

Principals shared that the PMP is beneficial to their school/school community because the program provides support for students, the program positively influences relationships and community building, the program exposes parents to diverse opportunities, the program exposes parents to student and school life, the program allows parents to leverage their strengths, and because the program allows students to view parents as a part of their school environment. Examples of some themes follow. A complete list of responses can be found in Appendix.

Students View Parents as Part of the School Environment

- *Parents feel welcome and students have a person that looks like them they can relate too.*
- *Our students are afforded the opportunity to see their parents within the school which encourages success to our students.*

Exposes Parents to Student and School Life

- *Allowing parents to see what goes on behind the scenes and all of the work it takes to make things run!*

- *Parents get an opportunity to learn hands on what students are learning daily from teachers.*

Exposes Parents to Diverse Opportunities

- *The parent mentor program allows our parents to grow as leaders. It's about building capacity and community.*
- *It is a way to provide parents access to training to support their own students.*

E.   Comments and Recommendations

To finalize the survey, principals were asked to share any suggestions or comments they had for improving the Parent Mentor Program. Most responses reflected appreciation and gratefulness toward the program. Suggestions included: schedule flexibility for Parent Mentors, starting the program at the beginning of the academic year, regular meetings between coordinators and principals, integration of Parent Mentors with other school meetings and resources, and the continuation of Parent Mentor trainings. See all responses in Appendix.

Responding participants were asked about areas for improvement and development for the Parent Mentor Program and Parent Mentors.   Particularly, principal survey respondents were asked to identify the areas of knowledge and skill capacity development they recommend the program to increase to support learning within the classroom. The top three areas chosen by participants were an overview of foundational skills for reading, math, science and humanities (17.7%); improved reading and math strategies (16.5%); and strategies and resources for diverse learners/student populations (12.7%). See Figure 5 for further breakdown of the option chosen by the principals.

Figure 5   Knowledge and Skill Capacity Development Recommended for PMP to Support Learning in the Classroom (Frequency Reported)
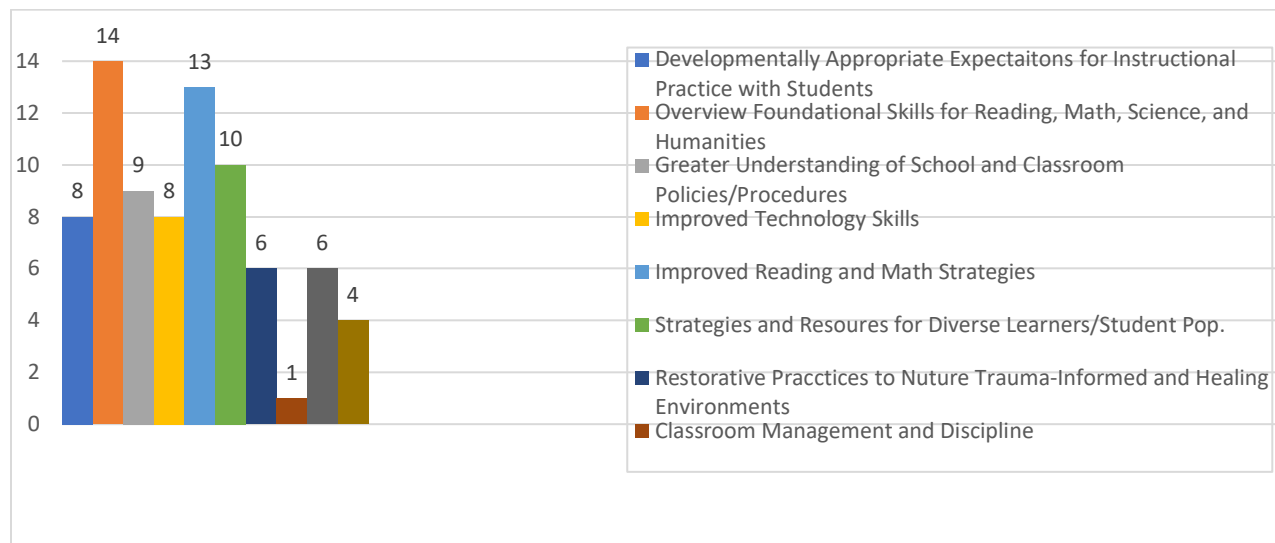
Respondents were also invited to select the top two suggestions they had for improving communication between the school and Parent Mentors. Participants could choose between the following options: No suggestions, communication is fine; Share list of trainings; Newsletter; Scheduled email updates; Joint Parent Mentor and teacher planning time; and/or Other (with a write-in option). "No suggestions. Communication is fine" and "Share list of trainings" were the most frequent responses chosen by survey respondents. Figure 6 presents more details.

Figure 6   Suggestion for Improving Communication PM-School (Frequency Reported)
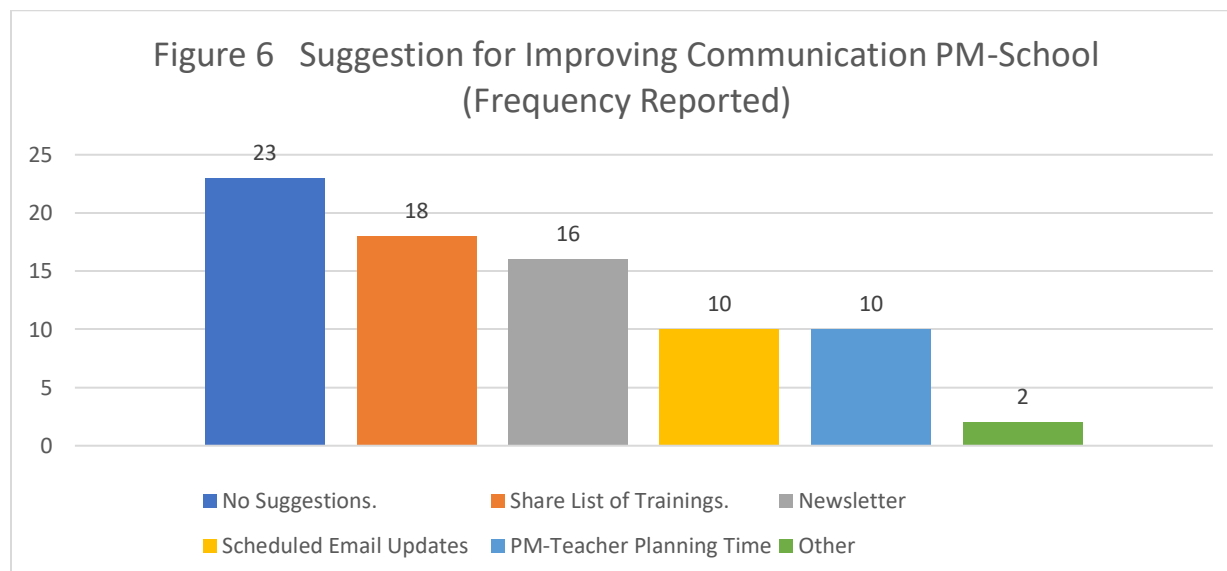
III. Findings from
Teacher Surveys

The Parent Mentor Program Teacher pre and post surveys were developed by the PEI, staff with the support of the external evaluators. The surveys were designed to elicited information regarding classroom and school contexts and experiences from the perspectives of teachers. All teachers that were assigned a parent mentor were asked to participate in the survey. Using the Qualtrics electronic survey platform, the teacher surveys were administered at two points in time, at the initiation and completion of the academic term in which the teacher worked with a parent mentor. There were 556 cases in which the same teacher completed the pre and post-survey. The analysis that follows is based on the of the 551 matches pairs of teacher pre and post survey responses and includes descriptive information regarding program participant, classroom, and school characteristics and test of statistical significance for differences on a number of measures pre and post program participation.

A.   Sample Description and Classroom Characteristics

Five hundred fifty-one teachers from 33 Illinois School Districts and 139 schools completed both pre and post program participation surveys. Approximately two-thirds of the teachers were from the Chicago Public School District (f=373, 67.7%). Thirty-nine community partners coordinated the Parent Mentor Program in these schools.

Gender and Ethno-racial Identity: Five hundred eight (92.2%) of the teachers in the sample identified as female and 37 (6.7%) identified as male. Five teachers preferred not answer and one indicated "other" gender.

Two hundred seventy-nine (50.6%) teachers identified as Latino, 200 (36.3%) as White, 48 (8.7%) as African American or Black, and 32 (5.8%) teachers identified as Asian. Four teachers identified as Middle Eastern/North African in identity, and another four as American Indian or Alaskan Native, and 13 indicated "other."

Languages Spoken: When asked about what languages the teachers spoke, 290 (52.6%) of those included in the sample indicated that they spoke English and Spanish, 11 (1.9%) Chinese, and 212 (38.5%) reported only speaking English. Thirty-eight teachers reported speaking other languages including Tagalog, sign language, Polish, Korean, Japanese, Italian, Assyrian, Basque, Catalan, French, Portuguese, Greek, Punjabi, and Hindi.

Years Participating in the Program: More than half of the teachers (59%) in the sample were either in their first or second year of participating in the Parent Mentor Program. One hundred-fifty-six teachers (40%) of the sample, indicated this was the first year that they participated in the Parent Mentor Program and 75 teachers (19%) indicated that it was their second year of the program. One hundred-two teachers (25%) reported 3-5 years of program involvement, and 67 reported six or more years (17%) of participation.

Years Teaching: Teachers in the sample reported a range of 1-43 years of teaching experience, with 14.4 years teaching as the average. Half indicated that they had been teaching for 15 or more years. The length of time that teachers had been employed in their current school ranged from 1 to 34 years, with half indicating seven or more years teaching in the current school. On average teacher reported being in the current school 9.9 years.

Table 4   Number of Years Teaching and Number of Years in Current School
(Frequency / Percentage)

	1-5 Years	6-10 Years	10 Years +
Number of Years Teaching	130 / 23.6%	81 / 14.8%	340/61.6%
Number of Years in Current School	242 / 44.1%	85 / 15.6%	224 / 40.3%

Years Participating in the Parent Mentor Program as a Teacher: Teachers in the sample reported a range of 1-20 years of participation in the Parent Mentor Program as a teacher. Half indicated that they had participated in the program for two years and the average length of participation was 2.5 years.

Program Introduction: Forty-one percent of teachers (f=226) indicated that they had attended the program orientation/introduction, while 59 percent (f=325) had not.

Classroom Type: In the sample, 255 teachers (46.3%) taught in bilingual classrooms, 282 in monolingual classrooms (51.2%), and 63 (11.4%) in two-way dual language classrooms. Eighty-three percent of teachers indicated that they were in grade level classrooms (f=459), while 12.7 percent reported that they were subject specialists (f=70). Fifty teachers indicated that they taught in "other" types of classrooms, including: pre-school blended, special education/ESL, sheltered instruction, self-contained special education, self-contained transitional bilingual program, learning for independence self-contained, inclusive, ESL, library, diverse learner resource, cluster, blended, and bilingual resource.

Grade Taught: Nearly half (f= 268, 48.6%) of the teachers that responded to the surveys indicated that they taught in pre-kindergarten, kindergarten or first grade classrooms. Forty-one percent (f=243) of teachers indicated that they taught in second through eighth graders, and eleven percent (f= 46) indicated that they taught in "other" grades, including a combination of grade levels or non-grade-based contexts such as Newcomer's Academy and Physical Education. See Figure 7 for a summary of the grade distribution.

Figure 7   Grade Taught
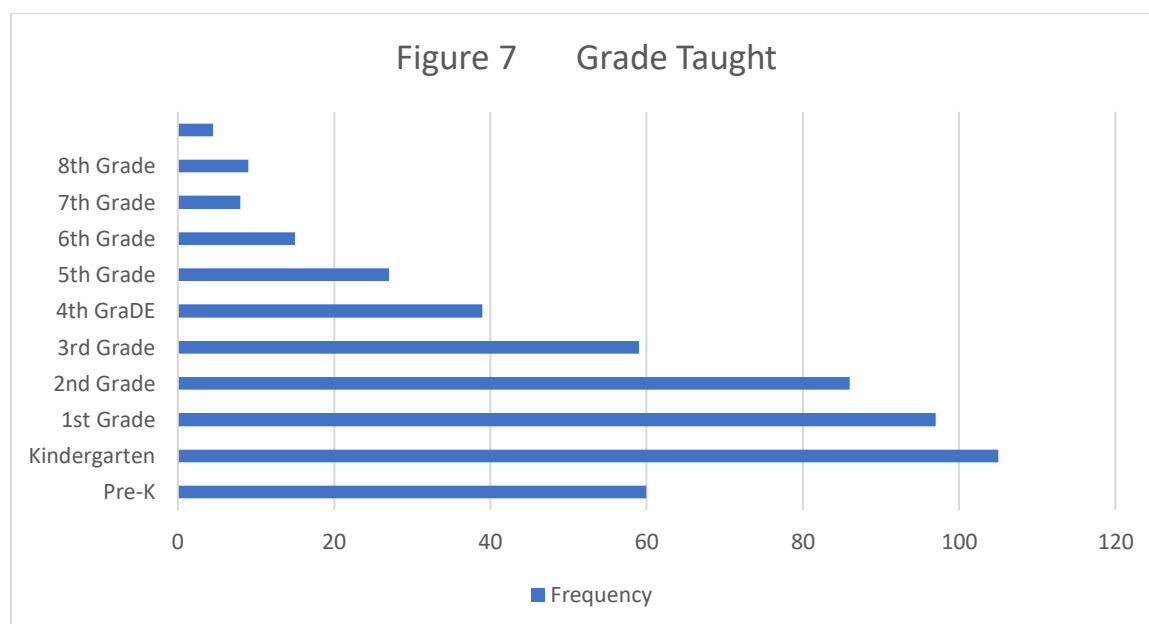
Classroom Support: Teachers were asked if there was another adult in their classroom (not a parent mentor) and their role. One hundred sixty-four (29.8%) reported that there was not another adult assigned to their classroom. One hundred twenty-four (22.5%) indicated that there was a teaching assistant in their classroom, 182 (21.4%) had a special education teacher, 102 (18.5%) had a special education classroom assistant (SECA), and 26 (4.7%) had a student teacher in their classroom. Another 67 (12.2%) teachers indicated that they had the support of speech, occupational, adapted physical education or social work therapists in their classroom. Literacy coaches were present in the classrooms of 31 (5.6%) teachers, and 30 (5.4%) teachers had the support of a bilingual interventionist in their classroom. Fifteen (2.7) reported a volunteer (not parent mentor) in their classroom. Fifty-nine (10.7%) teachers reported having "other" adult support in their classroom, including student coaches, tutors, junior teachers in training, multi classroom leaders (MCL), and paraprofessionals.

Students in Classroom: Teachers were asked the percentage of their students that were English Language Learners (ELL) and the percentage of their students with an Individualized Education Plans (IEP) or had special needs. On average teachers reported classes in which 60.6% of students were designated as ELL and 17.8% had an IEP or an identified special need.

Links with School Community: Teachers were asked if they currently or previously had lived in the community in which their school is located and if they had connections with the community. One hundred thirty-one or 23.8 percent of teachers stated they currently lived in the community in which the school is located, 98 or 17.8 percent reported formerly living in the community, while 322 or 58.4 percent indicated they had never lived in the community. Two hundred forty-two or 43% of respondents stated they had connections or affiliations with an organization in the community in which the school is located.

B. Powerful Parents and Families

One of the goals for the Parent Mentor Program is for parents grow personally and professionally and become leaders that shape the changes need in their homes, schools, and communities. Evidence of this growth is reflected in the survey and focus group data. The teacher survey responses indicated a strong and consistent parent mentor engagement with the school, as well as valued parent mentor characteristics, talent, and leadership.

Consistent Parent Engagement: Parent Mentor consistency in communication with their host teacher and attendance in their designated classroom reflect this commitment. When asked about parent mentor attendance, teacher responses indicated that parent mentors hardly missed without notice or an explanation, they rarely had irregular attendance, and they almost never left mid-semester without notice. Rather, if a parent mentor missed occasionally, most parent mentors found ways to communicate with teachers. See Table 5 and Figure 8 for frequencies and percentages.

Table 5   Parent Mentor Attendance

Parent Mentor Attendance on Days They Were Expected in the Classroom	Frequency	Percent
Never missed a day in the classroom	127	23.0
Missed occasionally but always found a way to communicate	373	67.7
Missed occasionally without notice or explanation	25	4.5
Had irregular attendance and made it difficult to count on them	17	3.1
Left mid-semester without notice and have not heard from them since	1	.2

Figure 8   Parent Mentor Attendance

Response	Frequency
Parent Mentor never missed a day in the classroom.	127
Parent Mentor missed occasionally, but always found a way to communicate with me.	373
Parent Mentor missed occasionally without notice or explanation.	25
Parent Mentor had irregular attendance and made it difficult for me to count on them.	17
Parent Mentor left mid-semester without notice and I have not heard from them since.	1

Parent Strengths and Qualities: Teachers were also asked about the qualities and behaviors regularly demonstrated by parent mentors. Their responses revealed that the great majority of parent mentors demonstrated a positive and warm demeanor and that they were good listeners, made students feel comfortable and respected, and were patient, reliable, proactive and were hard-working. Approximately half of the teachers indicated that parent mentors were creative and provided students and teachers helpful feedback. Several teachers reported parent mentors as having "other" qualities, including initiative, independence, love, kindness, generosity, dedication, responsibility, supportiveness, flexibility, and respect. See Table 6 and Figure 9 for frequencies and percentages.

Table 6   Qualities and Behaviors Regularly Demonstrated by Parent Mentors

Qualities and Behaviors Regularly Demonstrated	Frequency	Percent
Positive and warm demeanor	506	91.8
Good listener	453	82.2
Made students feel comfortable and respected	499	90.6
Proactive	417	75.7
Patient	481	87.3
Gave students helpful feedback	294	53.4
Gave teacher helpful feedback	273	49.5
Reliable	410	74.4
Creative	309	56.1
Hard-working	468	84.9
Other	35	6.4

Figure 9   Parent Mentor Qualities and Behaviors
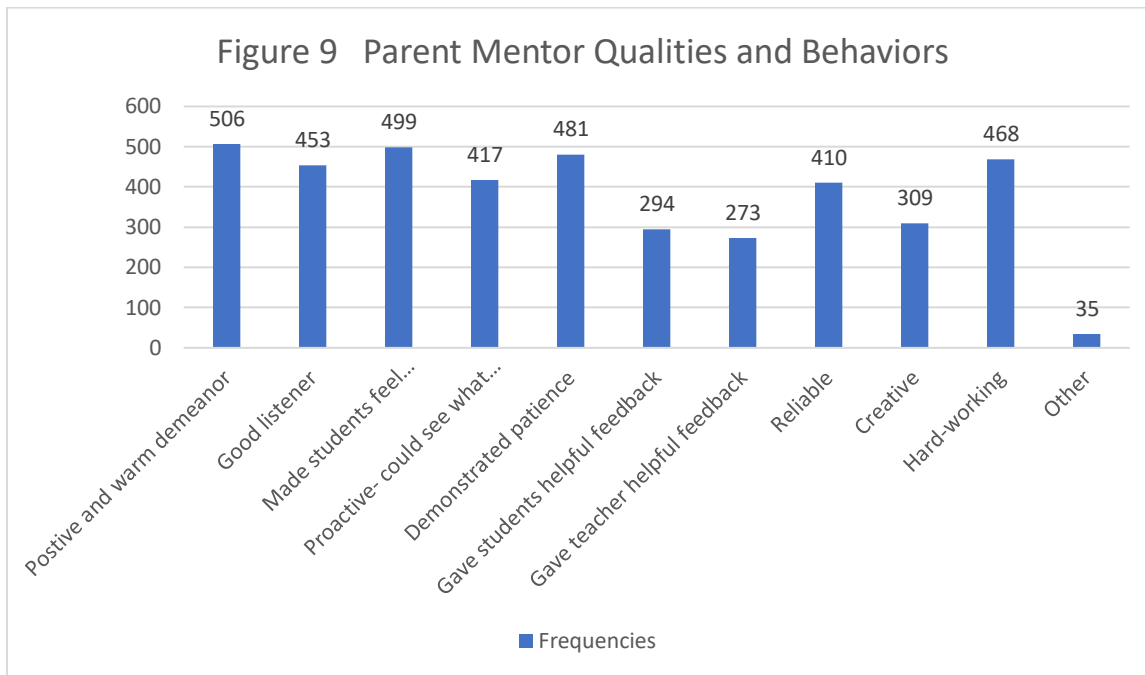
Parent Capacity Development: The surveys administered in the fall (pre) and spring (post) of the academic year asked teachers to identify what type of training they would recommend for parent mentors to prepare them to contribute to student learning and engagement, and support teacher instruction and enhance their leadership in the school. The survey allowed them to recommend multiple areas for capacity development. The

most frequent recommendations of teachers, in rank order were socio-emotional support for students, student instruction and engagement practices, basic subject knowledge and skills, scaffolding skills, and classroom management. See Figure10 for frequencies.

"Other" activities or trainings that teachers recommended for parent mentors in the pre-survey included small group training, phonological awareness, introducing parent mentors to the curricula used in the school, and ESL instruction.

Figure 10 Teacher Recommendations for Parent Mentor Training
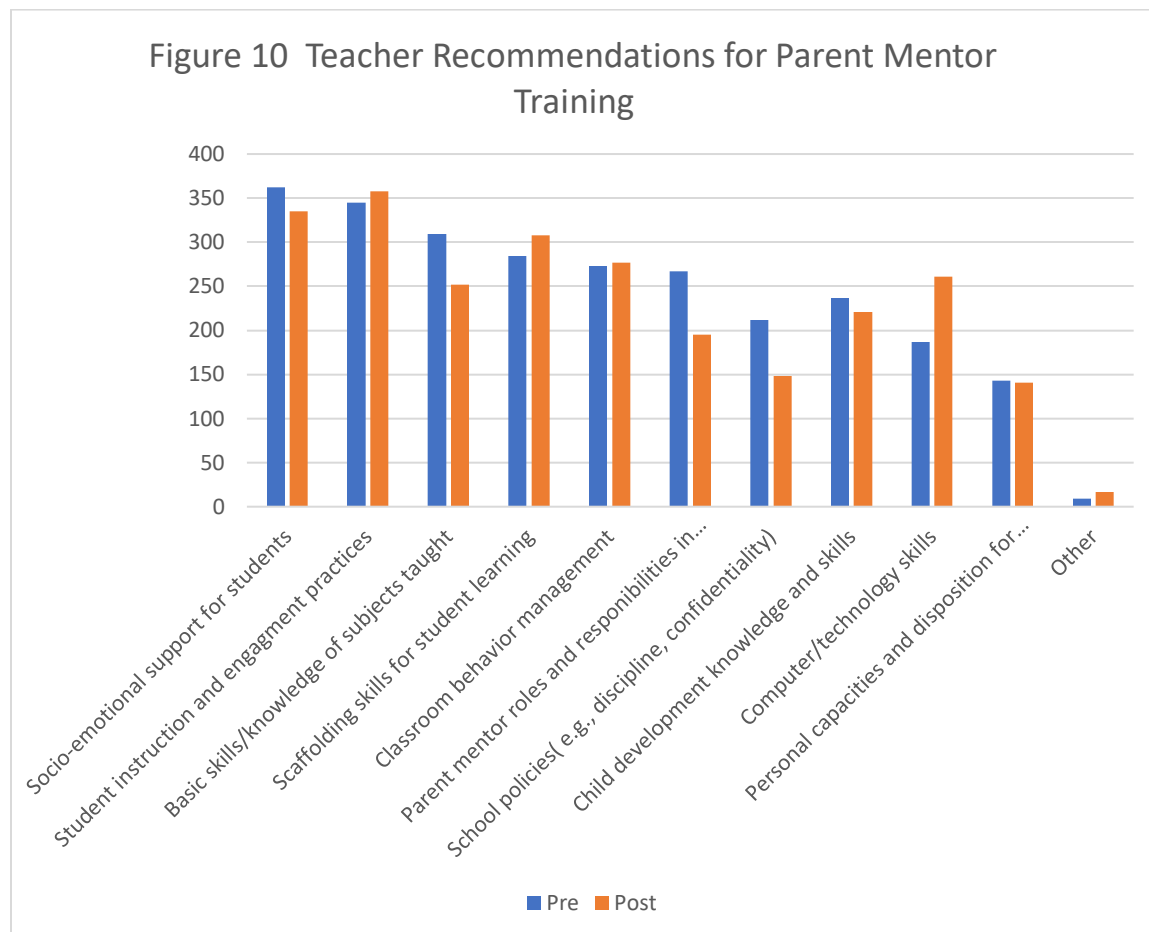
C. Powerful Students and Classrooms

Through the Parent Mentor Program parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow. The teacher survey asks about the academic support that parent mentors provide and their contribution to student gains.

Parent Mentor Academic Support: In the survey administered at the end of the academic year, teachers were asked to identify how parent mentors spent most of their time in their classroom. The survey allowed them to identify multiple types of supportive activities in which their parent mentor engaged through the course of the academic year. The most frequent parent mentor activities identified by teachers in rank order were: supporting or checking in on a child who is having a hard time, leading small groups in literacy, helping organize the classroom, preparing materials for class, tutoring students one-on-one in literacy, tutoring students one-on-one in math, providing native language support, leading small groups in math, checking/grading homework, and leading the whole class in an activity. See Table 7 for frequencies.

"Other" types of activities that teachers shared were performed by Parent Mentors in the classroom included working with students in various interest areas, working on various library projects, taking students to the bathroom or other areas of the school, teaching the class along with the substitute teacher, supporting with peer-to-peer discussion, reading tests to bilingual students and students struggling with reading, providing behavioral support, providing IEP goal support, prepping classroom material, chaperoning field trips, and providing support in any area needed, among others.

Table 7   Academic Support Activity in Which Parent Mentor Dedicated the Majority of Their Time (in rank order)

Supportive Activity	Frequency	Percent
Supporting/checking in on child who is having a hard time	426	55.6
Leading small groups in literacy	356	50.0
Helping organize the classroom	328	45.0
Preparing materials for class	325	45.0
Tutoring students one-on-one in literacy	317	45.0
Tutoring students one-on-one in math	278	38.3
Providing native language support	249	32.0
Leading small groups in math	230	31.3
Checking/grading homework	158	20.9
Other activity	148	6.7
Leading the whole class in an activity	44	5.2

Parent Mentor Support in Math and Reading: Teachers were asked about how the Parent Mentor Program supported learning in their classroom. They were specifically asked to indicate how parent mentors provided support to students in math and reading and how they also provided socioemotional support for students. Teachers reported that parent mentor most frequently supported students in their math and reading by assisting those in need of extra support, working with them in small groups, providing one-on-one tutoring, practicing skills and strategies, and providing bilingual assistance. See Table 8 for frequencies and percentages.

Please note that there was a problem with this electronic survey item. While the question invited participants to "select all that apply," the survey did not allow respondents to select more than one item. Thus, many teachers indicated that the parent mentors supported students in all of the manners listed.

Table 8   Reading and Math Parent Mentor Learning Support for Students

Parent Mentor Helped Students with Math and Reading by:	Frequency	Percent
Assisting students in need of extra support	311	42.5
Working with small groups	277	50.3
Providing one-on-one tutoring	234	42.5
Practicing skills and strategies with students	232	42.1
Providing bilingual assistance	146	26.5
Other	31	5.6
Did not help in this area	26	4.7

Ninety-nine percent of teachers reported that parent mentors provided students emotional support and opportunities for social emotional learning. They indicated that parent mentors most frequently offered socioemotional support and learning opportunities through positive reinforcement. This was followed in frequency by building positive and meaningful relationships with students, encouraging active student participation in classroom activities, supporting students in need of extra emotional support, providing bilingual assistance, mediating conflicts and difficult behaviors, and encouraging regular school attendance. See Table 9 for frequencies and percentages

Table 9 Socioemotional Support and Learning Opportunities Offered by Parent Mentors

Parent Mentor Provide Socioemotional Support & Learning by:	Frequency	Percent
Providing positive reinforcement	475	86.2
Building positive and meaningful relationships	448	81.3
Encouraging active student participation in classroom activities	347	63.0
Supporting students in need of extra emotional support	345	62.6
Providing bilingual assistance	249	45.2
Mediating conflicts and difficult behaviors	185	33.6
Encouraging regular attendance in school	142	28.5
Other	5	0.9
Did not help in this area	7	1.3

"Other" ways that Parent Mentors provided social and emotional support and learning opportunities for students included: supporting students in following their informal behavior plan and positive behaviors, helping with parent support, engaging with incentives and creating opportunities for connection, and using peer support.

Student Academic Gains: Teachers were asked if the parent mentor program supported student gains in reading, math and socio-emotional learning. Teachers were asked to identify the areas where they observed student gains associated with the support provided by parent mentors, specifically in math, reading and socioemotional learning. Teachers noted gains in understanding math concepts and reading fluency and comprehension. See Table 10 and Figure 11.

"Other" gains that Parent Mentors provided support for in math and reading included writing support, language/bilingual assistance, phonics skills, fine and gross motor skills, motivating students, enhancing vocabulary, basic math and reading skills, overcoming challenging work, clarifying directions, and helping students cooperate in small groups, among others.

Note: The survey did not ask about science or social studies specifically, but various teachers wrote-in that Parent Mentors provided students support in these areas specifically.

Table 10 Parent Mentor Support of Student Gains in Math and Reading

Area of Support Offered Student Gains in Math and Reading by:	Frequency	Percent
Reading fluency	324	58.8
Understanding mathematical concepts	301	54.6
Reading comprehension	299	54.3
Solving mathematical problems	192	34.8
Other	75	13.6

Figure 11   Student Gains in Math and Reading Supported by Parent Mentors
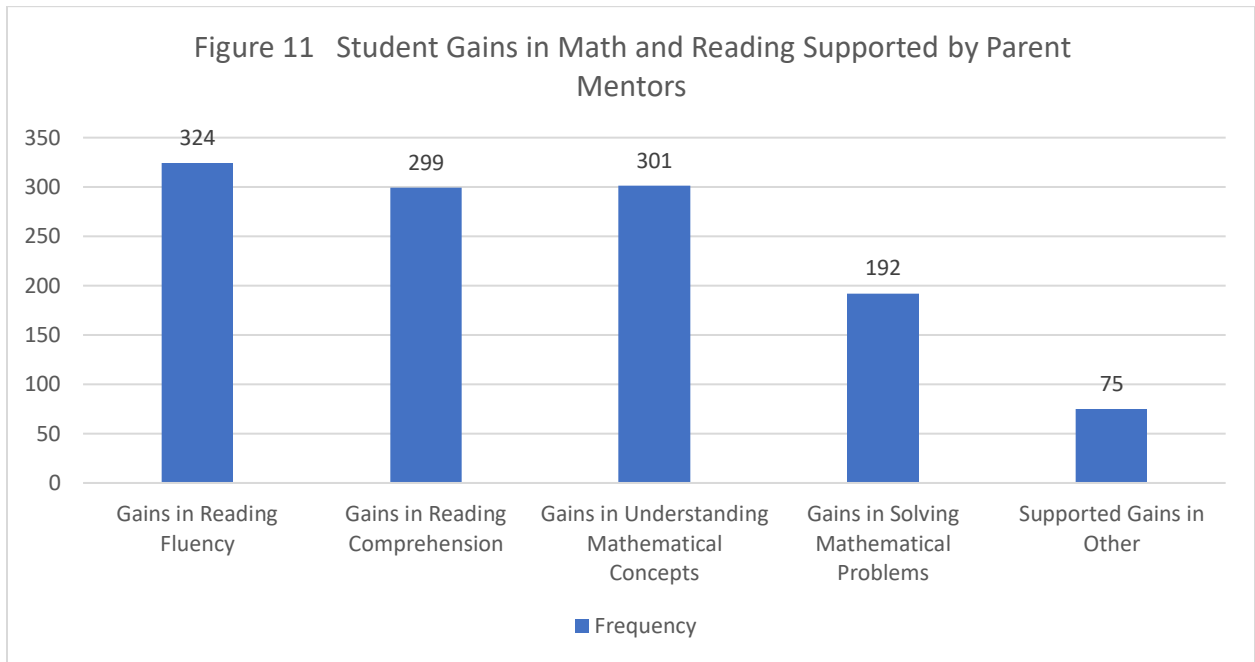
Ninety-three percent of teachers reported that parent mentors supported student gains in various areas of social emotional learning (SEL). The most common areas of SEL gains reported by the teachers, in rank order, were gains in: self-management, relationship skills, responsible decision making, self-awareness, and social awareness. See Table 11 and Figure 12for frequencies and percentages. See Table 11 and Figure 12.

According to teachers' post-survey responses, Parent Mentors supported SEL gains in "other" areas, including building student independence, developing language, play skills, and coping skills.

Table 11   Socioemotional Learning Support offered by Parent Mentors

Parent Mentor Support Gains in Socioemotional Learning	Frequency	Percent
Gains in self-management	353	64.1
Gains in relationship skills	351	63.7
Gains in responsible decision making	350	63.5
Gains in self-awareness	307	55.7
Gains in social awareness	293	53.2
Gains in other areas of social emotional learning	24	4.4
Did not help in this area	37	6.7

Figure 12   Social and Emotional Learning Student Gains Supported by Parent Mentors
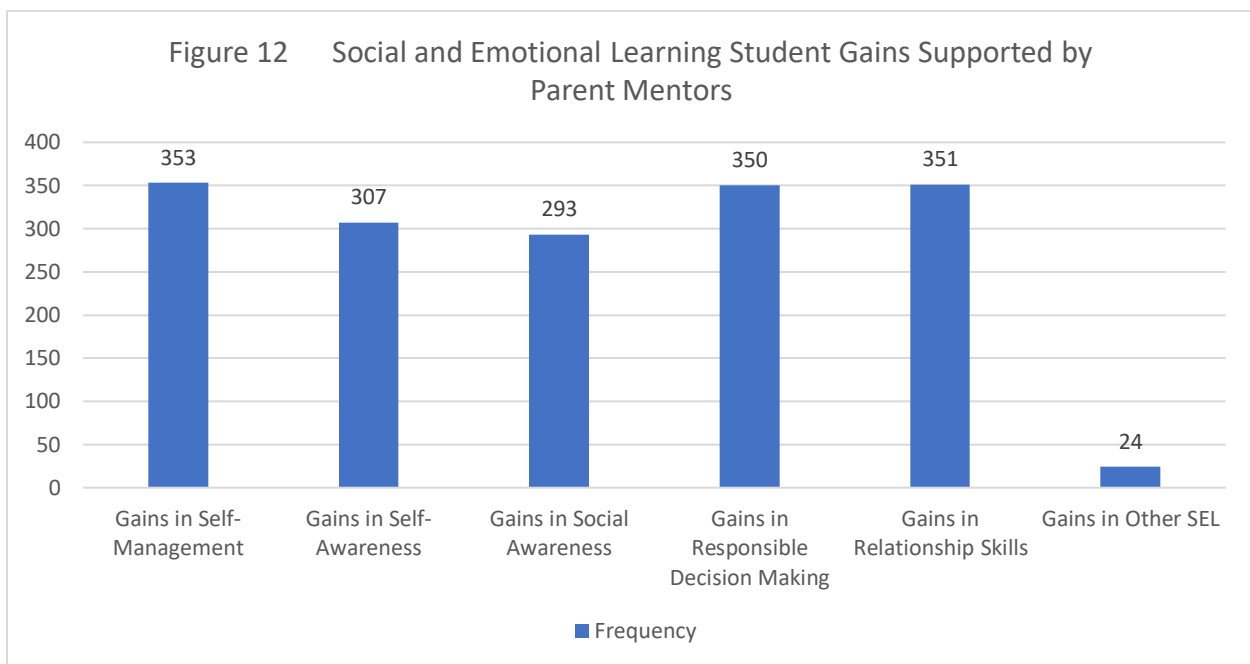
Changes in Classroom Support Over the Course of the Program: There were 551 cases in which the same teacher completed the pre and post-survey. The two points of measurement (pre and post) allowed for the comparison of measures of classroom support included in the survey. Teachers were asked to identify on average how many times a week they had a Parent Mentor help with their class or assist students during learning time. They were also asked to report the number of students they had time to work with in small groups for 10 minutes or more during a class session, as well as the number of students a Parent Mentor was able to work with individually or in small groups for 10 or more minutes.
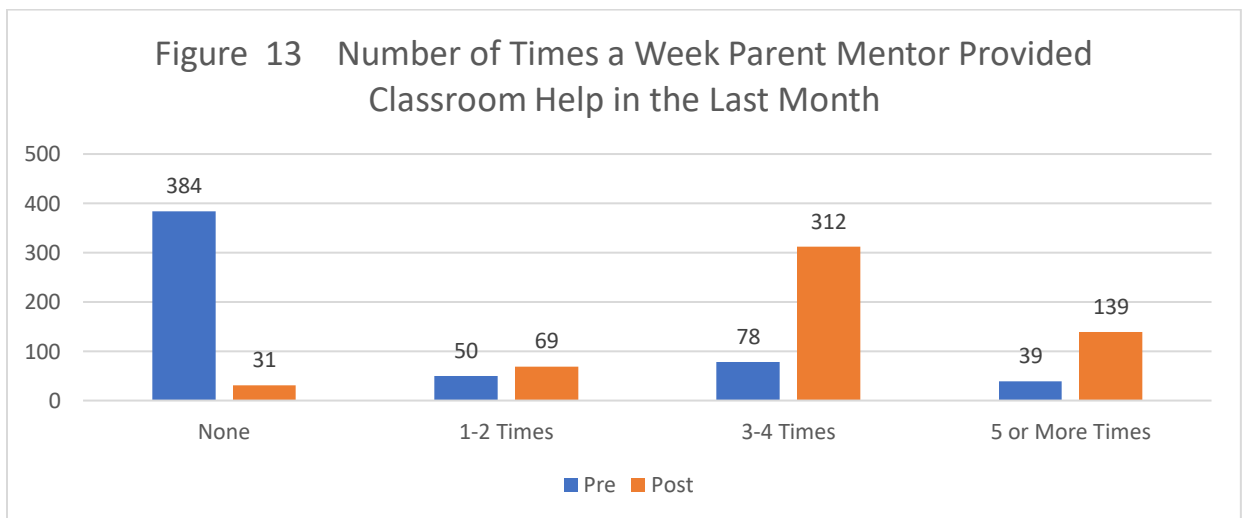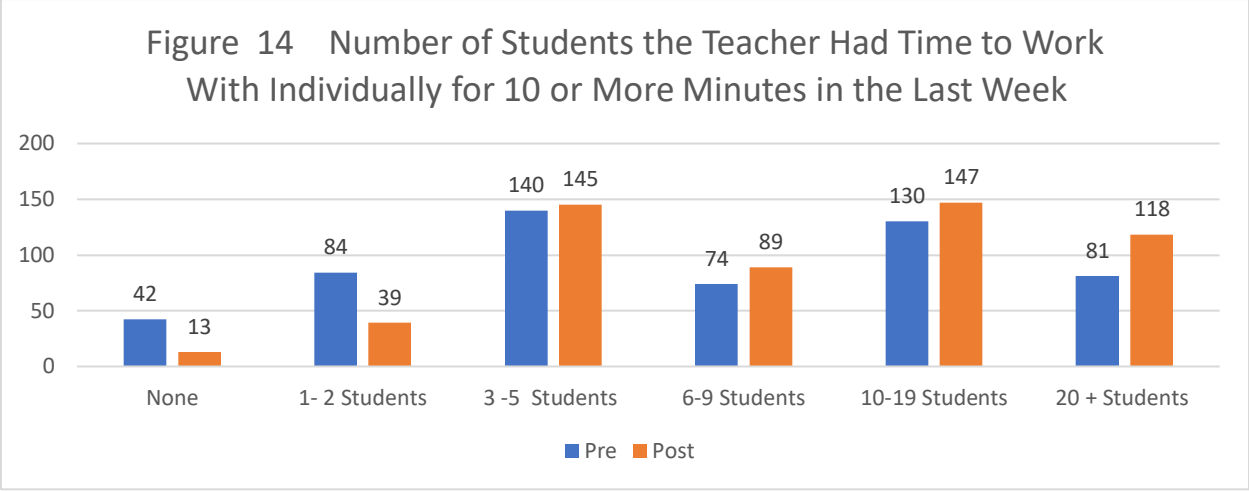
A Wilcoxon Signed-Rank Test for Matched Pairs was executed with the teacher surveys with matched repeated measures to test for the significance of difference between pre and post program measures. The Wilcoxon test is used in situations in which the data are ordinal, from the same population and are paired from the same study participant. This test allows one to see the change across variables at the two different points of measurement, the direction of the change, and determines if the change is of statistical significance.

The Wilcoxon Signed-Rank Test for Matched Pairs test indicated increases in all these areas over the course of the academic year. These increases were statistically significant at the .001 level and the results are summarized in Table 12. The table is followed by Figures 16 and 17 that provide visual representations of the change in frequency for each of these activities.

Table 12 Changes in Classroom Support Over the Course of the Program

Parent Mentor Support	Z Score	Significance
The number of times in the last week a parent mentor helped with my class	-17.365	<.001
In the last week, the number of students I/teacher had time to work with individually or in a small group for 10 minutes or more	-6.144	<.001

Figure 13 Number of Times a Week Parent Mentor Provided Classroom Help in the Last Month

Figure 14 Number of Students the Teacher Had Time to Work With Individually for 10 or More Minutes in the Last Week

Category	Pre	Post
None	42	13
1-2 Students	84	39
3-5 Students	140	145
6-9 Students	74	89
10-19 Students	130	147
20+ Students	81	118

D. **Powerful Community Centered Schools and Powerful Communities**

Through the Parent Mentor Program, the leadership of the parents is centered within schools, organizations, and communities. The teacher survey responses provide ample evidence of gains in this priority area and re corresponding goals.

Benefits to the School: Teacher responses indicated that the Parent Mentor Program helped them think of parents as education partners by offering them more opportunities to engage parents (78%) and/or providing insights into the perspective of parents (71.3%). See Figure13 for frequencies.

Figure 15 The Parent Mentor Program Helped Teachers Think of Parents as Educational Partners

Category	Frequency
Providing an Opportunity for Teachers to Engage More With Parents	430
Helping Teachers Better Understand Parent Perspective	393
Other	97
Did Not Help in This Area	49
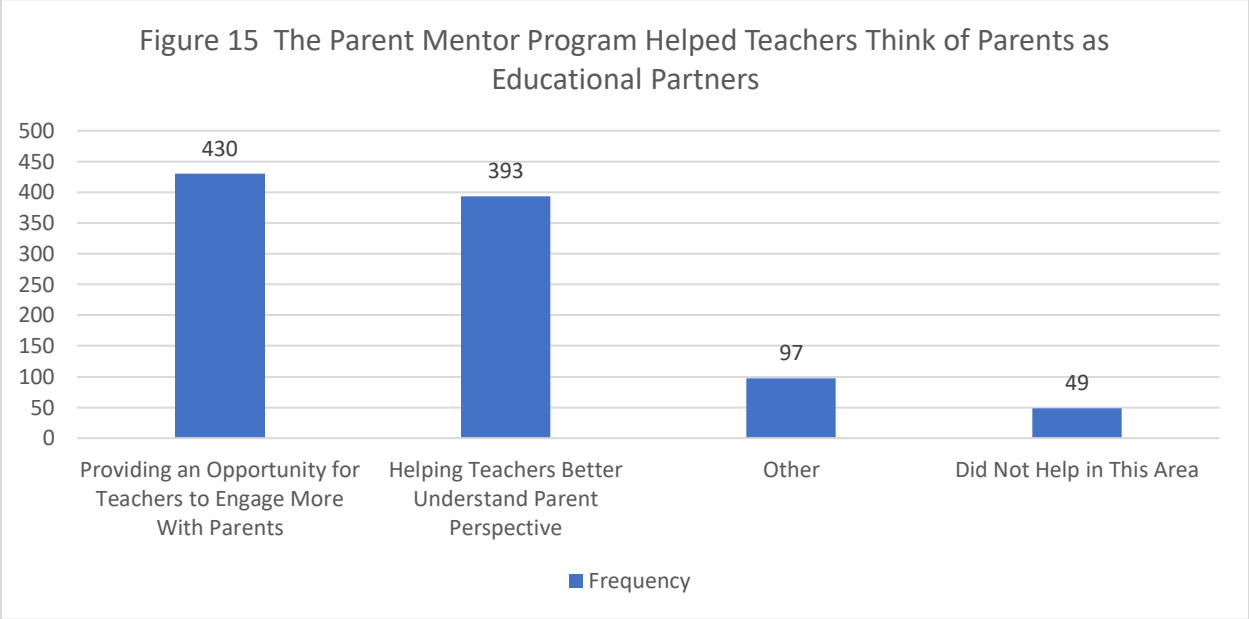
Teachers were also asked how parent mentors aided them in understanding the community in which their school is located. They reported that parent mentors enhanced understanding by sharing general information and insights (57.9%), their perspective as a parent (73.5%), keeping teachers abreast of issues/events (46.6%), and informing teachers about community resources (32.3%). Seven percent of teachers indicated that Parent Mentors did not provide help in this area. See Figure 14 for frequencies.

Several teachers shared that the Parent Mentor Program helped them gain a better understanding of the community through "other" avenues, such as sharing culture and customs with teachers, and introducing teachers to other parents.

Figure 16   The Parent Mentor Program Helped Gained a Better Understanding of the Community
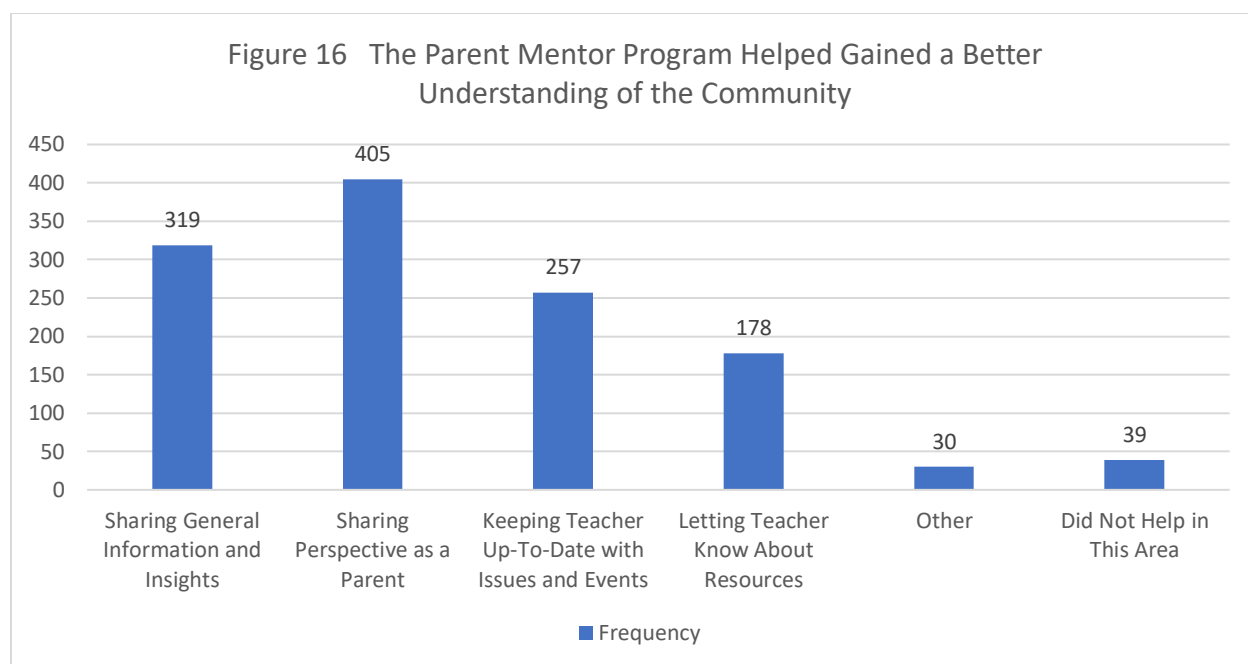
Teacher survey responses reflected strong support for the program and suggested that parent mentors cultivated positive and trusting relationships between parents and teachers and other school staff, while contributing to a welcoming school environment. Ninety-three percent of teachers reported that parent mentors helped to build a welcoming and communicative school and similarly, 93 percent indicated that it helped build trusting relationships between parents and school staff. Ninety-one percent of teachers indicated that they would like to host a parent mentor in their classroom in the

future and 94 percent would recommend the program to other teachers. See Figure 15 for frequencies.

In addition, several teachers shared that the Parent Mentor Program helped them think of parents as educational partners in "other" ways, including providing feedback for teachers, being reassuring, helping teachers better support and engage students, helping parents understand the teacher perspective, providing an extra pair of eyes within the classroom, and contributing to the school community, among others.

Figure 17 Parent Mentor Program Contributions to School Climate and Relationships
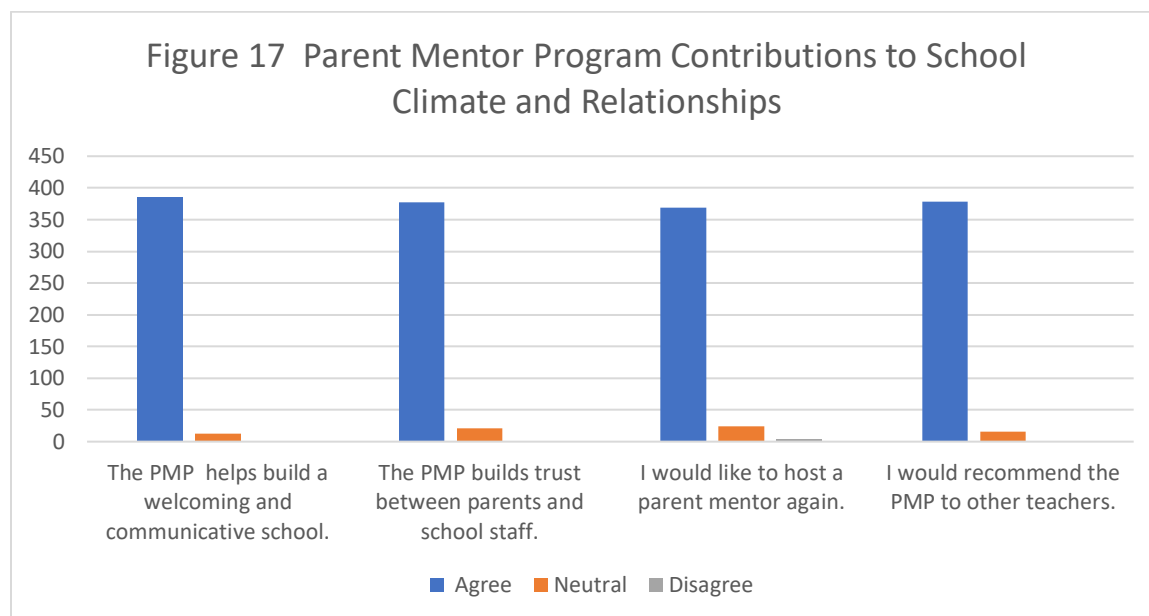
Number of Teacher Interactions with Parents and Students: There were 551 cases in which the same teacher completed the pre and post-survey. The two points of measurement (pre and post) allowed for the comparison of measures parent-teacher-community engagement included in the survey.

Teachers were asked to think about how many times in the last week they had a phone, text, or in-person exchange with a parent to discuss their child's progress or behavior; or a communication regarding something *other* than their child's progress or behavior. They were also asked to report the number of parents that they reached out to individually by

phone, email, text, or social media.   Additionally, teachers were asked to report how many times in the last week they had asked a school parent for suggestions.

A Wilcoxon Signed-Rank Test for Matched Pairs was executed with the teacher surveys with matched repeated measures to test for the significance of difference between pre and post program measures. The Wilcoxon test is used in situations in which the data are ordinal, from the same population and are paired from the same study participant. This test allows one to see the change across variables at the two different points of measurement, the direction of the change, and determines if the change is of statistical significance. The Wilcoxon Signed-Rank Test for Matched Pairs indicated increases in areas over the academic year. These increases were statistically significant at the .001 level for two items and at .05 for the other two items. The Wilcoxon Signed-Rank Test for Pairs result for these items are summarized in Table 13. Figures 18 through 21 follow and provide visual representations of the change in frequency for each of these items.

Table 13   Number of Teacher Interactions with Parents and Students

Communication Between Teacher and Parents	Z Score	Significance
Average number of times a week teacher had conversation with school parents to discuss something other than their child's progress or behavior	-2.157	<.031
Number of parents from the school that the teacher contacted individually in a week	-2.183	<.029
Average number of times teacher asked a parent abut a community resource(s)	-8.275	<.001
Average number of times a week teacher asked a school parent for a suggestion	-6.467	<.001

Figure 18   Number of Times a Week Teacher Had a Conversation with Parent About Child's Progress or Behavior in the Last Month

	None	1-2 Times	3-4 Times	5 or More Times
Pre	27	200	159	165
Post	38	196	189	128
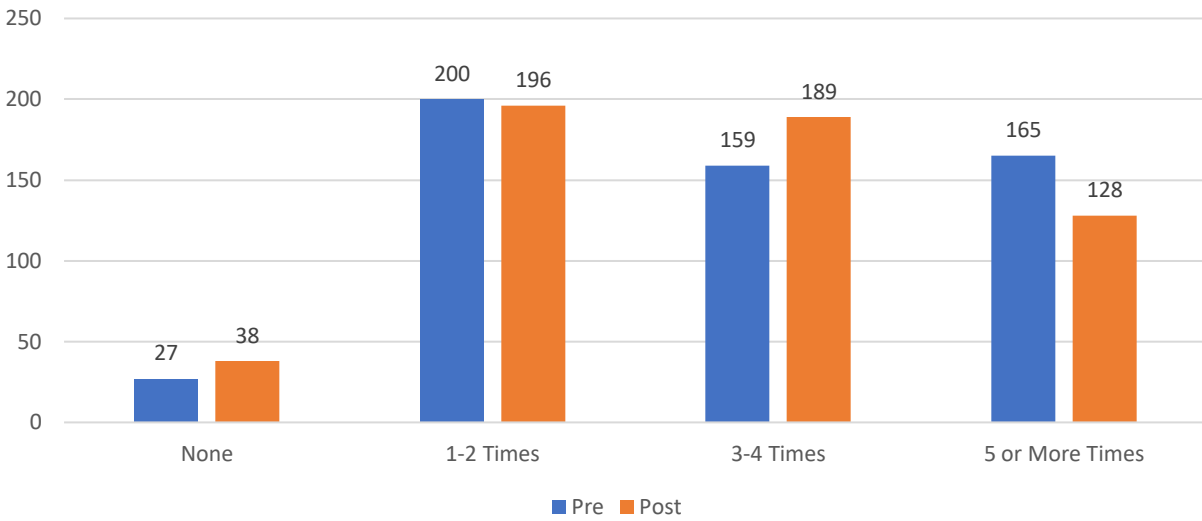
Figure 19   Number of Times a Week Teacher Asked a Parent for a Suggestion in the Last Month

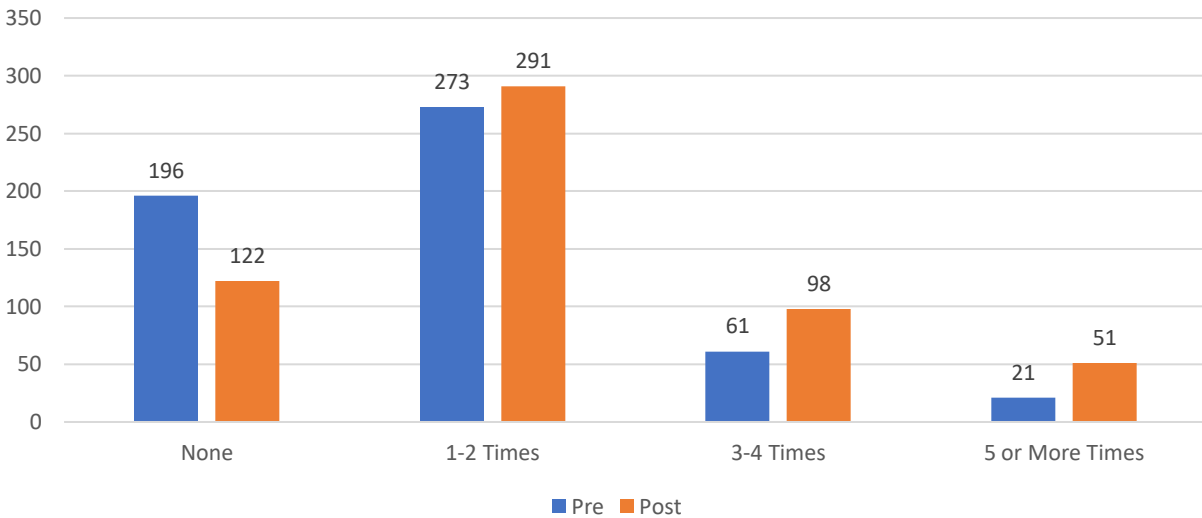|	None	1-2 Times	3-4 Times	5 or More Times
Pre	196	273	61	21
Post	122	291	98	51

Figure 20   Number of Times a Week Teacher Asked a Parent About Community Resource(s) in the Last Month
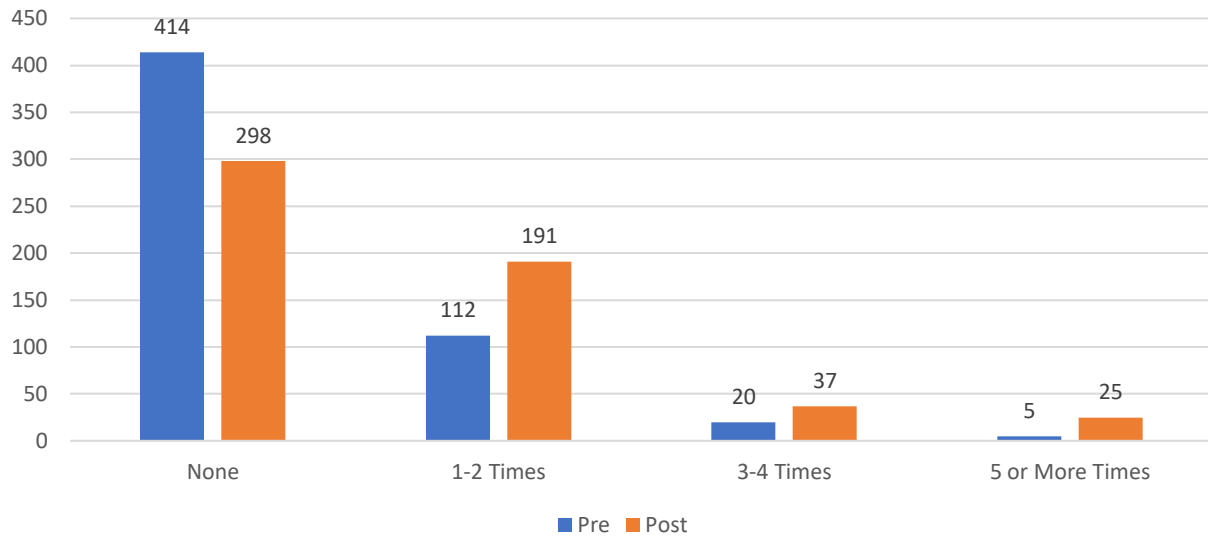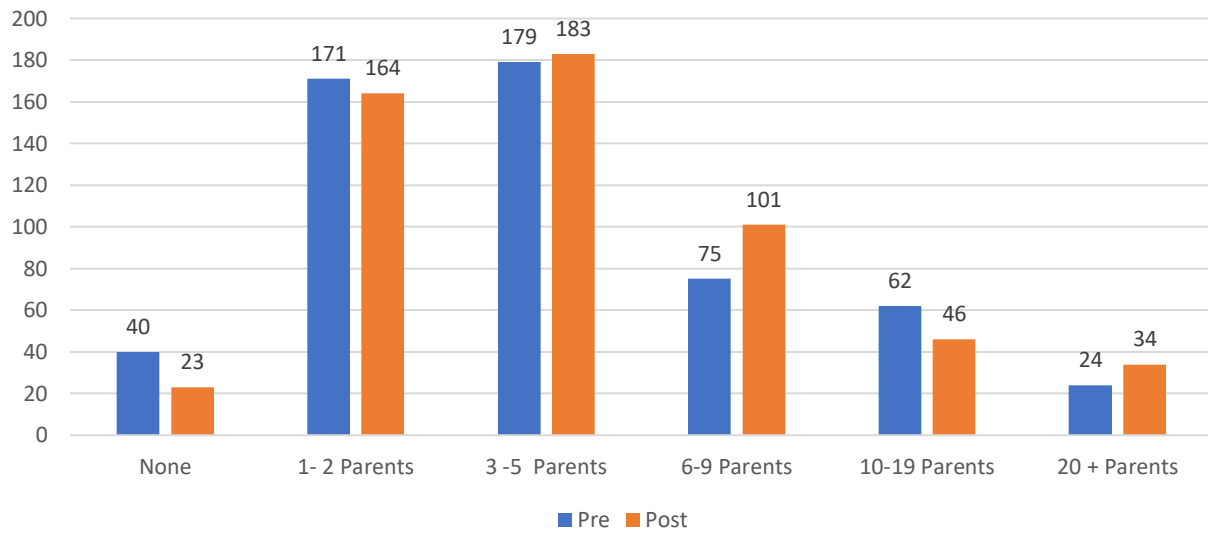

Figure 21   Number of Parents the Teacher Reached Out to Individually in the Last Week

E. Comments and Recommendations

The overwhelming number of teacher comments regarding their experience with the PMP included comments of gratitude and appreciation for the program and Parent Mentors. Examples of this include:

- *Students were positively impacted by their time in the classroom. Thank you to all of the parent mentors for your time and dedication to the classroom and program!*
- *This is not my first time with this program. I have enjoyed working with both the PM's I have had. I feel this is an important program, helping students strengthening their skills and building relationships with others.*
- *The Parent Mentor Program has become a crucial part of the children's learning.*
- *The Parent Mentor Program greatly helps our students giving them the extra support they need.*
- *Thank you for the opportunity to collaborate with my PM!*
- *She is a hard worker always helping in any way she can. She provides academic support in literacy and math. She has built a relationship with students adding to a safe learning environment. She has provided support and effective feedback.*
- *Pleasant experience, it was nice to get to know another member of our school community and help her learn about students with disabilities.*
- *I wish other teachers had one too!!*

A couple of teachers shared that Parent Mentors would miss days in the classroom. They ask for better communication between teachers and Parent Mentors.

- *My parent mentor was very kind, but occasionally did not come on assigned days with no notice. This makes it difficult to plan without that reliability.*

- *My personal experience with the Parent Mentor Program was not the best. My PM was unreliable and would miss at least once a week, most of the time without telling me. Then she never came back without telling myself or saying goodbye to the students. I fully understand that things happen, days need to be taken off and people have things that may happen at home. I just wish my PM communicated better, especially when she stopped coming altogether.*

Other teacher suggestions for Parent Mentors included trainings on students management, Parent Mentor fluency in English, more Parent Mentor initiative, more reading comprehension skills, and not providing answers or solutions for students.

- *Trainings on how to manage students who present classroom behavior during small group time.*

- *Parent mentors need to be fluent in English to help with reading/phonics.*

- *I think the parent mentor should be encouraged to be more proactive and initiate more/ask questions to the teacher rather than just wait to be assigned a task. I think this should be promoted as more of a partnership.*

- *I would like the parent mentor to have a better understanding on reading comprehension skills.*

- *One suggestion is making sure that they are supporting the students learning but not telling them how to spell stuff correct. We teach how to stretch out our sounds for each word.*

Teacher suggestions for the PMP included assigning the same Parent Mentor to teacher classrooms over the years, including afternoon sessions/shifts for Parent Mentors, providing Parent Mentors with a computer device, including WIDA training in the program, and starting the program over the summer to help with orientation of the Parent Mentors.

- *I wonder if in the future we can have our mentors return for afternoon sessions so that the students have the extra support in math as well?*
- *It would be great if they were given a temporary device, like an iPad or laptop, so they could create work or enter grades.*

- *Gather parents over the summer and if possible, have them begin with teacher's week 0 to strengthen relationship. This would also serve as time to establish guidelines and expectations.*

- *My experience has been excellent. I would suggest the Parent Mentor Group add WIDA training to the parent mentor training as this would qualify them to be recognized by CPS as someone provide bilingual services to students in the bilingual program.*

- *I wish she could be my parent mentor each year because of how amazing she is with the students, the staff in my classroom, and because of the level of support she has provided to me as a teacher.*

- *I am disappointed to hear that the Parent Mentor that I have had since the beginning of the program is unable to participate due to her participation in the community, she is part of. I think that they should be able to regardless of that kind of status. She is still a parent of the school and should be able to participate as a parent mentor. I know that someday I will need to have a different parent in my room, but as of now, having her from year to year helped alleviate the issue of needing to retrain someone or fear of an unreliable replacement that I have seen in other classrooms. I would really like to have the same Parent Mentor that I have had until she is ready to stepdown due to her own schedule and need to step away from the program.*

Note: One teacher clarified that they checked all of the boxes for the "What areas of training do you recommend for Parent Mentors" question because more children in their school need support in all of those areas.

- *I checked the above topics, not because the parent was lacking in this area, but because we are receiving more and more children that need this support.*

The parent mentor surveys were designed to gather descriptive information regarding program participants, measures of school and community engagement and test of statistical significance for differences on a number of pre and post program participation measure related to the program goals of fostering powerful parents and families, powerful students and classrooms, powerful community-centered schools, and powerful communities.

A. Parent Mentor Sample Description

The analysis that follows is based on a sample of 1058 parent mentors completed both pre and post program participation surveys.

**Marital Status*:* Seventy percent (f=741) of the Parent Mentors were married or lived with their partner, 22.3 percent (f=236) were single, 2.7 percent (f=29) were divorced, and 1.2 percent (f=13) were widowed. 3.6 percent (f=38) indicated they preferred not to answer the marital status question.

Ethnicity and Race: When asked about their race/ethnic identity, 65 percent (f=688) indicated that they were Latino, 18.5 percent (f=196) Black or African American, 6.3 percent (f=67) Asian or Pacific Islander, 4.7 percent (f=50) white, 2.8 percent (f=30) Middle Eastern/North African and 0.2 percent (f=2) identified as American Indian or Indigenous. Various respondents indicated they identified as mixed race, such as white and Latino (f=20, 1.9%), white and African American (f=2, 0.2%), white and Middle Eastern/North African (f=1, 0.1%), and Latino and American Indian (f=1, 0.1%).

**Place of Birth*:* Thirty-four percent (f=360) of the parent mentors indicated that they were born in the U.S., while 695 or sixty-six percent indicated they were born in another country. Among the foreign born, most were born in Mexico (f=454, 43%) or another Latin American country (F=53), followed by individuals from South Asian countries (f=30), MENA countries (f=26) East Asian (f=25), and Southeast Asian (F=8) countries. Eighty-

Two individuals that indicated that they were foreign born did not specify their country of birth.

Gender: Ninety-six percent (f=1016) of parent mentors identified as female, 3.5 percent (f=37) identified as male, two respondents identified as non-binary, and three indicated they preferred not to provide a response.

Age: Ages of those parent mentors who responded ranged from 18 to 77. Approximately ninety-three percent (f=986) indicated they were between 18 and 59 years of age.

Parent Mentor Employment: At the time of the pre survey, 31.8 percent (f=336) of the parent mentors in the sample indicated they were employed, 8.4% (f=89) stated they were currently looking for employment, and 0.6% (f=6) stated they were retired. Similarly, at the time of the post survey, the proportion of parent mentors that were employed was 30.7 percent (f=323) and fewer indicated they were seeking employment, (f=129, 1.2%).

Languages Spoken*:* Many of the parent mentors indicated that they speak two or more languages. Sixty-six percent (f=696) of the parent mentors reported that they speak Spanish, 55 percent (f=580) speak English, four percent (f=37) Arabic, thee percent (f=27) Chinese, two percent (f=23) Urdu, and one percent (f=7) speak Hindi. Languages that parent mentors indicated less frequently included Assyrian, Gujarati, Polish, French, and Vietnamese among others.

Parent Mentor Children*:* The parent mentors in the sample had between zero and 13 children. 1.6% or 17 respondents indicated they had zero children. The majority or ninety-one percent (f=963) of the respondents had between one and four children. Approximately six percent (f=66) had between five and thirteen children.

Special Education/ IEP: Twenty-two percent (f= 233) of the Parent Mentors indicated that their child(ren) were enrolled in Special Education and/or had an IEP.

Bilingual Classes: Approximately forty-five percent (f= 480) of Parent Mentors reported that their child(ren) were enrolled in bilingual classes.

B. Powerful Parents & Families

The goal for this priority area is for parents grow personally and professionally and become leaders that shape the changes need in their homes, schools, and communities.
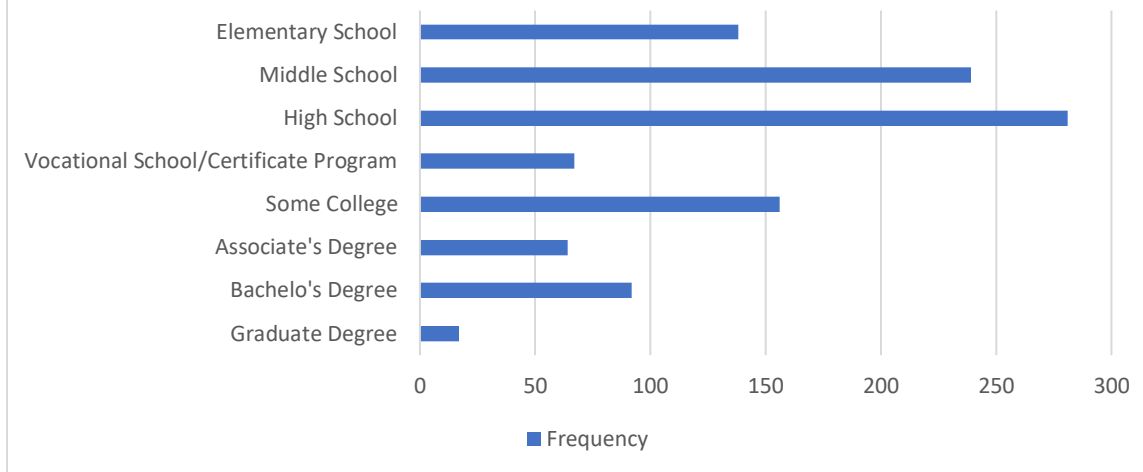
Parent mentors survey responses indicated strong desire and motivation to contribute to this goal. When asked why they participated in the Parent Mentor Program they reported a desire to engage in activities that promoted personal growth (f= 326, 30.8%), and would benefit their children (f=284, 26.8%), helped them gain knowledge and skills that they could apply to their family life and relationships (f=223, 21.1%) and English language learning (f= 135, 12.8%),

Participants were asked to reflect on if and how the Parent Mentor Program has helped Parent Mentors grow personally and professionally. The responses indicated that parent mentors actively set goals and increased their ability to work towards achieving their goals. In the process of working towards their goals they experienced motivation to help others and gained self-confidence and demonstrated personal growth (self-efficacy). Many parents demonstrated strong educational and professional goals, progress and achievements.

Parent Mentor Educational Background and Current Studies and Employment:
Parent mentors were asked what the highest level of education they had completed. Thirteen percent (f=138) indicated they had completed primary school, 22.6 percent (f=239) middle school, 26.6 percent (f=281) high school, 14.7 percent (f=156) some college, 8.7 percent (f=92) had completed a bachelor's degree, and six percent (f=64) had obtained an associate degree. Another 6.3 percent (f=67) reported that they had completed vocational school or a certificate program. Nearly two percent, (1.9%, f=20) had obtained a master's degree or higher. 45.6% or 482 stated they completed their education in the United States. See Figure 22.

Figure 22   Highest Level of Education Completed by Parent Mentor

Parent Mentor Enrollment in Programs of Study and Personal Development: At the time of the pre-survey 258 (24.4%) of the 1058 parent mentors in the sample indicated that they were enrolled in a program of study. Respondents indicated they were enrolled in English classes (f=128, 12.1%), GED classes (f=49, 4.6%), a technical or vocational program (f=9, 0.9%), in college classes (f=36, 3.4%), or other (f=36, 3.4%) which included bible seminary, citizenship classes, and substitute teacher classes.

When parent mentors were asked about their interest in classes or a program of study in the pre-survey, 40.4% (f=427) stated they were interested in English classes, 21.1% (f=223) were interested in GED classes, 8.8% (f=93) were interested in a technical or vocational program, and 13.4% (f=142) were interested in college.

At the time of the post survey, the number that had enrolled in a program of study during their period of participation in the Parent Mentor Program this academic year had increased dramatically in all categories, particularly in English classes, GED, and programs offering technical or certificate credentials. This reflects a realization of the interests identified in the pre-survey. In addition, many parent mentors that indicated that they were enrolled in "other" classes in the post survey were concentrated in computer technology courses (f=115), and entrepreneurship (f=32), and financial literacy (f=27)

courses. Other courses parent mentors enrolled in post program participation included fitness (f=88), art (f=64), sewing (f=44), and dance (f=20). See Figure 23.

Figure 23 Parent Mentor Enrollment in Educational Programs Pre and Post Program Particpation
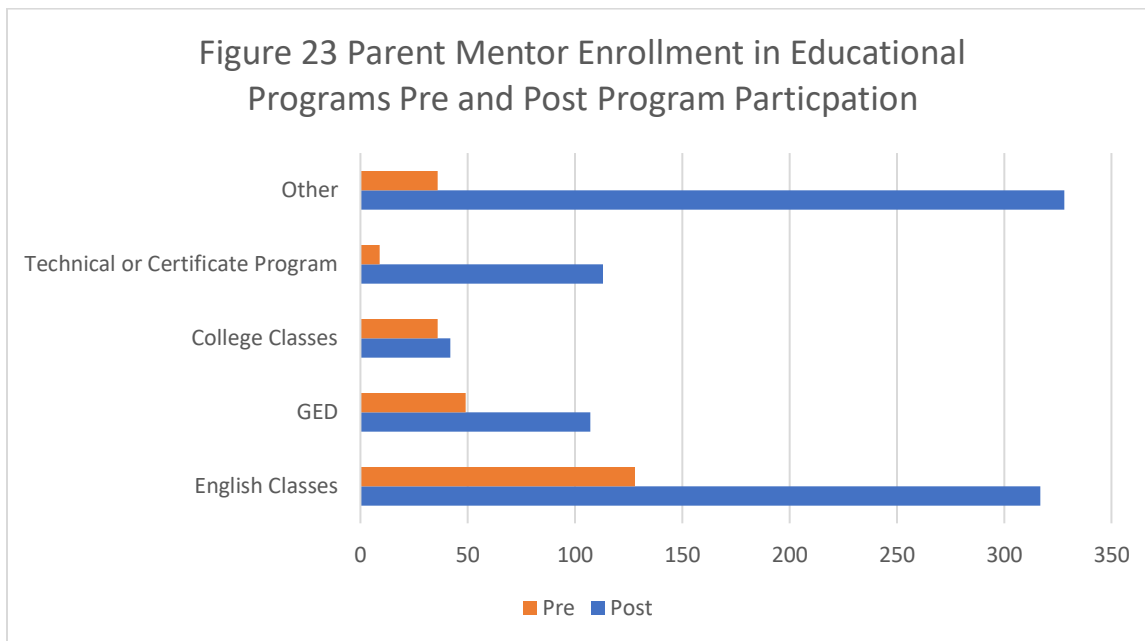
Workforce Participation: At the time of the pre survey, 31.8 percent (f=336) of the parent mentors in the sample indicated they were employed, 8.4% (f=89) stated they were currently looking for employment, and 0.6% (f=6) stated they were retired, and 695 or 65.7% of respondents indicated they were not employed. Similarly, at the time of the post survey, the proportion of parent mentors that were employed was 30.7 percent (f=323), while 12.3 percent (f=129) indicated that they were seeking employment, and (57 percent f=600) reported that they were not employed.

School-based services was the most common type of employment parent mentor reported having at the time of the pre-survey, accounting for 8.3 percent (f=88). The next five most frequently reported typed of employment were housekeeping/custodial/janitorial services (f=37,3.5%), healthcare/home health/caretaker services (f=36, 3.4%), retail/sales/customer services (f=35, 3.3%), community services/organizing (f=32, 3.0%), and restaurant and hospitality services (f=31, 2.9%).   Post program workforce participation was similar, but there was an increase in the number of parent mentors that

were employed in school-based services. Thirty percent of parent mentor reported that the parent mentor program helped them find employment. See Figure 24.

Figure 24 Parent Mentor Employment Pre and Post Program Particpation
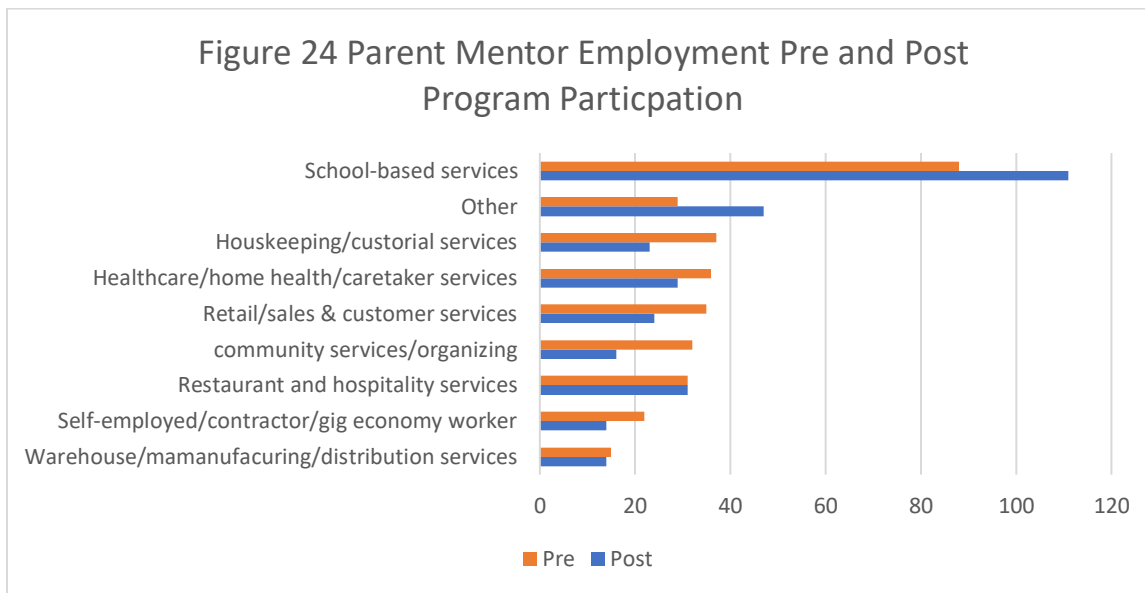
Powerful Family and School Engagement: Parent Mentors were asked to identify how many times over the previous week they had done each of the following: ask their child about school; talk with their child's teacher; talk with other parents from the school; help their child with schoolwork; and read with their child(ren).

A Wilcoxon signed-rank test for matched pairs test was conducted to determine whether there was a difference in the number of times a week parents mentors communicated with their child(ren)'s teacher and other parents in the school. Results of that analysis indicated that there was a statistically significant increase in the number of times parent mentors spoke with their child(ren)'s teacher (z= -7.119, p<0.00) and other parents in the school (z= -4.096, p<0.00) on a weekly basis after participating in the Parent Mentor Program.

A Wilcoxon signed-rank test for matched pairs test was conducted to determine whether there was a difference in the number of times a week parent mentors had a conversation with their child(ren) about their feeling regarding school, helped them with their

homework, and read to them. Results of that analysis indicated that there was a statistically significant increase in the number of times a week parent mentors spoke with their child(ren)'s about their feelings regarding school (z= -4.362, p<0.00), helped them with their homework (z= -13.175, p<0.00), and read to them (z= -13.961 p<0.00) after participating in the Parent Mentor Program. See Table 14 for results.

Table 14   Parent Mentor Family and School Engagement Pre and Post PMP Results of Wilcoxon signed-rank test for matched pairs test

In the last month, on average how many times a week did you …	Z score	Significance
Communicate with your child's **teacher?**	-7.119	<0.001
Communicate with other **parents** in your child's school?	-4.096	<0.001
Have a conversation with your **child(ren)** about their feelings regarding school?	-4.362	<0.001
Help your child(ren) with their schoolwork?	-13.175	<0.001
Read with your child?	-13.961	<0.001

C. Powerful Students & Classrooms

The goal for this priority area is for parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow.

Parent mentors survey responses indicated strong desire and motivation to contribute to this goal. When asked why they participated in the parent mentor program they frequently indicated that that they have a desire to help others (f= 572, 54.1%), make a difference in their school and community (f= 337, 31.9%%); an interest in learning more about the school system (f= 234, 22.1%), a passion for working with children (f= 255, 24.1%), a love for teaching (f= 192, 18.1%) and a strong appreciation for the Parent Mentor Program (f= 261, 24.7%).

Length of Participation in Program: The number of years that the parent mentors in the sample have participated in the program ranged from one (including current year) to 11 years, with an average of 1.69 years. Sixty-three percent (f=668) reported this was their first year participating in the Parent Mentor Program. Approximately thirty-three percent (f=347) indicated two to four years of participation in the program and approximately four percent (f=41) reported five to 11 years of participation.

Schools and Grades in Which Parent Mentors Volunteer: The Parent Mentors included in the sample were volunteering in Pre-K – 8th grade classrooms. The Parent Mentors were concentrated in Pre-kindergarten through third grade, where nearly eighty percent (f=701, 79.8 %) of the parent mentors volunteer. See Figure 25.

Figure 25   Grade In Which Parent Mentor Volunteers
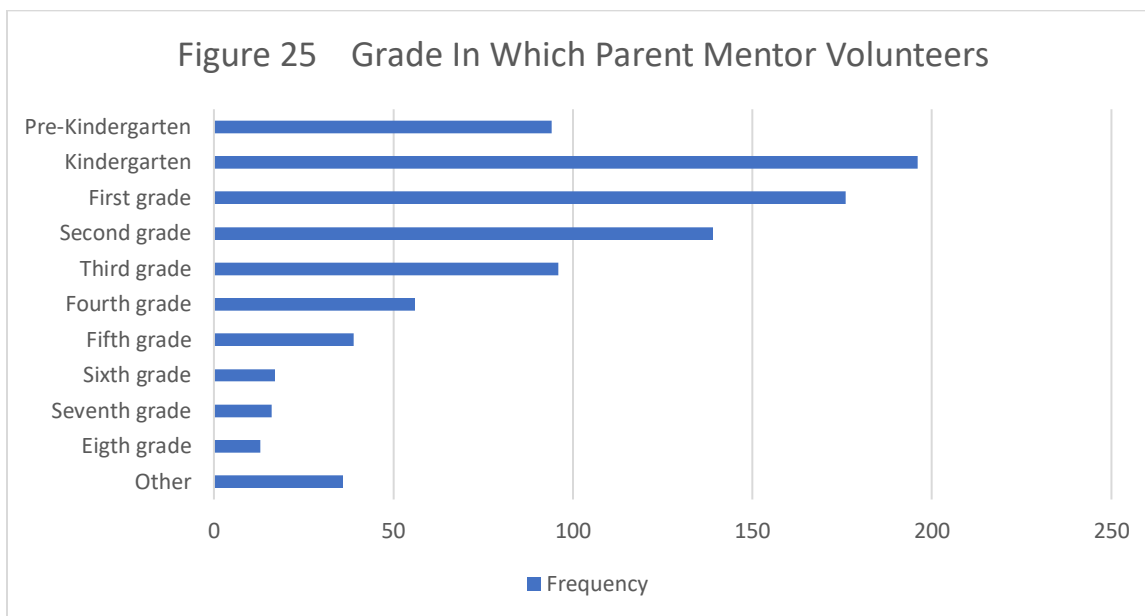
The parent mentors offered meaningful support to teachers and students in the classrooms in which they volunteered. This is documented in the focus group data and teacher and principal surveys.

D.   Powerful Community-Centered Schools and Powerful Communities

The goal for these priority areas center the leadership of the parents within schools, organizations, and communities. These priority areas aims to create talent pipelines to

fill school gaps and build economic liberation for families and encourage parent organizing with community-based organizations to build a parent-led movement that creates the resources, policies, and systems that respond to community needs. The parent mentor pre and post survey measures provide ample evidence of gains in these priority areas and corresponding goals.

The measures of school and community engagement indicated an statistically significant increase in all measures of parent, school and community engagement at the $p < 0.001$ level. These results demonstrate a statistically significant positive program impact across twenty-three of the measures of engagement, with impact reaching the highest level of statistical significance ($p < 0.001$). The results are detailed in the following tables that list the Wilcoxon z-scores and p values.

A Wilcoxon signed-rank test for matched pairs test was conducted to determine whether there was a difference in the number of parents and teachers in the school and neighbors with which the parent mentors had meaningful conversations monthly before and after participation in the program. Results of that analysis indicated that there was a statistically significant increase in the number of parents ($z = -4.599$, $p < 0.00$), teachers ($z = -4.111$, $p < 0.00$), and neighbors ($z = -4.066$, $p < 0.00$), which parent mentors had meaningful conversations monthly after participating in the Parent Mentor Program. See Table 15.

**Table 15   Meaningful Conversations with Parents, Teachers and Neighbors
Results of the Wilcoxon signed-rank test for matched pairs test for
Parent Mentors**

In the last month, with how many	Z score	Significance
Parents in the school did you have a meaningful conversation in a week?	-4.599	<0.001
Teachers in the school did you have a meaningful conversation in a week?	-4.411	<0.001
Neighbors did you have a meaningful conversation in a week?	-4.066	<0.001

Parent mentors were asked about their participation in school meetings and events and involvement involved in a community activity outside of the school. They were also asked

about the sharing of information about the school or the community resources and participation in mutual aid with other parents and neighbors. Results of the Wilcoxon signed-rank test for matched pairs test indicated that there was a statistically significant increase in all measures of participation and leadership in school activities and meetings and the exchange information, resources and support. Statistically significant positive program impact across all of these items reached the highest level of statistical significance (p <0.001). The results are presented in Table 16.

Table 16   School and Community Engagement, Leadership, and Mutual Aid Results of the Wilcoxon Matched Pairs Test for Parent Mentors

In the last month, with how many times did you	Z score	Significance
Attend a school activity or meeting in person or virtually?	-13.101	<0.001
Help **lead or plan** a school activity or meeting in person or virtually?	-9.950	<0.001
Deliver books or learning materials to a child in your school or community?	-8.207	<0.001
Share information about the school or a community resources with another parent or neighbor?	-9.987	<0.001
Run an errand, complete a chore or directly help a neighbor or another parent from the school?	-5.317	<0.001
Provide emotional support or share information about a mental health community resource to another parent or neighbor.	-7.809	<0.001

Parents responded to questions regarding school and community engagement and feelings of connection, as well as leadership and knowledge of community resources. Again, Wilcoxon tests were used to compare the pre and post-surveys responses along these dimensions. The post measures of these engagement items indicated an increase in all nine measures. The difference between the pre and post-surveys for all items reached statistical significance at the *p* <.001 level.   These results demonstrate a statistically strong significant positive program impact along these dimensions.

Table 17   School and Community Engagement, Connection and Leadership Results of the Wilcoxon Matched Pairs Test for Parent Mentors

Level of agreement with the following statements	Z score	Significance
I have access to the principal when needed	-21.833	<0.001
I have meaningful relationships with other parents in the school	-22.528	<0.001
I feel like I am a part of/connected to my child's school.	-22.426	<0.001
Parent and school relationships are important	-21.870	<0.001
I feel like I am part of /or connected to the local community.	-22.939	<0.001
I feel confident in my ability as a leader at work, in my community, and/or places I volunteer.	-22.235	<0.001
My family and/or I frequently participate in local activities and/or organizations.	-22.644	<0.001
I am knowledgeable about community resources (organizations, where to get services and help).	-22.735	<0.001
I am connected to organizations in my community that can provide help and support when I need it.	-22.743	<0.001

E. Comments and Recommendations

The majority of parent mentor comments regarding their experience with the Parent Mentor Program were expressions gratitude and appreciation for the program because of the impact that it has had on them and their families. The following quotes reflect a number of ideas that were frequently present in the parent mentor comments.

> *This program helped me a lot to grow as a person and to meet many very beautiful people. Thank you for having these types of programs so that those of us who stay at home can feel useful in something else and not just the house. This program has been a wonderful opportunity for me, it not only allowed me to learn about the educational system but also provided me with tools for the education of my daughters. In addition to this, personally it raised my self-esteem, it gave another meaning to my life and it got me out of the sad routine I was in, it made me feel useful and valuable to society and positively affected my life. Thanks a lot.*

> *It is the best decision I could have made by enrolling in the Parent Mentor program. I really enjoy helping other children every day in the classroom and in the afternoons, I put into practice what I learned at school with my children and their*

homework. I am very proud to be part of the school where my children study. I am very grateful to the school director for allowing us to be part of the development of the school children and our children. Every day I see my children somewhere in the school doing their activities. I am very happy with the performance that all the school staff puts in to help each and every one of the students. I will definitely sign up again if there is a next Parent Mentor Program. Thank you very much parent mentors, X partner organization and X School for so many teachings, information, resources and love.

Being part of the Parent Mentor Program has really taught me how important it is to have a relationship with school peers and how supportive everyone is with you. This has also made me grow as a person and a mother.

Some of the parent mentor comments focused on how the program helped them find employment in the school system. This process sometimes involved opportunities for English language learning, completion of degrees or certifications, and foreign degree equivalency certification.

The parent mentor program helped me to get the job I want in the school district and gave me experience in the classroom room.

My experience as a parent mentor was definitely the best experience I could've gotten. It showed me so many things by being there in the classroom with the students each day… It is helping me in the process of getting my paraprofessional license (pending but will get it soon). I really hope many parents give themselves the opportunity to learn about the program and join it. It they do, they are going fall in love with it like I did!

I appreciate the opportunity I was given to be a parent mentor, since it helped me raise awareness of the needs in the classrooms. As well as the emotional support that children need, and it has motivated me to be able to finish my English and validate my high school certificate from my studies in Mexico to be able to study a short career in the area of teaching.

Other Parent Mentor comments suggested the important role that the program can play in immigrant integration. The program supports improvement in English language skills, and it introduces parent mentor to key American social institutions and a pathway for school and community engagement. Some illustrative examples follow:

This is a great program! I wish something like this had been available years ago when my parents came to this country. I think it provides valuable resources for the recent immigrant as well as to those of us that are not recent immigrants, but feel like we need a place to "belong". It has made me feel an integral part of my community and I hope to continue to help others.

Parent Mentor Program is good experience for parents and give me more confident to speak and improve my English.

My experience as a first-time parent mentor in District X was phenomenal this program is more of an eye-opener for me as a first-time mom and immigrant to how I'm going to support my son in the future when it comes to school matters and how to be more active in the community.

Parent mentors had some suggestions for improving the program. The suggestions primary centered around three themes. These were: 1) Expanding the number of hours that parent mentors could spend in the classroom; 2) training suggestions; and 3) improved communication with the program coordinators regarding program schedule and expectations. Examples of parent mentor responses that reflect these themes follow.

Expanding the Number of Parent Mentor Program Hours

That more hours be assigned per week since 2 hours are very few to work with the children and achieve more significant results and this will be a better economic income for our homes since we do not have family support for the care of our children and the program. It is a form of employment in the school.

I think they should give the opportunity to attend more hours in the classroom because the children need it.

More hours than 10 per week would have been great!

Very good program, but I think we as parent mentors we should be able to work at least three hours a day.

The program is great but the parents we like to make more hours and GET MORE IN OUR INCENTIVE

I love to be this program but just my concern is as we take time, so we need some funds. We we also took our time to come and teach them 100 hours and I mean I really like it, but as a paid for our patent mentor so we don't have to find another job. Thank you.

Training Recommendations:

The Wednesday workshops helped me a lot. I think it is a great tool. I feel the need for a workshop on family violence and how to help and what protocols to follow when there is a child with this problem.

Another feedback I have also is for more trainings handling children or maybe learning about the brain of children and how they process things. More than 50% of our parents were bilingual and non-speakers. They had many questions on how to handle kids in the classroom and how they can better support their teachers. I think in office trainings about kids' brains, behaviors, etc would have been helpful.

I would like the Wednesday workshops to focus more on health issues and learning in children.

More training is needed for us on dealing with children with emotional problems and also know what it is to be a volunteer.

I would like the training to be more with printed material/handouts and slides in Spanish since I am visual and take notes on the printed sheets.

The parent mentor program is excellent, but I would like you to bring us more help in English or computer and GED classes in the afternoons since in the mornings all of us who are parent mentors are busy. Thank you very much in advance for the opportunity you give us to continue learning.

Suggestions Regarding Communication with Program Coordinators About Program Schedule and Expectations:

Would love to see more organized communication from our coordinators.

Having a PM handbook outlining what to expect at the beginning would be super helpful.

Having a calendar of events at the beginning would be very helpful.

Using technology like Slack to communicate with coordinators and fellow mentors is a must, in my opinion.
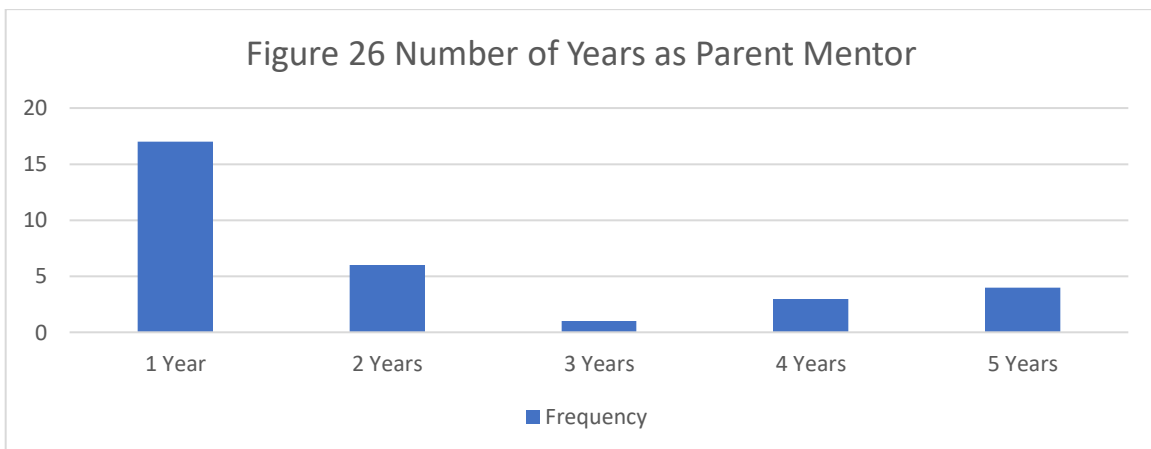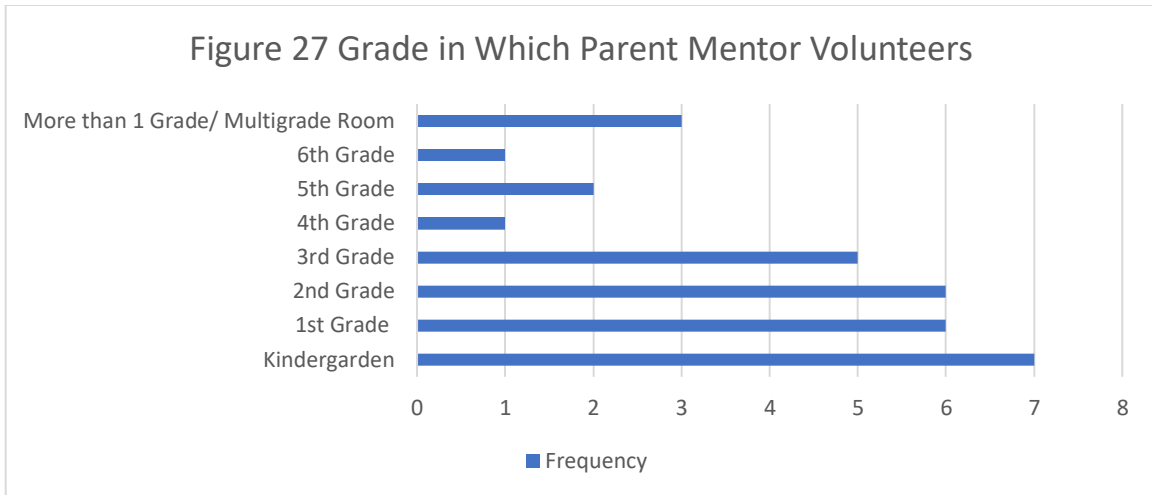
A. Sample

Parent Mentor Sample: The Parent focus group sample included 34 participants drawn from thirteen coordinating organizations: Southwest Organizing Project, Palenque LSNA, Garden of Prayer Youth Center, Teamwork Englewood, Westside Health Authority, Dad's Father's Club, Family Focus Aurora, DREAAM Opportunity Center, Partnership for Resilience, Western Illinois University, Southwest Suburban Immigrant Project, and the North River Commission. Twenty-nine participants identified as women, three as men, one as non-binary, and one participant preferred not to provide their gender identity. Sixteen participant identified as African American, 16 as Latinx, and two as White. The participants ranged in age from 25 to32, with a mean age of 43 years. Twenty-two of the participants were born in the United States, ten were born in Mexico, one in Guatemala, and one in Jamaica.

The number of years that participants had been Parent Mentor varied and is summarized in Figure 26. Nine of the thirty-four Parent Mentors volunteered in bilingual classrooms. The grade in which they volunteered is represented in Figure 27.

Figure 26 Number of Years as Parent Mentor

Figure 27 Grade in Which Parent Mentor Volunteers

Program Coordinator Sample: The Program Coordinator focus group sample included 17 participants drawn from nine coordinating organizations: Southwest Organizing Project, Palenque LSNA, Teamwork Englewood, Dad's Father's Club, Family Focus Aurora, DREAAM Opportunity Center, Western Illinois University, Southwest Suburban Immigrant Project, and the North River Commission. All of the participants were women, 13 identified as Latinx, four as African American, and ranged in age from 35 to 56, with a mean age of 46 years. Six participants indicated that they spoke English, five Spanish, and six indicated that they were bilingual (Spanish/English). Thirteen of the participants were born in the United States and four were born in Mexico. The number of years that participants had been Parent Mentor Program Coordinators varied and is summarized in Figure 28.

Figure 28 Number of Years as Parent Mentor Program Coordinator
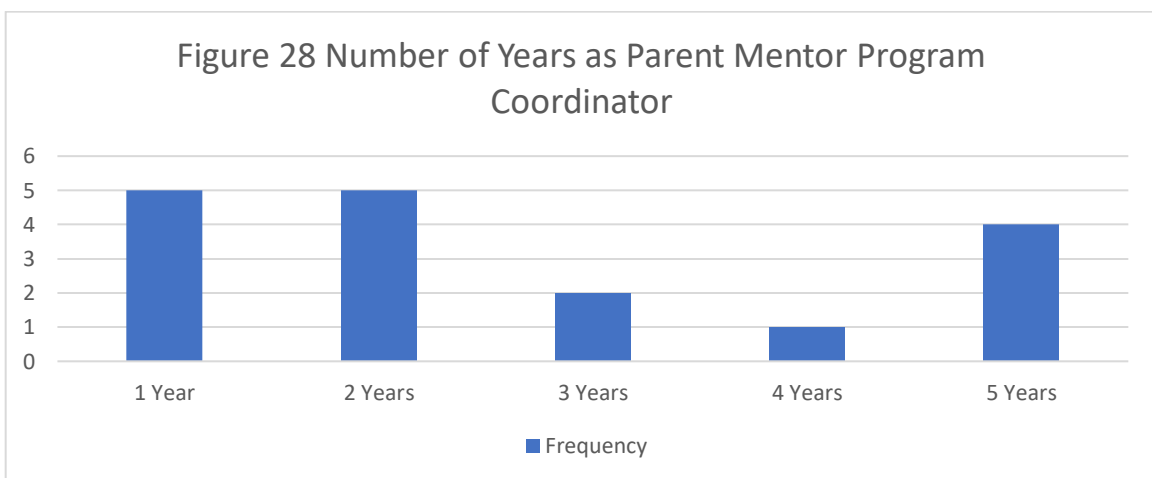
Teacher Focus Group Sample: The Teacher focus group sample included 10 participants drawn from eight schools. Eight of the participants identified as women and two as men. Eight teachers identified as Latinx, one as African American, and one as Non-Latino White. The number of years that participants have been teachers ranged from three to 30 years with the average being 15 years and had been teaching in the present school for eight to 30 years with an average tenure of nine years in the current school. in age from ranged in age from 35 to 56, with a mean age of 46 years. All participants indicated that they spoke English and Spanish. Five participants indicated that they taught bilingual classed and five taught in two-way dual-language classrooms. The number of years that the teachers had participated in the Parent Mentor Program varied and is summarized in Figure 29.

Figure 29 Number of Years as Teacher in Parent Mentor Program
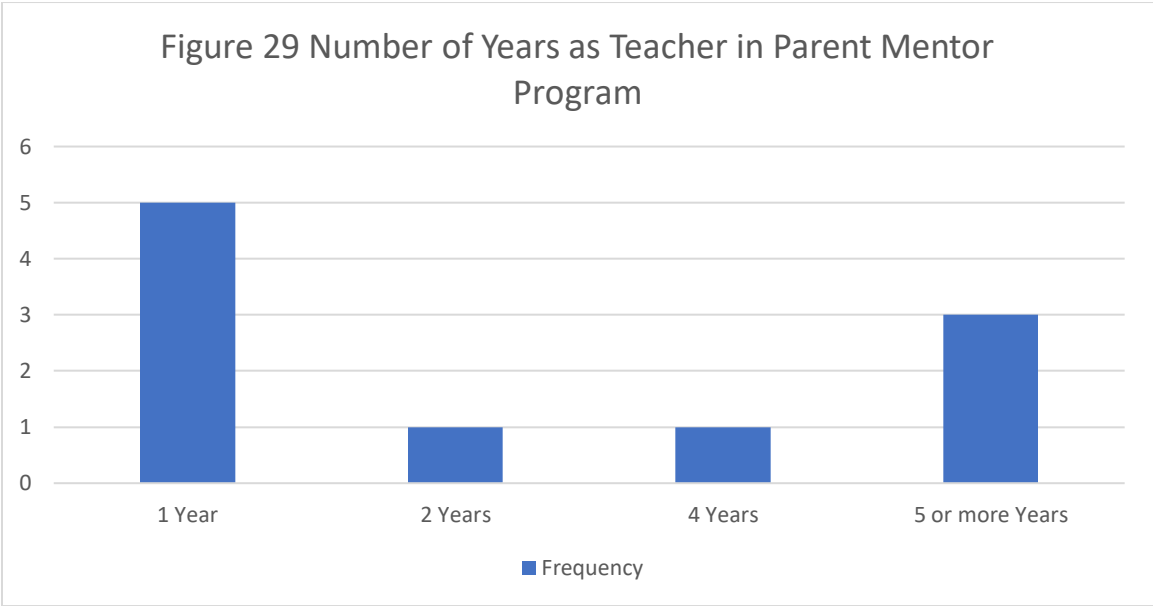
The focus groups with Parent Mentors, Coordinators, and Teachers yielded many insights regarding program strengths, challenges, and impacts along the four theory of change (TOC) priorities and short and mid-term goals. The findings from the thematic analysis of the transcripts follow and are organized by TOC priorities.

B. Powerful Parents & Families

The goal for this priority area is for parents grow personally and professionally and become leaders that shape the changes need in their homes, schools, and communities.

Participants were asked to reflect on if and how the Parent Mentor Program has helped Parent Mentors grow personally and professionally. The responses indicated that parent mentors actively set goals and increased their ability to work towards achieving their goals. In the process of working towards their goals they experienced motivation to help others and gained self-confidence and demonstrated personal growth (self-efficacy). Select quotes from the focus group participants indicate such gains.

Increased Motivation and Awareness of Their Capacities. All participants felt that the PMP helped to motivate parents to get involved in their child's school, to help others and to push themselves to grow personally and professionally. They noted that the invitation to participate in the parent mentor program helped to inspired them to help others and provided them with a concrete opportunity for acting on that motivation.

> *It [PMP] helped them as far to motivate them, you know in the classroom as far as helping out with the teachers and everything. You know like someone trying to tell them like they can do their work when they thought maybe they couldn't do it …I think it was just the motivation thing for some of the parents just to be there, you know, just to come in and knowing that they can help someone else out and have to turn it out as well.*
> *Program Coordinator*

> *I started as a mentor and, ah, the principal told me about it, you know, and that's how I got involved with the being in it and now I am a coordinator…you get involved more with the school, with the school needs, the teachers, the students, you know. And that's how it helped me motivate myself to get involved in everything.*
> *Former Parent Mentor/Program Coordinator*

Growing Self-Confidence and Leadership: *One are of growth with resultant behavioral changes was in the growing awareness of their abilities that inspired them to get out of their comfort zone and increasingly take on leadership roles. Parent Mentors gained skills such as communication and patience to effectively work with the children.*

The satisfaction that I feel is, this, that the mentors feel useful and of service with the students. It's a bit, to say, the housewives who haven't, uh, they haven't left their homes, they were thinking that no, I won't be able to do it. Now I think it's the satisfaction that they feel useful and are making that difference within schools and communities. And now they are the people we can count on the most.

Program Coordinator

I think personally one of the impacts that the program has had for me is to develop leadership skills and increase my confidence in what I do through how I have been in the program for 10 years. The first eight years were as a parent mentor and I think that the work now as coordinator with parents has helped me to have better ones, to improve my ability to communicate with them, to be able to identify their strengths, to be able to serve them, right? because that is ultimately what leadership is, being able to serve the community through the team we have formed. So, I think that would be one of the, if I had to summarize, that would be the impact. And at the family level, obviously through all the resources we obtain in the program, um, workshops, um, information, all of this has also enriched my personal and family growth.

Program Coordinator

Well, it has helped me grow as a person, as a leader, in my life it has taken a 180 degree turn because previously I was a very shy person. I started as a parent mentor too. I was a parent mentor for five years and it was a challenge that speaking in public made me very nervous. I still get nervous but it's not like when I started, when everything trembled, but now it's like, my life has completely turned around and I'm still learning. One never stops learning and that is constantly learning day by day and this program has helped me a lot to become the person I am now that I even have, I am in a dance group that told me the first year we are going to dance and I said no, I'm afraid of being in front of the public and now it's like that adrenaline that one has that I'm already organizing another dance. In other words, that has helped me a lot to grow as a person.

Program Coordinator

As leadership skills and knowledge, the program took me back to school. I could definitely say that, far as like class work and stuff like that definitely took me back to school. So, I learned a lot. Like I say I had to deal with my children at home, as well as the children at school… A lot of patience and humbleness, leadership skills, just being able to carry myself a certain type of way to show these kids that that you can be successful if you complete school. And just to show them a role model you know.

Parent Mentor

But as I tell you, the tools that you bring in your box are what help you to continue building and know that you can get ahead, and I am passionate about helping. There was a moment in my life where I said what I want to do, where it is, what is

the purpose of my life is to be here, it is to help regardless of whether you receive something in return, no, but the satisfaction that you can help someone. I am in agreement with all those who shared, that being housewives is sometimes so difficult because you think that nothing else is being, right, but feeling capable, knowing that you can, uh, get ahead, professionally, coordinate, organize, that is very satisfying for me. And that is what the parent mentor program has left me.

<div align="right">

Program Coordinator

</div>

I'll say leadership and skills, because, you know, once I have learned, you know, the basic of being, you know, a parent mentor because it's like you, you learn the work of teaching, you know, actually putting your focus into, you know, if there's not your career or profession you want my mind once you know you get into the school. So, I have learned, you know, basic communication and dealing with, you know, children and you know behavior. So, it's like you, you learned a lot of things working in a schoolhouse. And you try to, you know add them all up. So, me I'm not on my patience is low, so it's like once I got here, I knew I had to learn patience with kids because you have some kids in your, that knock you off your square, and you got some kids in here, will hit you. You got some kids that are just holler at you stuff they feel and you just like, Whoa! Like I deal with this at home. So, I don't want to have to deal with here, so you just gotta be, you know, patient. Then the communication skills, you know you have some kids, as you know you just have to, you know it they it's different learning with them. You got kids that's on chats, and you guys and kids, this slower in learning, and you just have to, just, you know, talk to them like it's gonna be okay, you know, just focus. Just read this, and you know, understand this and they may not get it.

<div align="right">

Parent Mentor

</div>

This is what the mentoring parent program has brought me, both as a parent mentor and coordinator: it has personally taught me to be a resilient person. Understand that if you bring good roots wherever go, you can flourish.

<div align="right">

Program Coordinator

</div>

Interest Identification and Goal Setting: The increased motivation and confidence was paired with a growing awareness of personal interests and the setting of goals that directly articulated their interests and a path to work towards their realization. The goals varied and some examples stated by the focus group participants follow, including some of their own experience of growth resulting from the Parent Mentor program.

I think it helps them by, cause believe it or not like a lot of our parents didn't know what they want to do past today…I have goals sheets and stuff like that asking the parents what is your goal, what do you want to do in your future. Like some parents didn't really know what they want to do past that day, and it gave them, ah, you

know, gave them things to look into, you know, for their future, for them and their kids also.

<div align="right">Program Coordinator</div>

They set better goals for themselves after. Tomorrow, we start in the paraprofessional program, so I signed up a few of my parent mentors for the paraprofessional program. So, they become very, very motived to do, you know, more things with their lives and you know, to better their lives and their kids' lives. They want more now.

<div align="right">Program Coordinator</div>

I wanted tell for my personal growing up when I start here, I start for parent mentor and I learned more language in the school, now I am coordinator and I be part for the life of people to help them to see how they can work in the school.

<div align="right">Program Coordinator</div>

There is a lot of opportunities like I said. Here at the school that I am at I have two that don't speak good English, but I give them credit because they are trying, they are trying, you know, they are afraid to speak it but as like I tell them in time you will get it, you'll learn but it's to you and yourself if you want to learn it. Like me, when I started, when I was a mentor, I never really spoke Spanish, it was more English and now I could speak it. I am not afraid to translate it either now, you know, so I speak it now more, you know. So, and then the organizer we had, X won't give you up, you gotta do it. She will not stop; she will push you and push you until you get it and that's exactly what I did. I learned now to speak in Spanish more.

<div align="right">Program Coordinator</div>

Positive Changes and Personal and Professional Growth: Focus group participants attributed many positive changes in the Parent Mentors to the program. They invariably offered comments regarding the program's support of personal and professional growth and leadership. They cited evidence of such gains in the home, school, and community life to the parent mentors. Some of the examples the focus group participants shared follow.

What I saw was the parent sometimes who are in the classroom they connected better with their children because they were in the classroom, not their particular child's classroom, but they got a chance to see how things were in the classroom and they were able to connect better with their children at home and at school.

<div align="right">Program Coordinator</div>

YES because, seeing that I as a person am contributing a little bit of myself is super gratifying. So, getting involved with the Parent Mentor program led me to other programs. I joined as a program as community navigator last yea. I had contact with more people, getting them information on immigration, I felt a little more secure about my role in law. I was in the program, a leadership program. Also, when it was the anniversary of the organization, I gave a testimony of life in front of many people and doing all that takes away a little bit how I was repressing a lot being alone at home, without contact with people. The [PMP] has been opening more and more opportunities for me. Now I am doing a fellowship in a program... Many doors are opening for me to be participating, a lot in other programs with the organization.

Parent Mentor

I have one that went on and now she is a director at one of the senior homes. So, it really helped them get out and explore what their opportunities were and to get what they needed to more on and they still touch bases with me on what is going on with the program.

Program Coordinator

Well, in my years as coordinator, I think I listened to the compañeras talk and I'm trying to think of the success stories, but how do you choose one among all of them? But I was in different, always different schools, as coordinator so I can see how the parents enter with uncertainty. Some of them I can tell you about the case of X that she is, I think she is known to all of us, she was a teacher in her country so when she arrived from Nigeria here to the United States, such a brilliant person, and she began to develop as a father mentor and is now part of the parent institute. I can talk about her, I can talk about so many names, I can talk about X I can talk about X, I can talk about X, who started working at school as recess monitors, I can talk about my classmates, X I can talk about so many names that I don't It would do them justice to talk about the success stories and I think that they all have a common denominator in the fact that you can get the parent mentor out of the organization, they can get out of the program, because that is our purpose for her to advance, to look for a job. I have colleagues who were very shy and are now in daycare because something that I respect a lot and that I always talk about loyalty is loyalty to myself and to my colleagues. Every year I set the goal of 70/30, I love them very much and I could have classmates who have been with me for 5, 6, 7 years, but the goal is for them to take English classes. I am an emigrant, a dark-haired woman who, like many of us, entered illegally and sometimes it is like thinking that there is more ahead, right. You take the opportunities and definitely learn the language; I have three classmates who are attending English classes. I have three colleagues who are enrolled in classes for professionals to be SECAs. So, each person who enters is a success story, no matter how small the growth. There are people who walk baby steps, like little steps. There are other people who take enormous leaps, but I think that seeing them blossom each time, with honor, with dignity, and finding their humanity and their value is empowering.

Program Coordinator

Two years ago, my daughter died, and I was left with one of her daughters, so it was through this program that I started, and it has changed my life a lot. Because before this I was immersed in depression, now I'm not saying that it doesn't make me sad, that I don't hurt, that I don't feel anything. No, I still feel a lot about the loss of her, but I have overcome a lot. Because at the beginning when they told me about the program, I said what can I contribute to the children? How I feel emotionally, I am not going to be able to help anyone, I cannot help myself alone, so I can help children. But I started to analyze it and started thinking in another way, not how I feel but what I can do for those children too. And I said it's going to be two hours and I'm not going to think about what I'm going through for those two hours. For two hours I am only going to focus on the children who need support. Those two hours turned into 3 hours, right, I help children in reading, but within my hours we also worked on mathematics and there the children need more help. I now have 22 children who need my help.

Parent Mentor

Challenges and Supports for Incremental Steps Towards Goal Attainment: While noting the articulation and advances of goals, participants also identified challenges that Parent Mentors face. They highlighted the importance of helping Parent Mentors to recognized that support, including concrete instrumental steps could support Parent Mentors in advancing their aspirations. They also noted that one also needed to help Parent Mentors recognize incremental steps and also discern realistic goals, needed support, and the right moment in one's life to work on targeted objectives.

So, some barriers that we know some of our parents have been like X was saying, you know, finishing the first part, the GED, getting their diplomas and things like that. We had a few parents that just scheduled, they just were saying they scheduled in (two talking at same time in agreement) or they are working, didn't have babysitters and doing things like to the point they didn't really have the time, it wasn't the time for them, that was another thing we ran into with some of our parents. Program Coordinator

So, I think if they wanted to pursue a career with the school district, I know a lot of our parents. Some of the parents had to go back to get their GED. So ah, we will help them, I'll give them the resource to be able to do that so, you know, things like that where they, that's just like GED but actually just motivate them, you know, and telling them that they can do it.

Program Coordinator

I too am seeing the growth with the compañeras, the ones that, as some say, we take a few steps, others take very big steps, but each one develops.

Program Coordinator

Promotion of Healthy Families. Parent Mentors shared that they gained parenting skills and strategies from the work they performed as Parent Mentors. They felt it helped them better understand situations that their own children are experience and equipped them with the knowledge and tools to support them.

> *So basically, for me it was a very good experience, because I have 3 children myself. So, I actually get to see what's going on in the school like he just said, as well as I actually get to see what the teachers are dealing with these kids, because I work with 3 age groups. So, it was fun for me, and I actually learnt a lot about myself as well as I learned a lot, I gained a lot of parenting skills, too. So that was good for me.*
>
> Parent Mentor

> *I just wanted to say that as far as one of the skills, and I am ever grateful to this program, because it means a lot when you know how to communicate with your student or a child. I have small grandchildren, and it helps a lot to be able to sit and when they are bouncing off the walls, and you can't understand what's going on, to hear what they're saying and what they are not saying, and then how to communicate to them, to let them know that you hear them, and you understand. So, I greatly, greatly appreciate that skill of being able to, you know, communicate back to that child. That's everything. That's the whole crux of the pie to me, it's being able to you know reach that child, and let that child know, you know that you're listening, and he can open up you know, and communicate back to you.*
>
> *Parent Mentor*

C. Powerful Students & Classrooms

The goal for this priority area is for parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow.

Focus group participants were asked to reflect on how the Parent Mentor Program has helped parent mentors collaborate with teachers to create such spaces in their schools. Their responses offered insights regarding some of the initial and continued challenges faced by program participants in developing a mutual and trusting relationship between parent mentors and teachers and school administration. While acknowledging the

challenges, they also recognized with great satisfaction, the gains made in the relationship building and the many fruits of the parent teacher partnerships.

Challenges in Relationship Building: Several participants reported initial suspicion in the motivations for parent mentor volunteering, noting that some felt that the parent mentors were there to "spy" on them.   Other reported that some teachers initially questioned the ability of parent mentors to support learning. The following quotes are illustrative of these tensions and the growth of trust and confidence over time. Other parents have expressed that the time with the children is too short. Most of them volunteer extra hours. However, it interrupts the children's activities.

> *I think that this in our area is where we can work together to see how to be more acceptable in the schools because many of the teachers keep think that they are people in their classrooms to spy on, not to help. In other words, I think that for me it has been that obstacle of how to change that thought.*
> *Program Coordinator*

> *I think that at the beginning it was not, it was not easy, at the beginning when we started here it was not easy for the teachers to give us that opportunity to support them in the classrooms because they thought that these parents are going to do here by supporting us, right, because as they knew they were housewives, well, they didn't open us up like that exactly very well at the beginning but now I'm seeing the change that now they're kind of working together with the, with the parent mentors to say ok, we'll continue, this, this plan of work for us to ensure that the students are successful throughout the year, we are going to work in groups and we are going to go rolling, that is, as they already give them what each parent mentor is going to do, that is, as it was not like that before , well it was that ok you are in the room, observe and nothing else. But now they are involving him more in learning and I like that more because they are taking us more into account, more seriously. But it wasn't easy at first, that is, it's like now, we're no longer making it known that yes, a lot can be done with the parents who are involved in the classroom, but here we go, little by little.*
> *Program Coordinator*

> *Yes, I think it is very important to build trust with teachers. And that is happening through the commitment that we have with the program and in this case with our role as parent mentors. It also has to do with the respect we have for, for their way of teaching, for how they manage their class, this also has to do with the interest that we show in learning how we can improve our role as parent mentors inside the classroom, asking, how can I help? Asking for feedback from teachers is ultimately communication, right? .... So, ah, in conclusion I think that the most*

important thing is this communication to create bonds of trust with the teachers, to the extent that the teachers have that trust towards us, they delegate more to us within the classroom. I think it builds trust when they see the positive effects we have on students.

<div align="right">

Program Coordinator

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So yeah, the biggest barrier was that the teachers were saying, well these people don't have an education background. How are we going to have those parents helping children. It was a challenge, such a big problem that we couldn't find a teacher. We had four teachers when we started and they didn't trust me, they didn't trust the parents. And it's kind of funny because now, well, we found 5, we have 5 parent mentors, and now they have a relationship with the parent mentors that is amazing. It's actually so nice to see how they work together*.*

<div align="right">

Program Coordinator

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Well, I guess maybe more time you know, because what I do I mean the little I was this this there, you know is not enough. I mean so what I generally do, I do my few hours, and I'd swing back around and give an extra hour, because this is not enough time, so that's what I feel. I feel like that I should be there more you know, more than what I am so that's what give us some more time. After off the clock I'll come back around and give an extra hour because they need it.

<div align="right">

Parent Mentor

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Okay, I'll go. Yes, one of my ways is pretty much close to hers. But you have students that you know, a lot, not a lot but some that what those that was kind of like a little bit behind, you know. I would try to give them special attention to the teacher wouldn't have to you know, get disrupted by those that wasn't then you know, in their place. So, I would like, get those out the way, and you know, try to get to get them on track so the teacher wouldn't be, you know, because they are on schedule as they do they do their duties and everything is on a time so you know, those that need special attention I would try to give them that attention. And sometimes I, the little hours that I have I do, I'll come back around and give that some of them students that ask me some more time after I did my hours. I volunteer an extra 2 hours or so.

<div align="right">

Parent Mentor

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Strong Relationships with Teachers and Principals: The focus group participant comments clearly indicate that the challenges in relationship building between parent mentors and teachers, as well as teacher perceptions of the program were for the most part transformed. The resultant relationship transformations were strong partnerships that fostered a learning space marked by honesty, mutuality, respect, teamwork and gratitude. Teachers feel more integrated into the community as Parent Mentors have helped them

contextualize the situations that affects their students. Moreover, teachers feel more appreciated as parents understand their role in the community.

> *Precisely this morning one of them, a teacher told me, that Ms. X (parent mentor) is my hands, my eyes, and my everything, without her I can't do anything. She was providing messages, in everything we do that we set out at the beginning, like what are your strengths and what are the things you need to work on. So, what happens, that the teachers begin to create those bonds of trust with the parent mentors.*
>
> *Program Coordinator*

> *So, to have a parent support in the classroom, I think, is a whole other level. I feel because it just gives that exposure of teachers and parents working as a team. And I feel like that's a lot of conversations that I have with parents is that we are a team. We're supporting this child, and together when we are doing our parts it can make a huge difference. And so, because they're seeing that because they're working on things that are giving that support to that child. I feel like it just gives a domino effect of just, you know, telling other parents, and word of mouth is so important, and that they're able to educate their parents and their own children, using those resources and seeing like the value of just working together with your child's teacher, can make such a huge difference.*
>
> *Teacher*

> *In my school too, they consider us as part of, a member of the school, of the community. We always have a good relationship with the people who work in the office, the director, the assistant director, and even the people in the kitchen. We're like part of a big family. We have a good relationship with everyone and it's nice because at the end of the day when you sit in a pleasant environment, in an environment of respect, of communication, that helps you give the best of yourself. And it makes it much more pleasant to work in a place like this, right, because when they look at you as if you don't belong here, you're going to feel more self-conscious, you're not going to even feel like working many times or want go to school. To say, today I don't feel like going, because I'm going to see the faces of so many people and they don't want us. So when you are in such an environment of community, of family, that you are card for as much as any other member of the school, it makes you feel more willing to say I have to go, no matter what happens, even on those occasions that you woke up a little bit weak and I don't really want to get up, well I say have to go because there are so many people waiting for my arrival.*
>
> *Parent Mentor*

> *I pretty much modeled what I wanted her to do, and I told her I know you can do this, you know. I talked to her, and this student now can read and write because of this parent Mento. I have so many students that have different needs, and so it's very hard for me to meet everybody's needs like that. So just for her to be there, I*

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mean it's just and have the student to know how to read and write? It's huge for me. So, I thank her all the time. I am motivated to continue to work with her.

Teacher

I feel respected, Like I said, I am blessed with a good teacher…It's nice when you feel that way, because when you walk in their classroom and maybe you didn't think you'd be there that day and you walk in, and everybody's happy to see you. They tell you how thankful they are for you being there. You know the change that you see in the students on days like that. You know you're missed. You know you're welcome there and that has a lot with what you both said, about having that relationship with your teacher. But it's not just your teacher, you make those relationships with your students as well.

Parent Mentor

Our teachers, they see the value. Very important to the help, the parent helping in the school and they are so happy, feeling comfortable because they can share their work together and I see the teachers working together for them and they are making a good team and they separate kids that need some help and the kid can learn very fast and they are working together in teams and she teach something, she bring the paper to the parent mentor and tell this is what I am teaching, and they are working in there and in the last test with their made in the kids growing up in the test and she say, this is great because it's working, our team is working, this she tell me.

Program Coordinator

My parent mentor was sort of my eyes in in my classroom, and I often lean on her for feedback. She often became an advocate for a lot of the students. So, there were students that were a little more shy than others. They were hesitant to ask for help, and sometimes she would let me know. You know such and such as still struggling with her multiplications, she's just too shy to say anything. And then, on the flip side of that, I could sort of let her know about certain students and what their preferences were, how she could work with them a little bit easier, how she could more effectively and efficiently to help them with their problem. So, it was a mutual feedback cycle that I think benefited both of us.

Teacher

At X school is a new principal this year and from what I have seen since I joined, we have had a lot of support. He also makes a breakfast and coffee with the parents every month, and there he gives us information about the funds there are, about what we want, what we need. We also won the $500 dollars and right now we have a room here that we call the parents' room, and three of the parent mentors who are here are cleaning, emptying that room that had a lot, a lot of garbage and they were grabbing it like, like a storage. And he has come, that is, he has included himself and tells us, wow, how are you leaving this room in good shape, whatever you need, so he is very engaged with us, the parent mentors.

Parent Mentor

I think for the parent mentor that are in the classes there it's hard for the teachers to get around to everybody, so I think for me, from my opportunity I say the mentors have that extra hands, extra eyes, extra ears to help out the teachers and what they cannot do or see and that's where the parent mentors come in and they are there to help the teachers out on that and whatever they need.

Program Coordinator

My parent mentor is extraordinarily involved in school. She attends local School Council meetings. She's on like the parent advisory committee, bilingual advisory committee. Her student was her child was my student last year. She's incredibly involved, and I'm learning so much from her about the school environment. She's, she went to school in my own school. I started here less… like about a year ago, so I'm just very grateful to have her. She helps me become more integrated into the school community, and I help her sort of become more integrated into like how our classroom operates, and how like what goes on in the inside of the school.

Teacher

The classroom is so overcrowded so the teachers just love us coming in there to help out, you know, cause like we may have some parents that leave on one shift and then the next shift starts for them to come in. So, they just love it, the extra help, you know, taking them to the bathroom, helping out with the assignments, you know. Like she just said something that maybe one child wasn't able to understand what the teacher said, and you may be able to, you know, like tell this child this is what she meant, you know. Yeah, so yeah, things like that.

Program Coordinator

I meant to support each other just everybody being on the same goals, like if everybody goal is the kids and they can show everybody the kids first, kids teachers and parents, then you know, that should help if everybody is on the same page with everything and communicating and letting each other know where they need the help at, where there is a (can't get word) you know, just being on the same page and communicating with each other.

Program Coordinator

My parent mentor is extraordinarily involved in school. She attends local School Council meetings. She's on like the parent advisory committee, bilingual advisory committee. Her child was my student last year. She's incredibly involved, and I'm learning so much from her about the school environment. She's, she went to school in my own school. I started here less… like about a year ago, so I'm just very grateful to have her. She helps me become more integrated into the school community, and I help her sort of become more integrated into like how our classroom operates, and how like what goes on in the inside of the school.

Teacher

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I say teamwork, you gotta be teamwork in order for you to communicate with each other. Have the respect for one another and have somebody how you represent yourself also, you gotta remember we are parents as well and how, and that's how you are gonna communicate with everybody, teamwork.

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Program Coordinator

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I spent eight years as a parent mentor but in those eight years I was changing teachers and schools. I tried not to stay with just one teacher because I also saw that as a form of personal enrichment. I learned a lot as each teacher handled his classes in a unique way, this one, and that enriched me to learn how best to help students.

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Program Coordinator

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We have always talked to, well, here at school with my mentors, have confidence, be honest with the teacher, if you don't know how to do something, let her know, she has to know what she can count on and how she can surpass you. As this mentor that I have from the third age told, Silvana said I don't know anything about mathematics, I want to, because the first week, two weeks she said, there is that the mathematics thing is that I am getting stuck. Be honest, tell the teacher, I don't know this in mathematics. and she was able to do it, so that achievement is also very good, very positive not only in our mentor, in our teacher but also in students. Be honest, be very honest and tell them, I don't know how to do this. Afterwards, she also had to be in class, so to speak, she would sit behind the children when the teacher was doing or teaching them some equation, or whatever, and she was taking notes.

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Program Coordinator

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The thing is when I talking to the principal we talking what it, if the parent see something wrong in the school tell them to meet with me, because if you see something ok you can work for that things that you see unless we working together, but that's a good thing we are part, I tell all times this, but we are part of solution not the problem and that's what make me grow and step up.

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Program Coordinator

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My parent mentor is definitely involved. She has a student in our school as well, and he is a diverse learner. So, she's very into everything that's going on with the community. She helps with all the school events... She and her husband are both involved, and, like they honestly give me information to be able to help out parents when they're in need. So, we had a family that Dad had a heart attack at Christmas, and I you know I'm still new to the school, so I didn't know who to reach out to, and she gave me a list of resources, so that definitely, definitely helps that they're in as involved as they are both in school and out.

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Teacher

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I feel like it just reminds me of when we were doing remote learning right like the first couple of months where parents were realizing, Oh, my gosh! Like my kid's

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teacher does a lot in the classroom, and I didn't realize how much they actually do. I feel like it's kind of in that same aspect, right where parents Don't realize you know, how much work does get done in the classroom, and how much like parent support means the world, and can have such a great impact in the child's education. So, to have a parent support in the classroom, I think, is a whole other level I feel because it just gives that exposure of teachers and parents working as a team. And I feel like that's a lot of conversations that I have with parents is that we are a team. We're supporting this child, and together when we are doing our parts it can make a huge difference. And so, because they're seeing that because they're working on things that are giving that support to that child. I feel like it just gives a domino effect of just, you know, telling other parents, and word of mouth is so important, and that they're able to educate their parents and their own children, using those resources and seeing like the value of just working together with your child's teacher, can make such a huge difference.

<div align="right">

Teacher

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I think, like many people have brought up a lot of these parents seem to stay involved beyond the parent mentor program. So, they're in different committees a lot of times they have been at the school a lot longer than us. So, I think that a lot of times these parents, because they have an inside view of the needs of a certain classroom or a school in general can be great advocates for teachers. A lot of times teachers have so much on their plate that they say something like I'm just gonna go ahead and buy all those paper towels for my classroom, you know, out of my own pocket. And I think when a parent mentor sees you doing that over and over and again, and they're involved in other facets of the school, they can sort of communicate these needs and become an advocate for teachers and by extension for our students.

<div align="right">

Teacher

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Challenges in Relationships with Teachers and Principals: Parent Mentors highlighted that the program still needs more institutionalization in some of the schools. Some participants indicated that it be beneficial for Parent Mentors to have school identification that allows them to come into the school at any time to accommodate their volunteer hours. In some cases, it was suggested that principals need to have the same structure with the parents and an orientation to the school, particularly for Parent Mentors that start mid-year. Another issue is establishing boundaries and expectations with the teacher to avoid overstep their position as Parent Mentors, as every teacher has their own requirements. On the other hand, teachers have expressed that in the first weeks the relationship between parents-mentors and teachers is complicated as they are just stablishing boundaries. Teachers have mentioned that sometimes Parent Mentors need time to adjust to a classroom or they do not come as prepared as others.

Actually, at my school the principal has never shown up, never shown any interest, unless he's been, as I started school a little late, the school year had already started then I do not know if in the beginning, maybe I had a presentation or something like that, but for my experience in the school where I am, no, there was no type of interaction or suggestions or ah, no. Although I think that if it is a little bit of a pity that it is not done because in reality, I think that every person who enters may have something of value, that is doing voluntary services. So, I think he's missing a lot of opportunity in grabbing resources from someone who might be able to support or help or have experience in that area. But already to answer the question, I have no kind of connection with it.

Parent Mentor

Personally, we have not had as such a presentation or an interaction. We have a lot of support, the only thing we have asked for is a card to enter the school because I enter at 8 in the morning, and I cannot go directly with the teacher and start as such. Last year my teacher was very flexible, so if I needed an extra 15 minutes I stayed in class, and nothing happened. This year with my two teachers I been working during the same week, and the days are combined, so I could not have a direct approach with the two. So, it's hard to say I want to stay 15 more minutes, or I need to stay 15 more minutes. The other teacher, says anytime you want, you can go. So, this has been a problem, it seems that our coordinator last year asked him, I'm not sure about this year but if there is a need. There are many parents who arrive very late, and we have to wait. Obviously, it's more important for kids to get into the class, but that would be it. Otherwise, the teacher has always been very supportive, nothing more than the support we need. Thank you.

Parent Mentor

I feel respected, like I said, I'm blessed with a good teacher that she, you know, like I said, I had a personal thing, and they made me a card and the whole class and her, she did it and then the students they all made me little individual cards to make me feel better. It just, you know, like we have that and then Christmas time came I made a little ornament for all the kids. They had a picture, Christmas picture together, and she cried, you know, I think you just have to have that, that understanding too part of that respect. And like I said when I came in there, I told her I said, I'm not here, just you just let me know like at first, the first few days I was like in the corner, you know, like waiting, you know, like tell me what you want me to do, because I didn't want to step on our toes, you know. And then, as the weeks went on, I just felt comfortable like that was my class, but I know you know my boundaries. And does that make sense though?

Parent Mentor

So, this year I have 2 parent mentors, one in the morning and one in the afternoon and I could see that these 2 mothers were much more to prepared than the previous parent mentors that I have in the past. Many times, they brought their own materials that they would provide through the trainings they had for the parent

mentorship, and they did apply their own strategies that they learn how to teach children know they in the past.

<div align="right">Teacher</div>

I guess I can say that it took some time for me and my parent mentor to figure out exactly how many roles or what roles they were the most comfortable in. And eventually we found that there were like 3 categories, so they helped create like a learning environment in terms of like preparing the space, and then, so I gave them a folder with either a list or materials of what they could do to prepare the space, like sharpen pencils, fix up books in the book hospital, in the library and stuff like that. And then there were 2 other areas in terms of like language and math, where I primarily had them either creating small group work or working with kids, one on one. So that helped the kids feel like there was another adult in there, like in every regard she touched the life of every child, whether it was like sharpening their pencil or working with them, one on one. So, it made the students all feel like they could approach my parent mentor, and that they were there as part of like the learning community.

<div align="right">Teacher</div>

Teachers Help Students Build Relationships with Parents-Mentors. Teachers have helped build connections between students and Parent Mentors. They help to construct the respect and role of Parent Mentors in the classroom.

I agree with X. I just feel like there is a lot of communication that we have to have between each other and definitely, you know, also speaking to the children and showing them, you know, letting them know that this is another adult that's just another teacher in the classroom. I give that role to that parent, because there she should be receiving the same respect as I am. So, when she's with the group, she's in charge of that group, and they know that they have to, you know, be, you know, just like they are with me with her. And so, a lot of communication about what we where we're at in the lessons, and of course, you know, she helps a lot with organization, so she helps them and to get them organized. So, I believe the primary goal for us is to definitely have a relationship with them in order to have trust and confidence so that they can be in charge of students.

<div align="right">Teacher</div>

Parent Mentors Offer Additional Support for Academic and Socio-Emotional Learning: There was consensus among the coordinators that parent mentors offer additional support for academic and socio emotional learnings. Some of the comments highlight the special trusting relationships that they build with students, while others highlighted the additional time and attention that they can provide to student that could benefit from additional support, or that the presence of the parent mentor frees up the

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teacher to do more individualized work with students. Parents are also able to help children connect with other children inside the classroom. Some examples follow.

> *I know one of my teachers at my school she have like they have little, small groups, so like if it's one or two kids that just can't get it or you know, or can't catch with the whole classroom, she has, that's what she will use her parent for, like for the small groups to help the kids so she don't have to keep stopping in the middle. She'll have them, you know, pull out to the side and do like small groups, or one on one. Things like that also.*
>
> <div align="right">*Program Coordinator*</div>

> *[Teachers] see it as a complement to the classroom and they do it in a way that impacts me to see how the teachers call one of my classmates and say, PM with student X in red and right now we have it in green and watch this progress. They serve as translators…they are there on report card day.*
>
> <div align="right">*Program Coordinator*</div>

> *So, as the SEL is actually a passion of mine. And so, I love to hear that my Mentor actually shared the same passion. So, there's just been a tremendous amount of growth in in our students with their emotions and understanding those, and so she's helped with showing different breathing techniques to help calm down. You know different things to utilize in the calm corner. So, she's, you know, working together to kind of figure out what our students need, and you know, providing the breathing techniques of helped. And you know she can just shoot them like a little signal, and they already know like which breathing technique to do, and so that I can, I can definitely speak on SEL.*
>
> <div align="right">*Teacher*</div>

> *The parent mentors in classrooms, they can be the teacher's extra hands, extra support and even a listening ear for the kids who in the classroom who are having problems at home, you know, they bring their problems to school and the parent mentor will listen to them and give them feedback, you know, to calm them down to do things in different ways and they'll feel much better, you know, the rest of the day. You are just the extra support period.*
>
> <div align="right">*Program Coordinator*</div>

> *So one of my students he's in the dual language program...my parent mentor it's been doing a really awesome job with helping him practice like letters and numbers in Spanish, and we've gotten to the point now where he knows like Oh, I gotta work with Miss X, and they practice, you know, just like having him listen to the number or the letter to see if he can write it on his own. And I think that's helped build his confidence up social emotionally, because he would get really nervous during Spanish time a lot, and I think that built his confidence, because he feels like he knows more. He'd always be like well, I don't know that much Spanish, or I don't understand Spanish, and I always tell him Yes, you do. You know a lot more than*

you think, but I see him believing it a little bit more, even when we have like tests, or we're reading passages in Spanish, because he's hearing some words, because my parent mentor in the morning she's not super fluent in English, she's more comfortable in Spanish, and I'm like you can try to talk the Spanish to him as much as you want. You know, to see if he understands you more and more and more. And I tell him, as you read, underline all the words that you know, and he's been underlining a lot more, and is able to like, tell me like what it is that he's reading and what he's understanding. And I think that's a huge growth.

Teacher

Parent mentors tell me that the children trust them more than the teacher. In other words, when they are emotional problems, they go to the mentor parent and not to the teacher. So, they create that, as they say, that bond between the children and the teacher and that is impressive to me.

Program Coordinator

I would kinda say that I realize the secret talent for me is social-emotional learning. I think I kind of want to dive into that type of career now, because I realized that a lot of kids are really detached from their emotions and with the things that's going on in the world now and we are not that sociable because we're all into our phones that we don't even really know how to communicate with one another as much. So, I realized that we, that I have a super talent with trying to talk to the kids and getting them to engage in and speak, speak love to each other.

Parent Mentor

So, I think that something that I would like to highlight with all this again is that if we are talking about the people who take small steps and the people who take giant steps, they all bring something, they incorporate something invaluable within those classrooms, within the Social Development and children's emotional and academic growth.

Program Coordinator

I did, I did. I have. I have a story of where it was a young lady who came she pretty much came in like in the middle of the school year, so she came around, maybe December, I want to say, late December early, January-rish, and she had, she was in a Catholic Preschool, but they kicked her out because of her behavior. And so, she came to the class, and of course she did, she had, you know, some severe behavior. She wasn't very friendly to the other children. She didn't grasp on to boundaries, and you know she was, she was like going under the table, she was scream, and I mean she was just screaming, screaming, screaming. And so, it made the other classmate's kind of back away from her, and was like, you know they didn't want anything to do with her. So, when we did go to gym, because I went to gym with them as well. And I was pretty much with her for most of that time, because she was adjusting. It was an adjustment period for her and so I, it was 3 young, 3 little girls in the classroom, and they used to sit and watch her, but she used to go to them because she wanted to be their friend, but she didn't know

how to do it. So, when she went over there, you know, towards them they kind of backed up a little bit, so I grabbed the 3 little girls and I said, you know what, I said. She's having a hard time, she's really new, I said she don't know anyone. I said so, she needs some friends to kind of help her to learn how we do things in the classroom. And so, they was like what you know she gets to close, I said Well, it's okay to say, can you back up a little bit, and then I'll talk to you, you know. So, I went through everything with the little girls, and you know it took them a couple of days. So, by the next week, when they went to gym, they was like, come on, come with us, come with us, but if you don't want to school this together, and then once she started getting those minor relationships with the other students, then she started to her behavior, started to subside and she started to be able to get with them and sit with them without making them feel uncomfortable.

Parent Mentor

Parent Mentor Program Offers Continuity. Several focus group participants noted that Parent Mentors offer continuity in schools with low teacher retention rates and in classrooms relying on substitute teachers. In both cases, the parent mentors offer continuity and stability for students, and confidence for teachers that learning will continue in their absence. On the other hand, Parent Mentors have helped identify subjects or topics students with which students struggle. Parents are like the eyes of the teacher in the classroom.

Challenges with Continuity. Participants mentioned that the constantly change of teachers interrupts the flow of work between parent mentors, teachers and students.

The school *I've been at for the last seven years, um, we don't have an information session like other schools have and our teacher retention rate is very low. So, every year new teachers are coming and going, but the parent mentors stay.*

Program Coordinator

There were occasions when the substitute teachers would arrive and the teacher would really tell the substitute teacher, she will tell you what you are going to do. So, at that point where, where they left me the responsibility of somehow being able to guide the teacher who came into the classroom.

Program Coordinator

I think, for myself. my parent mentor was sort of my eyes in in my classroom, and I would I often lean on her for feedback. She often became an advocate for a lot of the student. So, there were students that we're a little more shy than others. They were hesitant to ask for help, and sometimes she would let me know. You

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know such and such as still struggling with her multiplications, she's just too shy to say anything. And then, on the flip side of that, I could sort of let her know about certain students and what their preferences were, how she could work with them a little bit easier, how she could more effectively and efficiently to help them with their problem. So, it was a mutual feedback cycle that I think benefited both of us.

Teacher

Parent Mentors Help with Dual Language Students. Teachers mentioned that some Parent Mentors are able to provide extra-help to students that struggle with English or feel more comfortable with Spanish. On other cases, when they have dual language programs Parent Mentors that speak for instance Spanish can support students. Teachers have also experience a more contextual and cultural approach to students as parents serve a bridge between different cultures.

So, one of my students he's in the dual language program, and it's his second year there, he's never had really much experience so when my parent mentor comes, she, so I have 2 one in the morning, one in the afternoon. So my morning parent mentor it's been doing a really awesome job with helping him practice like letters and numbers in Spanish, and we've gotten to the point now where he knows like Oh, I gotten work with Miss Maya because, like it's after morning meeting, and, like he knows, to go there, and they practice, you know, just like having him listen to the number or the letter to see if he can write it on his own. And I think that's helped build his confidence up social emotionally, because he would get really nervous during Spanish time a lot, and I think that built his confidence, because he feels like he knows more. He'd always be like well, I don't know that much Spanish, or I don't understand Spanish, and I always tell him Yes, you do. You know a lot than you think but I see him believing it a little bit more, even when we have like tests, or we're reading passages in Spanish, because he's hearing some words, because my parent mentor in the morning she's not super fluent in English, she's more comfortable in Spanish, and I'm like you can try to talk the Spanish to him as much as you want. You know, to see if he understands you more and more and more. And I tell him, as you read, underline all the words that you know, and he's been underlining a lot more, and is able to like, tell me like what it is that he's reading and what he's understanding. And I think that's a huge growth because I loop with them as well. And so, I'm really, really proud to see him get nervous and freeze up, and not do much then to now like oh, I do know this word, and I do know this word. So, it's really, really nice to see.

Teacher

Yes, as I was saying before with the teacher, with the parent Mentor, sorry in the morning, and the student who came from Ecuador at the end of last year. That's why she didn't she hadn't gone to school or anything, so she didn't know how to read, write or anything, recognize any of the alphabet, letters, or numbers and she

sat there, and she played little games with her that I provided, and was very patient with her, helped her, and, you know, motivated her to a point to where she was testing, where you know how they don't accept it for the Star Assessment, where it says something, well, because she didn't know how to get in there now, she actually on green. I mean she's actually being able to answer the question, read the questions which is to me really almost miraculous, because for a student who doesn't know anything to being able to understand and talk. Even if She's even talking in English. She's very motivated!   *Teacher*

Well, I think I'd like to share. My parent Mentor is from Mexico, and she's shared a lot of the culture. She can, she's also helped students that are from Mexico in my classroom, and it's been really great having her in my classroom. I've learned a lot from her, and I think she's learned quite a bit for me, too. But the students really love her they feel comfortable, sometimes they don't feel comfortable coming to me to ask me a question, but they'll ask her so I'm glad that she's there.
Teacher

Parent Mentor's Address Emergent needs in Schools: Just as in previous years were focus group comments have indicated the flexibility of the parent mentor program in addressing dynamic situations, such as the pivoting to on-line learning during the COVID-19 pandemic, coordinators offered new examples of the program responding to emerging situations. Multiple coordinators and teachers noted the challenge of the incorporation of the newcomer immigrant children arriving in the schools. Chicago has received more than 10,000 new immigrants in the last six months. Many of these children, the coordinators have noted, do not speak English, do not have a history of formal schooling, and are not performing at level. Furthermore, the children and their families present many needs that the schools have not been provided adequate time and resources to address. In this evolving situation, they note the parent mentors have been able to attend to some of the needs immediately, and that they apply the skills that they have learned through the program to work with newcomers, other children, and their own children.

In these two months, 3 months we had many new immigrant students who came, and we had to ask for money and emergency teachers to create new bilingual classes. But there's a fourth-grade class here that still has like 33 or 35 students there in the room and the teacher doesn't speak Spanish, so we gave her a mentor parent who speaks English and speaks Spanish and she's from God to that teacher. She has been very good for that class to translate and help the children who do not understand so if the parent mentors can be a great help for the teachers in situations like this.

Program Coordinator

So, for example, one of my parent mentors, he was helping me as with a small group of students, and doing, helping me with some interventions for students who were learning how to read. They were actually newcomers and I taught him a couple of skills of how you teach students who have never been in school to read, and I know that he mentioned that he was really happy to see the progress that the students had made and mentioned that he had his own, a children who were, I think, he has a special ed, education student, and he told me that he had to use some of the skills that I had taught him. So, I saw that definitely, just even then, being able to see how like learning to read really works as a teacher it may look very different than what you know what you do as a parent at home.

Teacher

Well, this, one of the mentors as I said, well I have three who are senior citizens. But one of them has been a mentor for six years and she was always in kindergarten, first and second and she went back to kindergarten, first and second. This year, well, because of everything that is happening at the border, they had to bring children from different parts, here in our school, this one, they had to open the fifth bilingual and she said X, there are no more teachers, who are you going to put me with? Don't worry, you're going to have a teacher, I'll make sure you have someone to help. I touch that opportunity to help in fifth. At first, she was very nervous, because as I said, she is an adult lady, and she said but why, uh, they have to respect me, my honor. I just think what I could do with her is advise her. I told her, look, just think of those children who need our help. They have to reach that school level that they have to be, think about that only, don't think about how long you have been here, that if they are difficult children, if they are not, just think about that help and that difference that you are going to be in them… the children have thanked me for everything I have helped them, the teacher has seen the improvement that her children have had, who needed that help, who do not even know English.

Program Coordinator

I have my group of children, six children who are recent arrivals from other countries who speak pure Spanish, that is, they have zero in English and the teacher does not speak Spanish. In my case too, these are children from Venezuela, Colombia and Mexico who are here and who are recent arrivals.

Parent Mentor

The student who came from Ecuador at the end of last year…she hadn't gone to school or anything, so she didn't know how to read, write or anything, recognize any of the alphabet, letters, or numbers and she sat there, and she played little games with her that I provided, and was very patient with her, helped her, and, you know, motivated her to a point to where, she was testing. For the Star Assessment, well, she didn't know how to get in there and now she actually on green level. I mean she's actually being able to answer the questions, read the questions which is to me really almost miraculous, because for a student who doesn't know

anything to being able to understand and talk. She's even talking in English. She's very motivated!

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Teacher

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I was always at home; I didn't even go out because of fear. When they told me about this program, I was also very afraid because of my language, I don't speak English, I understand it little, and I speak it very little. And the teacher is pure English, I told them what I was going to do, they already explained to me that in fact I was going to be with children who needed someone who spoke Spanish, that I had to help the newly arrived children. So, I said ok, I'm going to try it, but I don't know if I can. Because of the fear, the shame, that I only reached the second grade of secondary school and that I have been a housewife since I was fifteen years old. But I said wow, what am I going to teach them if I did not have a lot of studies. Now the children who ask me for help, who tell me I can't understand this, and that I can help is a gratification, a joy, an emotion that I feel, that I can say I can help someone.

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Parent Mentor

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Sources of Information and Access to Community Resources: Parent Mentors shared that the Parent Mentor Program has helped share information about other topics such as legal help, health issues, needs of the community, or daily problems. This has benefited the community as the program has served as a safe place to share recommendations and advice to current migration situations, as well as other community needs and resources. Teachers commented on how the Parent Mentors help them to better understand the community in which the schools are located and to respond better to the needs and situations of the children and families.

Well, I'm also in the SSIP program and this one has had a big impact on how to help the community. I love that, I mean, I like it a lot because I can, good for example for our Spanish speaking community does not have much information, does not know many things and I am very happy to share all that with them. For example, when the pandemic happened, I shared that it was very important to get the covid vaccine, where they could go. In case they had to take a test or something, I let them know where. All that information I shared. Where they could go to the pantries, I actually got to help give the pantries at school, BJ Ward, a classmate earlier said so, and if they there, they're giving pantries twice a month, I think. Then there really are people in need. And helped also in the mobile consulate, that when I realize, that in the community more information is needed. This let them know everything there is, this, that there is support. A lot of people might find it difficult to go and get this, a license plate, this, the passport, and then there's a lot of help in the program. Also like, ah, fill an application if you need help from food stamps, we can also help with that uh, there is also support for people

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who want to become citizens, uh, also I share for example where they are giving classes in English, where they can go to take GED classes, and actually now I get more involved in the community and try to help in what I can.

<div align="right">*Parent Mentor*</div>

Yes, I think we are a very important part not only for schools, for the program and for the community, right? As the partners said, the workshops that give us that information, for example our supervisor and coordinator when there is a place where they are giving food, they send us the information and we distribute it among our friends, my neighbors send them anywhere by text, they're giving food in this place, so they go. Or inviting people, too, to become part of the Parent Mentors program.

<div align="right">*Parent Mentor*</div>

I think in my case, my parent Mentor because she lives in the neighborhood that the school is in, which I do not, has been, has provided a great deal into exposure about the specific needs of that of that community. So, I think that it helps me understand, sort of where, specifically, where my students are coming from what is happening in that neighborhood outside of school hours, and some of the challenges that they can have on a day-to-day basis. So, having my parent mentor be someone who lives a block and a half away from school, you know, and she can communicate a lot of the things that that she has to deal with, or her family have to deal with, and by extension that informs me a lot about, you know. Is it safe to walk home from school for my students? Do they have challenges? Having more, at least one parent at home, or both parents out working? Those are things that specifically about my school community and culture I have been. Just to by casual conversations with her, there, there's been a lot revealed about the challenges that my students and their families face on a day-to-day basis, and also about some of the strength that that community has as well.

<div align="right">Teacher</div>

Creating Awareness of Diverse Learners: Many Parent Mentors expressed that they have children with learning disabilities. The program has served to create a community for them and as well as gain skills in order to work with them and advocate on their behalf.

OK in my case, I am mother of 6 children. I have 6 kids, the oldest is already graduating this year, this, but my first son is autistic, so it's special that the parent mentors taught me how to teach them… This is how to understand, his way of being, his way of learning, because as they say each child learns in different, different ways and so I do with mine because, this, I have a 10-year-old boy who... has learned much faster than the other. Then each child has a different learning base. And this truth has helped me greatly to understand each of them.

<div align="right">*Parent Mentor*</div>

Okay, as I start introducing myself, I start too. Well, I mentioned, I'm from Mexico, I studied in Mexico a degree in law, I'm a law degree but because I came here, I had a job, as a social worker but for things of destiny, my daughter was diagnosed with autism and I had to retire from work to dedicate myself more to be at home for her therapies and the whole process, which was my difficult. The program as a mentor-parent changed my life completely, completely, because from being a person who was only at home, getting my daughters ready to go to school, and it was my only way out, meetings at school or when you had to go shopping in the supermarket, but they were my only outlets, I had no contact with more people than when I went out to the shops and nothing else was at home because I have no family here. I wasn't socializing. The program changed me because I started meeting new people, people with different lives and I felt that I was not the only person who was going through difficult times….

<div align="right">

Parent Mentor

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Well, I identify with some of you, as I told you this is my first year as a mentor mother. I also have a girl with autism, I identify with Jessica. My life was being at home waiting to be called from schools, waiting to take her to therapy, and wondering if anything happened to her, with all the fears. It was always being in my house; I didn't even take the time to get out of fear. This and when I was told about this program, I was also very afraid of my language, I speak English, I understand and speak very little. And the teacher is speaking only English, I asked them what I am going to do, they already explained to me that I was going to be with children who need someone to speak Spanish, who had to help the newly arrived children…. My girl is also in that school and she, as I tell you, has autism for her is a huge joy to see me come here to school and she says my mom or Ms. Lopez is my mom and she goes to work and that's the best thing that happened to me.

<div align="right">

Parent Mentor

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D. Powerful Community-Centered Schools

The goal for this priority area is for the leadership of the parents to be centered within schools, organizations, and communities. This priority area also aims to create talent pipelines to fill school gaps and build economic liberation for families. The focus group data provides ample evidence of gains in this priority area and corresponding goals.

Parent Mentor Program Increased Mutual Support: Focus group participants were asked to reflect on if and how the Parent Mentor Program has generated mutual support and connection to meet the needs of parents and schools. Coordinators offered many and varied example of different types of mutual aid that the program facilitates. The

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mutual aid included material items such as pantry boxes, diapers, clothing, and back backs. Other resource sharing included event tickets to support recreation and family outings. Service and protection resources information and linkage was also widely shared, including critical supports such as domestic Violence resources. Some illustrative examples follow:

> *We have connected with the church that we are housed out of, and we are connected with their food bank so every other week we either come in and build boxes with the church or we distribute boxes every other week with the church, to build community.*
>
> *Coordinator Program*

> *My parent mentor is definitely involved. Her and her husband are both involved, and like they honestly give me information to be able to help our parents when they're in need. So, we had a family that Dad had a heart attack at Christmas, and I you know I'm still new to the school, so I didn't know who to reach out to, and she gave me a list of resources, so that definitely, definitely helps that they're in as involved as they are both in school and out.*
>
> Teacher

> *We can kind of look after their kids, for each of the kids, but also look out for each other, you know, not just in a school setting, but we get to know each other, and it's like, it's just, I feel like it brings more peace to community because it's still a family like we work together. We trying to make the communities safer for our kids. It is. I feel like it'll be as they keep going on. It'll be building the community way more. And now we can, you know, hey, did you go vote? Well, you know, Come with me, girl. Like we could bring other people along. Cool. It's not a normal thing to them, but we can normalize it, no matter what.*
>
> *Parent mentor*

> *One way we use for community is, well like when we have this giveaways, we make sure we invite our school, our parents and their kids and make sure they come and get some of the stuff or like if we get free tickets to free events, we make sure we get everybody involved and give them out with their families or with the schools, we give them to the teachers, everybody.*
>
> *Coordinator Program*

> *For our Spanish-speaking community, they don't have much information, they don't know about many things, and I am very happy to be able to share all that with them. For example, when the pandemic happened, I shared that it was very important to get the covid vaccine, where they could go. In case they had to take a test or something, we would let them know where. I shared all that information. Where could they go to the pantries, in fact I got to help give the pantries at the school... So there really are people in very big need. And we also helped with the*

mobile consulate, I realize that that is, the community needs more information. This letting them know everything there is, that there is support. Many people may find it difficult to get, um, a registration, um, a passport, and then there is a lot of help in the program. Also like, we, fill out an application if they need help with food stamps, um, we can also help that, we contribute. There is also support for people who want to become citizens, I also share, for example, where they are teaching the citizenship classes, English classes, where they can go to take GED classes. In reality, now I get much more involved in the community and try to help as much as I can.   Parent Mentor

When we have a giveaway, we actually take like maybe 200 coats up to each school. So, we actually does a lot for the school and the community as far as you know with the giveaway and everything, and we also we feed the community as well. We do like a thing, what do we call it? Like a stop, like a, what is it called Jasmine when they come out, they just come in and we have a place right there on 63rd and Halsted where they just come out, the community and we giveaway the coats, the shoes, and everything, (Someone talking at same time, can't get what they are saying), pampers and things like. So basically, we do a lot of that in the community.

Coordinator Program

It definitely give us the chance to be understanding, that we know our neighbor, not just the person that live next door to us, but the one that lives across that busy street that you can't cross as a little kid.   She'll be able to take you back home [and say], "No, you ain't supposed to be on the busy street." and give us more of a home, and understand your family and my family, where we can be able to become family and help one another. So, get out of this generational curse of like hating each other, not want to help one another or this competition to keep up with the next person?

Parent Mentor

This last Friday a representative from a community center for survivors of domestic violence. We thought it would be six parent mentors and me. But no, about 20 people from the community came. Some of them don't have children here [at the school] but they came to the workshop and after the representative left, we had an incredible discussion and one of those women came specifically because they needed this information, right, they are victims of domestic violence they left inspired, they left with brochures, with phone numbers, and with an action plan. That is something that is very concrete. It's a very solid way of seeing how the parent mentor program is helping. Not just at school, but in the community.

Coordinator Program

So, we just recently did a talent show, so I feel like we brought that energy of entertainment and love, and coming together and watching the show together back to the community, because, like everyone has been coming up saying, they liked this, like this should be something that we should do annually. I was in a moment

hosting it, and we watch everyone, all of the talents and the parents getting involved. I'm like who knows where it can go? It could go and as far turning into like fundraiser, for like you know, when they get ready to go to college. The little trunk parties and stuff. We can do little mini trunk parties they can put in the raffle to win; you know. It can go anywhere… Like notebooks they'll need, college supplies like blankets. Maybe extra socks, those little bitty things that remind you of home, like your Teddy bears, robes, and they also get like TVs, stuff that they need for they dorm, you know, because they are going to be living on their own, so they try to make their own so they can focus on school.
<div align="right">*Parent Mentor*</div>

Building Pipelines: The participants offered many examples of how the parent mentor program has helped to create talent pipelines to fill school gaps and build economic liberation for families. Many cited names of parent mentor that have been employed by the schools; others sited efforts that have been generated to build pathways. Some examples follow.

Well, I started three and half years ago as a coordinator and within this time I have had four of my mentors to go on and be paraprofessionals.
<div align="right">*Coordinator Program*</div>

I have grown professionally… I was offered a position for a teacher's assistant, and I never thought that I would work in a school, you know, but now I am in the process.
<div align="right">*Parent Mentor*</div>

We, I, we have coordinators out here in Aurora that just become teachers. They took the test, and they are now teacher's assistants so this will be their last year being coordinators and now they are going to be teachers at the school that they were doing their coordinators now.
<div align="right">*Coordinator Program*</div>

We've been a part of the program for quite a bit of time. And a lot of parents come in, and usually they just want some job. We hire them as SICA's as or as like support Staff. One of our clerks was a parent mentor herself, like many moons ago. So, it just shows, like the impact of like just seeing how their leadership has continued to grow and develop, and their confidence in their child's education growing, and to want to be a part of you know, the Darwin community is really nice and really helpful, and I feel like a lot of the parents just like are very just social, very communicative, and just very involved. Whenever they ask or asked of things they're just giving their 110 percent. And so just seeing that and seeing like, oh, yeah, they were a parent mentor before or now they're interested in this or now they want to chaperone in trips and things like that. It just really just makes it cool,

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because the kids have seen them now, like, probably at home and outside, but also in school, and knowing that's like someone's mom, you know, just helping out it's really cool.

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Teacher

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It opened up my view of the para-professional world… I've got to see what they go through here which makes me want to go professionally further with this and go through the process in the district.

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Parent Mentor

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So, what we do is we used to give them the resource so they could be able to forward. I think Ms. Bridget White, I don't remember her doing it this year, but I know last year they had the applications online where the parents could actually apply for a job with the school, with CPS school system.

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Coordinator Program

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at our meetings we had the superintendent of our school district come out and talk to our mentors about different things they could apply for in the district, so we have done that with the school district also.

<div align="right">

Coordinator Program

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I am at school X and we have two principals who love getting parents involved in the school. Thank God we have many mothers who are just amazing and already three have found work here with the school, with CPS. I started as a mentor last year and now I'm a coordinator and now I've just been offered another job here, for the school. So, this program does open those doors so that we don't get involved in the school, be close to our children, but also start a very nice career.

<div align="right">

Coordinator Program

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We've been a part of the program for quite a bit of time and a lot of parents come in, and usually they just want some job. We hire them as SICA's as or as like support Staff. One of our clerks was a parent mentor herself, like many moons ago. So, it just shows, like the impact of like just seeing how their leadership has continued to grow and develop, and their confidence in their child's education growing, and to want to be a part of you know, the X community is really nice and really helpful, and I feel like a lot of the parents just like are very just social, very communicative, and just very involved. Whenever they ask for or are asked things, they're just giving their 110 percent. And so just seeing that they were a parent mentor before or now they're interested in being employed in the school this or want to chaperone in trips and things like that. It just really just makes it cool, because the kids have seen them now, like, probably at home and outside, but also in school, and knowing that's like someone's mom, you know, just helping out it's really cool.

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Teacher

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E. Powerful Communities

A goal for this priority area is to encourage parent organizing with community-based organizations to build a parent-led movement that creates the resources, policies, and systems that respond to community needs. The experience of intergenerational healing and transformation through the process of collaborative organizing is a second goal for parents and families under this priority area. The focus group data provides ample evidence of gains in this priority area and re corresponding goals.

Participants were asked to share their perceptions regarding if and how the Parent Mentor Programs created opportunities or offered resources for parent mentors and their children to heal and transform. There was consensus among the coordinators that the program provided such spaces and offered multiple examples that they had observed. They indicated that the parent mentor program created spaces of community, solidarity, healing, exchange of care and interest, and varied for opportunities for personal, familial, intergenerational, and communal healing. A discussion of these themes follows.

Parent Mentor Provides Purpose and Community. Participants shared that some of the parent mentors had shared that they experienced stress, anxiety, and sadness prior to their participation in the program. They noted that some of the parent mentors expressed a loneliness and a longing for sense of purpose and the program addressed these feelings for many of the participants. Several coordinator even stated that some parent mentors described the program as therapeutic in that it addressed some of the anxiety, sadness and sense of isolation they were experiencing by providing them with a community and meaningful activity and way to contribute to their children and the school community.

> I have one of the parents tell me that actually by her coming up to the school, working in the school it takes a lot off her mind, you know, some of them be like so stressed out all the time and this just took a load off her, she just loves her job, you know. To pull of the stress off, you know, having something to do.
> *Coordinator Program*

> I have a parent who has anxiety. She is at home most of the time, so this is perfect for her. She said this is something for her to do and it's therapeutic for her, you

know, coming in the classroom. Her kids attend the school, so she comes to the classroom, and it's getting her out of the house, you know, being stuck in the house all day.

<div align="right">*Coordinator Program*</div>

She is at the school from eight until the kids get out. So, she is beyond her four hours at the school but it's therapeutic for her, just like I said she has anxiety and panic attacks.

<div align="right">*Coordinator Program*</div>

Intergenerational Expressions of Interest, Care, and Modeling Open Opportunities for Intergenerational Healing: Coordinators were asked to consider if the Parent Mentor Program created opportunities for parent mentors and their children to heal and transform across generations. They responded with numerous examples regarding the tender relationships developed between the parent mentors and the children in the classrooms in which they volunteer, as well as their own children. They described parent mentors as taking the time to listen to the children talk about what interested them, they were attentive to the varied needs that the children expressed, and they modeled perseverance and for their children. Clearly the children felt heard and valued and reciprocated with regard and trust. These relational expressions of care and solidarity were viewed by the coordinators as have intergenerational healing value. Several quotes that follow express some of the observations made by the coordinators.

We have a parent that actually when she goes in, the children just loves her, you know. She asked the teacher is it ok to bring maybe a treat or two something healthy or some pencils or whatever, you know. Actually, one of the child didn't have jacket or something, she went out and bought him that… They love her, you know. I asked her because she stay there long… [She says] it heals when the kids see you and they put a smile on their face, that is healing. They loves them.

<div align="right">*Coordinator Program*</div>

Going back to being a support, a listening ear to the kids in the classroom… Some of them do bring extra stuff, whether it's [resolving] a fight, or the kids tell them they need something. They may go out and buy something for the kids.

<div align="right">*Teacher*</div>

Just I feel like we are influencers too, to the other parents around us. They seeing us, you know, doing the best we can and what we get to work with, because we all go through things. By having a smile on the face definitely, you know, can just like give somebody a good energy to put a smile on they face too, and maybe they

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won't go home yelling at their kids. Or definitely just how our parents and stuff like just see the way we talk to the kids in general. I feel like that's being an influencer to them as well like, hey, let me change my talk because you ain't gotta do that. They listening to her so if I talk to them this way, maybe they maybe they'll listen to me so hopefully that's just trying to like kind of breaking a generational curse of yelling at our kids, or immediately just smacking them upside they head. It don't take all that, and for a lot of kids who have busy bodies, you know, some of that training from past generation is easy, just smack them upside they head or telling them go sit down instead of actually just listening to what they saying so hopefully that breaks a lot right there. We listening a little bit more, that stops a lot of arguments, and you know learning how to comprehend what each other is saying. It's a working process to play, but it's definitely happening.

Parent Mentor

Like I said when I was a mentor, I would give each kid five minutes just to let them talk to say what they gonna, you know, do on the weekend or whatever they needed to talk about. I would give them five minutes before we would start lesson plans or whatever, and they loved that every Monday.

Coordinator Program

At first, I was very nervous, because as I said, she is an older lady, and she said, they have to respect me, my honor. Don't worry, forget about that… All I could do with her is advise her. I told her, look, just think of those children who need our help. They have to reach that school level that they have to be at. Just think about that, don't think about how long you have been here, that if they are difficult children, if they are not… just think about that help and that difference that you are going to be for them… Now [months later] X tells me, thank you, she says thank you because I never thought I could be in a fifth grade classroom. She says thank you because the children have thanked me for everything, I have helped them, the teacher has seen the improvement that her children have had, who needed that help, who do not even know English. And sometimes she would even say I want to cry, and I would tell her "Well, cry, cry because it is an achievement that not only you have achieved, but I have also achieved it, I tell you, the program has achieved it, the school has achieved it, those children have achieved it. "

Coordinator Program

I have a parent that, ah, was stuck like on not going back to school, just did not like school and all that, and now she is in the process of trying to sign up and start back school and things like that and after like motivating her. Getting motivation and thinking through and doing that could be generational impact because now that her kids could see it and maybe want to do it or you know, further down the line.

Coordinator Program

Peer and Intergenerational Teaching: The participant comments indicated that the program promotes intergenerational teaching in many ways. Of course, they discussed

the teaching that occurs between the parent mentor and the children in the classrooms in which they volunteer, but they also expressed the teaching that happens between themselves as coordinators, and between the coordinators and the parent mentors. This can be peer teaching, but it can also represent intergenerational teaching when the parent mentor may be a grandmother. The knowledge that is shared is healing and empowering because it motivates, encourages provides information and tools and builds confidence, solidarity and sisterhood.

> *That's what I would do, I teach, now that I am a coordinator, I teach some of the stuff that I did when I was a mentor, I teach my girls that now.*
>
> *Coordinator Program*

> *Sometimes they tell me "Why you always push to do things?" I tell them because you never know what you can do. They always tell me; Do you like to do this? I tell them, "Let's try it, let's try it, let's see what happens." They say it scares me, and I always tell them when I'm going to do something, it scares me and my organizer knows it, my PI knows it, that I'm always afraid to do something new. But I say, I'm going to see what can happen. I don't like the first month, so I can say no, right, because I have that right to say no and for the same reason I told you, don't be afraid, I know that's the way I am, but you're going to learn, just as I've learned. And the truth is that I am very happy that this mentor there overcame that fear. [Later] she says, thank you because nobody had told me, pushed to do something like that and well, I didn't even believe it. I told her, it's good that we later achieved this, I'm very happy for that goal.*
>
> *Coordinator Program*

> *I have three people who are elderly, so I am also there applying patience with people who are older adults. That they're not fully aware of what technology is, so I even feel like a teacher because I'm also teaching technology to those three ladies and it's like a pleasure for me… as if I'm doing parent mentoring too.*
>
> *Coordinator Program*

> *Talking about our own stories and saying well is that we are moms 24/7 but that we are just like, you as a person that you want to achieve, that you want to empower yourself. What is it, what are your aspirations as a human being, right, regardless of whether you are a wife or a mother. You care about the growth of your children, the career, everything, but you as a person. Something that we had there as if asleep, right, um, and encourage them to blurt that out to you.*
>
> *Coordinator Program*

> *I have two mothers with degrees, who are this one, graduates in pre-school education, but as my partner said, right, when you cross into this country, all that stays behind, it stays on the other side. So, you get here and entering this parent*

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mentor program is like reliving that spark again, that something that we had asleep there, right. Start over in something of our dreams, move on.
                                                                    Coordinator Program

We will need a Social Security number to be able, uh, to develop our knowledge, but if We continue to enrich ourselves, learning from the opportunities we have, it doesn't matter, we just have to keep going and fight to develop as people and also contribute our knowledge to the community.
                                                                    Coordinator Program

I was a parent mentor for only one year but it's like, as the colleagues say, being a housewife sometimes closes us in, just the house, the children, the food. When I was invited to be a parent mentor it was a very nice experience and when they gave me the position of coordinator and being in charge of parent mentors, right now it has been very, very, very satisfying for me.
                                                                    Coordinator Program

But I see two new ones that I have, who have not entered much, who have that fear of dealing with the teachers. But I encourage them every day. I tell them that we are not only housewives, but we can also be professionals. We can be housewives and we can be parent mentors at the same time. So, it is only a question of having our time. Because there is a mother who says it is that stressed me, I have to do, the house is turned upside down, I am here at school and the teacher needs help, what do I do? Tell me how you did it, I just tell them, calm down, there is time for everything. And if you have a person by your side who supports you, he will understand you. So, and she came to me last week and told me "I talked to my husband and I told him, I want to be [a parent mentor]. I want to develop more in school, and he understood. And now I'm telling you, now that's having the guts to talk to your husband. They have to understand us, and I see that she is more, she is calmer. She is more focused on what she is doing and the teacher, the administrators sent her to do things. I tell her, now you can, you can, you can become a leader, you can become a coordinator of parent mentors.
                                                                    Coordinator Program

Voice and Platform to be Heard: The coordinators also expressed that the Parent Mentor Program Provides a platform for the participants to be heard. They expressed the importance of amplifying their voices and learning from one another.   They also expressed that the program has encouraged multiple forms of communication and engagement among themselves and the school community.

I was talking this morning with my colleagues precisely and I said, when a celebrity comes and speaks, people listen to her, right? … WOW this person gave an incredible speech! But whoever talks about dark-haired women, about Latina

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women, about the women who are there, the housewives, about all those sisters who give each other advice. Sometimes we ignore each other. So, in the way that we empower ourselves every day when we are speaking, like when the celebrity speaks, but they don't have that big stage, but people admire them.

Coordinator Program

I listen to each one of my sisters because they are the wings that I have every day to get out of bed to move on. And I would really like to highlight all the names of all my classmates who have come out of the different schools, and I think we have to create such a rich social capital and that makes us millionaires because there is no money that can pay that. And being here with such powerful and admirable women is proof of this. I believe that we are all the result of what this program is so, so transformative of lives and that really makes us flourish as who we are.

Coordinator Program

I, like she said passing out fliers. I talk to the teachers…our school has Facebook, we put it out, we have the news that goes out like every Friday… and then we talk to the parents. I am a people person, I am always talking, so we get it out like that too. If there is going to be a meeting or something coming up, we do it that way also.

Coordinator Program

I think like you said, when everyone comes together to get, to ah, actually to get things resolved whatever it may be, what I usually do I put fliers out in each mailbox or usually word of mouth and so everyone can come together, and they can know ahead of time that we are going to be having a meeting on whatever the issue is that is going on.

Coordinator Program

Healing and Transformation: The coordinators talked with great confidence about the healing and transformative nature of the Parent Mentor Program. They shared many examples of how they program dealt with previous traumas and hurt the women had had experienced, often brining in their own homes, but extending to institutional or societal messages that they had internalized. They shared how the program had transformed them, as well as the parent mentors by providing a space to listen to one another, encourage one another, and value the talents and gifts that each one has to offer. This, they all agreed was healing, transformative and build personal and collective power. Several illustrative quotes follow.

This has transformed or impacted on how to heal ourselves through the workshops and training that they have given us. Not just beyond the classroom, because in

order to be prepared, qualified to teach in the classroom we have to heal our wounds, our wounds, this one that comes from childhood and that still affects us as adults. The how, this, well, to be able to heal them and know what we need to work on and so we can also work with the children in the classroom. So, all this helps us, well, it really helps us to get ahead, to have more, um, awareness of mental health. Because that also helps us to have an impact, not only perhaps on our own children, but also on our children in the classrooms, right, because they already become our children from living with them. This, being empathetic, putting ourselves in their shoes too, respecting them because they are children, but they are the ones who deserve respect first, right, so all this, well, we acquire it, right, what the program offers us. Learning every day, every day right.

Coordinator Program

Yes, our home always told us that you are useless, you are worthless, you are not going to be anyone. Now parent mentors are giving us that opportunity to bring that out, to really realize that if we can be anybody, that we have many abilities, many qualities that we don't see ourselves. We don't see them because we don't work with them, because we don't expose them, because we don't, that is, they don't exploit them, so to speak, right. So, I think this parent mentor program provides that opportunity. I think that it is one of the ways that you can heal, that if you have that opportunity you say, I want to do it perfectly, even though I'm afraid, I want to do it perfectly, although I always have that mentality that I don't know how to do anything, I do it perfectly. I want to do, even though I was told you won't be useful for anything. And I believe that the time has come for the mentors to move forward during the school year, and they are realizing, realizing the things they are doing. That they are taking out those abilities that, true, they did not have. Because I can witness that, I had many abilities, and I didn't know it. One of the things I was afraid of speaking English, right, because sometimes between us we make that little laugh about how we speak it, but it's understandable, it's our culture. It can improve, now I even have to translate in English and Spanish because I have a mentor who only speaks English so when we have to give the workshops here at our school, I am saying it in Spanish and then I am translating it into English. And how do I say, I'm doing that? When I thought I couldn't do it. So, they are achievements, they are achievements that are taking place, but everything is a matter of first recognizing that, if we have the problem, but we can improve it, we can make the change. So, the fact that if you as a mother to start it, right, because we as mothers if we do it, if we succeed, I think we can plant that difference in our children, that yes, if you can, if you can. You're scared, I was too, and let our kids know, be honest with them. They know that we are not perfect, that we are not perfect parents, and they are not going to be either, perhaps, but if we give them that mentality, that idea that you don't worry, everything has a solution except life, right, because God is who gives it. But everything has a solution, everything can always be done better. Those ties that have been damaging us have to be cut, it must be done. But you always must have that open mind to be able to be better every day, that if you can make the change.

Coordinator Program

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Do not think that you are alone, that if there are things that have hurt us but they can be done better. And if we as parents make the change, I believe that our children are going to have a better life because as parents we are filling our suitcase with things, right. So we make the change ourselves, your suitcase will be better, no. And when they make their, their home with their children and want to help, for example, like here as parent mentors, which is the advice they are given, first recognize that you have the problem, but if you can do it and you have many abilities, you won't bring that mentality that they have always told you that you cannot, here we do it with work that if you can do it.

Coordinator Program

Just reaffirming everything the girls have said. I believe that healing begins with yourself and breaking those barriers that do not let you heal, that you keep carrying behind. As they say carrying that little backpack with many things, many pebbles that are heavy. I started the parent mentor program 8 years ago, and the first thing my partner told me then was because I was at school longer, busier here, between because I liked it, right. [My partner] told me, well, for that, if you want, I'll give you the $500 so you can stay at home and continue cooking, because well. And no, I told him, that's where I said "no, not anymore! Finish!" It's time to do something for myself and now 8 years and I see where I am, I said I made the best decision of my life. A year ago my mentor father entered with enthusiasm, great enthusiasm to enter the mentoring parent program and then he came and we had the interview, he came and sat in front of me and told me I don't think I'm going to be able to because of this and that, you see what's the reason. I told him my story, I told him everything that I've done through these 8 years and I can say that she is one of my best parent mentors this year. I've done so many things that I said, wow, and I didn't want to, I didn't want to continue the program because of our couples, right, they cut us off sometimes those wings... A woman who is healing little by little, helps another woman to heal, right. We are women and we are there to support each other and the program has given us that way of healing. With the workshops, listening to each other others, supporting each other and not giving up. Simply being an example for so many parent mentors who continue and will continue to come into our lives through our stories, we are going to help them heal and come out of that cocoon and flourish. That is what we want, and I am always grateful to the parent mentor program with the coordinator that I recruited at that time to continue here in this program, and we want all women to heal.

Coordinator Program

We changed the name of our organization, now it's called Palenque, right? And it is also called spaces of liberation through community action. And I think that during the pandemic it was the catharsis that made us change the name of our organization due to the fact that we were the system that helped the most among ourselves, creating that sense of solidarity, helping with very…providing mutual aid. That it was $500 dollars for families that had been affected by the covid, and what I learned the most from that is that when all systems fail, we have each other to get ahead. That we live in communities where we have a great scarcity of

resources and services but we like Palenque, and I'm not just talking about my organization, I'm talking about how the parent mentor program creates their own safe spaces, they create their own resources because, because We encourage that sense of here is this resource, you need money to pay your electricity, to pay your gas. If a classmate went to an organization that helped her, that was immediately shared with the school group. That is shared in the group of coordinators, why? To be able to extend those resources to all people. I think that in covid and now that the new arrivals are arriving in our, in our city, a city that suffers from immense violence and everything. We are the ones who are there as part of the waters giving resources to these people who feel that they do not have a place to sleep, they do not have a place to eat. At least they have a place where we can be giving them a sense of community and extending that Palenque to everyone. And I was very happy to participate in this study with such wonderful people, I have to excuse myself because I have another meeting but thank you very much for sharing your empowering stories and that this is the work we do, the way we are inspired and the way that we can extend the resources to more people within our community.

Coordinator Program

Yes, this one, well I'm going to talk a little bit about the community… well as taking all the information to all those who sometimes occupy services of immigration, help in GED, covid, so everything that I knew, but that I did not need it I shared it. I do not know if I should speak about religion, but I am a catechist, then I went to my church and I shared information to them, if they occupy the help in this, there are these programs, Go, look. So, I tried to inform everyone.

Parent Mentor

Awareness of the U.S Education System: Parent Mentors have expressed that the program has helped parents, specially to Latino communities to understand the educational learning system of the United States. This has been beneficial for families who just migrated to the United States which has assured a compromise with education.

All right. I first got into the parent mentoring because I wanted to spend my time on something. I really like the program because it does something good for the community, for the school, for our own children. This is how I spend my time on it, and it makes me feel really good. It serves me to be a mentor parent because apart from working, I also learn in school and helps me to use all that with my children because also the school in Mexico is very different to the teaching here. Here is very explicit, so for me it was also a challenge because I had to adapt to the school here.

Parent Mentor

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Yeah, I want to talk about like kind of a math perspective. So, I had a parent mentor for like 3 or 4 years, and I think the biggest impact, I think that happens is just seeing how we teach math because it's so different from like how we've learned math where it's just memorizing facts. It's more critical thinking, more choosing what strategy works for you, being able to justify that and critique others work as well. And so, having a parent being exposed to that, no matter what grade they're in they could talk to other parents about what lessons they saw from me, and kind of what resources I gave them for small groups and manipulatives and things like that.

Parent Mentor

Parent Mentors Help build Community and Solidarity. Parents are involved in extra-curricular activities to help their community. The Parent Mentor Program fosters interculturality. Though the program Parent Mentors engage the diversity of their school community and build strong relationships and solidarity with each other.

So we just recently did a talent show, so I feel like we brought that energy of entertainment and love, and coming together and watching the show together back to the community, because, like everyone has been coming up saying, they liked this, like this should be something that we should do annually, and like as I was in a moment hosting it, and we watch everyone, all of the talents and the parents getting involved. I'm like who knows where it can go? It could go and as far turning into like fundraiser, for like you know, when they get ready to go to college. The little trunk parties and stuff. We can do little mini trunk parties they can put in the raffle to win, you know. It can go anywhere.

Parent Mentor

Yeah, my school, all the parent mentors are really involved. They, they have reached out to a lot of families that have come recently in these past a couple of weeks from Ecuador. They have food clothing, they have, they go out of their way to help them to get the necessary identification and things like that. So, I'm, I applaud them, They're, they're really great. So, from what I've seen this here with the parent Mentors, that I or what the parent Mentor that I have, they participate in all of the after school events, The map night we did all these different things, and they're always there. We did a Mother's Day celebration last week, and like every time that we do some kind of school event it's like expanded with resources so like last week, they had tables set up to help, You know parents, you know, sign up for the portal, or if they need to help with, you know, benefits or things like that. And there's like all these different resources that they have available for all of our families, which this is my second year at the school. But last year they didn't really do much of that, So this year, seeing all of that, and how involved everyone has to be in order to make, You know these worth resources available to our families, I think, has been phenomenal.

Teacher

So, from what I've seen this here with the parent Mentors, that I or what the parent Mentor that I have, they participate in all of the after-school events, The map night we did all these different things, and they're always there. We did a Mother's Day celebration last week, and like every time that we do some kind of school event it's like expanded with resources so like last week, they had tables set up to help, you know parents, you know, sign up for the portal, or if they need to help with, you know, benefits or things like that. And there's like all these different resources that they have available for all of our families, which this is my second year at the school. But last year they didn't really do much of that, so this year, seeing all of that, and how involved everyone has to be in order to make, you know these worth resources available to our families, I think, has been phenomenal.

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Teacher

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I think the parent mentor program has empowered a lot of these parents to go on doing more for us. So, I think yeah, from like being hired to be tutors, you now to help with interventions, to help with after-school programs to like extracurricular things. So, I think it just the program itself to help empower these parents to know that they could participate beyond the capacity of being a parent, to also be somebody that the students, as well as teachers, to look at as a team, that we are moving the school forward. I think that's really good.

<div align="right">

Teacher

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Well, I've seen the solidarity between the parents of different nationalities. Different races come together and meet every week, once a week. I've also seen them go out of their way to pick up the children of these other parent mentor like this past week the mom was thinking of a sick child, and so one of the parent mentors that I have was picking up the students are in my classroom of another parent mentor, and doing. going as far as helping each other that way. I mean in many other ways, too. But that's just an example.   *Teacher*

Yes. So, I think, like I said in earlier in the in the call, like the one thing that I can think of is you know, we had a family that the father is the sole breadwinner, and he had a heart attack or something at Christmas and the mom came to us like late in January, and was like you know, I have nothing. I don't even have soap for you know my family, etc. and my parent Mentor kind of took the responsibility of like getting her the resources she needed, asking the questions like, hey, how can we get your resources? And making sure that you know she had access to all of those things as well as everybody pitching, and obviously to help this family. But I just think that you know, having that relationship, knowing that the parents are that close to each other that they can, you know, kind of confide in each other to be like, hey, this is what's going on, you know. What can I do? And you know, I think that helps out because this family really was in need. And you know I personally don't live in the same neighborhood. They do so for me, I couldn't give the resources that they needed it like in that instance, and she could.

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Teacher

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VI.   FINDINGS FROM MUTUAL AID LOGS

A. SAMPLE DESCRIPTION

A sample of the logs from 17 partner coordinating organizations were included in the analysis. The following organization provided mutual aid log data: Arab American Family Services (AAFS) (f=2); Centro De Trabajadores Unidos: United Workers Center (CTU) (f=84); DREAAM Opportunity Center (Rantoul) (f=58); Enlace Chicago (f=95); Envision Community Services (ECS) (f=1); Grassroot Collaborative / Peoria People's Project (2); Hispanic American Community Education and Services (HACES) (f=23); Northwest Center (NWC) (f=17); ONE Northside (f=47); Project: VISION, Inc. (f=15); Resilience Southern Illinois (RSI)(f=1); Skokie District #69 (f=96); Southwest Organizing Project (SWOP) (f=140); Southwest Suburban Immigrant Project (SSIP) (f=57); The Resurrection Project (TRP) (f=230); Western Illinois University (Moline & East Moline) (f=2).

The data entered via the Qualtrics platform was grouped by date and month, with up to four records submitted monthly by the respondent. This resulted in the submission of 874 printed logs to the evaluation team. Individual ID numbers were used to summarize the data on a person/case level, yielding 322 unique cases that were included in the analysis.

Demographic Characteristics of the persons who completed the Mutual aid/community support activities for the program: Close to two-thirds of the 322 respondents (64.8 percent) were in the parent Mentor program for one year (64.8%). See Table 19. The mean number of years the respondents had participated in the Parent Mentor Program was 1.68 (Table 20). The range of the number of children the parent mentors had was between 0 and 7 with a mean of 2.54 (Table 21 & 22). The age of the parent mentors in the sample ranged from 22-77 with a mean age of 41.2 (Table 23 & 24). Eighty Two percent of the respondents were Latinx (Table 25), 78.3 percent were either married or living with a partner (Table 26), and close to a half had completed either middle school (27.7%) or high school (23.2%). See Table 27.

Table 19   Number of Years Participating in the Parent Mentor Program

Years in Program	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	173	53.7	64.8	64.8
2	56	17.4	21.0	85.8
3	14	4.3	5.2	91.0
4	13	4.0	4.9	95.9
5	4	1.2	1.5	97.4
6	2	.6	.7	98.1
7	3	.9	1.1	99.3
8	2	.6	.7	100.0
Total	267	82.9	100.0	
Missing System	55	17.1		
Total	322	100.0		

Table 20   Mean Number of Years Participating in the Parent Mentor Program

	Frequency	Min	Max	Mean	Std. Deviation
Number of years participating in the PMP as a parent mentor	267	1	8	1.68	1.266
Valid N (listwise)	267				

Table 21   Number of Children

Number of Children	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	17.1	17.1	17.1
0	2	.6	.6	17.7
1	51	15.8	15.8	33.5
2	88	27.3	27.3	60.9
3	74	23.0	23.0	83.9
4	36	11.2	11.2	95.0
5	13	4.0	4.0	99.1
6	2	.6	.6	99.7
7	1	.3	.3	100.0
Total	322	100.0	100.0	

Table 22   Mean Number of Children

	N	Minimum	Maximum	Mean
Number of Children	267	0	7	2.54
Valid N (listwise)	267			

Table 23   Age of Parent Mentor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	17.1	17.1	17.1
22	1	.3	.3	17.4
24	1	.3	.3	17.7
25	1	.3	.3	18.0
26	5	1.6	1.6	19.6
27	2	.6	.6	20.2
28	5	1.6	1.6	21.7
29	4	1.2	1.2	23.0
30	8	2.5	2.5	25.5
31	4	1.2	1.2	26.7
32	6	1.9	1.9	28.6
33	12	3.7	3.7	32.3
34	7	2.2	2.2	34.5
35	11	3.4	3.4	37.9
36	4	1.2	1.2	39.1
37	14	4.3	4.3	43.5
38	12	3.7	3.7	47.2
39	16	5.0	5.0	52.2
40	16	5.0	5.0	57.1
41	9	2.8	2.8	59.9
42	22	6.8	6.8	66.8
43	15	4.7	4.7	71.4
44	10	3.1	3.1	74.5
45	14	4.3	4.3	78.9
46	10	3.1	3.1	82.0
47	10	3.1	3.1	85.1
48	7	2.2	2.2	87.3
49	9	2.8	2.8	90.1

50	4	1.2	1.2	91.3
51	4	1.2	1.2	92.5
52	3	.9	.9	93.5
54	4	1.2	1.2	94.7
55	3	.9	.9	95.7
56	1	.3	.3	96.0
57	1	.3	.3	96.3
58	3	.9	.9	97.2
60	1	.3	.3	97.5
62	2	.6	.6	98.1
63	1	.3	.3	98.4
65	2	.6	.6	99.1
66	1	.3	.3	99.4
72	1	.3	.3	99.7
77	1	.3	.3	100.0
Total	322	100.0	100.0	

Table 24   *Mean Age of Parent Mentor*

	N	Minimum	Maximum	Mean	Std. Deviation
Age of Parent Mentor	267	22	77	41.21	8.472
Valid N (listwise)	267				

Table 25   Race/Ethnicity of Parent Mentor

	Race/Ethnicity	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	11	3.4	4.1	4.1
	Black or African American	7	2.2	2.6	6.7
	Asian or Pacific Islander	19	5.9	7.1	13.9
	Latino	218	67.7	81.6	95.5
	MENA	5	1.6	1.9	97.4
	White & Latino	5	1.6	1.9	99.3
	White & African American	1	.3	.4	99.6
	White & Mena	1	.3	.4	100.0
	Total	267	82.9	100	
Missing	System	55	17.1		
Total		322	100.0		

Table 26   Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	39	12.1	14.6	14.6
	Married or living with partner	209	64.9	78.3	92.9
	Divorced	6	1.9	2.2	95.1
	Widowed	3	.9	1.1	96.3
	Prefer not to answer	10	3.1	3.7	100.0
	Total	267	82.9	100.0	
Missing	System	55	17.1		
Total		322	100.0		

Table 27   Education Completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary school	51	15.8	19.1	19.1
	Middle school	74	23.0	27.7	46.8
	High School	62	19.3	23.2	70.0
	Vocational school or certificate program	12	3.7	4.5	74.5
	Some college	23	7.1	8.6	83.1
	Associate's degree	17	5.3	6.4	89.5
	Bachelor's degree	23	7.1	8.6	98.1
	Master's degree or higher	5	1.6	1.9	100.0
	Total	267	82.9	100.0	
Missing	System	55	17.1		
Total		322	100.0		

B. POWERFUL COMMUNITY-CENTERED SCHOOLS AND POWERFUL COMMUNITIES

In summary, 874 program logs were submitted by 17 programs. These responses reflected a subset of 322 Parent Mentors involved in the program during the 2022-23 academic year. This subset of the Parent mentors reported spending between 0 to 6.75 hours per month in community support activities over three months (Table 28). The respondents provided a mean of 2.43 hours of mutual aid activities during a month, with the modal response being four hours per month (29.3 %). See Tables 29.

The mutual aid support that parent mentors engage in were responsive to the full spectrum of the Parent Engagement Institute's Theory of Change. For example, 42.7 percent of the activities reported in the mutual aid logs focused on "improving community access to basic, immediate need;" while 56.4 percent focused on "promoting safe health communication/healing;" and 42.3 percent focused on "organizing communities on a current issue." See Table 30. These categories covered 11 activity areas, with nearly half

of them focusing on organizing communities (43.2 %), health (45.2%), or education (55.0%). See Table 31. While activities 2 to 4 show lower responses, nonetheless, they reflect a complementary approach, that is, each person saw themselves as providing more than one type of support. See Tables 32 through 37.

A significant correlation was found in the relationships between several community support activities and core program activities: parent mentors help their children with homework and read with them; attend school activities and meetings, online or in-person at least once per month; deliver books or learning materials to a child in their school or community or running an errand or complete a chore to help a neighbor or another parent from a school. These findings suggest that the parent mentors see both the program activities and their community support activities as related to each other. This reflects their commitment to the program's Theory of Change activities in each of the four domains: 1. Powerful parents and families; 2. Powerful students and classrooms; 3. Powerful Community Centered Schools and 4. Powerful communities.

Table 28   Total Number of Mutual Aid/Community Support Hours Per Month

	Hours	N	%
Valid	0	2	.2
	0.75	1	.1
	1	264	30.2
	1.15	14	1.6
	1.25	1	.1
	1.45	7	.8
	1.5	1	.1
	1.75	1	.1
	2	196	22.4
	2.15	2	.2
	2.25	5	.6
	2.75	4	.5
	3	103	11.8
	3.25	4	.5
	3.5	3	.3
	3.75	3	.3
	4	254	29.1
	4.25	1	.1
	4.75	4	.5
	5.75	2	.2
	6.75	2	.2
	Total	874	100.0

N= 874 logs from 322 Parent Mentors

Table 29   Mean Mutual Aid/Community Support Hours

	N	Minimum	Maximum	Mean	Std. Deviation
Total # Mutual aid hours during month	872	1	7	2.43	1.253
Valid N (listwise)	872				

Table 30   Purpose of Mutual AIS/Community Support Activity 1

Purpose	Percent
Improving Community Access to Basic, Immediate Need	42.7
Provide Education Resources/Popular Education	27.3
Promoting Safe health communication/healing	56.4
Organizing Communities on a Current Issue	42.3

Note a person can give multiple responses, thus the percent will NOT add up 100%

Table 31   Community Issue Focus of Mutual Aid/Community Support for Activity 1

Issue	Percent
Organizing Communities	43.2
Health	45.2
Education	55.0
Immigration	3.9
Housing	5.6
Jobs	2.3
Safety	25.1
Other	27.3

Note a person can give multiple responses, thus the percent will NOT add up 100%- 0.1% of the other specific was for driving; 7.3% was for food, 0.1% was for government. 0.1% was for IRs and 2.4% was for mental health.

Table 32   Purpose of Mutual AID/Community Support Activity 2

Purpose	Percent
Improving Community Access to Basic, Immediate Need	24.4
Provide Education Resources/Popular Education	19.0
Promoting Safe health communication/healing	38.1
Organizing Communities on a Current Issue	30.5

Note: A person can give multiple responses, thus the percent does NOT add up 100.

Table 33   Did your mutual aid Community Support effort for Activity 2 focus on any issue your community is facing

Issue	Percent
Health	28.8
Education	38.1
Immigration	2.5
Housing	2.9
Jobs	1.7
Safety	16.5
Other	18.5

Note a person can give multiple responses, thus the percent will NOT add up 100%- 0.6.% of the other specify was for food; 0.1 % was for information, 0.1% was for IRS and 10.3% was for Mental Health.

Table 34   Purpose of Mutual Aid/Community Support Activity 3

Purpose	Percent
Improving Community Access to Basic, Immediate Need	12.9
Provide Education Resources/Popular Education	14.0
Promoting Safe health communication/healing	22.8
Organizing Communities on a Current Issue	20.0

Note a person can give multiple responses, thus the percent will NOT add up 100%

Table 35   Did your mutual aid/Community Support effort for Activity 3 focus on any issue your community is facing

Issue	Percent
Health	22.1
Education	27.1
Immigration	1.0
Housing	1.5
Jobs	1.5
Safety	9.6
Other	11.7

Note a person can give multiple responses, thus the percent will NOT add up 100%- 8.8 percent of the other specify was for Mental Health, 0.1% was for IRS and 0.1 percent was for unemployment.

Table 36   Purpose of Mutual Aid/Community Support Activity 4

Purpose	Percent
Improving Community Access to Basic, Immediate Need	12.5
Provide Education Resources/Popular Education	12.4
Promoting Safe health communication/healing	14.5
Organizing Communities on a Current Issue	14.9

Note a person can give multiple responses, thus the percent will NOT add up 100%

Table 37   Community Issue of Mutual Aid/Community Support Focus for Activity 4

Issue	Percent
Health	15.2
Education	18.8
Immigration	1.0
Housing	0.6
Jobs	0.0
Safety	8.5
Other	7.7

Note: A person can give multiple responses, thus the percent will NOT add up 100%.   7.7% the "other" specified mental health.

Analysis of Individual Responses: The analyses of individual responses provides a slightly different perspective than what was reported above. In this case, the focus is on the volume of support provided by each individual person. The highest volume of support was found in four areas, comprising nearly 20 percent of their support activities: promoting safe, healthy communities/healing (19.9%); organizing communities on a current issue (19.3%); organizing community (18.0%) and health (20.5%). See Table 38.

Table 38 **Percent of the Self-Reported Parent Mentor Log Activities by Purpose of the Activity and Type of Activity (n=322)**

	No Activity	One Activity	Two Activities	Three Activities	Four Activities
Purpose of Mutual Aid Activity: Improving Community Access to Basic, Immediate Need	45.7	19.6	16.5	5.0	13.4
Purpose of Mutual Aid Activity: Providing education resources, popular education	50.0	19.3	14.6	3.4	12.7
Purpose of Mutual Aid Activity: Promoting safe, healthy communities/healing	25.5	23.0	23.0	9.0	19.9
Purpose of Mutual Aid Activity: Organizing Communities on a current issue	40.1	17.7	15.2	7.8	19.3
Focus of the Activity: Organizing Community	45.7	21.1	11.2	4.0	18.0
Focus of the Activity: Health	31.1	21.7	17.7	9.0	20.5
Focus of the Activity: Education	86.6	10.9	1.6	0.9	0.0
Focus of the Activity: Immigration	87.0	6.8	4.3	1.2	0.6
Focus of the Activity: Housing	94.1	3.1	2.2	0.6	0.0
Focus of the Activity: Jobs	59.0	15.2	15.8	2.5	7.6
Focus of the Activity: Safety	64.6	11.2	10.9	3.7	9.6

Comparison of Mutual Aid/Community Support Activities and Parent Mentor Direct Educational Activities Reported in Evaluation Survey

This part of the analysis, reported in Table 39, focuses on examining the correlation between the community support activities and other reported activities reported during the school year (i.e. helping your child(ren) with their schoolwork during the week; readings with your child each week; running an errand, completing chore or directly help a neighbor or another parent from the school/month; having a conversation with your child(ren) about their thoughts or feelings regarding school during the week; attending a school activity and/or meeting in person or online during the month; helping lead or plan a school activity or meeting in person or online during the month; Delivering books or learning materials to a child in your school or community during the month; Sharing information about the school or a community resource with another parent or neighbor/month; or providing emotional support or share information about a mental health community resource to another parent or neighborhood).

The notable correlations in the matrix are highlighted in red. There was at least a modest correlation between several of the program activities and the types of activities reported in the mutual aid logs. The columns across the top of the matrix report on 11 different mutual aid log activities. Parent mentors that reported helping their children with homework and reading with them was significantly correlated with 7 of the 11 community support activities. Attending a school activity of meeting in person or online at least once a month was also significantly correlated with 7 of the 11 community support activities. Delivering books or learning materials to a child in their school or community was correlated with 6 of the 11 community support activities. Finally, running an errand or completing a chore to help a neighbor or another parent from a school was significantly correlated with 6 of the 11 community support activities. It is interesting to note that there was a .389 correlation between running errands and immigration mutual aid log activities (see row highlighted in blue). These findings suggest that the work that occurs within the school/classroom is related to the work that the Parent Mentors are doing within the community. For the parent mentors, the program means empowerment and social well-being paired with academic accomplishment.

Table 39   Correlation Between Log Activities and PM Program Activities

		Purpose: Improving Community Access to Basic, immediate need	Purpose: Providing education resources, popular education	Purpose: Promoting safe, healthing communities/ healing	Purpose: Organizing Communities on a current issue	Activity: Organizing Communities	Activity: Health	Activity: Education	Activity: Immigration	Activity: Housing	Activity: Jobs	Activity: Safety
Purpose: Providing eduction, resources, popular education	Pearson Correlation	.369										
	Sig. (2-tailed)	<.001										
	N	322										
Purpose: Promoting safe, healthing communities/healing	Pearson Correlation	.461	.419									
	Sig. (2-tailed)	<.001	<.001									
	N	322	322									
Purpose: Organizing Communities on a current issue	Pearson Correlation	.538	.543	.475								
	Sig. (2-tailed)	<.001	<.001	<.001								
	N	322	322	322								
Activity: Organizing Communities	Pearson Correlation	.367	.432	.678	.358							
	Sig. (2-tailed)	<.001	<.001	<.001	<.001							
	N	322	322	322	322							
Activity: Health	Pearson Correlation	.563	.680	.389	.763	.269						
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001						
	N	322	322	322	322	322						
Activity: Education	Pearson Correlation	.218	.186	.039	.024	.097	.059					
	Sig. (2-tailed)	<.001	<.001	.485	.668	.083	.292					
	N	322	322	322	322	322	322					
Activity: Immigration	Pearson Correlation	.286	.342	.180	.241	.115	.281	.087				
	Sig. (2-tailed)	<.001	<.001	.001	<.001	.039	<.001	.119				
	N	322	322	322	322	322	322	322				
Activity: Housing	Pearson Correlation	.010	.001	.009	.072	-.017	-.096	.195	.042			
	Sig. (2-tailed)	.864	.991	.869	.198	.766	.086	<.001	.456			
	N	322	322	322	322	322	322	322	322			
Activity: Jobs	Pearson Correlation	.399	.352	.539	.532	.212	.384	.024	.244	.192		
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	.671	<.001	<.001		
	N	322	322	322	322	322	322	322	322	322		
Activity: Safety	Pearson Correlation	.259	.276	.426	.095	.575	.038	.254	.167	.019	-.004	
	Sig. (2-tailed)	<.001	<.001	<.001	.088	<.001	.500	<.001	.003	.739	.949	
	N	322	322	322	322	322	322	322	322	322	322	
Communicate with your child's teacher/mk.	Pearson Correlation	-.115	-.177	.014	-.252	-.039	-.184	-.113	-.040	-.079	-.151	-.027
	Sig. (2-tailed)	.303	.111	.897	.022	.727	.098	.311	.720	.479	.176	.812
	N	82	82	82	82	82	82	82	82	82	82	82
Communicate with other parents in your child's school/mk.	Pearson Correlation	-.168	-.011	-.033	-.107	-.001	-.072	-.115	-.090	-.102	.007	-.071
	Sig. (2-tailed)	.137	.924	.769	.343	.992	.528	.310	.425	.369	.952	.529
	N	80	80	80	80	80	80	80	80	80	80	80
Help your child(ren) with their schoolwork/mk.	Pearson Correlation	.125	.175	.230	.050	.286	.007	.079	.175	.210	.224	.319
	Sig. (2-tailed)	.098	.020	.002	.508	<.001	.928	.299	.022	.005	.003	<.001
	N	175	175	175	175	175	175	175	175	175	175	175
Read with your child/mk.	Pearson Correlation	.207	.208	.248	.104	.333	.068	.095	.118	.090	.201	.356
	Sig. (2-tailed)	.003	.003	<.001	.138	<.001	.334	.178	.093	.202	.004	<.001
	N	204	204	204	204	204	204	204	204	204	204	204
Have a conversation with your child(ren) about their thoughts or feelings regarding school/mk.	Pearson Correlation	-.006	.104	.219	.011	.220	-.086	.116	.032	.084	.108	.250
	Sig. (2-tailed)	.950	.280	.022	.910	.022	.372	.230	.743	.384	.262	.009
	N	109	109	109	109	109	109	109	109	109	109	109
ATTEND a school activity and/or meeting in person or online/month	Pearson Correlation	.201	.133	.207	.117	.251	.020	.221	.162	.190	.070	.407
	Sig. (2-tailed)	.011	.093	.009	.141	.001	.800	.005	.041	.016	.380	<.001
	N	160	160	160	160	160	160	160	160	160	160	160
HELP LEAD OR PLAN a school activity or meeting in person or online/month	Pearson Correlation	.202	.296	.231	.254	.237	.217	.035	.102	-.011	.149	.195
	Sig. (2-tailed)	.021	<.001	.008	.004	.007	.013	.693	.247	.904	.090	.026
	N	130	130	130	130	130	130	130	130	130	130	130
Deliver books or learning materials to a child in your school or community/month	Pearson Correlation	.170	.323	.253	.246	.277	.193	.110	.248	.037	.316	.202
	Sig. (2-tailed)	.054	<.001	.004	.005	.001	.028	.216	.005	.674	<.001	.022
	N	129	129	129	129	129	129	129	129	129	129	129
Share information about the school or a community resource with another parent or neighbor/month	Pearson Correlation	.089	.161	.246	.115	.205	.057	.111	.085	.259	.201	.189
	Sig. (2-tailed)	.327	.074	.006	.204	.022	.531	.221	.349	.004	.025	.035
	N	124	124	124	124	124	124	124	124	124	124	124
Run an errand, complete a chore or directly help a neighbor or another parent from the school/month	Pearson Correlation	.112	.327	.237	.207	.272	.185	.073	.389	.083	.315	.100
	Sig. (2-tailed)	.263	<.001	.017	.037	.006	.063	.464	<.001	.404	.001	.315
	N	102	102	102	102	102	102	102	102	102	102	102
Provide emotional support or share information about a mental health community resource to another parent or neighbor/month	Pearson Correlation	.068	.183	.169	.132	.157	.159	-.011	.207	.163	.231	.031
	Sig. (2-tailed)	.498	.068	.092	.189	.118	.113	.913	.038	.104	.020	.757
	N	101	101	101	101	101	101	101	101	101	101	101

VII. CONCLUSION

The Parent Mentor Program prepares, places, and supports Parent Mentors in classrooms with the goal of enhancing parent engagement in schools, which in turn contributes to academic success of children and youth. These programmatic goals align with state and federal education priorities, as well as considerable research that has demonstrated that parental engagement supports improved academic outcomes and school persistence for children and youth.

In addition, through the Parent Mentor Program, mentors provide parents, teachers, and community members valuable information about resources that can address school community needs. In addition to connecting school community members to resources, parent mentors may also engage in direct mutual aid. These activities provide meaningful support and enhance student-parent- school community well-being and extend and deepen mutual support networks.

It is well established that parent involvement has a positive impact on student academic outcomes. Research consistently demonstrates when parents are involved in their children's education, students are more likely to attend school regularly, to complete homework, to receive higher grades, and to exhibit more positive behaviors and attitudes. Previous research has also found that in many schools located in low-income communities, parent involvement is low because of real and perceived class, race, cultural, linguistic, and historical barriers (Mapp and Kuttner, 2013). The Parent Mentor Program of the Parent Engagement Institute has demonstrated success in addressing these barriers and in increasing parent leadership capacities and parent-school-community engagement (Hong 2011; Vidal de Haymes et al., 2019). Previous studies and evaluations of the Parent Mentor Program have documented its efficacy in advancing these goals. The current evaluation study documented the program's continued success in the promotion of parent-school-community engagement and educational and emotional benefits for students.

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IX   APPENDICES

A.   Principal Survey Qualitative Responses Organized by Theme
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Appendix A
Principal Survey Qualitative Responses By Theme

Partnering with the PMP has influenced our school community by…

Classroom Support for Teachers and Students
- Providing support to classrooms
- Supporting our students and all stakeholders at all public functions. They have been a tremendous support in the class with instruction and the practice of reviewing skills.
- Increasing student academic outcomes
- Support the needs of our students
- Providing supports in our highest needs classes, supporting our teacher consistently
- Bringing more support for our students who need it the most.
- Providing additional supports for our students through positive adult role models and advocates, additional educational support, and teacher assistance
- Strengthening academic achievement,
- Increasing the District's capacity to develop meaningful and professional adult to student mentoring relationships, significantly improving at-risk students' willingness to engage and grow.
- Understanding and support student needs
- Supporting students academically
- Building a parent support group of learners and mentors. It has also helped to support for students in the classroom.
- Having more parents come in on a consistent basis to volunteer in the classrooms.
- Empowering parents to become partners in their child's education while supporting teachers and staff
- Supports in terms of academic and non-academic ways.
- Supporting students, teachers and our families in our school working toward a common goal.
- Helping us retain our highly talented teachers who need that extra support in their classroom!
- Supporting our teachers and students;
- Providing additional support in the classroom for our youngest students.
- Supporting teachers and students in classrooms.
- Building a core group of parents that volunteer and support the school.
- Creating a welcoming environment.
- Supporting our vision to imbed families into our daily instruction and value their contributions.
- Supporting us in re-establishing assemblies and school wide events that has brought the community back into our buildings after the Pandemic.
- Making teachers feel supported to increase student achievement.
- Ensuring we have parents as partners in developing our students academic and social development

Fostering Partnerships and Relationships between PMP Stakeholders
- Has increased relational trust within our learning community.
- Rebuilding the community and school relationships, having students see their parents in the building brings pride, their support has been amazing for teachers and admin
- Developing strong partnerships while bridging home and school.
- Allowing parents an opportunity to be a part of the school community in a non-threatening way
- Building relationships and supporting students.
- Building relationships between school staff and the community
- Building a sense of community between parents, students and staff.
- Helping to build relationships between the parents and students
- Enhancing the relationship between the school, parents, and students.
- Bridging stronger school/parent connections
- Creating opportunities to build relationships among all stakeholders.
- Build a stronger relationship between students, staff, and parents.
- Helping build bridges and connections with the community.
- Strengthening relationships between parents and teachers
- Supporting schoolwide community connections
- PMP has helped our parents feel more connected with the school
- Strengthening family and school partnerships
- Last year we struggled to establish these parent/community events, but this year our parent mentos did a phenomenal job in planning, sharing and bringing the community back into our building.
- Our students are able to see parents invested in their education outside of home.
- Promoted family & educator partnership
- Building relationships within the school's community
- Making parents and teachers feel comfortable working together
- It strengthens the community school collaboration.

Increased Parent Participation and Engagement
- Placing parents in roles where they can truly support the school and students
- Giving parents an opportunity to engage with the school system.
- Encouraging parent volunteers within the school
- Enhanced Parent Engagement: The Parent Mentor Program has facilitated increased parent engagement within our school community. By connecting parents with mentors who share similar experiences and backgrounds, we have seen a notable increase in parent participation in school activities, parent-teacher conferences, and school events. The program has created a supportive platform for parents to actively engage in their child's education, leading to improved communication and collaboration between parents, teachers, and the school administration.
- Involving my parent participation in our school events

- Creating a pipeline of parents mentors who are supporting both our teachers and students.
- Increasing parent engagement
- Allowing us partner with parents and be more welcoming of them in our school.
- Increasing parental involvement
- Providing opportunities for parents to involved within our school community.
- Helping integrate parents in our community.
- Being a part of the community
- Increasing parental engagement.
- Increased parent engagement and leadership
- Positively engaging with students and school representatives

Fomenting Parent Strengths and Opportunities
- Empowering parents to not only support the work with their own children but build their capacity and encourage parent mentor parents to further their education
- Providing opportunities for parents
- Helped to remove barriers for families
- Empowering parents.
- Empowering parents/caregivers
- Helped them to learn how to better advocate for their children.
- Several parent leaders originally started as Parent Mentors.
- Building parent capacity and self advocacy,
- The parent mentor group helps supports initiatives in the building and builds student and parent confidence.
- Empowering parents
- Empowering parents
- Empowering parent voice

Shedding Light on Classroom and School Environment
- Allowing parents first-hand experiences of what students and staff do on a daily basis
- Having parents in our school on a daily basis helps them understand the work we do and allows them to see our amazing staff in action.
- Bringing families into classrooms,
- Allowing members of the community to come in the classroom and understand what it is like.
- Allowing parents to see what goes on behind the scenes and all of the work it takes to make things run!
- Creating a strong dedicated group of parents who understand the school workings.
- Providing parents insight and knowledge of curricula content

Bridging the School and Home Environments
- Strengthening home/school connections
- Creating a better home to school connection.
- Connections with the families

- Maintaining a strong building collective responsibility in educating our students.
- Modeling the connection between home and school.

Expanding Resources for School
- Finding additional resources for the school
- Also, leading the charge with community events for all stakeholders.
- The influence they have had on the other parents in the community

Exposing School Staff to Parent Strengths
- Allowing our staff to see the assets that our parents bring to our school community and creates a stronger partnership.
- Increasing parental visibility in the school.

Miscellaneous
- Offering transparency and training
- Creating a gap between the Parent Mentors and the Local School Council
- Neither mentor was a parent of a student that attends X. Had they been, I know my answers to the above statements would've changed.

The Parent Mentor Program is beneficial to our school /school community because...

Provides Support for Students
- Students get additional support
- It provides opportunities for increased differentiated instruction
- They support student learning, differentiating, overall behavior improvements with more adults in the room
- It helps us provide additional attention and practice opportunities to students.
- It helps our students be successful.
- Parents are supporting classrooms in working with small groups of students and this allows the teachers to differentiate further
- Providing supports in our highest needs classes, supporting our teacher consistently
- Teachers and students receive classroom support
- Enhanced Parent-Teacher Collaboration: The program promotes a strong partnership between parents and teachers, fostering a collaborative approach to education. By involving parents as mentors, the program creates a platform for open communication, active involvement, and shared decision-making. This collaboration leads to a better understanding of students' individual needs, enabling teachers to tailor their instruction and support accordingly.
- Helping our children daily with keeping them safe, academically engaged and supported with their social emotional connectedness to the school.
- The parents provide needed support to our students and teachers. Having an extra adult in the classroom is key in supporting students.
- they support with our student's needs

- The mentors have been a great asset to our classroom teachers. They have also been role models for our students.
- Gives students and teachers support in different individualized ways.
- Helping our teachers differentiate lessons with their support of small groups.
- Parents supporting students
- It provides much needed support for the teachers
- The parents provide support academically as well as school events.
- They provide the extra support that students need and that teachers need in their classrooms.
- We are one team working toward one goal to help our students learn and grow.
- Parents are more empowered and engaged and we have extra hand and eyes and hearts in classrooms
- The parents are able to address student needs along with the teacher.
- It provides an extra adult in the classroom where our students and teachers need the extra hands.
- They supported students in small guided groups and provided 1:1 interventions.
- Our community was in the classroom side by side with teacher.
- We benefit from their active participation in our learning community. Their presence in the classroom is welcomed by teachers who truly need their support.
- Supports students to achieve academically, increases parent engagement and supports a positive schoolwide culture
- It also supports the classroom teacher and learning environment.
- It has also helped provide direct support to high needs students.
- Parents are taking an active role in providing our students with the supports they need.
- They have worked diligently in supporting our students in small groups as well as attending essential parent meetings.
- Providing additional supports for our students through positive adult role models and advocates, additional educational support, and teacher assistance
- It provides opportunities for teachers to provide Tier 2/Tier 3 supports to students who would otherwise not be able to receive the extra support.

Positively Influences Relationships and Community Building
- It is a partnership that supports everyone developing, growing and learning together. We are stronger together.
- Involves the community in the school
- Helps to building a connection between the school and the community stakeholders.
- Administrators are able to tap into the perspectives of those who are both parents AND staff.
- Parents are actively engaged in all aspects of the school
- It helps everyone work to support each other.

- The program has helped to develop positive relations between parents, teachers and administration.
- It helps to build home-school connection
- It allows the school to create an interactive relationship with families and the school community.
- It strengthens our relationships and school culture
- Supports Parent & Community Engagement; Advocates for the School
- It allows parents to partner with the school towards helping parents to feel welcomed
- It creates a partnership with parents and community members
- Our students and staff see parents in the school every day building relationships.
- The parents want to be apart of the school. The program has great potential to connect all stakeholders.
- Build stronger partnerships with teachers and parents
- They then share the great happening at our school with the greater parent community which helps to foster parent trust and engagement.
- Our parents build a stronger sense of connection with school and home and they have increased self-confidence. The PMP is a bridge between schools and home. Our PMP has allowed the same parents to be active in other areas of our school.
- The program builds teacher-parent-student-school trust and helps foster a positive relationship between school and home.
- It gets our families involved in the regular school day.
- It has helped bridge the gap between staff and parents, which is something we have been struggling with for years.
- It assists with our goal to create an inclusive welcoming learning organization within the community.
- It shows alignment in goals and priorities between home and school
- It is a part of the community
- The parents are like part of the staff and they play a daily role in influencing other parents to participate more.
- It helps inspire students, staff and community members to strive to do their best. This amazing group of parents also do a wonderful job of inspiring the school community to come together to celebrate the students of X.
- It strengthens the community/school collaboration.
- Our students build trusting relationships with adults who truly care about them and have a positive impact on the academic and social emotional development.
- Parents are seen as partners and many become more active during and after their term as mentors.
- They also help disseminate information related to school events and programs.
- I feel that our Parent Mentor Coordinator had an amazing way of working with the administration. She engaged us to be a part of the planning of events, parent mentor interviews, and communication with us was one of the best that we have ever experienced.
- Builds relational trust between and among all stakeholders

Exposes Parents to Diverse Opportunities
- It allows adults the opportunity to learn new skills in a school environment and often leads to them taking other employment opportunities within the school district.
- It is a way to provide parents access to training to support their own students.
- The parent mentor program allows our parents to grow as leaders. It's about building capacity and community.
- Our parents are contributing and at the same time they are learning.
- An unintended benefit was the grow your own opportunities that resulted in parent-mentors being considered for as-needed and/or full-time paraprofessional employment positions within the district.
- It allows opportunities for our parents to grow and develop personally and professionally and it helps to build their capacity. Many parent mentors from X go on to become miscellaneous staff as well as SECA's in our building.
- Parents are provided with an opportunity
- PMP has been a great way of making our parents feel involved and valued. Many of our parents were not educated in the United States and our system can be intimidating. This program has helped to alleviate those fears.
- It opens eyes to the value of school and empowers parent to do more for school and community
- They help a handful of parents up-skill themselves.

Exposes Parents to Student and School Life
- Parents are exposed to what students at X are doing on a daily basis
- Parents understand the work and importance of pare being involved in the instructional process that occurs at school
- It allows parents to engage daily in their child's education and prioritizes education and SEL- Social Emotional Learning
- Parents get the opportunity to come into the building and volunteer in a classroom other than their child's.
- Parents get an opportunity to learn hands on what students are learning daily from teachers.
- Parent mentors are able to understand the school's values and beliefs regarding the education of young children
- Allowing parents to see what goes on behind the scenes and all of the work it takes to make things run!
- It builds on our parent involvement and encourages other parents to get involved and participate.

Parents Leverage their Strengths
- We have wonderful parents who are ready, willing and in many cases, able to move into positions at our school!
- It allows an opportunity to leverage the strengths of our parents

- The core group of parent mentors placed at our school are reliable, helpful, and assist in supporting the schools vision and mission.
- The participating parents can advocate for the school in many ways.

Students View Parents as Part of the School Environment
- Our students are afforded the opportunity to see their parents within the school which encourages success to our students.
- Our children see their own parents as partners in their education and an important part of their education.
- Students see their parents are partners in education.
- Parents feel welcome and students have a person that looks like them they can relate too.

From your perspective, what are some barriers that Parent Mentors could face in pursuing a career in your school/district?

Language
- Language would be the only real barrier that I see for some of our parent mentors.
- Language (f= 7)
- language proficiency in English.
- language levels
- English Language Proficiency
- English Proficiency,
- Language barriers (f= 3)
- Language can be a barrier and lack of information.
- Language - English language support classes would benefit our mentors.
- Language access
- Limited English Proficiency. We need parents that are bilingual if at all possible.
- The English Language
- The only thing I can think of is the language barrier, but most/all of the Parent Mentors are bilingual. They might just need more practice to become more confident in English.
- There is a language barrier.
- The biggest barrier is the language. If they have a solid understanding and the ability to fluently speak the language, I think this would be very beneficial.
- Some of our parents are fluent in Spanish and are not completely fluent in English.
- Some parents are monolingual, and do not speak English, and this would make it more challenging, but not impossible, to be certified for certain positions.
- Some were non-English speakers and need support with English instruction which limits be placing them in higher grades.
- Another barrier might be language. Most of my mentors speak limited English.
- the parents at X do not have a strong grasp of the English language;
- English,
- language (English)
- Many of our parent workers are monolingual and do not speak English

- Another barrier would be the extent of speaking, writing, and reading in English.

Lack of experience
- There are some parents who may be fearful of working for the school district or city due to formalities with paperwork, status, etc.
- self-confidence, lack of experience
- Learning the school system
- navigating the X application site for CPS
- Position Sustainability
- Scheduling availability, knowledge base, stamina to work with kids
- It can be difficult for parents to be able to play both the role of staff and parent-- there are challenges in drawing boundaries between those two. In terms of the district, navigating the size of the district and finding the right school match can be hard
- School specific - separating parent role and employee role. Boundaries might be blurred.

Educational/certification opportunities
- Education
- Education background
- Educational background and experience
- Education level
- Attending community college- They need these opportunities - St Augustine is a great resource in the community
- Education level,
- Post-secondary coursework and licensure requirements.
- Required Credentials,
- Education or certification.
- Education,
- The mentors might need help with school. In one case in particular the parent would like to work as a paraprofessional but does not have a high school diploma.
- H.S Diploma and/or GED
- License
- Lack of education - many would need a GED or classes in order to learn a para license
- Technology skills
- Lack of education
- Just the certifications needed.
- Need the certification to apply for certain positions at school
- Needing the appropriate license to obtain specific jobs.
- Unfortunately some parent mentors may not have the amount of schooling necessary
- They might need support with the education requirements of some roles (Teacher, Sub, TA, SECA). Those roles require licenses from the state of Illinois.

- They will need to have all the ISBE requirements for certain roles as a teacher, paraprofessional and substitute teacher roles
- Some parent mentors are coming with limited education. For the parents that have degrees they are from other countries and their schooling is not always verified in the states which makes it hard for them to excel.
- State Credentials
- The certifications required to hold specific positions
- Certification and passing state tests required to work in specialized capacities.
- Not having the needed certification for ISBE
- One barrier they could face is to be able to fulfill the credentials for becoming a paraprofessional.

Immigration status
- Ability to work with CPS (immigration status)
- Immigration status (f=4)
- The eligibility to receive a salary due to the regulations of needing a Social Security number.
- Some may not be documented.
- Citizenship

Economic barriers
- Financial resources
- Finances
- Financial support to enroll in classes to further their education.
- Financial,
- Possibly a financial barrier as well.
- Stipend amount
- Funds
- Lack of funding to advance education

Other responsibilities
- Time
- Family responsibilities
- Childcare

Miscellaneous
- I would like to see us engage more African American parents.
- Does not apply
- Our two mentors are post retirement age, so pursuing a career with the district is highly unlikely.
- Some of the parent mentors enjoy the smaller time commitment
- Teacher pairing

What kind of support can you provide Parent Mentors who are interested in becoming employees in your school/district?

Language support
- Language support through outside organizations
- Offering ESL classes for our parents
- English opportunities to attain bilingual abilities
- I would love to provide ESL classes.
- ESL classes and PD on curriculum.
- support in English- providing ESL classes
- We have classes at our school for parents to provide support in developing their English.
- Strong English Language Classes so that they can become confident in themselves and in navigating the career site with CPS. Many of them have a very STRONG background in their native language and feel very confident. If the skills could be transferred for the English Language, they would have the ability to do so much more.
- English classes for those who are interested.

Coaching/mentorship and training
- We can provide additional coaching in the classrooms.
- Mentorship
- Shadowing and possibly mentoring
- Advice
- Happy to host student teachers, help them with practice interviews.
- Guide them through the HR process, job readiness, and transition support
- Help with the process/paperwork
- Education about how to teach reading and math to children.
- Space to meet, guidance and support as they explore their professional development and self growth options
- Conversations and training
- Guiding them along with supports so they have access and knowledge in applying for jobs.
- Guidance around hiring.
- I am available to meet with parents to answer any questions and to assist with applications
- Encouragement to pursue academic goals
- I am happy to help them learn of opportunities that may be interesting to them.
- Work together to ensure success.
- I can be a support to any parent who is interested in becoming a CPS employee.
- Guidelines on support strategies
- I can provide the support they need to understand the positions available and how to apply for them.
- How to use the job board effectively.

Provide resources for PMs
- We are willing to provide them resources and share community and district resources to help them continue to grow professionally.
- Technical support and space.
- I can provide them with an in-house mentor that will help support their professional growth
- It really depends on what they are looking to do. I am happy to be a resource to them in any capacity they need for them to be successful.
- Opportunities to take college courses
- Provide Mandarin/Cantonese speaking mentors
- Experience, coaching, trainings
- GED classes,
- Resources and support applying.
- There are volunteer opportunities available and parents need training and confidence
- We can bring in information on different types of supports families may need in order to persevere.
- Professional Development and instructions are starting the process.
- Referring to college programs or community organizations
- Direct to resources and answer questions
- free schooling
- Adult education classes (GED, ESL, Computers)
- Support with obtaining their professional licensure

Educational/certification information and guidance
- We can educate them on how to receive degrees, certifications, qualifications, etc.
- Ensure they know how to apply and help them understand what is required
- Help goal set and then provide support with certification.
- We always work to provide our community information on the process to reach certification for para or other
- Guidance on Certification
- Training, classes
- Workshops to Assist with the hiring process (Resume writing, Interview Training, Qualifications/Certification)
- Support with navigating the process for applying and gaining the credentials needed.
- We can have an orientation to get them familiar with the certification process.
- Guide them on the process to apply for a para license.
- Helping with college classes to meet qualifications
- Leadership training classes and professional book discussions
- I can show them where to apply for the licenses on the ISBE website and how to apply for jobs on the CPS Career page.

Employment Opportunities
- Miscellaneous positions, Safe Passage positions
- Offer entry level positions when available
- I have already hired one of my parent mentors to be a tutor for next year
- X has had several Parent Mentors promoted into different CPS jobs. Currently our Crossing Guard and our Security have served or are serving as a parent mentor. Our Parent Mentor Coordinators have also taken on leadership roles within the community and within TRP.
- Connect them with the job opportunities, provide them volunteering experiences that would support their development of certain skills
- Provide opportunities for them to apply with to the school.
- If qualified they could pursue a career at our school.
- Continuum of positions that allow for professional growth and upward trajectory (Lunchroom Support & Playground Monitor; Tutoring; Paraprofessional/Teacher Assistant (TA) & Special Education Classroom Assistant (SECA); Substitute Teacher; Teacher)
- We have guided them with college courses or programs to help them get the positions they would like. We have hired some as TAs.

Immigration support
- I am definitely open to the possibilities. I will need help with parents getting their visas so they can actually work.

Letters of recommendation
- Letters of recommendation, referring them to schools that have vacancies that align with what they want, helping them with their applications.
- Letters of recommendation.
- Recommendation
- Recommendations to other principals
- I can connect PMs to principals at other schools who may be looking for candidates

Miscellaneous
- Make the grow your own concept an intentional framework as part of the formal partnership with the parent mentoring program.
- Whatever is needed

Suggestions or Comments

Appreciation and gratefulness of PMs
- We value and appreciate our partnership with the parent mentors. We have a wonderful group of parents that go above and beyond for our students.
- None. Our program was really a big success. Tanya Abbey and Lavonna Garner organized and ran a successful and meaningful program.
- none at this time...thank you all for your help!

- McCormick loves the Parent Mentor Program!
- Parent mentors are a great asset to our school.
- Thank you!!!
- Thank you for your partnership!
- This year our Parent Mentors have done an amazing job. I can attribute this to the great communication that our Coordinator has with us. She was new to the role, but she took on the responsibility and I appreciated how she managed the team and supported our school.
- Nothing at this time. X [PM] and X [PM] have been an amazing support this year and I look forward to working with them and the agency for many years to come.
- I am grateful for our PMP and hope to continue and grow it.

PM hour/schedule limitation
- Allow parents to continue for more than 1 year.
- The parents should be able to complete their hours according to their schedules. Most of our parents who wanted to volunteer through the program could not do so because of the limited hours that can be completed in one day.

Start PMP at the beginning of the school year
- Start at the beginning of the year
- Start the Parent Mentor program 1st week of classes in August

Regular Meetings between coordinators and principals
- It is important that the Coordinator has set meetings each month with the principal.
- I would also love to receive a quarterly update on progress

More integration of PMs with school meetings and resources
- I would like to again ask, suggest that Parent Mentors attend other meetings at the school (LSC, BAC, PAC). This would help them be more informed about what is happening in and around the school and support them in their roles as parent ambassadors to the school.
- Consider training parents on how to navigate advocacy through existing school structures. For example, if parents would like to see something specific to school programming, they can reach out to the LSC members or preferably the principal. Parents do not need to have an elaborate one hour or longer meeting facilitated by the PMP coordinator.

Continue to provide training for PMs
- Continue to train parents in small group instructional support - this is the best way for a parent mentor to have an impact on the classroom

Miscellaneous
- Also punching in and out electronically works for those parents who are tech savvy. They should be able to sign in and out using pen and paper and that's it.
- Professionalism communication and behavior training

School and PMP Participation Information

PARENT MENTOR PROGRAM PRINCIPAL SURVEY

Please provide answers to the questions to the best of your ability. The data from this survey will be used to improve the program and to report to the funders how the program is doing on selective activities. Please note that we will only look at overall program results. We will NOT be reporting individual responses. We are requesting one survey per school.

What is your email address?

[   ]

Enter your complete name (example: Denise Marie Smith).

[   ]

Please select your Parent Mentor partner organization. Then select your school.

Parent Mentor partner organization   [▽]

School   [▽]

What it you title/role?

○ Principal
○ Assistant Principal
○ [   ] Other

How long has your school participated in the Parent Mentor program?

○ First year of participation
○ Second year of participation
○ 3rd-4th year of participation
○ 5 or more years of participation

What is your relationship with the Parent Mentor Program (PMP) COORDINATOR at your school?

○ I have a strong relationship with the PMP Coordinators at my school.
○ I am familiar with the PMP Coordinators but do not have direct contact with them.
○ I am not familiar with the PMP Coordinators in our school.

What is your relationship with the Parent Mentors at your school?

○ I have a strong relationship with the Parent Mentors at my school.
○ I am familiar with the Parent Mentors but do not have direct contact with them.
○ I am not familiar with the Parent Mentors in our school.

The following statements focus on your perceptions regarding the CLASSROOM benefits of the Parent Mentor Program.

Please indicate your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Parent Mentor Program strengthens student social-emotional development.	○	○	○	○	○
The Parent Mentor Program helps our students improve in reading and/or math.	○	○	○	○	○
The Parent Mentor Program helps our teachers differentiate instruction.	○	○	○	○	○
The Parent Mentor Program helps our teachers achieve or maintain good class management.	○	○	○	○	○

The following statements focus on your perceptions regarding the SCHOOL benefits of the Parent Mentor Program.

Please indicate your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Parent Mentor Program improves our school's connection to the community.	○	○	○	○	○
The Parent Mentor Program helps our school create a welcoming and communicative environment for all parents.	○	○	○	○	○
The Parent Mentor Program helps our school build child-school connectedness and sense of belonging.	○	○	○	○	○
The Parent Mentor Program helps our school build parent-TEACHER trust.	○	○	○	○	○
The Parent Mentor Program helps our school build parent-ADMINISTRATOR trust.	○	○	○	○	○

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Parent Mentor Program helps administrators, teachers, and parents to think of each other as educational partners.	○	○	○	○	○
The Parent Mentor Program has helped build parent leadership that contributes to parent involvement that improves our school community.	○	○	○	○	○

Partnering with the Parent Mentor Program has influenced our school community by...

[ ]

The Parent Mentor Program is beneficial to our school / school community because....

[ ]

The Parent Mentor Program has launched a Ladders of Opportunity Program to support Parent Mentors in advancing their professional goals. The following questions focus on your perceptions regarding the additional contributions Parent Mentors can offer to your school or school district in a staff role.

Consider your knowledge of the personnel needs of your school and district and the talents and promise of Parent Mentors. With these factors in mind, please select any of the following roles in which you see opportunity and potential for Parent Mentors to grow into. (Check √ all that apply)

- ☐ Teacher
- ☐ Paraprofessional/Teacher Assistant (TA)
- ☐ Special Education Classroom Assistant (SECA)
- ☐ Substitute Teacher
- ☐ Tutoring
- ☐ Lunchroom Support
- ☐ Crossing Guard
- ☐ Playground Monitor
- ☐ Custodial Worker
- ☐ Transportation Worker
- ☐ [ ] Other
- ☐ None of the above

Please indicate your level of agreement with the following statement.

I see excellent qualities in our Parent Mentors and would love for them to be able to pursue a career in our school/district.

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

From your perspective, what are some barriers that Parent Mentors could face in pursuing a career in your school/district?

[ ]

What kind of support can you provide Parent Mentors who are interested in becoming employees in your school/district?

[ ]

I would recommend the Parent Mentor Program to other schools?

- ○ Strongly disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Strongly agree

Please identify the areas of knowledge and skill capacity development that you recommend the Parent Mentor Program increase to support learning in the classroom.

- ○ Developmentally appropriate expectations for instructional practices with students
- ○ Overview of foundational skills for reading, math, science and humanities
- ○ Greater understanding of school and classroom policies procedures
- ○ Improved technology skills
- ○ Improved reading and math strategies
- ○ Strategies and resources for diverse learners/student populations
- ○ Restorative practices to nurture trauma-informed and healing environments
- ○ Classroom management and discipline
- ○ Professional communication and behavior
- ○ [ ] Other

What suggestions do you have for improving communication between the school and your Parent Mentors? Please check (√) top two (2) options.

- ○ No suggestions. Communication is fine.
- ○ Share list of trainings
- ○ Newsletter
- ○ Scheduled email updates
- ○ Joint Parent Mentor and teacher planning time
- ○ [ ] Other

Please share any suggestions that you may have for improving the Parent Mentor Program or any additional comments.

Individual Information

Thank you for participating in this Parent Mentor Program Survey. Please be sure to complete this Pre-Survey BEFORE a Parent Mentor starts in your classroom. Survey responses will be used to improve the program, celebrate our program impact and update funders about program performance. We will keep all survey results confidential. We will only report general results and will NOT share individual responses.
 What is your email address?

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
```

Enter your complete first and last name (example: Denise Marie Smith).

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
```

The race or ethnicity that I identify with is:
Check all that apply.

☐ White

☐ Black or African American

☐ Hispanic or Latinx

☐ Asian

☐ MENA (Middle Eastern/North Africa)

☐ American Indian or Alaska Native

☐ Native Hawaiian or Pacific Islander

☐ [ ] Other

I identify as:

○ Female

○ Male

○ Non-binary

○ Prefer not to answer

○ [ ] Other

Languages I speak include:
Check all that apply.

☐ English

☐ Spanish

☐ Chinese

☐ Arabic

☐ Urdu

☐ [ ] Other

How many years have you been a teacher?

[   ]

School & Classroom Information

Enter the full name of your school.

What is your school district?

How many YEARS have you worked at THIS SCHOOL?

Do you currently or have you ever lived in the community where the school is located?

○ Currently live in community
○ Previously lived in community
○ Never lived in the community

I have connection/affiliations with organizations/institutions in the community where the school is located.
Select the answer that most closely matches your agreement with this statement.

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

What grade do you teach

○ Pre Kindergarten

○ Kindergarten

○ First grade

○ Second grade

○ Third grade

○ Fourth grade

○ Fifth grade

○ Sixth grade

○ Seventh grade

○ Eighth grade

○ [   ] Other (Please list)

My classroom is:
Check all that apply.

☐ Bilingual

☐ Monolingual

☐ Two-way dual language

My classroom is a:
Check all that apply.

☐ Grade level teacher classroom

☐ Subject specialist

☐ [_____] Other

Percentage of students in your classroom that are English Language Learners (N/A if you work with multiple classes)

○ [_____] Percentage (%)

○ Not applicable (N/A)

Percentage of students in your classroom that have IEPs or special needs (N/A if you work with multiple classes):

○ [_____] Percentage (%)

○ Not applicable N/A

Other than the Parent Mentor, is there another adult who works with your class?
Check all that apply.

☐ No

☐ Co-Teacher

☐ Special Education Teacher

☐ Student Teacher

☐ Teaching Assistant

☐ Special Education Assistant/SECA

☐ Literacy Coach/Education Specialist

☐ Bilingual Interventionist

☐ Multi-Classroom Leader (MCL)

- ☐ Therapists (Speech, Occupational, Physical, Adapted Physical Education (APE), Music, Social Worker, etc)
- ☐ Volunteer (not a Parent Mentor)
- ☐ [_____] Other

Parent Mentor Program Information

How many years have you participated in the Parent Mentor Program as a Teacher? If this is your first year, write 1.

[_____]

What kind of activities or training do you recommend for parent mentors?
Check all that apply.

- ☐ Computer/technology skills
- ☐ Socio-emotional support for students (e.g. emotional wellbeing, peer relationship, behavioral support)
- ☐ Student instructional and engagement practices
- ☐ Personal capacities and disposition for classroom support
- ☐ Basic skills/knowledge of subjects taught
- ☐ Parent Mentor roles and responsibilities in the school/classroom
- ☐ School policies (e.g. discipline, confidentiality)
- ☐ Scaffolding skills for student learning
- ☐ Classroom behavior management
- ☐ Child development knowledge and skills
- ☐ [_____] Other (please list)

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It is important for the Parent Mentor speak ENGLISH to be effective in my classroom?	○	○	○	○	○
It is important that the Parent Mentor speak SPANISH to be effective in the classroom.	○	○	○	○	○
It is important for the Parent Mentor to be BILINGUAL to be effective in my classroom?	○	○	○	○	○

In the last MONTH, on average, how many times a WEEK did you:

	None	1-2 times	3-4 times	5 or more times
Have parent volunteer help with my class	○	○	○	○
Have a conversation with school parents about their child's progress or behavior	○	○	○	○
Ask a school parent for a suggestion	○	○	○	○
Ask a parent about a community resource(s)	○	○	○	○

In the last WEEK how many

	None	1-2	3-5	6-9	10-19	20 or more
PARENTS from your school did you reach out to individually?	○	○	○	○	○	○
STUDENTS did you have time to work with in small groups 10 minutes or more during whole class learning time?	○	○	○	○	○	○

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Individual Information

Thank you for participating in this Parent Mentor Program Survey for Teachers. Survey responses will be used to improve the program, celebrate our program impact and update funders about program performance. We will keep all Teacher survey results confidential. We will only report general results and will NOT share individual responses.

 What is your email address?

[   ]

Enter your complete first and last name (example: Denise Marie Smith).

[   ]

School & Classroom Information

Please select your school district. Then select your Parent Mentor coordinator organization and school.

Parent Mentor Coordinator Organization	[⌄]
School District	[⌄]
School	[⌄]

What grade do you teach?

○ Pre Kindergarten
○ Kindergarten
○ First grade
○ Second grade
○ Third grade
○ Fourth grade
○ Fifth grade
○ Sixth grade
○ Seventh grade
○ Eighth grade
○ [   ] Other (Please list)

My classroom language approach is:

☐ Bilingual
☐ Monolingual
☐ Two-way dual language

My classroom type is:
Check all that apply.

☐ Grade level teacher classroom
☐ Subject specialist
☐ [   ] Other

Did you attended a Parent Mentor Program Meet & Greet/Orientation at the beginning of the year?

○ No
○ Yes

Did you have more than one Parent Mentor in your classroom(s) this year ?

○ No
○ Yes

One Parent Mentor

Select the response that most closely reflects the attendance of the Parent Mentor (PM) on days that they were expected to assist in your classroom?

○ PM never missed a day in the classroom.
○ PM missed occasionally, but always found a way to communicate with me.
○ PM missed occasionally without notice or explanation.
○ PM had irregular attendance and made it difficult for me to count on them.
○ PM left mid-semester without notice and I have not heard from them since.

Which qualities and behaviors did your parent mentor regularly demonstrate?
Check all that apply.

☐ Positive and warm demeanor
☐ Good listener
☐ Made students feel comfortable and respected
☐ Proactive - could see what would be helpful in the classroom
☐ Patience
☐ Pave students helpful feedback
☐ Gave me (teacher) helpful feedback
☐ Reliable
☐ Creative
☐ Hard-working
☐ [   ] Other (please specify)

Which activities did the Parent Mentor perform in your classroom?
Select all that apply.

☐ Checking / grading homework

- [ ] Tutoring students one-on-one in math
- [ ] Tutoring students one-on-one in literacy
- [ ] Leading part of the class in an activity
- [ ] Helping organize the classroom
- [ ] Supporting or checking in on a child who is having a hard time
- [ ] Leading the whole class in an activity
- [ ] Small groups in literacy
- [ ] Small groups in math
- [ ] Preparing materials for class
- [ ] Providing native language support
- [ ] [_____] Other (please specify)

How did the Parent Mentor help students with math and reading? Check all that apply.

- [ ] Provided one-on-one tutoring
- [ ] Assisted students in need of extra support
- [ ] Provided bilingual assistance
- [ ] Worked in small groups
- [ ] Practiced skills and strategies with students
- [ ] Did not help in this area
- [ ] [_____] Other

The Parent Mentor supported student gains in:
Check all that apply.

- [ ] Reading fluency
- [ ] Reading comprehension
- [ ] Understanding mathematical concepts
- [ ] Developing strategies for solving mathematical problems
- [ ] [_____] Other (please specify)

How did the Parent Mentor provide students with social and emotional support?
 Check all that apply.

- [ ] Providing positive reinforcement
- [ ] Providing bilingual assistance
- [ ] Supporting students in need of extra emotional support
- [ ] Building positive, meaningful relationships
- [ ] Mediating conflicts/difficult behaviors
- [ ] Encouraging regular attendance in school overall
- [ ] Encouraging active student participation in classroom activities
- [ ] [_____] Other (please specify)
- [ ] Did not help in this area

The Parent Mentor supported student gains in:
Check all that apply

☐ Self-management
☐ Self-awareness
☐ Social awareness
☐ Responsible decision making
☐ Relationship skills
☐ [   ] Other (please specify)
☐ Did not help in this area

The Parent Mentor Program helps teachers think of parents as educational partners by:
 Check all that apply.

☐ Providing an opportunity for teachers to engage more with parents
☐ Helping teachers better understand parent's perspective
☐ [   ] Other (please specify)
☐ Did not help in this area

The Parent Mentor Program helped me gain a better understand of the community by:
 Check all that apply.

☐ Sharing general information and insights
☐ Sharing their perspective as a parent
☐ Keeping me up-to-date with issues and events
☐ Letting me know about resources
☐ [   ] Other (please specify)
☐ Did not help in this area

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Parent Mentor Program helps build trust between parents and school staff.	○	○	○	○	○
The Parent Mentor Program helps build a welcoming and communicative school.	○	○	○	○	○
The Parent Mentor Program helps strengthen school and communities ties.	○	○	○	○	○

In the last MONTH, on average, how many times a WEEK did you:

	None	1-2 times	3-4 times	5 or more times
Have a Parent Mentor help in your class	○	○	○	○
Have a conversation with school parents about their child's progress or behavior	○	○	○	○
Ask a school parent for a suggestion	○	○	○	○
Ask a parent about a community resource(s)	○	○	○	○

In the last WEEK how many

	None	1-2	3-5	6-9	10-19	20 or more
PARENTS from your school did you reach out to individually?	○	○	○	○	○	○
STUDENTS did you have time to work with in small groups 10 minutes or more during whole class learning time?	○	○	○	○	○	○

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
If I have the opportunity in the future, I would like to host a Parent Mentor again.	○	○	○	○	○
I would recommend the Parent Mentor Program to other teachers.	○	○	○	○	○
I see excellent educator qualities in my Parent Mentor(s) and would love for them to be able to pursue a career in our district.	○	○	○	○	○

What areas of training do you recommend for parent mentors?
Check all that apply.

☐ Computer/technology skills
☐ Socio-emotional support for students (e.g. emotional wellbeing, peer relationship, behavioral support)
☐ Student instructional and engagement practices
☐ Personal capacities and disposition for classroom support
☐ Basic skills/knowledge of subjects taught
☐ Parent Mentor roles and responsibilities in the school/classroom
☐ School policies (e.g. discipline, confidentiality)
☐ Scaffolding skills for student learning
☐ Classroom behavior management

☐ Child development knowledge and skills

☐ [   ] Other (please list)

We welcome comments about your experience with the Parent Mentor Program, as well as suggestions for how to improve it.

[   ]

Two Parent Mentors

Select the response that most closely reflects the attendance of the Parent Mentors (PM) on days that they were expected to assist in your classroom?

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
PM never missed a day in the classroom.	☐	☐	☐	☐
PM missed occasionally, but always found a way to communicate with me.	☐	☐	☐	☐
PM missed occasionally without notice or explanation.	☐	☐	☐	☐
PM had irregular attendance and made it difficult for me to count on them.	☐	☐	☐	☐
PM left mid-semester without notice and I have not heard from them since.	☐	☐	☐	☐

Which qualities and behaviors did your Parent Mentors regularly demonstrate?

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Positive and warm demeanor	☐	☐	☐	☐
Good listener	☐	☐	☐	☐

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Made students feel comfortable and respected	☐	☐	☐	☐
Proactive - could see what would be helpful in the classroom	☐	☐	☐	☐
Patience	☐	☐	☐	☐
Pave students helpful feedback	☐	☐	☐	☐
Gave me (teacher) helpful feedback	☐	☐	☐	☐
Reliable	☐	☐	☐	☐
Creative	☐	☐	☐	☐
Hard-working	☐	☐	☐	☐

Which activities did the Parent Mentors perform in your classroom?

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Checking / grading homework	☐	☐	☐	☐
Tutoring students one-on-one in math	☐	☐	☐	☐
Tutoring students one-on-one in literacy	☐	☐	☐	☐
Leading part of the class in an activity	☐	☐	☐	☐
Helping organize the classroom	☐	☐	☐	☐
Supporting or checking in on a child who is having a hard time	☐	☐	☐	☐

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Leading the whole class in an activity	☐	☐	☐	☐
Small groups in literacy	☐	☐	☐	☐
Small groups in math	☐	☐	☐	☐
Preparing materials for class	☐	☐	☐	☐
Providing native language support	☐	☐	☐	☐

How did the Parent Mentor help students with math and reading?

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Provided one-on-one tutoring	○	○	○	○
Assisted students in need of extra support	○	○	○	○
Provided bilingual assistance	○	○	○	○
Worked in small groups	○	○	○	○
Practiced skills and strategies with students	○	○	○	○
Did not help in this area	○	○	○	○

The Parent Mentor supported student gains in:

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Reading fluency	○	○	○	○
Reading comprehension	○	○	○	○
Understanding mathematical concepts	○	○	○	○

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Developing strategies for solving mathematical problems	○	○	○	○

How did the Parent Mentor provide students with social and emotional support?

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Providing positive reinforcement	○	○	○	○
Providing bilingual assistance	○	○	○	○
Supporting students in need of extra emotional support	○	○	○	○
Building positive, meaningful relationships	○	○	○	○
Mediating conflicts/difficult behaviors	○	○	○	○
Encouraging regular attendance in school overall	○	○	○	○
Encouraging active student participation in classroom activities	○	○	○	○

The Parent Mentor supported student gains in:

	Parent Mentor 1		Parent Mentor 2	
	Yes	No	Yes	No
Self-management	○	○	○	○
Self-awareness	○	○	○	○
Social awareness	○	○	○	○
Responsible decision making	○	○	○	○
Relationship skills	○	○	○	○

The Parent Mentor Program helps teachers think of parents as educational partners by:

Check all that apply.

☐ Providing an opportunity for teachers to engage more with parents

☐ Helping teachers better understand parent's perspective

☐ [   ] Other (please specify)

☐ Did not help in this area

The Parent Mentor Program helped me gain a better understand of the community by: Check all that apply.

☐ Sharing general information and insights

☐ Sharing their perspective as a parent

☐ Keeping me up-to-date with issues and events

☐ Letting me know about resources

☐ [   ] Other (please specify)

☐ Did not help in this area

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Parent Mentor Program helps build trust between parents and school staff.	○	○	○	○	○
The Parent Mentor Program helps build a welcoming and communicative school.	○	○	○	○	○
The Parent Mentor Program helps strengthen school and communities ties.	○	○	○	○	○

In the last MONTH, on average, how many times a WEEK did you:

	None	1-2 times	3-4 times	5 or more times
Have a Parent Mentor help in your class	○	○	○	○
Have a conversation with school parents about their child's progress or behavior	○	○	○	○
Ask a school parent for a suggestion	○	○	○	○
Ask a parent about a community resource(s)	○	○	○	○

In the last WEEK how many

	None	1-2	3-5	6-9	10-19	20 or more
PARENTS from your school did you reach out to individually?	○	○	○	○	○	○

	None	1-2	3-5	6-9	10-19	20 or more
STUDENTS did you have time to work with in small groups 10 minutes or more during whole class learning time?	○	○	○	○	○	○

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
If I have the opportunity in the future, I would like to host a Parent Mentor again.	○	○	○	○	○
I would recommend the Parent Mentor Program to other teachers.	○	○	○	○	○
I see excellent educator qualities in my Parent Mentor(s) and would love for them to be able to pursue a career in our district.	○	○	○	○	○

What areas of training do you recommend for parent mentors?
Check all that apply.

☐ Computer/technology skills

☐ Socio-emotional support for students (e.g. emotional wellbeing, peer relationship, behavioral support)

☐ Student instructional and engagement practices

☐ Personal capacities and disposition for classroom support

☐ Basic skills/knowledge of subjects taught

☐ Parent Mentor roles and responsibilities in the school/classroom

☐ School policies (e.g. discipline, confidentiality)

☐ Scaffolding skills for student learning

☐ Classroom behavior management

☐ Child development knowledge and skills

☐ [   ] Other (please list)

We welcome comments about your experience with the Parent Mentor Program, as well as suggestions for how to improve it.

[   ]

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INDIVIDUAL & PROGRAM INFORMATION

Thank you for participating in this Parent Mentor Program Survey. The survey responses will be used to improve the program, celebrate our program impact and update funders about program performance. We will keep all survey results confidential. We will only report general results and will NOT share individual responses.

What is your email address?

Enter your complete name as it appears on official documents (example: Denise Marie Smith).

What is your date of birth? Please write it in the following format: MM/DD/YYYY.

With which Parent Mentor Program coordinator organization do you work? (Select one)
- ○ Arab American Family Services
- ○ Brighton Park Neighborhood Council
- ○ Centro De Trabajadores Unidos /United Workers Center
- ○ Community Development Sustainable Solutions (E. St. Louis)
- ○ District Outreach Initiatives NFP
- ○ DREAAM Opportunity Center (Rantoul)
- ○ Elmhurst LSNA
- ○ Enlace Chicago
- ○ Envision Community Services
- ○ Family Focus Aurora
- ○ Family Focus Englewood
- ○ Family Focus Lawndale
- ○ Family Focus Nuestra Familia
- ○ Future Ties
- ○ Garden of Prayer Youth Center (GOPYC)

○ Grassroots Collaborative Peoria People's Project

○ Hispanic American Community Education and Services (HACES)

○ Indo-American Center

○ Lake County Regional Office of Education

○ Mr. Dads Fathers Club

○ Niles Township ELL Parent Center

○ North River Commission

○ North West Center

○ ONE Northside

○ Palenque LSNA

○ Partners for Our Communities (Palatine)

○ Partnership for Resilience (Resilient Southern Illinois)

○ Partnership for Resilience (Southland

○ Peoria Friendship House

○ Project: VISION, Inc.

○ Skokie School District 69

○ South Side Help Center

○ Southwest Organizing Project (SWOP)

○ Southwest Suburban Immigrant Project

○ Teamwork Englewood

○ The ACE Project

○ The Resurrection Project

○ The Well Experience

○ West40 and Las Boconas

○ Western IL University/Moline/East Moline

○ Westside Health Authority

○ Youth and Family Center of McHenry County

○ Youth Crossroads Inc.

○ Youth Guidance

List the school in which you volunteer.

[   ]

How many years have you been a Parent Mentor? If this is your first year, write 1.

CHILD(REN) INFORMATION

How many children do you have?

[   ]

My child(ren) are in Special Education and/or has an Individualized Education Plan (IEP)

○ Yes

○ No

My child(ren) are in bilingual classes.

○ Yes

○ No

DEMOGRAPHIC INFORMATION

What is your age?

[   ]

I identify as

○ Female

○ Male

○ Non-binary

○ Prefer not to answer

○ [   ] Other (list)

The race or ethnicity that I identify with is: (check all that apply)

☐ White

☐ Black or African American

☐ American Indian or Alaska Native

☐ Asian

- ☐ Native Hawaiian or Pacific Islander
- ☐ Hispanic or Latinx
- ☐ MENA (Middle Eastern/North Africa)
- ☐ [   ] Other (list)

What is your country of birth?

- ○ United States of America
- ○ [   ] Other (list)

Languages I speak. Check all that apply.

- ☐ English
- ☐ Spanish
- ☐ Chinese
- ☐ Arabic
- ☐ Urdu
- ☐ [   ] Other (list)

Marital Status

- ○ Single
- ○ Married or living with partner
- ○ Divorced
- ○ Widowed
- ○ Prefer not to answer

EDUCATION AND EMPLOYMENT ACTIVITY & INTEREST

Education completed

- ○ Elementary school
- ○ Middle school
- ○ High School
- ○ Vocational school or certificate program

○ Some college

○ Associate's degree

○ Bachelor's degree

○ Master's degree or higher

Did you complete your education in the United States?

○ Yes

○ No

I am currently enrolled in...
Check all that apply

☐ English classes

☐ GED

☐ Technical or vocational program

☐ College

☐ None

☐ [   ] Other (list)

I am interested in...
Check top three (3) interests

☐ English classes

☐ GED

☐ Technical or vocational program

☐ College

☐ Becoming a teacher

☐ Working in daycare or preschool

☐ Becoming a paraprofessional

☐ Becoming a Special Education specialist

☐ Social Work

☐ Health professions

☐ Starting own business / self employment

☐ Volunteering (other than Parent Mentor program)

☐ [_____]Other (list)

I am CURRENTLY employed (NOT including the Parent Mentor role)

○ Yes
○ No
○ Currently looking for employment

List primary sector in which you work.

○ Not employed
○ School-based services
○ Housekeeping/ custodial/janitorial services
○ Health care/home health/caretaker services
○ Childcare services
○ Retail/ sales/customer services
○ Secretarial/clerical/ bookkeeping/office management services
○ Self employed / independent contractor/ gig economy services
○ Restaurant and hospitality services
○ Community services/ organizing
○ Warehouse/ manufacturing/distribution services
○ Security services
○ Cosmetology and manicure services
○ [_____]Other (list)

MUTUAL AID

Have YOU OR ANYONE ELSE IN YOUR HOUSEHOLD accessed any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply.

☐ Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc).

☐ Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.)

☐ COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services)

☐ Social-emotional or mental health information or services

☐ Does not apply

☐ [   ] Other (list)

Have you HELPED ANYONE ELSE access any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply.

☐ Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc).

☐ Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.)

☐ COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services)

☐ Social-emotional or mental health information or services

☐ Does not apply

☐ [   ] Other (list)

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL

In the last MONTH, on average, how many times a WEEK did you:

	None	1-2 times	3-4 times	5 or more times
Communicate with your child's teacher?	○	○	○	○
Communicate with other parents in your child's school?	○	○	○	○
Help your child(ren) with their schoolwork?	○	○	○	○
Read with your child.	○	○	○	○
Have a conversation with your child(ren) about their thoughts or feelings regarding school.	○	○	○	○

In the last MONTH, how many times did you:

	None	1-2 times	3-4 times	5 or more times
ATTEND a school activity and/or meeting in person or online?	○	○	○	○
HELP LEAD OR PLAN a school activity or meeting in person or online?	○	○	○	○
Deliver books or learning materials to a child in your school or community?	○	○	○	○
Share information about the school or a community resource with another parent or neighbor?	○	○	○	○
Run an errand, complete a chore or directly help a neighbor or another parent from the school?	○	○	○	○
Provide emotional support or share information about a mental health community resource to another parent or neighbor?	○	○	○	○

PERSONAL MOTIVATION & GOALS

What motivates you to be a Parent Mentor? Select the top three (3) motivating factors.

☐ Personal growth

☐ To learn English

☐ Engage and contribute to the school

☐ Engage and contribute to the community

☐ Benefit my own children

☐ Apply learning in my family

☐ Desire to help others

☐ Passion for working with children

- ☐ Desire to be a role model or leader
- ☐ Desire to make a difference in my school and community
- ☐ Interest in learning more about the school system
- ☐ Love of teaching
- ☐ Interest in expanding my social network
- ☐ Appreciation of the Parent Mentor Program and staff
- ☐ [_____] Other (list)

What personal goals have you set for yourself this year?
Select up to three (3) goals.

- ☐ Help others
- ☐ Improve English
- ☐ GED
- ☐ Improve my health
- ☐ Improve parenting
- ☐ Improve computer skills
- ☐ Improve my financial situation
- ☐ Learn to drive
- ☐ Change immigration status
- ☐ Enroll in educational program (list type: e.g. certificate program, college...)
  [_____]
- ☐ [_____] Other (list)

What would make it easier for you to reach your goals? Please select the top three choices.

- ☐ Tuition / Scholarship
- ☐ Childcare
- ☐ English language skills
- ☐ Car/transportation
- ☐ Classes in my neighborhood
- ☐ Mutual support form buddies or peers in the same program
- ☐ More support from my family
- ☐ Path to change immigration status/immigration reform

- [ ] Career counseling / coaching
- [ ] Professional development / training opportunities
- [ ] Financial literacy training
- [ ] Reliable internet at home
- [ ] [   ] Other (list)

Relationships with Teachers, Parents & Neighbors

In the last MONTH, with how many:

	None	1-2	3-4	5 or more
PARENTS in the school did you have a meaningful conversation in a WEEK?	○	○	○	○
TEACHERS in the school did you have a meaningful conversation in a WEEK?	○	○	○	○
NEIGHBORS did you have a meaningful conversation in a WEEK?	○	○	○	○

COMMUNITY & SELF PERCEPTIONS

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I have access to the principal when needed.	○	○	○	○	○
I have meaningful relationships with other parents in the school.	○	○	○	○	○
I feel like I am a part of/connected to my child's school.	○	○	○	○	○

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel like I am part of, or connected to the local community.	O	O	O	O	O
Parent and school relationships are important.	O	O	O	O	O
I feel confident in my ability as a leader at work, in my community, and/or in places I volunteer.	O	O	O	O	O
My family and/or I frequently participate in local activities and/or organizations.	O	O	O	O	O
I am knowledgeable about community resources (organizations, where to get services & help).	O	O	O	O	O
I am connected to community organizations that can provide help and support when I need it.	O	O	O	O	O

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INDIVIDUAL & PROGRAM INFORMATION

Q1. Gracias por participar en esta encuesta del Programa de Padres Mentores (PMP). Los datos de las respuestas de la encuesta se utilizarán para mejorar el programa, celebrar el impacto de nuestro programa y actualizar a los financiadores sobre el desempeño del programa. Mantendremos todos los resultados de la encuesta confidenciales. Solo informaremos los resultados generales y NO compartiremos las respuestas individuales.

¿Cuál cuenta de correo electrónico?

[   ]

Q2.
Ingrese tu nombre completo tal como aparece en documentos oficiales (ejemplo: Maria Luisa Alvarez).

[   ]

Q3. ¿Cuál es tu fecha de nacimiento? Por favor escríbelo en el siguiente formato: MM/DD/AAAA (mes/día/año).

[   ]

Q4.
¿Con qué organización coordinadora del Padres Mentores trabajas?
(Seleccione UNA respuesta)

- ○ Arab American Family Services
- ○ Brighton Park Neighborhood Council
- ○ Centro De Trabajadores Unidos /United Workers Center
- ○ Community Development Sustainable Solutions (E. St. Louis)
- ○ District Outreach Initiatives NFP
- ○ DREAAM Opportunity Center (Rantoul)
- ○ Elmhurst LSNA
- ○ Enlace Chicago
- ○ Envision Community Services
- ○ Family Focus Aurora

- ○ Family Focus Englewood
- ○ Family Focus Lawndale
- ○ Family Focus Nuestra Familia
- ○ Future Ties
- ○ Garden of Prayer Youth Center (GOPYC)
- ○ Grassroots Collaborative Peoria People's Project
- ○ Hispanic American Community Education and Services (HACES)
- ○ Indo-American Center
- ○ Lake County Regional Office of Education
- ○ Mr. Dads Fathers Club
- ○ Niles Township ELL Parent Center
- ○ North River Commission
- ○ North West Center
- ○ ONE Northside
- ○ Palenque LSNA
- ○ Partners for Our Communities (Palatine)
- ○ Partnership for Resilience (Resilient Southern Illinois)
- ○ Partnership for Resilience (Southland
- ○ Peoria Friendship House
- ○ Project: VISION, Inc.
- ○ Skokie School District 69
- ○ South Side Help Center
- ○ Southwest Organizing Project (SWOP)
- ○ Southwest Suburban Immigrant Project
- ○ Teamwork Englewood
- ○ The ACE Project
- ○ The Resurrection Project
- ○ The Well Experience
- ○ West40 and Las Boconas
- ○ Western IL University/Moline/East Moline
- ○ Westside Health Authority
- ○ Youth and Family Center of McHenry County
- ○ Youth Crossroads Inc.
- ○ Youth Guidance

Q5. Escribe la escuela en la que eres voluntaria/o/x.

[   ]

Q6. ¿Cuántos años has sido un Padre Mentor? Si es tu primer año, escribe 1.

[   ]

CHILD(REN) INFORMATION

Q7. ¿Cuántos hijos tiene?

[   ]

Q8. Mi hijo(s) esta en Educación Especial y/o tiene un Plan Educativo Individual (IEP).

○ Si

○ No

Q9. Mi hijo(s) está en clases bilingües

○ Si

○ No

DEMOGRAPHIC INFORMATION

Q10. ¿Cuántos años tiene?

[   ]

Q11. Me identifico como:

(Marque todas las respuestas que correspondan)

☐ Mujer

☐ Hombre

☐ No Binario

☐ Prefiero no contestar

☐ [   ] Otro

Q12. La raza o etnia con la que me identifico es:

(Marque todas las respuestas que correspondan)

☐ Blanco

☐ Afrodescendiente o Afro-Americano

☐ Indígena de las Américas

☐ Asiatico

☐ Hispano o Latino

☐ Medio Oriente/ Norte de Africa (MENA)

☐ [＿＿＿＿＿＿＿]Otro

Q13. ¿Cuál es tu país de nacimiento?

○ Estados Unidos de América

○ [＿＿＿＿＿＿＿]Otro

Q14. Idiomas que hablo. (Marque todos los que aplique)

☐ Ingles

☐ Español

☐ Chino

☐ Arabe

☐ Urdu

☐ [＿＿＿＿＿＿＿]Otro

Q15. Estado civil

○ Soltero/a

○ Casado/a o viviendo con alguien

○ Divorciado/a

○ Viudo/a

○ Prefiero no contestar

EDUCATION AND EMPLOYMENT ACTIVITY & INTEREST

Q16. Mayor nivel de educación completado:

○ Primaria
○ Secundaria
○ Preparatoria
○ Escuela vocacional o programa certificado
○ Educación superior
○ Carrera técnica
○ Licenciatura
○ Maestria o superior

Q17. ¿Completó su educación en los Estados Unidos?

○ Si
○ No

Q18. Actualmente estoy inscrito en ...
(Marque todas las respuestas que correspondan)

☐ Clases de inglés
☐ GED
☐ Programa técnico o vocacional
☐ Universidad
☐ Ninguno
☐ [_____] Otro

Q19. Estoy interesado/a en...
Señale los tres (3) principales intereses.

☐ Clases de inglés
☐ GED
☐ Programa técnico o vocacional
☐ Universidad
☐ Ser maestro/a
☐ Trabajar en una guarderia o un kinder

- ☐ Becoming a paraprofessional
- ☐ Ser especialista en educación especial
- ☐ Trabajo Social
- ☐ Profesional de la Salud
- ☐ Empezar un negocio propio/ autoempleado
- ☐ Voluntario (otros programas además del programa de Mentores para Padre
- ☐ [＿＿＿＿＿＿＿＿＿] Otro interés

Q20. ACTUALMENTE estoy empleado (NO incluye el rol de Mentor para Padres)

- ○ Si
- ○ No
- ○ Buscando empleo

Q21. Selecciona el sector primario en el que trabajas.

- ○ No estoy trabajando
- ○ Trabajo en la escuela/ servicios escolares
- ○ Servicio de limpieza
- ○ Servicio de salud
- ○ Servicios de guardería
- ○ Ventas/servicio al cliente
- ○ Servicios de secretaría/oficina/contabilidad/gestión de oficina
- ○ Empresario/ contratista independiente/ trabajo de corto plazo
- ○ Trabajo en restaurantes /Gastronomía / Hostelería
- ○ Servicios comunitario
- ○ Servicios de almacén/fabricación/distribución
- ○ Guardia de seguridad/servicios de seguridad
- ○ Servicios de cosmetología y manicuría
- ○ [＿＿＿＿＿＿＿＿＿] Otro tip de trabajo

PERSONAL MOTIVATION & GOALS

Q22. Qué le motiva a ser un Padre Mentor? Seleccione los tres (3) principales factores motivadores.

- ☐ Crecimiento personal
- ☐ Para aprender inglés
- ☐ Participar y contribuir a la escuela.
- ☐ Participar y contribuir a la comunidad
- ☐ Beneficiar a mis propios hijos
- ☐ Beneficiar a mi familia.
- ☐ Deseo de ayudar a los demás.
- ☐ Pasión por trabajar con niños.
- ☐ Deseo de ser un modelo a seguir o un líder
- ☐ Deseo de hacer una diferencia en mi escuela y comunidad
- ☐ Interés en aprender más sobre el sistema escolar.
- ☐ Amor por la enseñanza
- ☐ Interés en expandir mi red social
- ☐ Aprecio del Programa de Padres Mentores y el personal del programa
- ☐ [_____] Otro motivo

Q23. ¿Qué metas personales te has propuesto este año? Selecciona hasta tres (3) metas.

- ☐ Ayuda a otros
- ☐ Mejorar el inglés
- ☐ Completer mi GED
- ☐ Mejorar mi salud
- ☐ Mejorar mis habilidades de crianza
- ☐ Mejorar mis habilidades de uso de tecnología
- ☐ Mejorar mi situación económica
- ☐ Aprender a conducir
- ☐ Cambiar mi estatus migratorio
- ☐ Inscribirme en un programa educativo (escribe el tipo de programa)
  [_____]
- ☐ [_____] Otra meta

Q24. ¿Qué te ayudará a alcanzar tus metas?

Seleccione las tres opciones principales.

- ☐ Becas/apoyo financiero
- ☐ Ayuda con cuidado de niños
- ☐ Mejorar el inglés
- ☐ Coche/transporte
- ☐ Opciones para estudiar en mi vencindario
- ☐ Apoyo mutuo de amigos o compañeros en el mismo programa
- ☐ Más apoyo de mi familia
- ☐ Cambio en el estatus migratorio/reforma migratoria
- ☐ Orientación de carrera profesional
- ☐ Desarrollo profesional/oportunidades de formación
- ☐ Capacitación en finanzas personales
- ☐ Internet confiable en casa
- ☐ [_____] Otro (indicar)

MUTUAL AID

Q25. ¿Ha accedido USTED o ALGUIEN MÁS EN SU HOGAR a alguno de los siguientes recursos en el último año a través de una organización comunitaria involucrada o referida a usted por el Programa de Padres Mentores? Por favor seleccione todas las respuestas válidas.

- ☐ Asistencia financiera (es decir, ayuda para solicitar asistencia por desempleo, SNAP, asistencia para la vivienda, despensas de alimentos, etc.)
- ☐ Asistencia educativa (es decir, ayudar a conectarse con los maestros o una aplicación de aprendizaje electrónico, etc.)
- ☐ Información y servicios relacionados con Covid (por ejemplo prevención, pruebas, vacunación, información sobre tratamientos y o servicios)
- ☐ Asistencia o información de salud emocional o mental.
- ☐ No se aplica
- ☐ [_____] Otro recurso

Q26. ¿Ha AYUDADO A ALGUIEN MÁS a acceder a alguno de los siguientes recursos en el último año a través de una organización comunitaria involucrada o referida a usted por

el Programa de Padres Mentores? Por favor seleccione todas las respuestas válidas.

☐ Asistencia financiera (es decir, ayuda para solicitar asistencia por desempleo, SNAP, asistencia para la vivienda, despensas de alimentos, etc.)

☐ Asistencia educativa (es decir, ayudar conectarse con los maestros o una aplicación de aprendizaje electrónico, etc.)

☐ Información y servicios relacionados con Covid (por ejemplo prevención, pruebas, vacunación, información sobre tratamientos y o servicios)

☐ Asistencia o información de salud emocional o mental.

☐ No se aplica

☐ [_____] Otro recurso

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL

Q27. En el último MES, en promedio, ¿cuántas veces a la SEMANA usted se:

	Ninguna	1-2 veces	3-4 veces	5 o más veces
Comunicó con el maestro de su hijo?	○	○	○	○
Comunicó con otros padres en la escuela de su hijo?	○	○	○	○
Ayudó a su(s) hijo(s) con sus tareas escolares?	○	○	○	○
Leyó con su hijo?	○	○	○	○
Tuvo una conversación con su(s) hijo(s) sobre sus pensamientos o sentimientos con respecto a la escuela?	○	○	○	○

Q28. En el último MES, ¿cuántas veces usted:

	Ninguna	1-2 veces	3-4 veces	5 o más veces
Asistió a una actividad y/o reunión escolar en persona o en línea?	○	○	○	○
Ayudó a DIRIGIR O PLANIFICAR una actividad o reunión escolar en persona o en línea?	○	○	○	○

	Ninguna	1-2 veces	3-4 veces	5 o más veces
Entregó libros o materiales de aprendizaje a un niño en su escuela o comunidad?	○	○	○	○
Compartió información sobre la escuela o un recurso comunitario con otro padre o vecino?	○	○	○	○
Hizo un mandado, completó una tarea o ayudó directamente a un vecino u otro padre de la escuela?	○	○	○	○
Proporcionó apoyo emocional o compartió información sobre un recurso comunitario de salud mental con otro padre o vecino?	○	○	○	○

Relationships with Teachers, Parents & Neighbors

Q29. En el último MES, en PROMEDIO, con cuántos

	Ninguno	1-2	3-4	5 o más
PADRES en la escuela tuviste una conversación significativa en una SEMANA?	○	○	○	○
MAESTRAS en la escuela tuviste una conversación significativa en una SEMANA?	○	○	○	○
VECINOS tuviste una conversación significativa en una SEMANA?	○	○	○	○

COMMUNITY & SELF PERCEPTIONS

Q30. Seleccione la respuesta que mejor refleje su nivel de acuerdo con cada declaración.

INDIVIDUAL & PROGRAM INFORMATION

Thank you for participating in this Parent Mentor Program Survey. The survey responses will be used to improve the program, celebrate our program impact and update funders about program performance. We will keep all survey results confidential. We will only report general results and will NOT share individual responses./. 感谢您参与本次家长导师项目的调查。您的回答将用于改进家长导师项目、庆祝我们项目带来的影响和更新资助者有关项目绩效的信息。我们将对所有调查结果保密。我们只会报告概括性的结果，不会分享个人回答。

What is your email address? / 请问你的电子邮箱是什么？

Enter your complete name as it appears on official documents (example: Denise Marie Smith). / 请你输入你完整的姓名 （与你的工人卡或者社保卡上面的姓名相同）

What is your date of birth? Please write it in the following format: MM/DD/YYYY. / 请问你的生日是？ （月/日/年）

With which Parent Mentor Program coordinator organization do you work? (Select one) / 请问您为哪个组织的家长导师项目做义工？ （选择一项）

- ○ Arab American Family Services
- ○ Brighton Park Neighborhood Council
- ○ Centro De Trabajadores Unidos /United Workers Center
- ○ Community Development Sustainable Solutions (E. St. Louis)
- ○ District Outreach Initiatives NFP
- ○ DREAAM Opportunity Center (Rantoul)
- ○ Elmhurst LSNA
- ○ Enlace Chicago
- ○ Envision Community Services
- ○ Family Focus Aurora

- ○ Family Focus Englewood
- ○ Family Focus Lawndale
- ○ Family Focus Nuestra Familia
- ○ Future Ties
- ○ Garden of Prayer Youth Center (GOPYC)
- ○ Grassroots Collaborative Peoria People's Project
- ○ Hispanic American Community Education and Services (HACES)
- ○ Indo-American Center
- ○ Lake County Regional Office of Education
- ○ Mr. Dads Fathers Club
- ○ Niles Township ELL Parent Center
- ○ North River Commission
- ○ North West Center
- ○ ONE Northside
- ○ Palenque LSNA
- ○ Partners for Our Communities (Palatine)
- ○ Partnership for Resilience (Resilient Southern Illinois)
- ○ Partnership for Resilience (Southland
- ○ Peoria Friendship House
- ○ Project: VISION, Inc.
- ○ Skokie School District 69
- ○ South Side Help Center
- ○ Southwest Organizing Project (SWOP)
- ○ Southwest Suburban Immigrant Project
- ○ Teamwork Englewood
- ○ The ACE Project
- ○ The Resurrection Project
- ○ The Well Experience
- ○ West40 and Las Boconas
- ○ Western IL University/Moline/East Moline
- ○ Westside Health Authority
- ○ Youth and Family Center of McHenry County
- ○ Youth Crossroads Inc.
- ○ Youth Guidance

List the school in which you volunteer. / 请列出您做义工的学校。

<div style="border:1px solid #000;height:40px;"></div>

How many years have you been a Parent Mentor? If this is your first year, write 1. / 请问这是您做家长导师的第几年呢？如果您是第一年做，请写1。

<div style="border:1px solid #000;height:40px;"></div>

CHILD(REN) INFORMATION

How many children do you have? / 请问您有几个小孩？

<div style="border:1px solid #000;height:40px;"></div>

My child(ren) are in Special Education and/or has an Individualized Education Plan (IEP). / 我的孩子（们）正在接受特殊教育/个人定制的教育计划。

○ Yes / 是的

○ No / 不是

My child(ren) are in bilingual classes. / 我的孩子（们）在双语课堂里面读书。

○ Yes / 是的

○ No / 不是

DEMOGRAPHIC INFORMATION

What is your age? / 请问您的年龄是？

<div style="border:1px solid #000;height:40px;"></div>

I identify as / 我认定我自己是

○ Female / 女性

○ Male /男性

○ Non-binary /非二元性别的

○ Prefer not to answer /不愿意回答此问题

○ [   ] Other (list) /其他（请列出

The race or ethnicity that I identify with is: (check all that apply) / 我认定我自己的种族或者民族是：（请勾选所有符合的选项）

☐ White/ 白人

☐ Black or African American / 黑人或者非裔美国人

☐ American Indian or Alaska Native /美洲印第安人/阿拉斯加原住民

☐ Asian / 亚洲人

☐ Native Hawaiian or Pacific Islander /夏威夷原住民/太平洋岛民

☐ Hispanic or Latinx /西班牙裔/拉丁裔

☐ MENA (Middle Eastern/North Africa) /中东/北非

☐ [   ] Other (list) / 其他（请列出）

What is your country of birth? /
请问您的出生地是在哪?

○ United States of America / 美国

○ [   ] Other (list) / 其他（请列出）

Languages I speak. Check all that apply. / 我会讲哪几种语言：（请勾选所有符合的选项）

☐ English / 英语

☐ Spanish / 西班牙语

☐ Chinese / 中文

☐ Arabic / 阿拉伯语

☐ Urdu / 乌尔都语

☐ [   ] Other (list) / 其他（请列出）

Marital Status / 您的婚姻状况是:

○ Single / 单身

○ Married or living with partner /已婚/和伴侣一起居住

○ Divorced / 离婚

○ Widowed /寡妇/夫

○ Prefer not to answer /不想回答此问题

EDUCATION AND EMPLOYMENT ACTIVITY & INTEREST

Education completed / 您受到的教育程度是：

○ Elementary school / 小学

○ Middle school / 初中

○ High School / 高中

○ Vocational school or certificate program /职业学校/证书课程

○ Some college /一些大学

○ Associate's degree / 大专

○ Bachelor's degree / 本科

○ Master's degree or higher /研究生/更高的学位

Did you complete your education in the United States? / 请问您在美国受过教育吗？

○ Yes / 是的

○ No / 不是

I am currently enrolled in...Check all that apply. /
我目前有注册： 请勾选所有符合的选项

☐ English classes /英语课

☐ GED / 高中同等学历

☐ Technical or vocational program / 技术/职业类的项目

☐ College /大学

☐ None /没有

☐ [_____]Other (list) / 其他（请列出）

I am interested in...Check top three (3) interests. /
我对什么感兴趣：请勾选最感兴趣的三个选项：

☐ English classes / 英语课

☐ GED /高中同等学历

☐ Technical or vocational program /技术/职业性的项目

☐ College / 大学 (

☐ Becoming a teacher / 成为一名老师

☐ Working in daycare or preschool /在日托或者幼儿园工作

☐ Becoming a paraprofessional /成为一名辅助专业人员

☐ Becoming a Special Education specialist / 成为一名特殊教育的专家

☐ Social Work / 社会工作

☐ Health professions / 健康类的职业

☐ Starting own business - self employment /自主创业

☐ Volunteering (other than Parent Mentor program) / 家长导师项目之外的义工

☐ [_____]Other (list) /其他（请列出）

I am CURRENTLY employed (NOT including the Parent Mentor role). /
我目前是被雇佣的（不包括家长导师）

○ Yes /是的

○ No /不是

○ Currently looking for employment /目前正在寻找工作

List primary sector in which you work. /
请列出您工作的主要部门：

○ Not employed /没有被雇佣

○ School-based services / 学校类的服务

○ Housekeeping/ custodial/janitorial services /家政/门卫/清洁服务

○ Health care/home health/caretaker services /医疗保健/家庭保健/看护服务

○ Childcare services /托儿服务

○ Retail/ sales/customer services /零售/销售/客户服务

○ Secretarial/clerical/ bookkeeping/office management services /秘书/文员/簿记/办公室管理服务

○ Self employed / independent contractor/ gig economy services /自雇/独立承包商/零工经济服务

○ Restaurant and hospitality services /自雇/独立承包商/零工经济服务

○ Community services/ organizing /社区服务/组织

○ Warehouse/ manufacturing/distribution services /仓储/制造/配送服务

○ Security services /安全服务

○ Cosmetology and manicure services /美容和美甲服务

○ [   ]Other (list) /其他（请列出）

MUTUAL AID

Have YOU OR ANYONE ELSE IN YOUR HOUSEHOLD accessed any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply. / 请问您或者您家中的任何成员去年是否通过家长导师项目/其他的社区组织获得了以下的资源？请勾选所有符合的选项。

☐ Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc). / 经济协助（比如帮助申请失业补助、SNAP、租房协助、食品储藏室、团结基金、紧急现金协助等等）

☐ Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.) / 教育协助（比如帮助访问学校相关的服务、与老师或者电子学习的应用程序联系等等）

☐ COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services) / 与COVID有关的信息和服务（比如预防、检测、疫苗接种、治疗信息和其他服务）

☐ Social-emotional or mental health information or services / 社会情感或者心理健康信息或者服务

☐ Does not apply / 不适用

☐ [_____] Other (list) /其他（请列出）

Have you HELPED ANYONE ELSE access any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply. / 请问您去年有通过家长导师项目/社区组织帮助过任何人获得以下的资源吗？请勾选所有符合的选项：

☐ Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc). / 经济协助（比如帮助申请失业补助、SNAP、租房协助、食品储藏室、团结基金、紧急现金协助等等）

☐ Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.) / 教育协助（比如帮助访问学校相关的服务、与老师或者电子学习的应用程序联系等等）

☐ COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services) / 与COVID有关的信息和服务（比如预防、检测、疫苗接种、治疗信息和其他服务）

☐ Social-emotional or mental health information or services / 社会情感或者心理健康信息或者服务

☐ Does not apply /不适用

☐ [_____] Other (list) / 其他（请列出）

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL

In the last MONTH, on average, how many times a WEEK did you:
在上个月中，您平均一周多少次：

	None/ 没有	1-2 times /一到两次	3-4 times /三到四次	5 or more times / 五次及以上
Communicate with your child's teacher? / 和您孩子的老师沟通	○	○	○	○
Communicate with other parents in your child's school? /和您孩子学校的其他家长沟通	○	○	○	○

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	None/ 没有	1-2 times /一到两次	3-4 times /三到四次	5 or more times /五次及以上
Help your child(ren) with their schoolwork? / 帮助您的孩子（们）学习	○	○	○	○
Read with your child. / 和您的孩子阅读	○	○	○	○
Have a conversation with your child(ren) about their thoughts or feelings regarding school. / 和您的孩子（们）讨论他们对学校的感受/想法	○	○	○	○

In the last MONTH, how many times did you:

在上个月中，您有多少次：

	None /没有	1-2 times /一到两次	3-4 times /三到四次	5 or more times /五次及以上
ATTEND a school activity and/or meeting in person or online? /线上或线下参加学校的活动/会议	○	○	○	○
HELP LEAD OR PLAN a school activity or meeting in person or online? /线上或线下帮忙带领/计划一个学校的活动 /会议	○	○	○	○
Deliver books or learning materials to a child in your school or community? /向学校/社区的孩子提供书籍或者学习的材料	○	○	○	○

	None /没有	1-2 times /一到两次	3-4 times /三到四次	5 or more times /五次及以上
Share information about the school or a community resource with another parent or neighbor? /与另外的家长分享有关学校/社区资源的信息	○	○	○	○
Run an errand, complete a chore or directly help a neighbor or another parent from the school? / 跑腿、完成家务或者直接帮助邻居/学校的其他家长	○	○	○	○
Provide emotional support or share information about a mental health community resource to another parent or neighbor?/ 向另外的父母/邻居提供情感支持或者分享有关心理健康社区资源的信息	○	○	○	○

PERSONAL MOTIVATION & GOALS

What motivates you to be a Parent Mentor? Select the top three (3) motivating factors. / 请问是什么原因让您想成为家长导师呢？请勾选三个最主要的理由。

☐ Personal growth /个人成长

☐ To learn English /学习英语

☐ Engage and contribute to the school /参与并为学校做出贡献

☐ Engage and contribute to the community / 参与并为社区做出贡献

☐ Benefit my own children / 对自己的孩子有好处

☐ Apply learning in my family / 把学习到的东西应用到家庭中

☐ Desire to help others / 希望能帮助别人

☐ Passion for working with children / 对和孩子们一起工作这件事很有热情

☐ Desire to be a role model or leader /希望成为一个榜样或者领导

- ☐ Desire to make a difference in my school and community / 希望可以改变学校和社区
- ☐ Interest in learning more about the school system / 有兴趣了解更多关于学校系统的信息
- ☐ Love of teaching /热爱教学
- ☐ Interest in expanding my social network / 有兴趣扩大自己的社交圈
- ☐ Appreciation of the Parent Mentor Program and staff / 感谢家长导师项目的工作人员
- ☐ [_____]Other (list) /其他（请列出）

What personal goals have you set for yourself this year? Select up to three (3) goals. 请问您今年有什么个人的目标吗？

- ☐ Help others / 帮助他人
- ☐ Improve English /提升英语
- ☐ GED /高中同等学历
- ☐ Improve my health / 改善我的健康状况
- ☐ Improve parenting / 改善育儿的方法
- ☐ Improve computer skills /提高计算机技能
- ☐ Improve my financial situation /改善我的财务状况
- ☐ Learn to drive /学会开车
- ☐ Change immigration status / 改变移民身份
- ☐ Enroll in educational program (list type: e.g. certificate program, college...) /参加教育类的项目。请列出类型：比如证书项目、大学等等）
  [_____]
- ☐ [_____]Other (list) / 其他（请列出）

What would make it easier for you to reach your goals? Please select the top three choices. / 请问什么会让你更容易实现你的目标？请勾选三个最佳的选项。

- ☐ Tuition / Scholarship /学费/奖学金
- ☐ Childcare /育儿
- ☐ English language skills /英语语言技能
- ☐ Car/transportation /汽车/交通工具

- ☐ Classes in my neighborhood /社区里的课程
- ☐ Mutual support form buddies or peers in the same program / 在同一项目中互相支持的伙伴
- ☐ More support from my family / 来自家庭的更多支持
- ☐ Path to change immigration status - immigration reform / 改变移民身份的路径
- ☐ Career counseling - coaching /职业咨询/辅导
- ☐ Professional development / training opportunities /专业发展/培训机会
- ☐ Financial literacy training / 金融知识培训
- ☐ Reliable internet at home /在家中有可靠的网络可以使用
- ☐ [_____] Other (list) / 其他（请列出）

Relationships with Teachers, Parents & Neighbors

In the last MONTH, with how many:
在上个月中，您和多少：

	None /没有	1-2 /一到两位	3-4 /三到四位	5 or more /五位及以上
PARENTS in the school did you have a meaningful conversation in a WEEK? /学校里的家长有过有意义的交流	○	○	○	○
TEACHERS in the school did you have a meaningful conversation in a WEEK / 学校里的老师们有过有意义的交流	○	○	○	○
NEIGHBORS did you have a meaningful conversation in a WEEK? /邻居有过有意义的交流	○	○	○	○

COMMUNITY & SELF PERCEPTIONS

Please select the response that most closely reflects your level of agreement with each statement. / 请选择最能反映您对每个陈述的同意程度。

	Strongly disagree /强烈不同意	Somewhat disagree /不太同意	Neither agree nor disagree / 既不同意也不反对	Somewhat agree / 有些同意	Strongly agree /强烈同意
I have access to the principal when needed. / 在我需要的时候可以联系校长	○	○	○	○	○
I have meaningful relationships with other parents in the school. / 我和其他学校里的家长有有意义的关系	○	○	○	○	○
I feel like I am a part of/connected to my child's school. / 我觉得我是我孩子学校的一部分/与我有联系	○	○	○	○	○
I feel like I am part of, or connected to the local community. /我觉得我是当地社区的一部分/与当地社区有联系	○	○	○	○	○
Parent and school relationships are important. /家长和学校的关系是很重要的	○	○	○	○	○
I feel confident in my ability as a leader at work, in my community, and/or in places I volunteer. / 我对自己在工作、社区或者志愿服务场所担任领导充满自信	○	○	○	○	○
My family and/or I frequently participate in local activities and/or organizations. /我的家人/我经常参加当地的活动/组织	○	○	○	○	○

	Strongly disagree /强烈不同意	Somewhat disagree /不太同意	Neither agree nor disagree / 既不同意也不反对	Somewhat agree / 有些同意	Strongly agree /强烈同意
I am knowledgeable about community resources (organizations, where to get services & help). / 我了解社区资源（组织以及如何获得服务和帮助）	○	○	○	○	○
I am connected to community organizations that can provide help and support when I need it. / 我与可以在我需要时提供帮助和支持的社区组织保持联系	○	○	○	○	○

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Appendix F
Parent Mentor Post Survey

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INDIVIDUAL & PROGRAM INFORMATION

Thank you for participating in this Parent Mentor Program Survey. The survey responses will be used to improve the program, celebrate our program impact and update funders about program performance. We will keep all survey results confidential. We will only report general results and will NOT share individual responses.

What is your email address?

[   ]

Enter your complete name as it appears on official documents (example: Denise Marie Smith).

[   ]

What is your date of birth? Please write it in the following format: MM/DD/YYYY.

[   ]

What is your relationship to the child relative who attends the school in which you volunteer?

- ○ Parent
- ○ Grandparent
- ○ Aunt/Uncle
- ○ Godparent/coparent
- ○ Foster Parent
- ○ [   ] Other (please specify)

Please select your Parent Mentor partner organization. Then select the school in which you volunteer.

Parent Mentor Program partner organization	[⌄]
School	[⌄]

Do you volunteer in more than one classroom?

○ No

○ Yes

What is the room number for the classroom in which you volunteer?

[   ]

What is the name of the teacher in the classroom in which you volunteer?

[   ]

What is the grade of the classroom in which you volunteer?

○ Pre Kindergarten

○ Kindergarten

○ First grade

○ Second grade

○ Third grade

○ Fourth grade

○ Fifth grade

○ Sixth grade

○ Seventh grade

○ Eighth grade

○ [   ] Other (please specify)

Are you assigned to a bilingual classroom?

○ Yes

○ No

What is the room number for the FIRST (1st) classroom in which you volunteer?

[   ]

What is the name of the teacher in the FIRST (1st) classroom in which you volunteer?

What is the grade of the FIRST (1st) classroom in which you volunteer?

○ Pre Kindergarten
○ Kindergarten
○ First grade
○ Second grade
○ Third grade
○ Fourth grade
○ Fifth grade
○ Sixth grade
○ Seventh grade
○ Eighth grade
○ [_____] Other (please specify)

What is the room number for the SECOND (2nd) classroom in which you volunteer?

[_____]

What is the name of the teacher in the SECOND (2nd) classroom in which you volunteer?

[_____]

What is the grade of the SECOND (2nd) classroom in which you volunteer?

○ Pre Kindergarten
○ Kindergarten
○ First grade
○ Second grade
○ Third grade
○ Fourth grade
○ Fifth grade
○ Sixth grade
○ Eighth grade
○ Seventh grade
○ [_____] Other (please specify)

Are the classrooms in which you volunteer bilingual?

	NOT Bilingual	Yes, Bilingual
Classroom 1	◯	◯
Classroom 2	◯	◯

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL COMMUNITY

In the last MONTH, on average, how many times a WEEK did you:

	None	1-2 times	3-4 times	5 or more times
Communicate with your child's teacher?	◯	◯	◯	◯
Communicate with other parents in your child's school?	◯	◯	◯	◯
Help your child(ren) with their schoolwork?	◯	◯	◯	◯
Read with your child.	◯	◯	◯	◯
Have a conversation with your child(ren) about their thoughts or feelings regarding school.	◯	◯	◯	◯

In the last MONTH, how many times did you:

	None	1-2 times	3-4 times	5 or more times
ATTEND a school activity and/or meeting in person or online?	◯	◯	◯	◯
HELP LEAD OR PLAN a school activity or meeting in person or online?	◯	◯	◯	◯
Deliver books or learning materials to a child in your school or community?	◯	◯	◯	◯

	None	1-2 times	3-4 times	5 or more times
Share information about the school or a community resource with another parent or neighbor?	O	O	O	O
Run an errand, complete a chore or directly help a neighbor or another parent from the school?	O	O	O	O
Provide emotional support or share information about a mental health community resource to another parent or neighbor?	O	O	O	O

RELATIONSHIPS WITH TEACHERS PARENTS & NEIGHBORS

In the last MONTH, with how many:

	None	1-2	3-4	5 or more
PARENTS in the school did you have a meaningful conversation in a WEEK?	O	O	O	O
TEACHERS in the school did you have a meaningful conversation in a WEEK?	O	O	O	O
NEIGHBORS did you have a meaningful conversation in a WEEK?	O	O	O	O

COMMUNITY & SELF PERCEPTIONS

Please select the response that most closely reflects your level of agreement with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I have access to the principal when needed.	○	○	○	○	○
I have meaningful relationships with other parents in the school.	○	○	○	○	○
I feel like I am a part of/connected to my child's school.	○	○	○	○	○
I feel like I am part of, or connected to the local community.	○	○	○	○	○
Parent and school relationships are important.	○	○	○	○	○
I feel confident in my ability as a leader at work, in my community, and/or in places I volunteer.	○	○	○	○	○
My family and/or I frequently participate in local activities and/or organizations.	○	○	○	○	○
I am knowledgeable about community resources (organizations, where to get services & help).	○	○	○	○	○
I am connected to community organizations that can provide help and support when I need it.	○	○	○	○	○

MUTUAL AID

Have YOU OR ANYONE ELSE IN YOUR HOUSEHOLD accessed any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply.

☐ Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc).

☐ Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.)

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- [ ] COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services)
- [ ] Social-emotional or mental health information or services
- [ ] Does not apply
- [ ] [_____] Other (list)

Have you HELPED ANYONE ELSE access any of the following resources in the LAST YEAR through the Parent Mentor Program or a community organization involved with or referred to you by the Parent Mentor Program? Please select all that apply.

- [ ] Financial assistance (e.g.., help applying for Unemployment Assistance, SNAP, Rental Assistance, Food Pantries, solidarity funds, emergency cash assistance, etc).
- [ ] Educational assistance (e.g. Help accessing school related services, connecting with Teachers or an E-Learning App, etc.)
- [ ] COVID related information and services (e.g., prevention, testing, vaccination, treatment information and or services)
- [ ] Social-emotional or mental health information or services
- [ ] Does not apply
- [ ] [_____] Other (list)

PERSONAL GOALS AND RELATED SUPPORT & ACTIVITIES

What personal goals have you set for yourself this year?
Select up to three (3) goals.

- [ ] Help others
- [ ] Improve English
- [ ] Complete GED
- [ ] Improve my health
- [ ] Improve parenting
- [ ] Improve computer skills
- [ ] Improve my financial situation
- [ ] Get a job or promotion
- [ ] Start my own business /grow my own business
- [ ] Learn to drive
- [ ] Improve my housing situation

- [ ] Change immigration status
- [ ] Enroll in educational program (list type: e.g. certificate program, college...)
  [   ]
- [ ] [   ] Other (list)

As of today, what is the status of your goal(s)?

- ◯ I have achieved my goals(s).
- ◯ I have made progress on my goals(s).
- ◯ I was not able to make progress on my goal(s)

If you did not make progress towards achieving your goal, what held you back? Select the top three factors that hindered your progress.

- [ ] I got a job and had to stop taking classes.
- [ ] Illness
- [ ] lack of motivation
- [ ] I needed guidance to plan the steps to reach my goal
- [ ] Lack of child care
- [ ] Difficulty with time management
- [ ] I needed academic support to complete my classes
- [ ] I didn't have a support system at home and/or outside of home
- [ ] Lack of transportation
- [ ] I set goals but did not revisit them
- [ ] [   ] Other (please specify)

If you did make progress towards your goal(s), in what way, if any, did the Parent Mentor Program provide support? Select the top three responses.

- [ ] My coordinator revisited my goal(s) with me periodically
- [ ] I received help accessing the resources I needed
- [ ] The trainings I received changed the way I see/think about my children/parenting/myself
- [ ] The finance/entrepreneurship workshops provided useful information/resources
- [ ] The homebuyers workshop provided useful information/resources
- [ ] The employment workshops provided useful information/resources

☐ The PMP helped me build relationships and a support system

☐ [   ] Other (please specify)

If you did make progress towards your goals, who supported you along the way? Select the top three choices.

☐ The Coordinator at the school

☐ A Parent Mentor colleague(s)

☐ A member of the Parent Engagement Institute (PEI)

☐ A coach or advisor for the program I am completing

☐ My networks of friends that provided support

☐ My family

☐ A staff member from the school in which I volunteer

☐ [   ] Other

What can the Parent Mentor Program or school do in the future to help you make progress towards your goal(s)? Please select the top three choices.

☐ Assist in securing scholarships

☐ Offer more opportunities for mutual support from peers

☐ Career counseling / coaching

☐ Professional development / training opportunities

☐ [   ] Other (list)

Are you currently employed?

○ Yes

○ No

○ Seeking employment

Did the Parent Mentor Program help you find or get your job?

○ Yes

○ No

Please list the primary sector in which you work.

○ School based services

○ Housekeeping/ Custodial services

○ Health care/home health/caretaker services

○ Childcare services

○ Retail/ sales/customer services

○ Secretarial//clerical/bookkeeping/office management services

○ Self employed/independent contractor/gig economy

○ Restaurant and hospitality services

○ Community services/ organizing

○ Warehouse/manufacturing/distribution services

○ Security services

○ Cosmetology and manicure services

○ [   ] Other (please specify)

In what type of school-based services are working?

○ Paraprofessional/Teacher Assistant (TA)

○ Special Education Classroom Assistant

○ Special Education Classroom Assistant (SECA)

○ Substitute Teacher

○ Tutoring

○ Lunchroom Support

○ Crossing Guard

○ Playground Monitor

○ Custodial Worker

○ Transportation Worker

○ Teacher

○ [   ] Other

What, if any classes, are you taking now or have you taken during this academic year?
Check all that apply

- ☐ English
- ☐ GED in Spanish
- ☐ GED in English
- ☐ Computer/technology
- ☐ Sewing
- ☐ Fitness
- ☐ Dance
- ☐ Art
- ☐ College
- ☐ Technical /Vocational
- ☐ Entrepreneurship/small business
- ☐ Financial skills/Home ownership
- ☐ Certification or professional licensing
- ☐ [_____] Other (please specify)

Do you have college credit hours from a US University?

- ○ No
- ○ Yes, I have up to 10 college credit hours
- ○ Yes, I have 11-30 college credit hours
- ○ Yes, I have 31-60 college credit hours
- ○ Yes I have 61 or more college credit hours

Do you have college credit hours from a foreign University?

- ○ No
- ○ Yes, I have FOREIGN CREDITS and need assistance getting my foreign credits evaluated. PLEASE SPECIFY COUNTRY IN WHICH YOU STUDIED.
  [_____]
- ○ Yes, I have completed a FOREIGN DEGREE program and need assistance getting my foreign transcript evaluated. PLEASE SPECIFY COUNTRY IN WHICH YOU STUDIED.
  [_____]
- ○ Yes I have Foreign Credits/Degree, but do NOT need assistance with validation. PLEASE SPECIFY COUNTRY IN WHICH YOU STUDIED.
  [_____]

In the last year I have grown and feel... Check all that apply.

- ☐ better about myself
- ☐ more motivated to do things
- ☐ more confident as a parent
- ☐ able to communicate better with family
- ☐ that I have a better understanding of how a school and/or school system works
- ☐ that I gained a better understanding of an issue or issues affecting my community (outside of the school)
- ☐ that I can express my thoughts and feelings more clearly
- ☐ None of the above
- ☐ [   ] Other (please specify)

What are your goals for the next two years? Check all that apply.

- ☐ Apply again to the Parent Mentor program
- ☐ Volunteer at my child(rens) school(s)
- ☐ Improve my family relationships
- ☐ Improve my emotional health
- ☐ Improve my English
- ☐ Take short term courses
- ☐ Complete GED
- ☐ Get a job in the school district
- ☐ Get a job with a community organization
- ☐ Get a job unrelated to education or community organizing work (please specify)
  [   ]
- ☐ [   ] Start/grow my own business (please specify)
- ☐ None of the above
- ☐ [   ] Other (please specify)

Participating in the Parent Mentor program helped me set goals for the future because...
Check all that apply.

- ☐ I feel more confident in myself
- ☐ others believe in me

- ☐ I was inspired by someone I met who has a similar life experience
- ☐ I learned that there are resources out there to help me
- ☐ I made friends and we support each other
- ☐ the Parent Mentor Program exposed me to new things
- ☐ none of the above
- ☐ [_____] Other (please specify)

IMPACT OF PARENT MENTOR PROGRAM ON PARTICIPANT

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The Parent Mentor program helped me understand/navigate the school system.	○	○	○	○	○
The Parent Mentor Program gave me a greater understanding of how complex and difficult a teacher's job is	○	○	○	○	○
Participation in the Parent Mentor program gave me a greater understanding of the resources we need to advocate for our schools.	○	○	○	○	○

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The Parent Mentor Program has prepared me to support my own child's learning.	○	○	○	○	○

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The Parent Mentor Program has helped me stay connected to other parents and the school community.	○	○	○	○	○
The Parent Mentor Program has provided me social emotional support.	○	○	○	○	○
The Parent Mentor Program has helped me connect to important resources.	○	○	○	○	○
The Parent Mentor Program helped me learn about my people's history and U.S. history.	○	○	○	○	○

COMMENTS AND SUGGESTIONS

We welcome comments about your experience with the Parent Mentor Program, as well as suggestions for how to improve it.

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INDIVIDUAL & PROGRAM INFORMATION

感谢您参加家长导师项目后调查! 项目后调查的回复将用于改进家长导师项目、庆祝家长导师项目的影响力、以及告知我们的资助者家长导师项目的绩效。我们将对所有调查后的结果保密。我们只会报告总结性的数据，而不会分享个人的调查回复。

您的电子邮箱是什么?

请输入您在正式文件上面显示的完整姓名（例如：Denise Marie Smith).

请问您的生日是什么? 请用以下的格式输入：月份/日期/年份

您和您做义工学校的孩子是什么关系?

- ○ 家长
- ○ 祖父母
- ○ 阿姨/叔叔
- ○ 教父教母
- ○ 养父养母
- ○ [ ]其他（请列出）

请选择您家长导师的合作组织。然后选择您做义工的学校。

家长导师的合作组织 [▽]

学校 [▽]

您在不止一个教室里面做义工吗?

- ○ 没有
- ○ 有的

请问您做义工的教室班号是什么？

[   ]

和您一起工作的老师叫什么名字？

[   ]

请问您做义工的班级是几年级？

○ 学前班

○ 幼儿园

○ 一年级

○ 二年级

○ 三年级

○ 四年级

○ 五年级

○ 六年级

○ 七年级

○ 八年级

○ [   ]其他（请详细说明)

请问您有被分配到双语的教室吗？

○ 有的

○ 没有

您做义工的第一个教室班号是什么？

[   ]

您做义工的第一个教室里的老师叫什么名字？

[   ]

您做义工的第一个教室的年级是什么？

○ 学前班

○ 幼儿园

○ 一年级

○ 二年级

○ 三年级

○ 四年级

○ 五年级

○ 六年级

○ 七年级

○ 八年级

○ [_____]其他（请详细说明)

您做义工的第二个教室班号是什么?

[_____]

您做义工的第二个教室里的老师叫什么名字?

[_____]

您做义工的第二个教室的年级是什么?

○ 学前班

○ 幼儿园

○ 一年级

○ 二年级

○ 三年级

○ 四年级

○ 五年级

○ 六年级

○ 七年级

○ 八年级

○ [_____]其他（请详细说明)

您做义工的班级是双语班吗?

	不是双语班	是双语班
第一个教室	○	○
第二个教室	○	○

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL COMMUNITY

在上个月，平均来说，您一周有多少次:

	没有	一到两次	三到四次	五次及以
和您孩子的老师沟通?	○	○	○	○
和您孩子学校的其他家长沟通?	○	○	○	○
帮助您的孩子（们）完成学校作业?	○	○	○	○
和孩子一起阅读。	○	○	○	○
和您的孩子（们）进行关于他们对学校的想法/感受的对话。	○	○	○	○

在上个月，您有几次:

	没有	一到两次	三到四次	五次及以
在线下/线上参加一个学校的活动/会议	○	○	○	○
帮助领导/计划一个学校的线上/线下的活动/会议?	○	○	○	○
在您的学校/社区里面为孩子提供学习的资料?	○	○	○	○
和其他的家长/邻居分享关于学校/社区的资源?	○	○	○	○
跑腿、完成家务事、或者直接帮助邻居/学校里其他的家长?	○	○	○	○

	没有	一到两次	三到四次	五次及以
向其他的家长/邻居提供情感支持/分享关于心理健康的社区信息	○	○	○	○

RELATIONSHIPS WITH TEACHERS PARENTS & NEIGHBORS

在上个月，您有几位:

	没有	一到两位	三到四位	五位及以上
在一周之中，有几位家长和您进行了有意义的对话?	○	○	○	○
在一周之中，有几位老师和您进行了有意义的对话?	○	○	○	○
在一周之中，有几位邻居和您进行了有意义的对话?	○	○	○	○

COMMUNITY & SELF PERCEPTIONS

请选择最能反映您对每个陈述同意程度的选项。

	强烈不同意	有些不同意	既不同意也不反对	有些同意	强烈同意
我能在需要的时候联系到校长。	○	○	○	○	○
我和学校里的其他家长有有意义的关系。	○	○	○	○	○
我感觉我是我孩子学校的一部分/和学校有紧密联系	○	○	○	○	○
我感觉我是当地社区的一部分/和社区有紧密联系	○	○	○	○	○
家长和学校的关系是很重要的。	○	○	○	○	○
我对我自己在工作、社区、和其他做义工地方的领导能力充满自信。	○	○	○	○	○

	强烈不同意	有些不同意	既不同意也不反对	有些同意	强烈同意
我的家庭/我经常参加当地的活动/组织。	◯	◯	◯	◯	◯
我很了解社区资源（组织、从哪里获得服务和帮助）	◯	◯	◯	◯	◯
我与可以在我需要时提供帮助和和支持的社区有紧密联系。	◯	◯	◯	◯	◯

MUTUAL AID

请问您或者您家中的任何成员去年是否通过家长导师项目/其他的社区组织获得了以下的资源？请勾选所有符合的选项。

- ☐ 经济协助（比如帮助申请失业补助、SNAP、租房协助、食品储藏室、团结基金、紧急现金协助等等）
- ☐ 教育协助（比如帮助访问学校相关的服务、与老师或者电子学习的应用程序联系等等）
- ☐ 与COVID有关的信息和服务（比如预防、检测、疫苗接种、治疗信息和其他服务)
- ☐ 社会情感或者心理健康信息或者服务
- ☐ 不适用
- ☐ [_____]其他（请列出）

请问您去年有通过家长导师项目/社区组织帮助过任何人获得以下的资源吗？请勾选所有符合的选项：

- ☐ 经济协助（比如帮助申请失业补助、SNAP、租房协助、食品储藏室、团结基金、紧急现金协助等等)
- ☐ 教育协助（比如帮助访问学校相关的服务、与老师或者电子学习的应用程序联系等等）
- ☐ 与COVID有关的信息和服务（比如预防、检测、疫苗接种、治疗信息和其他服务）
- ☐ 社会情感或者心理健康信息或者服务
- ☐ 不适用
- ☐ [_____]其他（请列出）

PERSONAL GOALS AND RELATED SUPPORT & ACTIVITIES

请问您今年有什么个人的目标吗?
请最多选择三个目标。

- ☐ 帮助他人
- ☐ 提升英语
- ☐ 完成高中同等学历
- ☐ 改善我的健康状况
- ☐ 改善育儿的方法
- ☐ 提高计算机技能
- ☐ 改善我的财务状况
- ☐ 找到工作/升职
- ☐ 开始自己的事业/发展自己的事业
- ☐ 学习如何开车
- ☐ 改善住房状况
- ☐ 改变移民状态
- ☐ [_____]注册教育类的项目。请列出类型：比如证书项目、大学等等）
- ☐ [_____]其他（请列出）

截止到今天，您的目标完成进度如何?

- ○ 我完成了我的目标（们）
- ○ 我在我的目标（们）上面取得了进展
- ○ 我没能完成个人目标的进展

如果您在实现个人目标方面没有取得进展，是什么原因阻碍了您？请选出最关键的三个因素。

- ☐ 我有了一份工作，我不能继续上课了。
- ☐ 疾病
- ☐ 缺乏动力

- [ ] 我需要指导来计划实现目标的步骤
- [ ] 缺乏儿童看护
- [ ] 时间管理困难
- [ ] 我需要学术支持去完成我的课程
- [ ] 我在家中/家外没有一个支持的系统
- [ ] 缺少交通工具
- [ ] 我制定了我的目标，但是没有回顾目标是什么
- [ ] [＿＿＿＿＿＿＿＿]其他（请列出）

如果您在实现个人目标方面取得了进展，家长导师项目在哪些方面支持了您？请选择最重要的三个原因。

- [ ] 我的协调员帮助我定期地去回顾我的目标
- [ ] 我获得了我需要得到的资源帮助
- [ ] 我接受到的培训改变了我看/思考我的孩子们/育儿的方式/自己
- [ ] 金融/创业研讨会提供了有用的信息/资源
- [ ] 购房者研讨会提供了有用的信息/资源
- [ ] 雇佣研讨会提供了有用的信息/资源
- [ ] 家长导师项目帮助我去建立关系和支持的系统
- [ ] [＿＿＿＿＿＿＿＿]其他（请列出）

如果您在实现个人目标（们）方面取得了进展，谁支持了您？请选择最重要的三个原因。

- [ ] 学校的协调员
- [ ] 其他的家长导师
- [ ] 家长参与组织的一名员工
- [ ] 我正在完成的项目的教练/顾问
- [ ] 我的朋友们提供了帮助
- [ ] 我的家庭
- [ ] 我做义工的学校里的员工
- [ ] [＿＿＿＿＿＿＿＿]其他

家长导师项目或者学校在将来如何更好地帮助您实现您的个人目标？

☐ 协助获得奖学金

☐ 提供更多同龄人之间相互支持的机会

☐ 职业咨询/辅导

☐ 专业发展/培训机会

☐ [   ]其他（请列出）

请问您现在有工作吗？

○ 有的

○ 没有

○ 正在找工作

家长导师项目帮助您找到工作了吗？

○ 有的

○ 没有

如果您现在有工作，请列出您工作的主要部门.

○ 学校类服务

○ 家政/保管服务

○ 医疗保健/家庭保健/看护服务

○ 托儿服务

○ 零售/销售/客户服务

○ 秘书/文员/簿记/办公室管理服务

○ 自雇/独立承包商/零工经济服务

○ 餐厅和酒店服务

○ 社区服务/组织

○ 仓储/制造/配送服务

○ 安全服务

○ 美容和美甲服务

○ [＿＿＿＿＿＿＿＿]其他（请列出）

您在学校类工作的职位是什么

○ 辅助专业人员/助教

○ 特殊教育课堂助手

○ 特殊教育课堂助手（SECA)

○ 代课老师

○ 家教

○ 午餐时间的帮忙

○ 路口指挥员

○ 操场的监督员

○ 门卫

○ 交通员

○ 老师

○ [＿＿＿＿＿＿＿＿]其他

○ Click to write Choice 13

您现在/或者您之前有上哪些课程？请勾选所有符合的选项。

○ 英语

○ 西班牙语的高中学历课程

○ 英语的高中学历课程

○ 电脑/科技

○ 缝纫

○ 健身

○ 舞蹈

○ 艺术

○ 大学

- ○ 技术/职业类的课程
- ○ 创业/小型企业的课程
- ○ 财务技巧/房屋所有权
- ○ 证书或者专业执照
- ○ [_____]其他（请详细说明）

您有来自美国大学的学分吗?

- ○ 没有
- ○ 有的，我有10个大学学分。
- ○ 有的，我有11-30个大学学分。
- ○ 有的，我有31-60个大学学分。
- ○ 有的，我有61个及以上的大学学分

您有美国境外的大学学分吗?

- ○ 没有
- ○ 有的，我有美国境外的大学学分，我需要帮助转换成美国大学的学分。请写出您在哪个国家学习过。
  [_____]
- ○ 有的，我有完成美国境外的大学学位，我需要帮助评估我的美国境外的成绩单。请写出您在哪个国家学习过。
  [_____]
- ○ 有的，我有美国境外的大学学分/学位，但是我不需要帮助转换成美国大学的学分。
  [_____]

在过去的一年，我成长了，我感觉到...请勾选所有符合的选项。

- ☐ 我对自己感觉更好了
- ☐ 更有动力去做事情
- ☐ 更有信心做好家长
- ☐ 和家人能够更好地沟通
- ☐ 我对一个学校/学校系统如何运作有了更好的了解

- [ ] 在学校之外，我对影响我社区的问题有了更好的了解
- [ ] 我可以更加清晰地表达我的想法和感受
- [ ] 以上都不是
- [ ] [_____] 其他（请详细说明）

您接下来两年的目标是什么？请勾选所有符合的选项

- [ ] 您接下来两年的目标是什么？请勾选所有符合的选项
- [ ] 在我孩子（们）的学校里继续做义工
- [ ] 提升我的家庭关系
- [ ] 改善我的情绪健康
- [ ] 提升我的英文水平
- [ ] 上短期的课程
- [ ] 完成高中学位
- [ ] 在学区里面找到工作
- [ ] 在社区的组织里找到工作
- [ ] [_____] 找到一份和教育/社区组织没有关系的工作
- [ ] [_____] 开始创业/扩展生意（请详细说明）
- [ ] 以上都不是
- [ ] [_____] 其他（请详细说明）

参与家长导师项目帮助我建立了未来的目标因为…请勾选所有符合的选项。

- [ ] 我对我自己更有自信了
- [ ] 其他人相信我。
- [ ] 我遇到了一位和我有相似生活经历的人
- [ ] 我意识到在外面有很多的资源可以帮助我
- [ ] 我交了新朋友，我们互相支持对方
- [ ] 家长导师项目让我接触到了新的事物。
- [ ] 以上都不是
- [ ] [_____] 其他（请详细说明）

IMPACT OF PARENT MENTOR PROGRAM ON PARTICIPANT

请选择您对每个陈述的同意程度。

	强烈同意	不同意	既不同意也不反对	同意	强烈同意
家长导师项目帮助我理解/探索了学校系统。	○	○	○	○	○
家长导师项目让我更深地了解到老师的工作是很不容易的。	○	○	○	○	○
参与家长导师项目让我更好地了解了我们需要为学校倡导的资源。	○	○	○	○	○

请选择您对每个陈述的同意程度。

	强烈同意	不同意	既不同意也不反对	同意	强烈同意
家长导师项目帮助我准备好去支持我自己孩子的学习。	○	○	○	○	○
家长导师项目帮助我和其他的家长和学校建立联系。	○	○	○	○	○
家长导师项目提供了我社会情感支持。	○	○	○	○	○
家长导师项目帮助我去和重要的资源建立联系。	○	○	○	○	○
家长导师项目帮助我了解了美国人民和美国历史。	○	○	○	○	○

COMMENTS AND SUGGESTIONS

我们欢迎您对家长导师项目的体验发表您的观点，并提出改进的建议。谢谢！

INDIVIDUAL & PROGRAM INFORMATION

Gracias por participar en esta encuesta posterior al Programa de Padres Mentores. Las respuestas a la encuesta se utilizarán para mejorar el programa, celebrar su impacto e informar a los financiadores sobre su rendimiento. Mantendremos la confidencialidad de todos los resultados de la encuesta. Sólo comunicaremos resultados generales y NO compartiremos las respuestas individuales.

¿Cuál es su correo electrónico?

[   ]

Escriba su nombre completo tal como aparece en sus documentos oficiales (Ejemplo: Denise Marie Smith).

[   ]

¿Cuál es su fecha de nacimiento? Por favor, escríbala en el siguiente formato: MM/DD/AAAA

[   ]

¿Cuál es su relación familiar con el niño que asiste a la escuela en la que usted es voluntario?

○ Padre

○ Abuelo(a)

○ Tío(a)

○ Padrino/Madrina o Co-padre

○ Padre o Madre Adoptivo(a)

○ [   ] Otro (por favor especifique)

Por favor seleccione su organización afiliada a los Padres Mentores. Después, seleccione la escuela en la que trabaja como voluntario.

Organización afiliada al Program de Padres Mentores [⌄]

Escuela [dropdown]

¿Es voluntario(a) en más de un salón de clases?

○ No
○ Sí

¿Cuál es el número del salón en el que trabaja como voluntario?

[ ]

¿Cómo se llama el maestro(a) con el que trabaja?

[ ]

¿Cuál es el grado del salón de clases en el que es voluntario?

○ Preescolar
○ Kinder
○ Primer grado
○ Segundo grado
○ Tercer grado
○ Cuarto grado
○ Quinto grado
○ Sexto Grado
○ Séptimo grado
○ Octavo grado
○ [ ] Otro (Especifique)

¿Está asignado a una clase bilingüe?

○ Sí
○ No

¿Cuál es el número de salón de la PRIMERA (1ra) clase en la que es voluntario(a)?

[ ]

¿Cuál es el nombre del maestro en el PRIMER (1er) salón de clases en el que es voluntario(a)?

[_____]

¿Cuál es el grado de la PRIMERA (1ra) clase en la que es voluntario?

○ Preescolar

○ Kinder

○ Primer grado

○ Segundo grado

○ Tercer grado

○ Cuarto grado

○ Quinto grado

○ Sexto Grado

○ Séptimo grado

○ Octavo grado

○ [_____] Otro (Especifique)

¿Cuál es el número de salón de la SEGUNDA (2da) clase en la que es voluntario(a)?

[_____]

¿Cuál es el nombre del maestro en el SEGUNDO (2do) salón de clases en el que es voluntario(a)?

[_____]

¿Cuál es el grado del SEGUNDO (2do) salón de clases en el que es voluntario?

○ Preescolar

○ Kinder

○ Primer grado

○ Segundo grado

○ Tercer grado

○ Cuarto grado

○ Quinto grado

○ Sexto Grado
○ Séptimo grado
○ Octavo grado
○ [   ] Otro (Especifique)

¿Son bilingües los salones de clase en los que trabaja como voluntario(a)?

	NO bilingüe	Sí bilingüe
Salón de clases 1	○	○
Salón de clases 2	○	○

ACTIVITIES AND RELATIONSHIPS WITH CHILD & SCHOOL COMMUNITY

En el último MES, en promedio, ¿cuántas veces a la SEMANA usted se:

	Ninguna	1-2 veces	3-4 veces	5o más veces
¿Se comunica con el maestro(a) de su hijo?	○	○	○	○
¿Se comunica con otros padres de la escuela de su hijo(a)?	○	○	○	○
¿Ayuda a su(s) hijo(s)/a(as) con las tareas escolares?	○	○	○	○
¿Lee con su hijo(a)?(	○	○	○	○
Mantiene una conversación con su(s) hijo(s)/a(as) sobre lo que piensa(n) o siente(n) en relación con la escuela	○	○	○	○

En el último MES, ¿cuántas veces usted:

	Ninguna	1-2 veces	3-4 veces	5 o mas veces
Asistió a una actividad y/o reunión escolar en persona o en línea?	○	○	○	○
¿ AYUDÓ a DIRIGIR o PLANIFICAR una actividad o reunión escolar en persona o en línea?	○	○	○	○

	Ninguna	1-2 veces	3-4 veces	5 o mas veces
¿ Entregó libros o material didáctico a un niño de su escuela o comunidad?	○	○	○	○
¿Compartió información sobre la escuela o un recurso comunitario con otro padre o vecino?	○	○	○	○
¿Hizo un mandado, completó una tarea o ayudó directamente a un vecino o a otro padre de la escuela?	○	○	○	○
¿Proporcionó apoyo emocional o compartió información sobre un recurso comunitario de salud mental a otro padre o vecino	○	○	○	○

RELATIONSHIPS WITH TEACHERS PARENTS & NEIGHBORS

En el último MES, ¿Con cuántos:

	Ninguno	1-2	3-4	5 or more
PADRES en la escuela tuvo una conversación significativa en una SEMANA	○	○	○	○
MAESTROS(as) en la escuela tuvo una conversación significativa en una SEMANA?	○	○	○	○
VECINOS tuvo una conversación significativa en una SEMANA?	○	○	○	○

COMMUNITY & SELF PERCEPTIONS

Seleccione la respuesta que mejor refleje su nivel de acuerdo con cada afirmación.

	Totalmente en desacuerdo	Algo en desacuerdo	Ni de acuerdo/ desacuerdo	Algo de acuerdo	Muy de acuerdo
Tengo acceso al director(a) cuando lo necesito	O	O	O	O	O
Tengo relaciones significativas con otros padres de la escuela	O	O	O	O	O
Me siento parte de la escuela de mi hijo(a) o conectado con ella	O	O	O	O	O
Siento que formo parte de la comunidad local o que estoy conectado(a) con ella	O	O	O	O	O
Las relaciones entre los padres y la escuela son importantes.	O	O	O	O	O
Confío en mi capacidad como líder en el trabajo, en mi comunidad y/o en los lugares donde soy voluntario	O	O	O	O	O
Mi familia y/o yo participamos con frecuencia en actividades y/u organizaciones locales	O	O	O	O	O
Conozco los recursos de la comunidad (organizaciones y dónde obtener servicios y ayuda)	O	O	O	O	O
Estoy en contacto con organizaciones comunitarias que me pueden proporcionar ayuda y apoyo cuando lo necesito	O	O	O	O	O

MUTUAL AID

¿ EN EL ÚLTIMO AÑO, USTED o ALGUIEN DE SU HOGAR ha utilizado alguno de los siguientes recursos a través del Programa de Padres Mentores o de una organización comunitaria afiliada o referida a usted por el Programa de Padres Mentores? Por favor seleccione todas las opciones que apliquen.

- [ ] Asistencia financiera (ej., ayuda para solicitar ayuda por desempleo, SNAP, ayuda para el alquiler, despensas de alimentos, fondos de solidaridad, ayuda con dinero en casos de emergencia, etc)
- [ ] Asistencia educativa (ej., ayuda para acceder a servicios relacionados con la escuela, para conectarse con los maestros(as) o a una aplicación de aprendizaje electrónico, etc.)
- [ ] Información y servicios relacionados con Covid (ej., prevención, pruebas, vacunación, información y/o servicios de tratamiento)
- [ ] Información o servicios socioemocionales o de salud mental
- [ ] No es aplicable
- [ ] [_____] Otros (especifique)

¿EN EL ÚLTIMO AÑO, usted ha AYUDADO A OTRA PERSONA a utilizar alguno de los siguientes recursos a través del Programa de Padres Mentores o de una organización comunitaria afiliada o referida por el Programa de Padres Mentores? Por favor seleccione todas las opciones que apliquen

- [ ] Asistencia financiera (ej., ayuda para solicitar ayuda por desempleo, SNAP, ayuda para el alquiler, despensas de alimentos, fondos de solidaridad, ayuda con dinero en casos de emergencia, etc)
- [ ] Asistencia educativa (ej., ayuda para acceder a servicios relacionados con la escuela, para conectarse con los maestros(as) o a una aplicación de aprendizaje electrónico, etc.)
- [ ] Información y servicios relacionados con Covid (ej., prevención, pruebas, vacunación, información y/o servicios de tratamiento)
- [ ] Información o servicios socioemocionales o de salud mental
- [ ] No es aplicable
- [ ] [_____] Otros (especifique)

PERSONAL GOALS AND RELATED SUPPORT & ACTIVITIES

Qué metas personales se ha fijado para este año? Seleccione hasta tres (3) metas.

- [ ] Ayudar a los demás
- [ ] Mejorar el inglés
- [ ] Completar el GED
- [ ] Mejorar mi salud
- [ ] Mejorar la crianza de mis hijos

- ☐ Mejorar mis habilidades con la computadora
- ☐ Mejorar mi situación financiera
- ☐ Conseguir un trabajo o un ascenso
- ☐ Empezar mi propio negocio/crecer mi propio negocio
- ☐ Aprender a conducir
- ☐ Mejorar mi situación de vivienda
- ☐ Cambiar mi estatus migratorio
- ☐ Inscribirme en un programa educativo (especifique el tipo: ej., programa de certificación, universidad…)
  [_____]
- ☐ [_____] Otros (especifique)

A la fecha de hoy, ¿Cuál es la evolución de sus metas?

- ○ He logrado mi(s) meta(s)
- ○ He avanzado en mi(s) meta(s)
- ○ No he podido progresar en mi(s) meta(s)

Si no ha progresado en la realización de sus metas, ¿Qué le ha impedido avanzar? Seleccione los tres factores principales que obstaculizaron su progreso.

- ☐ Conseguí un trabajo y tuve que dejar de ir a clase(s)
- ☐ Enfermedad
- ☐ Falta de motivación
- ☐ Necesitaba asesoramiento para planificar los pasos necesarios para alcanzar mi meta
- ☐ Falta de cuidado de niños
- ☐ Dificultad para organizar mi tiempo
- ☐ Necesitaba apoyo académico para completar mis clases
- ☐ NO tenía un sistema de apoyo en casa y/o fuera de casa
- ☐ Falta de medio de transporte
- ☐ Me fijé objetivos pero no los revisité
- ☐ [_____] Otros (por favor especifique)

Si progreso en la realización de sus metas, ¿De qué manera, si alguna, le proporcionó

apoyo el Programa de Padres Mentores? Seleccione las tres respuestas principales

- ☐ Mi coordinador revisó mis objetivos con mi periódicamente
- ☐ Recibí ayuda para obtener los recursos que necesitaba
- ☐ Los entrenamientos que recibí cambiaron mi forma de ver/pensar sobre los hijos, la crianza de hijos/mi persona
- ☐ Los talleres sobre finanzas/ empresariado proporcionaron información/recursos útiles
- ☐ El taller para comprar una vivienda proporcionó información/recursos útiles
- ☐ Los talleres de empleo proporcionaron información/recursos útiles
- ☐ El PMP me ayudó a establecer relaciones y un sistema de apoyo
- ☐ [_____] Otros (por favor especifique)

Sí ha hecho progreso para alcanzar sus metas, ¿Quién le ha apoyado en el camino? Seleccione las tres mejores opciones.

- ☐ El coordinador de la escuela
- ☐ Un compañero(a) Padre Mentor
- ☐ Un miembro del Instituto de Involucramiento de Padres
- ☐ Un instructor o asesor del programa que estoy cursando
- ☐ Mis redes de amigos(as) que me proporcionan apoyo
- ☐ Mi familia
- ☐ Un miembro del personal de la escuela en la que soy voluntario
- ☐ [_____] Otros

¿Qué puede hacer el Programa de Padres Mentores o la escuela para ayudarle a progresar hacia su(s) meta(s)? Por favor, seleccione las tres principales opciones.

- ☐ Ayudar a conseguir becas
- ☐ Ofrecer más oportunidades de apoyo mutuo entre compañeros
- ☐ Asesoramiento y consejería profesional
- ☐ Desarrollo profesional/oportunidades de capacitación
- ☐ [_____] Otros (especifique)

¿Actualmente trabaja?

○ Sí

○ No

○ En búsqueda de empleo

¿Le ayudó el Programa de Padres Mentores a encontrar o conseguir trabajo?

○ Sí

○ No

Por favor indique el sector principal en el que trabaja

○ Servicios escolares

○ Limpieza de casas/servicios de conserjería

○ Servicios de salud/ de cuidados a domicilio/cuidador

○ Servicios de guardería

○ Comercio/ventas/servicios al cliente

○ Servicios de secretaría/oficina/contabilidad/administración de oficinas

○ Trabajo por cuenta propia/contratista independiente/empresario

○ Restaurante y servicios hospitalarios

○ Servicios a la comunidad/organización

○ Servicios de almacén/fabricación/distribución

○ Servicios de seguridad

○ Servicios de cosmetología y manicura

○ [   ] Otros (por favor especifique)

¿En qué tipo de servicios escolares trabaja?

○ Paraprofesional/Asistente de profesor (TA)

○ Asistente de salón de clases de educación especial

○ Asistente de salón de clases de educación especial (SECA)

○ Maestro(a) substituto(a)

○ Tutoría

○ Ayudante en el comedor

○ Guardia de cruce de calles

○ Supervisor de patio de recreo

○ Conserje

○ Trabajador de transporte

○ Maestro(a)

○ [   ] Otros

¿Qué clases, si las hay, está tomando ahora o tomo durante este año académico?
Marque todas las que correspondan.

☐ Inglés

☐ GED en español

☐ GED en inglés

☐ Informática/tecnología

☐ Costura

☐ Aptitud física

☐ Danza

☐ Arte

☐ Universidad

☐ Técnico/Vocacional

☐ Iniciativa empresarial/pequeños negocios

☐ Habilidades financieras/adquisición de vivienda

☐ Certificación o licencia profesional

☐ [   ] Otros (por favor especifique)

¿Tienes créditos universitarios de una universidad de EE.UU.?

○ No

○ Sí, tengo hasta 10 horas de créditos universitarios

○ Sí, tengo entre 11 y 30 horas de créditos universitarios

○ Sí, tengo entre 30 y 60 horas de créditos universitarios

○ Sí, tengo 61 horas o más de créditos universitarios

¿Tiene créditos universitarios de una universidad extranjera?

○ No

○ Sí, tengo CRÉDITOS EXTRANJEROS y necesito ayuda para que sean evaluados. ESPECIFIQUE EL PAÍS EN EL QUE ESTUDIÓ.

[   ]

○ Sí, tengo un TÍTULO EXTRANJERO y necesito ayuda para que sea evaluado. ESPECIFIQUE EL PAÍS EN EL QUE ESTUDIÓ.

[   ]

○ Si, tengo tengo créditos/título en el extranjero, pero NO necesito ayuda para que sean evaluados. POR FAVOR ESPECIFIQUE EL PAÍS EN EL QUE ESTUDIÓ.

[   ]

En el último año he crecido y me siento…Marque todo lo que aplique.

☐ Mejor conmigo mismo

☐ Más motivado(a) para hacer cosas

☐ Más seguro(a) como padre

☐ Capaz de comunicarme mejor con la familia

☐ Que entiendo mejor cómo funciona una escuela y/o un sistema escolar

☐ Que comprendo mejor un problema o problemas que afectan a mi comunidad (fuera de la escuela)

☐ Que puedo expresar mis pensamientos y sentimientos con mayor claridad

☐ None of the above

☐ [   ] Otros (por favor especifique)

¿Cuáles son sus metas para los próximos dos años? Marque todo lo que aplique.

☐ Volver a inscribirme en el programa de Padres Mentores

☐ Ser voluntario en la escuela de mi(s) hijo(s)

☐ Mejorar mis relaciones familiares

☐ Mejorar mi salud emocional

☐ Mejorar mi inglés

☐ Tomar cursos de corta duración

☐ Completar el GED

☐ Conseguir un trabajo en el distrito escolar

☐ Conseguir un trabajo en una organización comunitaria

☐ Conseguir un trabajo no relacionado con la educación o la organización comunitaria (por favor especifique)

[   ]

☐ [   ] Empezar/expandir mi propio negocio (por favor especifique)

☐ Ninguna de las anteriores

☐ [   ] Otro (por favor especifique)

Participar en el Programa de Padres Mentores me ayudó a fijarme metas para el futuro porque… Marque todo lo que aplique.

☐ Tengo más confianza en mí mismo(a)

☐ Otro creen en mí

☐ Me inspiró alguien que conocí y que tiene una experiencia de vida similar

☐ He aprendido que existen recursos para ayudarme

☐ Hice amigos y nos apoyamos mutuamente

☐ El Program de Padres Mentores me expuso a cosas nuevas

☐ Ninguna de las anteriores

☐ [   ] Otros (por favor especifique)

IMPACT OF PARENT MENTOR PROGRAM ON PARTICIPANT

Por favor indique su grado de acuerdo con cada declaración.

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo/Desacuerdo	De Acuerdo	Muy de Acuerdo
El Programa de Padres Mentores me ayudó a entender/navegar el sistema escolar.	○	○	○	○	○
El Programa de Padres Mentores me dio una mayor comprensión de lo complejo y difícil que es el trabajo de un maestro(a).	○	○	○	○	○

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo/Desacuerdo	De Acuerdo	Muy de Acuerdo
La participación en el Programa de Padres Mentores me dio una mayor comprensión de los recursos por los que necesitamos abogar para nuestras escuelas.	○	○	○	○	○

Por favor indique su grado de acuerdo con cada declaración.

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo/Desacuerdo	De Acuerdo	Muy de Acuerdo
El Programa de Padres Mentores me ha preparado para apoyar el aprendizaje de mi propio hijo(a).	○	○	○	○	○
El Programa de Padres Mentores me ha ayudado a mantenerme en contacto con otros padres y con la comunidad escolar.	○	○	○	○	○
El Programa de Padres Mentores me ha proporcionado apoyo socio emocional.	○	○	○	○	○
El Programa de Padres Mentores me ha ayudado a ponerme en contacto con recursos importantes.	○	○	○	○	○

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo/Desacuerdo	De Acuerdo	Muy de Acuerdo
El Programa de Padres Mentores me ayudó a aprender sobre la historia de mi pueblo y de los Estados Unidos.	◯	◯	◯	◯	◯

COMMENTS AND SUGGESTIONS

Agradecemos sus comentarios sobre sus experiencias con el Programa de Padres Mentores, así como sus sugerencias para mejorarlo.

_____

Appendix G
Coordinator Focus Group Guide

Powerful Parents & Families: Parents grow personally and professionally, and are leaders that shape the changes we need in our homes, schools, and communities.
1. How has the PMP helped parent mentors grow personally?
2. How has PMP helped parent mentors grow professionally?
3. In what ways have you seen parent mentors grow into leaders that shape the changes they want in their homes, schools and communities? Please provide some examples

Powerful Students & Classrooms: Parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow.
4. To what extent did PMP allow parents to collaborate with teachers to co-create caring, encouraging, nurturing and sustainable spaces for students to engage, learn and grow?

Powerful Community-Centered Schools: Parents' leadership is centered within schools, organizations, and communities, and talent pipelines are created to fill school gaps and build economic liberation for families.
5. How did PMP allow for opportunities for mutual support and connection to meet the needs of parents and schools?
6. In what ways does the Parent Mentor Program foster school-community connections that promote mutual aid/resource sharing, understanding, solidarity, and belonging?
7. Have any of the parent mentors you're working with demonstrated an interest and talent to grow into a staff role at the school?
8. From your perspective, what are some barriers that Parent Mentors could face in pursuing a career in your school/district?

Powerful Communities: Parents organize with community organizations to build a parent-led movement that creates the resources, policies, and systems that we need. In the process, parents and families experience inter-generational healing and transformation.
9. How has PMP created opportunities or offered resources for parent mentors to heal and transform?
10. How has PMP created opportunities for parent mentors and their children to heal and transform across generations?
11. How does the parent mentor program invite you to join others in efforts to make change and co-create strong, thriving and welcoming schools and communities? Can you think of ways in which you and other coordinators have come together with others to address an issue?

Gia de Entrevista Grupal para Coordinador@s

Padres y familias poderosos: Los padres crecen personalmente y profesionalmente y son líderes que dan forma a los cambios que necesitamos en nuestros hogares, escuelas y comunidades.
1. ¿Cómo ha ayudado el Programa a los padres mentores a crecer personalmente?
2. ¿Cómo ha ayudado el Programa a los padres mentores a crecer profesionalmente?
3. ¿De qué manera ha visto a los padres mentores convertirse en líderes que dan forma a los cambios que desean en sus hogares, escuelas y comunidades?
   Por favor proporcione algunos ejemplos

Estudiantes y aulas poderosos: los padres colaboran con los maestros para crear conjuntamente espacios solidarios, alentadores, cariñosos y sostenibles para que los estudiantes, los maestros y toda la comunidad escolar participen, aprendan y crezcan.
4. ¿En qué medida permitió el Programa de Padres Mentores que los padres colaboraran con los maestros para crear conjuntamente espacios solidarios, alentadores, enriquecedores y sostenibles para que los estudiantes participen, aprendan y crezcan?

Escuelas poderosas centradas en la comunidad: el liderazgo de los padres se centra en las escuelas, las organizaciones y las comunidades, y se crean canales de talento para llenar los vacíos escolares y generar la liberación económica para las familias.
5. ¿Cómo permitió el Programa de Padres Mentores oportunidades de apoyo mutuo y conexión para satisfacer las necesidades de los padres y las escuelas?
6. ¿De qué manera fomenta el Programa de Padres Mentores las conexiones entre la escuela y la comunidad que promueven la ayuda mutua/el intercambio de recursos, la comprensión, la solidaridad y la pertenencia?
7. ¿Alguno de los padres mentores con los que está trabajando ha demostrado interés y talento para convertirse en un miembro del personal de la escuela?
8. Desde su perspectiva, ¿cuáles son algunas de las barreras que los padres mentores podrían enfrentar al seguir una carrera en su escuela/distrito?

Comunidades poderosas: Los padres se organizan con organizaciones comunitarias para crear un movimiento dirigido por padres que cree los recursos, las políticas y los sistemas que necesitamos. En el proceso, los padres y las familias experimentan sanación y transformación intergeneracional.
9. ¿Cómo ha creado el Programa de Padres Mentores oportunidades y ofrecido recursos para que los padres mentores sanen y transformen?
10. ¿Cómo ha creado el Programa de Padres Mentores oportunidades para que los padres mentores y sus hijos sanen y transformen a lo largo de las generaciones?
11. ¿Cómo lo invita el programa de padres mentores a unirse a otros en los esfuerzos para lograr cambios y co-crear escuelas y comunidades sólidas, prósperas y acogedoras? ¿Puede pensar en formas en las que usted y otros coordinadores se han unido para abordar un problema?

Appendix H
Teachers Focus Group Interview Guide

Powerful Parents & Families: Parents grow personally and professionally, and are leaders that shape the changes we need in our homes, schools, and communities.

1. What are some skills and professional growth you have observed your parent mentor obtain through the Parent Mentor Program this academic year that have allowed them to be powerful parents in their homes, schools and communities?

Powerful Students & Classrooms: Parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow.

2. To what extent did PMP allow you to collaborate with parents to co-create caring, encouraging, nurturing and sustainable spaces for students to engage, learn and grow?
3. How has the Parent Mentor contributed to gains in:
   a) social and emotional learning skills
   b) reading fluency and comprehension
   c) understanding mathematical concepts and strategies
4. Tell me about a specific student who you saw the parent mentor work with intensively who made significant academic gains.

Powerful Community-Centered Schools: Parents' leadership is centered within schools, organizations, and communities, and talent pipelines are created to fill school gaps and build economic liberation for families.

How has the Parent Mentor Program (or Parent Mentors) affected your overall school culture and/or school community?

5. Has your participation in the PMP program changed your perception of parents and their role in their child's education? How?
6. How did PMP allow for opportunities for mutual support and connection to meet your needs as a teacher and the needs of your students and their families?
7. How does PMP foster mutual, trusting relationships between families, teachers, and schools?
8. Please tell me about the increased individual support/attention students received by having a parent mentor in the classroom.
9. How has the PMP impacted the classroom and school culture and climate (i.e., social connectedness between students and between students and teacher).
10. How has the PMP provided you with greater exposure / learning about different cultures from parent knowledge sharing?

Powerful Communities: Parents organize with community organizations to build a parent-led movement that creates the resources, policies, and systems that we need. In the process, parents and families experience inter-generational healing and transformation.

7. How has the Parent Mentor Program supported the creation of /or access to needed school resources and supports?
8. How has the Parent Mentor Program fostered parent-teacher and school understanding and alliances that contribute to positive school changes?
9. Please tell me about your experiences/observations regarding how the PMP has supported the building of relationships and solidarity between parents/families, schools, partner organizations, and the community.

Appendix I
Parent Mentor Focus Group Guide

Powerful Parents & Families: Parents grow personally and professionally, and are leaders that shape the changes we need in our homes, schools, and communities.

1. How have you grown personally as a result of your participation in PMP?
2. How have you grown professionally as a result of your participation in PMP?
3. How has the PMP program supported your growth as a person?
4. What knowledge and skills have you gained as a result of your participation in PMP?
5. How has the PMP helped you to work towards your goals?
6. How has the PMP impacted your family or your home life?
7. How has the PMP impacted your role in your child's school?
8. How has the PMP impacted your role in your community?

Powerful Students & Classrooms: Parents collaborate with teachers to co-create caring, encouraging, loving, and sustainable spaces for students, teachers, and the entire school community to engage, learn, and grow.

9. To what extent did PMP allow you to collaborate with teachers to co-create caring, encouraging, nurturing and sustainable spaces for students to engage, learn and grow?
10. In what ways did you feel respected and valued as a partner and an asset in your classroom/school?
11. What kind of support did you provide to students that you feel were most impactful?

Powerful Community-Centered Schools: Parents' leadership is centered within schools, organizations, and communities, and talent pipelines are created to fill school gaps and build economic liberation for families.

12. In what ways were you allowed to participate in decision making at your school? How was power and leadership shared between you and school administrators/teachers?
13. How has the Parent Mentor Program fostered mutual and trusting relationships between families, teachers, and schools?
14. How has the Parent Mentor Program supported you to act on your wishes regarding your school/community? How has the program supported you in your efforts lead/contribute to the creation of the school and community of your dreams?

Powerful Communities: Parents organize with community organizations to build a parent-led movement that creates the resources, policies, and systems that we need. In the process, parents and families experience inter-generational healing and transformation.

15. How has the PMP helped to find commonalities and shared hopes with other parents and community members?

16. How does the parent mentor program invite you to join others in efforts to make change and co-create strong, thriving and welcoming schools and communities? Can you think of ways in which you and others have come together to address an issue?
17. How has PMP created opportunities or offered resources for you to heal and transform?
18. How has PMP created opportunities for you and your children to heal and transform across generations?

Guía para Entrevista Grupal de Padres Mentores

Padres y familias poderosos: Los padres crecen personalmente y profesionalmente y son líderes que dan forma a los cambios que necesitamos en nuestros hogares, escuelas y comunidades.

1. ¿Cómo has crecido personalmente como resultado de su participación en Programa de Padres Mentores?
2. ¿Cómo has crecido profesionalmente a raíz de tu participación en Programa de Padres Mentores?
3. ¿Cómo ha apoyado el Programa de Padres Mentores su crecimiento como persona?
4. ¿Qué conocimientos y habilidades has adquirido como resultado de su participación en Programa de Padres Mentores?
5. ¿Cómo te ha ayudado el Programa de Padres Mentores a trabajar hacia tus objetivos?
6. ¿Qué impactado ha tenido el Programa de Padres Mentores en su familia o en su vida hogareña?
7. ¿Qué impactado ha tenido el Programa de Padres Mentores su papel en la escuela de su hijo?
8. ¿Qué impactado ha tenido el Programa de Padres Mentores su papel en su comunidad?

Estudiantes y aulas poderosos: los padres colaboran con los maestros para crear conjuntamente espacios solidarios, alentadores, cariñosos y sostenibles para que los estudiantes, los maestros y toda la comunidad escolar participen, aprendan y crezcan.

9. ¿En qué medida Programa de Padres Mentores le permitió colaborar con los maestros para crear conjuntamente espacios solidarios, alentadores, enriquecedores y sostenibles para que los estudiantes participen, aprendan y crezcan?
10. ¿De qué manera se sintió respetado y valorado como socio y recurso en su salón de clases/escuela?
11. ¿Qué tipo de apoyo brindaste a los estudiantes que crees que tuvo mayor impacto?

Escuelas poderosas centradas en la comunidad: el liderazgo de los padres se centra en las escuelas, las organizaciones y las comunidades, y se crean canales de talento para llenar los vacíos escolares y generar la liberación económica para las familias.

12. ¿De qué manera se te permitió participar en la toma de decisiones en tu escuela? ¿Cómo se compartió el poder y el liderazgo entre usted y los administradores/maestros de la escuela?
13. ¿Cómo ha fomentado el Programa de Padres Mentores las relaciones mutuas y de confianza entre las familias, los maestros y las escuelas?
14. ¿Cómo lo ha apoyado el Programa de Padres Mentores para actuar de acuerdo con sus deseos con respecto a su escuela/comunidad? ¿Cómo te ha apoyado el programa en tus esfuerzos para liderar/contribuir a la creación de la escuela y la comunidad de tus sueños?

Comunidades poderosas: Los padres se organizan con organizaciones comunitarias para crear un movimiento dirigido por padres que cree los recursos, las políticas y los sistemas que necesitamos. En el proceso, los padres y las familias experimentan sanación y transformación intergeneracional.

15. ¿Cómo ha ayudado el Programa de Padres Mentores a encontrar puntos en común y compartir esperanzas con otros padres y miembros de la comunidad?
16. ¿Cómo lo invita el programa de Padres Mentores a unirse a otros en los esfuerzos para lograr cambios y co-crear escuelas y comunidades sólidas, prósperas y acogedoras? ¿Puedes pensar en formas en las que tú y otros se han unido para abordar un problema?
17. ¿Cómo ha creado Programa de Padres Mentores oportunidades u ofrecido recursos para sanar y transformar?
18. ¿Cómo ha creado Programa de Padres Mentores oportunidades para que usted y sus hijos sanen y transformen a lo largo de las generaciones

- FYI - The section that asked, "Please identify the areas of knowledge and skill capacity development that you recommend the Parent Mentor Program increase to support learning in the classroom." only allowed me to select one option.
- Clear roles and responsivities for all stakeholders involved
- Share training list and dates.

Appendix J
Program Coordinator Focus Group Demographic Survey

Survey Language
In which language do you wish to take this survey? / ¿En qué idioma desea realizar esta encuesta?

○ Español

○ English

Demographic Information

What is your email address?

[   ]

¿Cuál cuenta de correo electrónico?

[   ]

Enter your complete name as it appears on official documents (example: Denise Marie Smith).

[   ]

Ingrese tu nombre completo tal como aparece en documentos oficiales (ejemplo: Maria Luisa Alvarez).

[   ]

What is your date of birth? Please write it in the following format: MM/DD/YYYY.

[   ]

¿Cuál es tu fecha de nacimiento? Por favor escríbelo en el siguiente formato: MM/DD/AAAA (mes/día/año).

[   ]

What is your age?

[   ]

¿Cuál es tu edad?

[   ]

I identify as

○ Female

○ Male

○ Non-binary

○ Prefer not to answer

○ [＿＿＿＿＿＿＿＿] Other (list)

Me identifico como:

○ Mujer

○ Hombre

○ No Binario

○ Prefiero no contestar

○ [＿＿＿＿＿＿＿＿] Otro

The race or ethnicity that I identify with is: (check all that apply)

☐ White

☐ Black or African American

☐ American Indian or Alaska Native

☐ Asian

☐ Native Hawaiian or Pacific Islander

☐ Hispanic or Latinx

☐ MENA (Middle Eastern/North Africa)

☐ [＿＿＿＿＿＿＿＿] Other (list)

La raza o etnia con la que me identifico es:
(Marque todas las respuestas que correspondan)

☐ Blanco

☐ Afrodescendiente o Afro-Americano

☐ Indígena de las Américas

☐ Asiatico

☐ Nativo hawaiano o isleño del Pacífico

☐ Hispano o Latino

☐ Medio Oriente/ Norte de Africa (MENA)

☐ [＿＿＿＿＿＿＿＿] Otro

What is your country of birth?

○ United States of America

○ [＿＿＿＿＿＿＿＿] Other (list)

¿Cuál es tu país de nacimiento?

○ Estados Unidos de América

○ [＿＿＿＿＿＿＿＿] Otro

What languages do you speak?

☐ English

☐ Spanish

☐ Other

¿Qué idiomas hablas?

☐ Inglés
☐ Español
☐ Otro

PMP Information

Please select your organization.

Parent Mentor Program partner organization ⌄

Por favor seleccione su organización.

Organización afiliada al Program de Padres Mentores ⌄

How long have you been a Parent Mentor Program Coordinator?

○ This is my first year
○ 2 years
○ 3 years
○ 4 years
○ 5 or more years

¿Cuánto tiempo ha sido Coordinador del Programa de Padres Mentores?

○ Este es mi primer año
○ 2 años
○ 3 años
○ 4 años
○ 5 o más años

Powered by Qualtrics

TEACHER FOCUS GROUP SAMPLE SURVEY

Thank you for agreeing to participate in a focus group about the Parent Mentor Program (PMP). This survey will be used to help us describe the focus group particpant characteristics. We will keep all survey results confidential. We will only present the overall group characteristics and will NOT share individual responses. Information gathered from the focus groups will be used to improve the program, celebrate its impact, and update funders on program performance.

What is your email address?

[   ]

Enter your complete first and last name (example: Denise Marie Smith).

[   ]

I identify as:
- ○ Female
- ○ Male
- ○ Non-binary
- ○ Prefer not to answer
- ○ [   ] Other

The race or ethnicity that I identify with is:
Check all that apply.

- ☐ White
- ☐ Black or African American
- ☐ Hispanic or Latinx
- ☐ Asian
- ☐ MENA (Middle Eastern/North Africa)
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ [   ] Other

Languages I speak include:
Check all that apply.

- ☐ English
- ☐ Spanish
- ☐ Mandarin
- ☐ Arabic
- ☐ Urdu

☐ [_____] Other

How many years have you been a teacher?

[_____]

Please select your school district. Then select your Parent Mentor coordinator organization and school.

Parent Mentor Coordinator Organization	[_____ ▽]
School District	[____ ▽]
School	[____ ▽]

How many YEARS have you worked at THIS SCHOOL?

[_____]

What grade do you currently teach?

○ Pre Kindergarten
○ Kindergarten
○ First grade
○ Second grade
○ Third grade
○ Fourth grade
○ Fifth grade
○ Sixth grade
○ Seventh grade
○ Eighth grade
○ More than one grade or Multi-grade classroom
○ [_____] Other (Please list)

My classroom is a:
Check all that apply.

☐ Grade level teacher classroom
☐ Subject specialist
☐ Monolingual
☐ Bilingual
☐ Two-way dual language
☐ [_____] Other

How many years have you participated in the Parent Mentor Program as a Teacher?

○ This is my first year
○ 2 years

○ 3 years

○ 4 years

○ 5 or more years

Survey Language
In which language do you wish to take this survey? / ¿En qué idioma desea realizar esta encuesta?

○ Español

○ English

Demographic Information

What is your email address?

[   ]

¿Cuál cuenta de correo electrónico?

[   ]

Enter your complete name as it appears on official documents (example: Denise Marie Smith).

[   ]

Ingrese tu nombre completo tal como aparece en documentos oficiales (ejemplo: Maria Luisa Alvarez).

[   ]

What is your date of birth? Please write it in the following format: MM/DD/YYYY.

[   ]

¿Cuál es tu fecha de nacimiento? Por favor escríbelo en el siguiente formato: MM/DD/AAAA (mes/día/año).

[   ]

What is your age?

[   ]

¿Cuál es tu edad?

[   ]

I identify as

○ Female

○ Male

○ Non-binary

○ Prefer not to answer

○ [_____] Other (list)

Me identifico como:

○ Mujer

○ Hombre

○ No Binario

○ Prefiero no contestar

○ [_____] Otro

The race or ethnicity that I identify with is: (check all that apply)

○ White

○ Black or African American

○ American Indian or Alaska Native

○ Asian

○ Native Hawaiian or Pacific Islander

○ Hispanic or Latinx

○ MENA (Middle Eastern/North Africa)

○ [_____] Other (list)

La raza o etnia con la que me identifico es:
(Marque todas las respuestas que correspondan)

☐ Blanco

☐ Afrodescendiente o Afro-Americano

☐ Indígena de las Américas

☐ Asiatico

☐ Nativo hawaiano o isleño del Pacífico

☐ Hispano o Latino

☐ Medio Oriente/ Norte de Africa (MENA)

☐ [_____] Otro

What is your country of birth?

○ United States of America

○ [_____] Other (list)

¿Cuál es tu país de nacimiento?

○ Estados Unidos de América

○ [_____] Otro

Are you assigned to a bilingual classroom?

○ Yes

○ No

¿Está asignado a un salón de clases bilingüe?

○ Si
○ no

PMP Information

Please select Parent Mentor Program Organization. The select the school in which you volunteer.

Parent Mentor Organization	⌄
School	⌄

Por favor seleccione su organización afiliada a los Padres Mentores. Después, seleccione la escuela en la que trabaja como voluntario.

Organización afiliada al Program de Padres Mentores	⌄
Escuela	⌄

How long have you been a Parent Mentor?

○ This is my first year
○ 2 years
○ 3 years
○ 4 years
○ 5 or more years

¿Cuántos años has sido un Padre Mentor? Si es tu primer año, escribe 1.

[   ]

To date, how many Parent Mentor volunteer hours have you completed this academic year?

○ Less the 100 hours
○ 100 hours
○ More than 100 hours

Hasta la fecha, ¿cuántas horas de voluntariado como padre mentor ha completado este año académico?

○ Menos de 100 horas
○ 100 horas
○ Más de 100 horas

What is the grade of the classroom in which you volunteer?

○ Pre Kindergarten
○ Kindergraten

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○ First grade
○ Second grade
○ Third grade
○ Fourth grade
○ Fifth grade
○ Sixth grade
○ Seventh grade
○ Eight grade
○ [   ] Other (please specify)

¿Cuál es el grado del salón de clases en el que es voluntario?

○ Preescolar
○ Kinder
○ Primer grado
○ Segundo grado
○ Tercer grado
○ Cuarto grado
○ Quinto grado
○ Sexto Grado
○ Séptimo grado
○ Octavo grado
○ [   ] Otro (Especifique)

PMP Mutual Aid/Community Support | School Year 2022-23

Mutual Aid Hours Monthly Narrative | Narrativa Mensual de Horas de Ayuda Mutua

Parent Mentor Name /Nombre del Padre Mentor			Organization: Organización:	School: Escuela:
First: Primer:	Middle: Segundo:	Last: Apellido(s):		
Total # of Mutual Aid Hours: # de horas de ayuda mutua/apoyo comunitario:			Month: Mes:	

*Mutual Aid Activities must be pre-approved by your organization and PEI.
*Actividades de ayuda mutua deben ser aprobadas previamente por su organización y PEI.

Mutual Aid/Community Support Description: (One sentence max)	Date and time of Activity:	What was the purpose behind this mutual aid effort? (What equity gaps are you addressing in your communities): (Check all that apply)	Did your mutual aid effort focus on any issue your community is facing? (Check all that apply)	
Activity:	Date: Time:	☐ Improving community access to basic, immediate needs ☐ Providing education resources/popular education ☐ Promoting safe, healthy communities/healing ☐ Organizing community on a current issue.	☐ Health ☐ Education ☐ Immigration ☐ Housing	☐ Jobs ☐ Safety Other: _____ Other: _____
Activity:	Date: Time:	☐ Improving community access to basic, immediate needs ☐ Providing education resources/popular education ☐ Promoting safe, healthy communities/healing ☐ Organizing community on a current issue.	☐ Health ☐ Education ☐ Immigration ☐ Housing	☐ Jobs ☐ Safety Other: _____ Other: _____
Activity:	Date: Time:	☐ Improving community access to basic, immediate needs ☐ Providing education resources/popular education ☐ Promoting safe, healthy communities/healing ☐ Organizing community on a current issue.	☐ Health ☐ Education ☐ Immigration ☐ Housing	☐ Jobs ☐ Safety Other: _____ Other: _____
Activity:	Date: Time:	☐ Improving community access to basic, immediate needs ☐ Providing education resources/popular education ☐ Promoting safe, healthy communities/healing ☐ Organizing community on a current issue.	☐ Health ☐ Education ☐ Immigration ☐ Housing	☐ Jobs ☐ Safety Other: _____ Other: _____

Note: A maximum of 4 hours per month will be considered towards stipend eligible hours.

Appendix N
Data Entry Form for Mutual Aid Log Data Entry

q6

School - (Please select from the drop down menu)

Click to write Choice 1 ▼

q7

Total # Mutual aid hours during month

q8

Month

○ January
○ February
○ March
○ April
○ May
○ June
○ July
○ August
○ September
○ October
○ November
○ December

🖳 Import from library   Add new question

Add Block

ACTIVITY 1

q9

Description of Mutual Aid ACTIVITY 1: Please type in below

q10

Date: (mm/dd/yr) (for example 08/15/22)

q11

Time- (please list am or pm after the number) (for example 815: am)

q12

Purpose of Mutual Aid ACTIVITY 1 Check all that apply

☐ Improving Community Access to Basic, immediate need

☐ Providing eduction resources, popular education

☐ Promoting safe, healthing communites/healing

☐ Organizing Communities on a current issue

q13

Did your mutual aid effort for ACTIVITY 1 FOCUS on any issue your community is facing

○ Health

○ Education

○ Immigration

○ Housing

○ Jobs

○ Safety

○ Other

Import from library   Add new question

Add Block

ACTIVITY 2