

# THE MAMAS & THE PAPAS

Tips for Running a Successful Parent Night



# HELLO...



- Licensed School Counselors
- Southwest High School—Minneapolis Public Schools
  - 1800+ students
  - 38% FRL
  - 57% white
  - 11% SPED
  - 9% EL

## Kate Van Pernis

- MN born and raised
- Teacher, youth pastor in Ashland, WI
- 3.5 years Career & College Center Coord.
- 1.5+ years Counselor SW

## Danielle Jastrow

- Imported from WI
- 3 years Counselor, MS & HS, (sub)urban
- 10+ years Career & College Center Coord.
- Former District Coord., MLP & Naviance

# PLANNING A PARENT INFO SESSION



- Scope & sequence of developmental guidance curriculum
- Know your audience
- Identify obstacles
- Determine timing
- Communication

# CONSIDER SCOPE & SEQUENCE OF DEV. GUIDANCE CURRICULUM



- ASCA's 3 domains of Counseling
- When do you do what
- Developmentally appropriate
- Vertical and horizontal planning
- Embedded in curriculum

# SAMPLE SCOPE



## Student

|                                      |   |
|--------------------------------------|---|
| <b>8<sup>th</sup>/9<sup>th</sup></b> | Transition to HS <ul style="list-style-type: none"><li>• Transcripts, credits</li><li>• Successful habits</li><li>• Community-building</li></ul>  |
| <b>10<sup>th</sup></b>               | Rising Junior <ul style="list-style-type: none"><li>• Intro to std. testing</li><li>• Visiting colleges</li><li>• Productive summer time</li><li>• Planning Jr. &amp; Sr. years</li></ul> |

## Parent/Guardian

|                                      |   |
|--------------------------------------|---|
| <b>8<sup>th</sup>/9<sup>th</sup></b> | Transition to HS <ul style="list-style-type: none"><li>• Understanding HS system</li><li>• Parenting a HS student</li><li>• Getting involved</li></ul>                                    |
| <b>10<sup>th</sup></b>               | Rising Junior <ul style="list-style-type: none"><li>• Intro to std. testing</li><li>• Visiting colleges</li><li>• Productive summer time</li><li>• Planning Jr. &amp; Sr. years</li></ul> |

# SAMPLE SCOPE



## Student

|             |  |
|-------------|--|
| <b>11th</b> | Post-Sec Planning <ul style="list-style-type: none"><li>• Intro to college search</li><li>• Standardized testing</li><li>• Intro to financial aid</li></ul>                      |
| <b>12th</b> | “Get ‘er Done” <ul style="list-style-type: none"><li>• Applications</li><li>• Financial aid</li><li>• Mature decision making</li><li>• Graduation</li><li>• Next steps</li></ul> |

## Parent/Guardian

|             |  |
|-------------|--|
| <b>11th</b> | Post-Sec Planning <ul style="list-style-type: none"><li>• Intro to college search</li><li>• Standardized testing</li><li>• Intro to financial aid</li></ul>                |
| <b>12th</b> | “Get ‘er Done” <ul style="list-style-type: none"><li>• Supporting student</li><li>• Navigating “practice independence”</li><li>• Graduation</li><li>• Next steps</li></ul> |

# KNOW YOUR AUDIENCE



- What biases, fears, norms?
  - *College = 4 years only; 1<sup>st</sup> Gen parent*
  - *You want me to send my baby away?*
  - *Bad personal history with educational institution*
- Where/why do they show up?
  - *Children's extracurricular activities*
  - *Community or religious commitments*
- What are their expectations of you?
  - *Raise my child.*
  - *Stay out of my family's business.*
  - *Answer my phone call. At. All. Hours.*

# IDENTIFY OBSTACLES



## Obstacles

- Child care
- Dinner
- Multiple demands on time
- Location/accessibility

## Solutions

- Student volunteers
- PTA support? Community donations?  
Does it have to be during dinner?!
- Add yourself to their agenda
  - Brief session before student event
- Meet them where they are



# DETERMINE TIMING



- When, in terms of
  - YIS
  - Season
  - Day of the week
  - Time(s) of day
    - Multiple sessions?

# COMMUNICATION



- Shout from the roof tops
  - Carrier pigeons
  - Sky writing
  - Tin can telephone
  - Read email TO THEM
- 
- Community resources (religious institutions, youth organizations)
  - Texting (remind.com)
  - Social media
    - Facebook
    - Twitter
  - E-bulletins (or paper, if that's how you roll)

# IMPLEMENT, EVALUATE, REFLECT



- Scope & sequence of developmental guidance curriculum
- Know your audience
- Identify obstacles
- Determine timing
- Communication
- Rinse & repeat

# THE SORTING GAME

An Introduction to The Admission Process

# QUESTIONS?



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EVERYTHING IS COOL WHEN  
YOU'RE PART OF A TEAM

Getting Faculty Involved with College & Career Planning

# LAYING THE FOUNDATION



- Relationships! Relationships! Relationships!
- Know your audience.
  - Common (mis)perceptions of counselors, as held by teachers
  - Understand their priorities, frustrations
- Demonstrate respect of teacher time, expertise
- Find an ally



# ESTABLISH COMMON GROUND



- Shared mission, vision
- Teamwork
- Help them help you
  - What do they need from you?
    - PD? A willing ear?
- Butter them up
  - Genuine compliments, acknowledgements
  - Reframe!
  - Public relations

**This works with  
administrators  
as well!**

# “WE’RE IN THIS TOGETHER”



## Community-wide

- College day
- Common intro sheet
  - Building themes
  - College/career goals, experiences
- Pennants and posters

Name: \_\_\_\_\_

**What's YOUR plan?**

Degree / Major

College/University Attended

Advice for Success

The form is a worksheet for a "My Life Plan" activity. It includes a "Name:" field at the top left. On the top right is the "My Life Plan" logo, which consists of four colored arrows pointing right: orange for "College", blue for "Career", red for "Interests", and green for "Skills". The main title "What's YOUR plan?" is centered. Below it are three large circles for writing. The top circle is labeled "Degree / Major", the bottom-left circle is labeled "Advice for Success", and the largest circle on the right is labeled "College/University Attended".

# “WE’RE IN THIS TOGETHER”



## Professional Development\*

- Writing letters of recommendation
- College essay, statement writing
- Using Naviance
- Career trends
- Résumé writing
- Building resources (What DO counselors DO?!)
- Social/emotional awareness

*\*note: use your MACAC resources*

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