

Building Bridges to Bright Futures Through Family Engagement



Georgia
**Parent Mentor
Partnership**

SELDA

Coastal Georgia Center
September 14, 2016



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Learning Targets

I can explain why family engagement is important.

I can explain how the Georgia Parent Mentor Partnership impacts family engagement.

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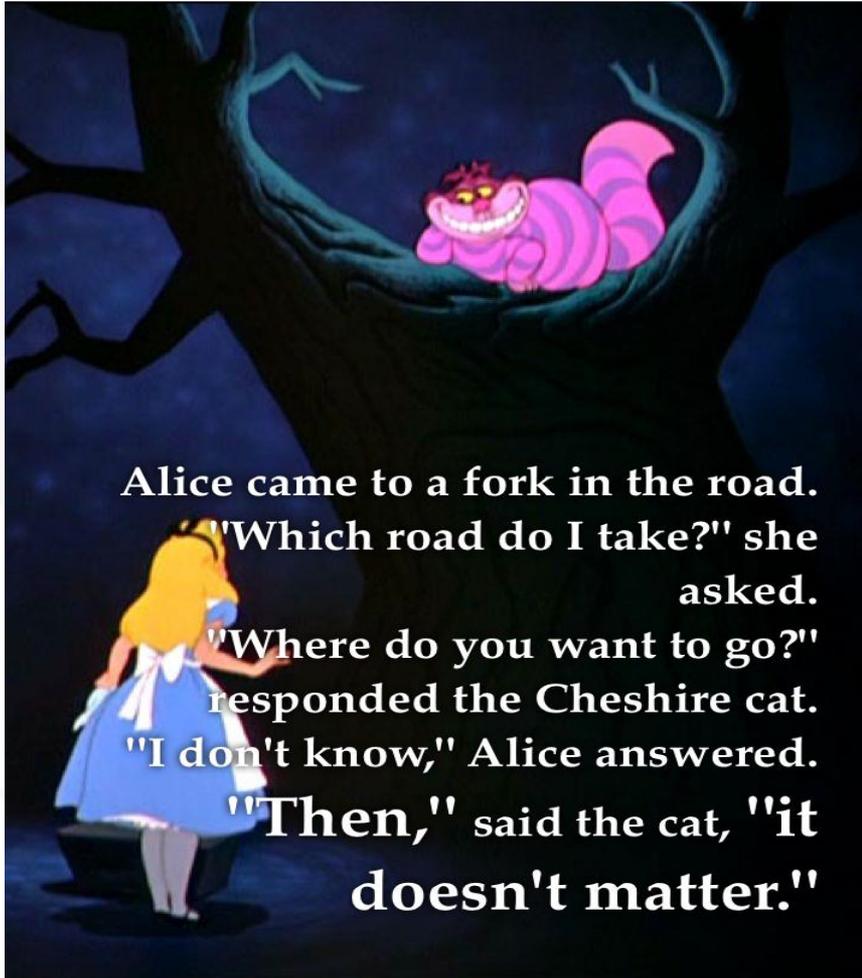
Welcome and Ice Breaker



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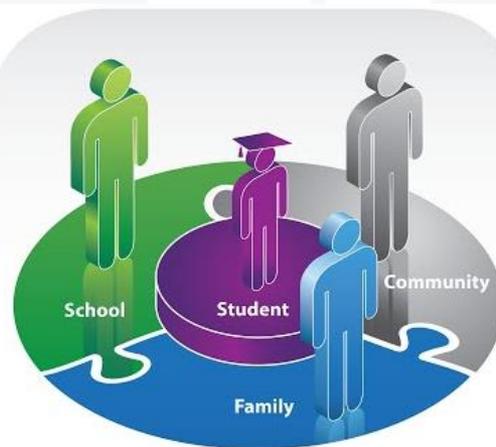
With your elbow partner discuss the following:

1. What does family engagement mean to you?
2. Why can't we take Alice's approach as it relates to facilitating family engagement?



What is Family Engagement?

Family engagement is parent-teacher collaboration to drive student learning and achievement.



What is the Impact?



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- ✓ Faster literacy acquisition
- ✓ Earn higher grades and test scores
- ✓ Enroll in higher level programs
- ✓ Are promoted more and earn more credits
- ✓ Adapt better to school and attend more regularly
- ✓ Have better social skills and behavior
- ✓ Graduate and go on to higher education



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**National and State
Evidence Indicates
That a High
Dropout Rate and a
Wide Gap in
Achievement
Cannot Change
Without Effective
Family Engagement**

Research Publications We Reviewed



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- 1. Guidepost for Success by NCWD with ODEP:** High expectations, Remain involved, Help access information, Active role in transition, Access to support networks, Understand disability impact, Learn about rights and responsibilities, Learn how to access services, Understand individual planning tools
- 2. CEC's Effective Partnership:** Communication, Competence, Respect, Commitment, Equality, Advocacy, Trust
- 3. It Takes a Parent (Appleseed):** Information, Engagement, Advocacy
- 4. PTA National Standards:** Welcoming, Communicating, Supporting, Speaking up/Advocacy, Sharing Power, Collaborating
- 5. Dual Capacity-Building:** Capabilities (skills/knowledge), Connections (networks), Cognition (beliefs/values), Confidence (self-efficacy)



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Evidence Statements

Students with disabilities, who had one or more parents who participated in a greater percentage of IEP meetings during the 11th and 12th year, were more likely to be engaged in post-school employment and had greater stability in their employment status.

Source: CEC's DCDDT Fast Facts

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Evidence Statements



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When parents have access to community resources then they can connect their child to service learning projects in the community.

Source: Appleseed

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Evidence Statements

When family and school staff collaborate with community members to connect student, family and staff then they have expanded learning, community services and civic participation opportunities.

Source: National PTA Standards

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GaPMP Mission

The mission of the Georgia Parent Mentor Partnership is to build effective family, school, and community **partnerships** that lead to greater achievement for students, especially those with disabilities.

www.parentmentors.org

What is Partnership?

“Relationships between individuals or groups that are characterized by mutual cooperation and responsibility, as for the ***achievement of a specified goal.***”

-American Heritage Dictionary



Partnership Core Beliefs

- Parents have dreams for their children and want the best for them.
- All parents have the capacity to support their children's learning.
- Parents and school staff should be equal partners.
- Responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

Parent Involvement vs. Partnership



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Parent Involvement

Doing to families

One-way communication

School-based

Random acts

Attitude of "have to"

Goal of getting parents into the building; success is not measured by student learning

Specific set of activities by a certain set of participants

Partnership

Doing with families

Two-way communication

Classroom-based

Systematic and integrated

Attitude of "want & need to"

Activities are linked to learning; working together toward a shared common goal of student learning

Developmental and collaborative
Targets every child/every family

What we need to do...



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1. Recognize that all parents, regardless of income, educational level, or cultural background are involved in their children's education and want their children to do well in school.
2. Link family and community engagement efforts to student learning.
3. Create initiatives that will support families to guide their children's learning, from preschool through high school.
4. Develop the capacity of school staff to work with families.
5. Focus efforts to engage families on developing **trusting and respectful** relationships.
6. Embrace a philosophy of **partnership** and be willing to share power with families. Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

What do Parent Mentors do?



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- Support other parents by providing *information* and *resources* to help their children succeed in school and transition from school to adult life.
- Work to increase parent participation in IEP meetings, provide information related to improving academic achievement and help parents locate needed services and supports.
- Partner with teachers, staff, and administrators to integrate family engagement into school and district activities and to build a culture in which family engagement is expected and valued.

Our Work in Terms of Objectives



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- Improve school and community partnerships for student success.
- Improve post-secondary outcomes for students with disabilities.
- Increase graduation rate, decrease dropout rate, and increase post-secondary enrollment in partnership with families.

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*If you don't know where
you're going, how are you
gonna' know when you
get there?*
—Yogi Berra



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