Constructing a Parent Engagement Program to Build Parent Capacity

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Title I Parental Involvement

Title I, Part A provides for **substantive parental involvement** at **every level of the program**, such as in the development and implementation of the **State and local plan**, and in carrying out the **LEA and school improvement provisions**. **Section 1118** contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their children’s education. It is this section that identifies critical points in the process of improving teaching and learning where **parents and the community can intervene and assist in school improvement**.

(Continued)
Although section 1118 is extensive in scope and has many requirements for LEAs and schools, the *intent is not to be burdensome*. These provisions reflect *good practice in engaging families in helping to educate their children*, because *students do better when parents are actively involved* in the education process, both at *home and at school*. 

**Title I Parental Involvement**

United States Department of Education, Parental Involvement, Non-Regulatory Guidance, 2004
Purpose of the Law

Parental Involvement

Letter of the Law

Parent & Family Engagement

Spirit of the Law
Viewing the Law

- Obligation
- Constraint
- Rules
- Liability
- Ominous
Viewing the Law

- Blueprint
- Ideas
- Opportunity
- Improvement
- Empowerment

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
## Purpose of the Law

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<tr>
<th>Checkmark</th>
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<td>Parent Involvement Plan</td>
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<td>Staff Development</td>
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<td>School-Parent Compact</td>
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<td>Community Partnerships</td>
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# Purpose of the Law

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<thead>
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<th>Parent Involvement Plan:</th>
<th>Staff Development:</th>
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<td><strong>Engage all parents</strong></td>
<td><strong>Improve learning</strong></td>
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<th>School-Parent Compact:</th>
<th>Parent Training:</th>
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<td><strong>Support student learning</strong></td>
<td><strong>Assist parents</strong></td>
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<th>Communication:</th>
<th>Community Partnerships:</th>
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<td><strong>Increase understanding</strong></td>
<td><strong>Strengthen resources</strong></td>
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<th>Annual Evaluation:</th>
<th>Title I Meeting:</th>
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<td><strong>Find areas for change</strong></td>
<td><strong>Welcome and encourage</strong></td>
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<th>Schoolwide Plan:</th>
<th>Expenditures:</th>
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<td><strong>Impact student achievement</strong></td>
<td><strong>Build opportunities</strong></td>
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Parental Involvement vs. Parent Engagement

- **Parental Involvement:** Parent participation in the systems and activities of the school. There are opportunities for parent participation in a variety of program activities that support student learning and success, including policy and program decision making.

- **Parent/Family Engagement:** Goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for students and families both individually and collectively. Staff and families share responsibility as true partners for student learning.

Adapted from *Family Engagement as Parent Involvement 2.0*, HHS/ACF/OHS/NCPFCE. 2012.
Parental Involvement vs. Parent Engagement

**Parental Involvement**

- Ideas and energy come from the schools and government mandates
- Schools are leading with their institutional self-interests and desires — *leading with their mouths*

**Parent Engagement**

- Ideas and energy emerge from parent/community needs and priorities elicited from parents by staff
- Schools are leading with the parents’ self-interests in an effort to develop genuine partnerships — *leading with their ears*

Adapted Learning First Alliance, Larry Ferlazzo, 2009.
Parental Involvement vs. Parent Engagement

**Parental Involvement**
- Pushing parents to do something about what school staff sees as important for their child
- Completing tasks selected by the school staff – or simply sharing services and information

**Parent Engagement**
- Parents are challenged to do something about what they feel is important to them and to their child
- Parents are leaders who are integral to identifying a vision and goals while then performing the tasks needed to achieve them

Adapted Learning First Alliance, Larry Ferlazzo, 2009.
Parental Involvement vs. Parent Engagement

**Parental Involvement**

- Schools do things for parents or tell them what they should be doing with their child.
- Schools tend to focus on supporting students by strengthening and assisting school programs and priorities.

**Parent Engagement**

- Schools help parents do things for themselves and elicit ideas about what services families need.
- Schools support students by developing parent relationships and working with parents to improve their school community.

Adapted Learning First Alliance, Larry Ferlazzo, 2009.
Parental Involvement vs. Parent Engagement

**Parental Involvement**
- Schools see it as the responsibility of one staff member (Parent Involvement Coordinator)
- Revolves around outputs – number of parents who show up for a school event

**Parent Engagement**
- Schools see it as the responsibility of all staff members embedded into the school culture/priorities
- Revolves around parent and student progress in achievement – evidence of positive, goal directed relationships

Family Engagement as Parent Involvement 2.0. HHS/ACF/OHS/NCPFCE. 2012.
Parental Involvement vs. Parent Engagement

**Parental Involvement**
- Revolves around a small percentage of families involved in school leadership opportunities
- Collect data from children and families on information about parent participation

**Parent Engagement**
- Revolves around reaching all families in various goal directed ways
- Utilize data from children and families to improve services to increase student academic achievement

Family Engagement as Parent Involvement 2.0, HHS/ACF/OHS/NCPFCE. 2012.
Formula for Success

Parental Involvement & Parent Engagement

Improved Academic Achievement & Student Success
**Quality Family Engagement Programs are:**

<table>
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<th>Systemic</th>
<th>Integrated</th>
<th>Sustainable</th>
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<tr>
<td>Family Engagement is purposely designed as a core component of educational goals, such as school readiness and student achievement.</td>
<td>Embedded into structures and processes including professional development, teaching and learning, community collaboration, and the use of data for continuous improvement and accountability.</td>
<td>Will have adequate resources, including public-private partnerships, to ensure effective strategies with the power to impact student learning and achievement.</td>
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What Does Building Parent Capacity Mean?
BUILD = To Grow or Develop

Parent

CAPACITY = Capability to perform/produce
Reaching maximum potential
Power to learn/retain knowledge
Building Parent Capacity Is...

- Equipping parents with skills and competencies which they would not otherwise have.
- Training or mentoring that increases the skills of people or of a community.
- Creating a sustainable infrastructure necessary to meet the needs of parents to ensure academic achievement and student success.
Building Parent Capacity

• Title I, Part A, Section 1118 (e) of the Elementary and Secondary Education Act of 1965 requires that the six **SHALLS** stated in the law under *Building Capacity for Involvement* are met as well as documented.

• The law also provides eight additional **MAYS** (that are not required, but are allowable) to ensure meaningful capacity building in parents.
Each school LEA that receives Title I funds **SHALL** provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the **State’s academic content standards** and State student academic standards, State and local academic assessments, the requirements of this part, and **how to monitor** a child’s progress and **work with educators** to improve the achievement of their children;
Building Parent Capacity Strategies

• Provide parents with CCGPS and GPS information
• Show parents how to monitor their child’s progress and how to work with educators
• Conduct staff training on different ways district and school personnel can effectively communicate and share academic information with parents
• Involve parents in the development of parent classes for each grade for parents to understand the subjects and assessments
• Coordinate ongoing events to allow parents the opportunity to appreciate and understand what their children are learning
• Create a schoolwide event highlighting and displaying student work and progress in relation to the academic standards
“Family Reading Night”

- Turn preparing for state tests into reading fun
- Parent and students rotate to different stations linked to state standards, such as a board game station, laptop station, and reading device station
- Model strategies for parents and students
- Partner with company to provide take-home books
- Offer immediately after the school day ends to increase student participation
- Share fun and engaging classroom activities with parents
Building Parent Capacity In Action

“Math Carnival”

- Create a fun-filled festive carnival style environment
- Set up tables with math activities and games related to shapes, puzzles, logic and problem-solving
- Students and parents tackle real-world examples and learned math concepts associated with the classes
- Planned in conjunction with the school’s supplemental educational fair
- Parents were invited through newsletters, electronic marquee, phone-system to meet with math teachers and exchange information
Each school and local educational agency that receives Title I funds **SHALL** provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
Building Parent Capacity Strategies

- Plan trainings that will educate parents and give them the knowledge to further support their child’s education
- Offer classes such as literacy training or understanding the use of technology for parents to gain knowledge and skills
- Establish accessible and convenient resource centers that parents can visit to obtain resources and materials
- Create parent guides that align with the classroom instruction to bridge student learning at school with parent support at home
- Train teachers on the development of interactive homework and assignments that allow and encourage parent support
- Design an online library of resources, links and materials for parents to easily access the latest information and strategies
Building Parent Capacity in Action

“Taking Aim: Targeting Families”

• Develop three workshops for parents to learn how to help their children in math, literacy, and homework
• Schedule workshops to occur after parent-teacher conferences for parents of struggling students
• Coordinate with teachers to invite identified parents
• Provide resources in math, reading, and homework
• Partner with foundations to donate books
• Invite local agencies to share information
• Offer student volunteers to work with younger children during workshops
Building Parent Capacity

3 Each school and local educational agency that receives Title I funds **SHALL** educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
Building Parent Capacity Strategies

• Provide staff training on communicating and working with parents to implement and coordinate parent programs
• Develop, with parents, professional development materials and resources to educate staff about parental involvement
• Encourage and train staff on the value and utility of parents to build ties between parents and the school
• Share best practices and ideas about how to effectively reach out to parents in a meaningful and productive manner
• Invite parents to speak with school staff and faculty to share a parent perspective and personal experiences
• Conduct community field trips for school members to visit families in their neighborhoods and develop relationships
Building Parent Capacity in Action

“Cultural Kaleidoscope”

- Invite parents to assist with staff training
- Film families in their homes and neighborhoods and play video during staff meetings
- Include pictures and quotes in the presentations
- Encourage parents to speak at faculty meetings
- Share cultural differences, experiences and suggestions with staff and faculty
Building Parent Capacity in Action

“Seeing is Believing”

- Conduct a tour of neighborhoods for teachers
- Bring teachers from the school to the community
- Partner with tour bus company to use buses
- Walk the streets and talk with parents and students
- Share information and strategies with parents in their homes
Building Parent Capacity

4 Each school and local educational agency that receives Title I funds **SHALL**, to the extent feasible and appropriate, **coordinate and integrate** parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that **encourage and support parents** in more fully participating in the education of their children.
Building Parent Capacity Strategies

• Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement

• Integrate with identified programs by inviting parents of these children to participate in events focused on improving school transitions for students and families

• Allow parents of upcoming students to participate in a guided tour and follow a sample student day

• Create an orientation video explaining class and school requirements and expectations

• Transform an old school bus into a parent resource center on wheels to provide parents with educational materials to assist their children in their own community
Building Parent Capacity in Action

“Kindergarten Ready”

- Schedule on different days with registration
- Partner with Pre-K programs to plan and coordinate
- Assess Pre-K students on state standards
- Offer parents ideas to help prepare their children
- Provide parents with valuable information to help them understand the school and district expectations
Building Parent Capacity

5. Each school and local educational agency that receives Title I funds **SHALL** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
Building Parent Capacity Strategies

• Provide all parents with materials, correspondence and information in appropriate languages, according to the school population, and in a format that is family-friendly
• Advertise and offer interpreter services for parents so they may fully participate in school events and activities
• Survey all parents to evaluate their ability to understand the information that is sent by the school
• Reach out to community organizations that represent a large number of families who speak a language other than English
• Involve parents in the development of school related materials and information to ensure all communication is provided in an understandable format
Building Parent Capacity in Action

“Road Map to Success”

• Create awareness for school’s plans and activities for family and community engagement
• Develop a road map using the Wizard of Oz theme
• Include partnership activities, meetings, important dates aligned with action plans
• Use in meetings, planning committees, recruitment
• Showcase as presentations, posters, flyers, an entire wall

National Network of Partnership Schools
Building Parent Capacity in Action

“Breakfast of Champions”

• Welcome event for families at a school where 22 different languages are spoken as first languages
• Display posters created by students for parents
• Share presentation explaining test preparation information, tips, and dates
• Parents fill out cards of encouragement that were given to their children
• Provide headsets, para-educators, interpreters
• Give information on math skills, state tests, and test-taking strategies
Each school and local educational agency that receives Title I funds **shall** provide such other reasonable **support for parental involvement** activities under Title I as parents may request.
Building Parent Capacity Strategies

- Provide opportunities for parents to request additional support and offer suggestions to improve parental involvement programs.
- Share resources and materials with parents to ensure that all parents are aware of their abilities, rights, and opportunities.
- Designate a family engagement team responsible for evaluating the needs of all Title I families and developing ways to strengthen parent involvement.
- Build evaluation tools into all parent materials, workshops, meetings, and events to assess the areas of improvement.
- Utilize the discretionary items described in Section 1118 (e) to develop strategies and ideas to improve parent involvement.
# Building Parent Capacity

## Eight Discretionary Strategies

1. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

2. Provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training.

3. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

4. Train parents to enhance the involvement of other parents.
### Building Parent Capacity

**Eight Discretionary Strategies**

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<td>5</td>
<td>Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.</td>
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<td>6</td>
<td>Adopt and implement model approaches to improve parental involvement.</td>
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<td>7</td>
<td>Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.</td>
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<td>8</td>
<td>Develop appropriate roles for community-based organizations and businesses in parent involvement activities.</td>
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Building Parent Capacity in Action

“Staying Connected with Technology”

- Listening and responding to parent feedback
- Help parents learn more about technology
- Offer four different presentations with parent evaluations for each session
- View technology-based exhibits on Common Core, BYOD, impacting student achievement, and advice about social media
- Give parents resources, including a flash drive
Building Parent Capacity in Action

“Talent Survey”

- Match parents’ talents and preferences with tasks and needs that create a welcoming climate and enrich student learning
- Administer surveys in a meeting with small groups
- Lead discussion around skills, interests, professions, interests and environments
- Record feedback to create database
- Allow parents to network and share ideas
Building Parent Capacity

**Documentation**

- Dated meeting agendas, dated minutes, and dated sign-in sheets
- Written procedures
- Newsletters, flyers, invitations
- Website announcements
- Handouts, brochures
- Letters
- Translated documents
- Student handbook
- Phone logs

- Calendars or schedules of parent education activities, trainings, classes, and workshops
- Record of parent feedback
- Copy of professional development materials, presentations, handouts
- Emails and memos
- Parent surveys and evaluations
- Staff evaluations and input
Building Parent Capacity

You Deserve a Break!
Setting the Stage for Parent Engagement

Resolution
Georgia State Board of Education

The Georgia State Board of Education and the Georgia Department of Education Adopt Statement on Parent Engagement

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that true partnerships between parents, schools, and communities working together throughout a child's educational journey results in students of all backgrounds and abilities achieving at highest levels; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness; now therefore, be it

RESOLVED, that the Georgia State Board of Education and the Georgia Department of Education hereby adopt this Resolution and Statement on Parent Engagement and strongly urge local school officials to use them as a guide in developing local school and district plans and policies.

In witness whereof, we have set our hands and caused the Georgia Department of Education Seal to be affixed this 10th day of November 2010.

Wanda E. Barrow, Chair

[Signatures of Board Members]

[Seal of the Georgia State Board of Education]
"Whereas, the Georgia State Board of Education and the Georgia Department of Education recognize that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness..."
The National PTA Standards for Family-School Partnerships, which the State Board of Education adopted in 2010 as Georgia's Family Engagement Standards, provide an effective framework for carrying out the six **shall**s, the eight **may**s under the law, and a school or district’s Title I parent involvement policy/program.

*Therefore, the shalls are the activities you must be sure to implement and the Family Engagement Standards are the framework to help ensure effective parent involvement policy and plans.*
The focus is not what schools should do to involve parents – it is what parents, schools, and communities can do together to support student success.
<table>
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<th>Building Parent Capacity: A Crosswalk for Parent Engagement</th>
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<tr>
<td><strong>Title I Parental Involvement – Section 1118(e)</strong></td>
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<tr>
<td><strong>PTA National Standards for Family-School Partnerships</strong></td>
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<td><em>(1) SHALL</em> provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;*</td>
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<td>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</td>
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Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
• **SHALL educate** teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the **value and utility** of contributions of **parents**...

• May **pay reasonable** and necessary **expenses** associated with local parental involvement activities...

• May **adopt and implement model approaches** to improving parental involvement;
Families and school staff engage in regular two-way meaningful communication about student learning.
Building Parent Capacity
Communicating Effectively

• **SHALL educate** teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the **value** and **utility** of contributions of **parents**...

• **SHALL ensure** that **information** related to school and parent programs, meetings, and other activities is **sent** to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

• May **arrange school meetings** at a variety of times...

• May **adopt and implement model approaches** to improving parental involvement;
Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
Building Parent Capacity

Supporting Student Success

- **SHALL** *provide assistance* to parents of children served by the school or LEA, as appropriate, in understanding such topics...to improve the achievement of their children;

- **SHALL** provide *materials* and *training* to help parents to work with their children to improve their children's achievement

- **SHALL**, to the extent feasible and appropriate, *coordinate* and *integrate parent involvement programs* and *activities* with...other (early education) programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
Building Parent Capacity
Supporting Student Success

• May **provide** necessary **literacy training** from funds received...

• May **pay reasonable** and necessary **expenses** associated with local parental involvement activities...

• May **arrange school meetings** at a variety of times...

• May **adopt and implement model approaches** to improving parental involvement;

• **SHALL provide** such other **reasonable support** for parental involvement activities under this section as parents may request.
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their successes.
Building Parent Capacity

Speaking Up for Every Child

• May *involve parents* in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

• May *train parents* to enhance the involvement of other parents;

• May *adopt and implement model approaches* to improving parental involvement;
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

May adopt and implement model approaches to improving parental involvement;

May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

SHALL provide such other reasonable support for parental involvement activities under this section as parents may request.
Families and school staff collaborate with community members to **connect** students, families, and staff to **expand** learning opportunities, community services, and civic participation.
Building Parent Capacity
Collaborating with Community

• May adopt and implement model approaches to improving parental involvement;

• May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
Impacting ALL Levels

Changing perceptions up, down, and all around

Creating teamwork within education

Influencing school and district leadership

Working among parents and communities

You are in a position to lead, observe, and influence in every direction!
Setting the Stage for Parent Engagement

It starts with YOU!

- Responsive to input
- Garner support
- Balance priorities
- Set high expectations
- Encourage innovation
- Build a constructive school culture
Setting the Stage for Parent Engagement

YOU make the difference!

- Bridging gaps between home and school culture
- Assuming the best intentions of parents
- Empowering families by providing them with encouragement, respect and a voice in decision-making
- Providing opportunities to build social capital
References

- Northwest Regional Comprehensive Center. (2011). *Characteristics of Highly Effective Administrators*
Building Capacity
2014 Georgia Family Engagement Conference

For Educators and Parents TOGETHER...

Register Now!
http://tinyurl.com/kf3hoh8

A Partnership Conference of GaDOE, Title I, Part A, Georgia PTA, and United Way

January 9 – 11, 2014
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