Removing Barriers to Meaningful Parent-School Partnerships

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GCEL 2020
Savannah, GA
Georgia’s Systems of Continuous Improvement

Offering a holistic education to each and every child in our state.
Learning Objectives

Do we know if parents’ expectations of school match our schools’ expectations of parents? How do our schools and parents’ values align?

How do schools communicate effectively with parents?

EdCamp “Stand-Up Meetings”
Do we know who our parents?

Parents?

- Title I, Part A: Family-School Partnership Program
- Title I Part C: Education of Migratory Children
- Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth
- Title IV, Part B, 21st Century Community Learning Centers Program
- Title III: Language Instruction for English Learners and Immigrant Students
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
## Top 20 Languages in Georgia (Oct 2019)

<table>
<thead>
<tr>
<th>STUDENT PRIMARY LANGUAGE</th>
<th>STUDENT COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>135,188</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4,553</td>
</tr>
<tr>
<td>Other Indian</td>
<td>3,850</td>
</tr>
<tr>
<td>Korean</td>
<td>3,410</td>
</tr>
<tr>
<td>Chinese</td>
<td>3,191</td>
</tr>
<tr>
<td>Arabic</td>
<td>2,581</td>
</tr>
<tr>
<td>Other Asian</td>
<td>2,456</td>
</tr>
<tr>
<td>Other African</td>
<td>2,277</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2,237</td>
</tr>
<tr>
<td>Hindi</td>
<td>2,133</td>
</tr>
<tr>
<td>French</td>
<td>2,065</td>
</tr>
<tr>
<td>Gujarati</td>
<td>1,694</td>
</tr>
<tr>
<td>Ethiopia/Eritrean Languages</td>
<td>1,670</td>
</tr>
<tr>
<td>Burmese, Hakka Chin,</td>
<td>1,406</td>
</tr>
<tr>
<td>Urdu</td>
<td>1,316</td>
</tr>
<tr>
<td>Russian</td>
<td>1,240</td>
</tr>
<tr>
<td>Japanese</td>
<td>920</td>
</tr>
<tr>
<td>Farsi, Dari, Persian</td>
<td>822</td>
</tr>
<tr>
<td>Mandarin</td>
<td>780</td>
</tr>
<tr>
<td>Swahili</td>
<td>703</td>
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</table>
Do parents’ expectations of school match the schools’ expectations of parents?

Do schools and parents’ values align?

The model of parental participation of Hispanic immigrants focuses on parents teaching good manners and moral values to their children. Many Hispanic parents also have high academic expectations of their children. Research shows that Hispanic immigrant families import and maintain a desire to sustain their own cultural model of education.... The academic performance of Hispanic students is influenced by the traditional values of their families (Reese, Balzano, Gallimore & Goldenberg, 1995).
Academic Awareness

• Improving parental involvement improves schools

• Parental involvement is highly important for pushing the systems to higher standards

• Engaging parents in an active role in the school curriculum can open alternative opportunities for children to succeed in academics
Ideas for Building Parent Capacity

Information for Parents

School Transitions Resources

Resources for Parents of English Learners
How do schools communicate effectively with parents?

Visit the parents, leave a message or an invitation letter

Let a student design the flyer

Send group text

Call, call, and call

Use social media!
Communicating with Parents with Limited English
The MEP Parent Advisory Council (PAC)

- **Advises** the SEA and school districts on concerns of migrant parents that relate to the **planning**, **operation**, and **evaluation** of MEP programs and projects in which their children participate.

- In particular, the SEA and school districts must consult with the PAC about:
  1. The comprehensive assessment of the needs of migratory children to be served; and
  2. The design of the comprehensive service delivery plan.
In terms of Migrant-How do we form a PAC?

How can we ensure school communication is comprehensible to our families?

The MEP staff may assist by doing the following:

- Form a committee (one or two parents) to organize the PAC meeting
- Decide location and time for the PAC meeting
- Decide on the topics by priority of importance for the agenda
- Mail formal invitation letters WITH an explanation of the purpose of the PAC
- Have an icebreaker to set the stage and make the parents feel more comfortable
Federal Programs Handbook

Family Tool Kit

Tool Kit for LEAs
EdCamp Summary

- Free and open to educators and families
- Non-commercial/no vendors
- Anyone can speak and be actively involved
- Discussion based, NOT stand and deliver
- Not an opportunity to “sell” the speaker’s views
- Reliant on the “Rule of Two Feet”
Hybrid EdCamp Norms

- If the meeting area is too full, please choose a different meeting to attend.
- If your group has too many participants, please divide the group in half. The new group will move to another open area. A participant will need to become a group facilitator.
- Any participant can use the “Rule of Two Feet”.

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EdCamp “Stand-Up Meeting” Topics

2-10 minutes sessions

**TOPIC 1:**
CULTURAL RESPONSIVENESS

**TOPIC 2:**
EFFECTIVE COMMUNICATION

**TOPIC 3:**
ACADEMIC AWARENESS

**TOPIC 4:**
MIGRANT PAC
Wrap-Up: EdCamp

• Fast-paced opportunity for sharing to the whole group
• Was it an online tool? Tip? Book recommendation?
• Less than one minute
Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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Resources

Offering a holistic education to each and every child in our state.

www.gadoe.org

@georgiadephtofed

youtube.com/georgiadephtofed