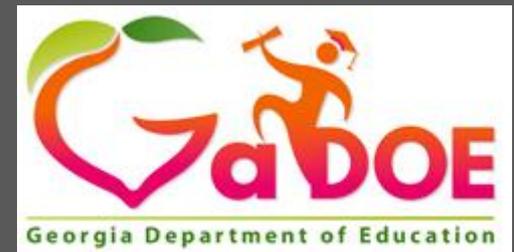




Removing Barriers to Meaningful Parent- School Partnerships

- Mandi Griffin
- Dely V. Roberts
- Israel Cortez

- 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?

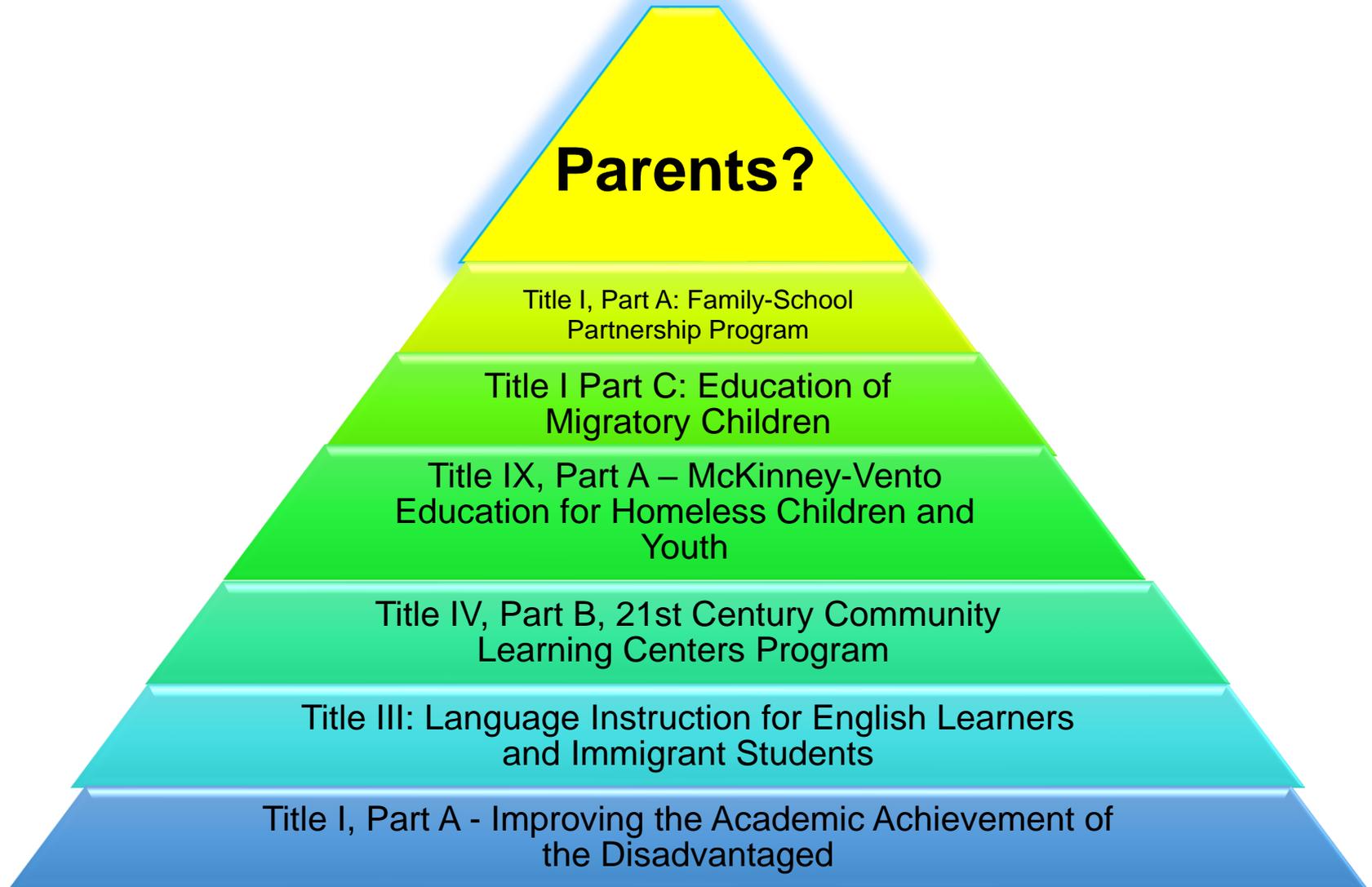


How do schools communicate effectively with parents?



EdCamp "Stand-Up Meetings"

Do we know who our parents?



Top 20 Languages in Georgia (Oct 2019)

	STUDENT PRIMARY LANGUAGE	STUDENT COUNT
1	Spanish	135,188
2	Vietnamese	4,553
3	Other Indian	3,850
4	Korean	3,410
5	Chinese	3,191
6	Arabic	2,581
7	Other Asian	2,456
8	Other African	2,277
9	Portuguese	2,237
10	Hindi	2,133
11	French	2,065
12	Gujarati	1,694
13	Ethiopia/Eritrean Languages	1,670
14	Burmese, Hakka Chin,	1,406
15	Urdu	1,316
16	Russian	1,240
17	Japanese	920
18	Farsi, Dari, Persian	822
19	Mandarian	780
20	Swahili	703

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



Send group text



Let a student design the flyer

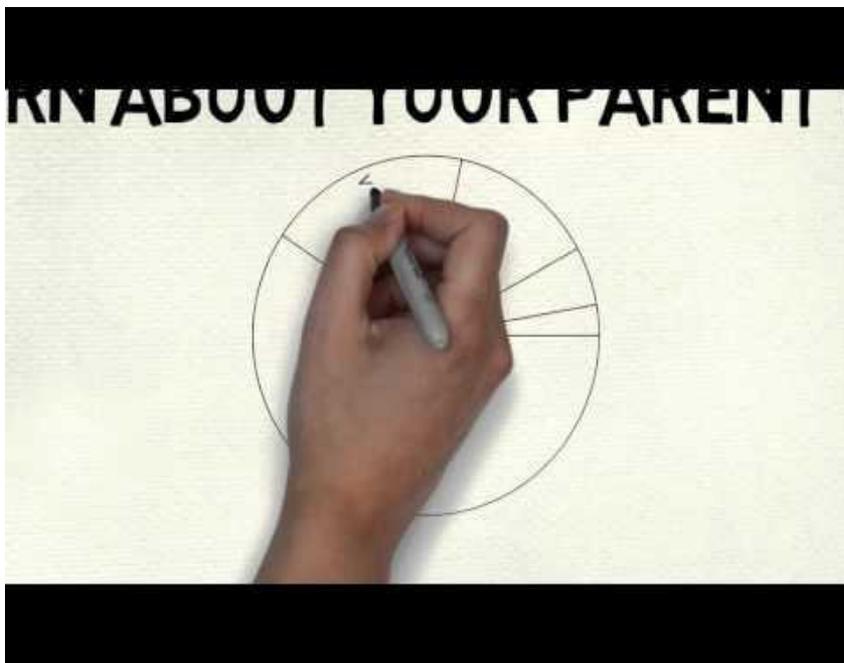


Use social media!



Call, call, and call

Communicating with Parents with Limited English



Communication with Parents in Languages Other Than English

The Elementary and Secondary Education Act, Title I, Sec. 1112(b)(9) states that local education agencies (LEAs) must provide information to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

The Office for Civil Rights (OCR) is the federal agency responsible for ensuring compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. OCR regulations regarding communication with parents across several federal and state programs within the Georgia Department of Education (GaDOE). As such the Department has compiled the following flow chart, with linked resources, for LEA guidance when determining how and when to communicate with parents in languages other than English.

1. What is the parent's preferred language for school communications? If asked School Communication Question collected during registration process?

Note that the student's **Limited English Proficiency** must be provided to parents in a language they understand, to the extent practicable.

- English: Welcome the family to the school. (Parent / Family receives all communications in English.)
- All Other Languages:
 - TIP: LEA must develop and implement a process for determining if all parents and guardians have limited English proficiency. (Review their primary language(s) and / or their other language needs are.)
 - TIP: Find and use a document that says: "Point to the language you understand", written in various languages, to help identify which language(s) to provide to the parent.
 - RESOURCES:
 - Spanish Language Tools and Resources
 - Spanish Language Tools and Resources - Spanish
 - Spanish Language Tools and Resources - Spanish

2. Does the LEA have a written Family-School Communication Plan, including a collection of documents already translated?

TIP: It is recommended that each LEA develop a Communication Plan.

- Yes: Follows Plan (may also go to 3)
- No:
 - RESOURCES:
 - Spanish Language Tools and Resources
 - Spanish Language Tools and Resources - Spanish
 - Spanish Language Tools and Resources - Spanish

3. Is this a common language in the school or district? (i.e. Has it been identified as a major language within the district for which essential documents have already been translated?)

- Yes, and there are existing methods available in the district with which to communicate with parents who understand this language:
 - Communicate with parents using the existing resources.
 - RESOURCES:
 - Spanish Language Tools and Resources
 - Spanish Language Tools and Resources - Spanish
 - Spanish Language Tools and Resources - Spanish
- No, not a common language or resources not available:
 - RESOURCES:
 - Spanish Language Tools and Resources
 - Spanish Language Tools and Resources - Spanish
 - Spanish Language Tools and Resources - Spanish
 - TIP: Schools must provide appropriate and competent interpreters as defined by OCR.

4. Is this a language for which we have used interpretation resources?

- Yes:
 - Clearly interpret communication that ensures the family has meaningful access to information about what is going on in their child's school or district.
- No, not a common language / resources are not available / no existing means by which to easily communicate with the parent:
 - RESOURCES:
 - Spanish Language Tools and Resources
 - Spanish Language Tools and Resources - Spanish
 - Spanish Language Tools and Resources - Spanish

5. Should we provide communication to the parent in a language and format they can understand?

- Yes, schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is related to the education of parents who are proficient in English.
- No, review OCR regulations and other resources prior to determining when / if communication with non-English speaking parents in a language and format they can understand is not necessary.

The LEA communicates with the parents to the extent practicable.

Rule of thumb - if parent must sign it, ensure parent can understand it.

Additional Resources Related to Specific Programs

- Title I, Part A, Section 1116 (Parent and Family Engagement)
 - [Parents of English Learners](#)
- Title I Part C, Education of Migratory Children
 - [Migrant Children's Educational Experiences](#)
- Title III, Part A Language Instruction for English Learners and Immigrant Students
 - [English Proficiency for Translation & Interpretation Services](#)
- OCR
 - [Interpretation Services for Limited English Proficient Parents](#)
- U.S.
 - [Language Instruction for Limited English Proficient and Immigrant Students](#)
 - [Language Instruction for Limited English Proficient and Immigrant Students](#)
 - [Language Instruction for Limited English Proficient and Immigrant Students](#)
 - [Language Instruction for Limited English Proficient and Immigrant Students](#)
- RHA / Special Education
 - [Language Instruction for Limited English Proficient and Immigrant Students](#)
- [Language Instruction for Limited English Proficient and Immigrant Students](#)

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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:

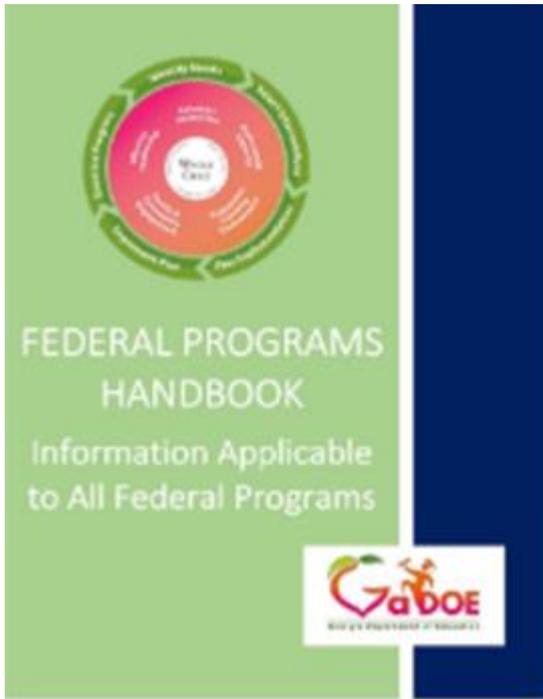
Form a committee (one or two parents) to organize the PAC meeting

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](#)



[Tool Kit for LEAs](#)

[Family Tool Kit](#)



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”



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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”.

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

Ah-Ha 
MOMENT



ANY
QUESTIONS?

Contact Information

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Resources

- Reese, L., Balzano, S., Gallimore, R., & Goldenberg, C. (1995). The concept of educación: Latino family values and American schooling. *International Journal of Educational Research*, 23, 57–81.



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