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Constructing a Parent Engagement Program to Build Capacity

Title I, Part A Parental Involvement Webinar Series

March 11, 2015

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Putting Everything Together

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Building Capacity

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Are You Ready?

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We have clearly defined family engagement as a priority in our school, which is understood by our families

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

Are You Ready?

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We utilize family engagement strategies in our school to achieve school academic goals

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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The school leadership is committed to building parent and staff capacity

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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There is general agreement towards building parent capacity in my school

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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Human, fiscal and other resources are available for planning and building parent capacity

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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There is a plan and timeline to build parent capacity in my school/district

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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Faculty and staff in my school are interested in building parent capacity

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

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Faculty and staff in my school have the skills to build parent capacity

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

Are You Ready?

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My school supports professional learning for faculty to learn about building parent capacity

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

Are You Ready?

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Efforts to build parent capacity are recognized in my school/district

0 – Do Not Know
1 – Strongly Disagree
2 – Disagree
3 – Agree
4 – Strong Agree

Building Capacity for Involvement

1. Parent Knowledge
2. Parent Resources
3. Staff Capacity
4. Early Education/Transition
5. Communication
6. Reasonable Support

What are the requirements? How can schools build capacity?

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Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part, shall -

Building Capacity for Involvement

Section 1118 (e)(1)

- *shall provide assistance to parents of children served by the school or LEA, 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*

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Educate parents & provide awareness about the standards student achievement standards

Educate parents about state and local academic assessments (Georgia Milestones)

Provide parents with assistance on how to monitor their children's progress

Assist parents in working with educators

Building Capacity in Action

- Provide multiple opportunities for parents to learn about their child's education and ways they can support student learning at home
- Host student-centered activities and events that link parent engagement to student academic achievement
- Provide guidance to parents on what to do when entering the school or classrooms
- Hold group parent-teacher conferences that help parents to set and achieve goals
- Involve parents in test preparation activities for students
- Host student led parent-teacher conferences

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Building Capacity for Involvement

Section 1118 (e)(2)

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;

Workshops
Brochures
Websites
Toolkits
Classes
Meetings
Handouts
Videos

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Building Capacity in Action

- Coordinate with teachers to provide academic resources, homework help, and learning strategies
- Develop interactive homework to encourage parent participation and two-way communication
- Help parents navigate student information systems, parent portals and helpful websites
- Give parents the information and resources that they seek in order to assist their student

- Provide classes to help parents increase their own literacy skills to better help their child
- Create a welcoming space in the school for families to access information and computers

Building Capacity for Involvement

Section 1118 (e)(3)

- *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;*

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Building Capacity in Action

- Provide training to staff on innovative parent engagement practices as well as how to establish a welcoming school environment and culture for all families
- Utilize parents during staff meetings and to assist in the development of communications
- Provide faculty and staff with ongoing support and feedback and opportunities to practice their skills
- Integrate family engagement strategies across school initiatives and programs
- Share cultural differences, experiences and suggestions
- Recognize outstanding parent engagement practices

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Building Capacity for Involvement

Section 1118 (e)(4)

- *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 other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;*

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Share Information

Improve School Transition

Increase School Readiness

Building Capacity in Action

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- Partner with Pre-K programs to plan and coordinate parent programs and events for new students
- Offer parents ideas and tips on how to prepare their children for the new school year
- Host events for parents of rising middle and high school students to experience the school environment
- Provide parents with valuable information to help them understand the school and district expectations
- Facilitate opportunities for parents of new students to network during school events or programs

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Section 1118 (e)(5)

- *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;*

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- Provide frequent and advance notices to families using all methods of communication and technology
- Ensure communications are in a family-friendly language and translated, if necessary, so all parents can understand
- Hold events and meetings at various times and locations
- Use the community to spread information and messages
- Update the school website on a regular basis to reflect relative information that is user-friendly
- Record meetings for parents to access at a later date

Building Capacity for Involvement

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Discretionary Items

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*

Discretionary Items

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Each school and LEA assisted under this part, may –

- Involve parents in the training for staff
- Provide necessary literacy training from funds received
- Pay reasonable and necessary expenses associated with parental involvement activities
- Train parents to enhance involvement of other parents
- Arrange school meetings at a variety of times
- Adopt and implement model approaches to improving parental involvement
- Establish district-wide parent advisory council
- Develop appropriate roles for community organizations

Building Capacity in Action

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- Ensure parents are actively recruited and understand they are wanted and needed to be a part of school committees
- Involve parents in action research and utilize parents to train other parents as well as school staff
- Ask and seek out community members to sit on school committees and lend their expertise to develop programs
- Encourage parents to volunteer by providing concrete ways they can contribute
- Identify mutually beneficial partnerships with community members and invite them to share in your school's vision of student success

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The Dual Capacity-Building Framework for Family-School Partnerships

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

The Dual Capacity-Building Framework for Family-School Partnerships

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OPPORTUNITY CONDITIONS

Process Conditions
- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions
- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Opportunity Conditions

The Process Conditions

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Linked to Learning:
Connected to teaching and learning goals for students

Relational:
Building respectful & trusting relationships between home & school

Developmental:
Building intellectual, social and human capital of stakeholders

Collective/Collaborative:
Learning is conducted in group versus individual settings

Interactive:
Skill mastery requires coaching and practice

Mapp and Kuttner, (20143. Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Opportunity Conditions

The Organizational Conditions

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Systemic:
Core component of educational goals

Integrated:
Embedded into structures and processes

Sustained
Operating with adequate resources and infrastructure support

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships

The Dual Capacity-Building Framework for Family-School Partnerships

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POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the "4 C" areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Policy and Program Goals

Building Staff and Family Capacities

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Capabilities

Cognition

Connections

Confidence

Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Understanding the Dual Capacity Framework for Your School or District

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Parent Involvement

Everything ***we do*** to bring parents into the school

Family Engagement

What parents take with them in the form of ***learning and skills*** to apply in the home with ***their child*** to achieve academic success

Remember: School/District must be trained, too, to ensure family engagement effectiveness!

High – Impact Strategies

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- ✓ Link to Learning

- ✓ Build Relationships
- ✓ Develop Dual Capacity

Hill, Mapp and Henderson (2014). Does Family Engagement Matter? The Truth and Half-Truths about Parental Involvement

Building Capacity Action Plan

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Building Capacity Indicators

Knowledge –
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 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

What will your school do	What resources or funds are needed	How can faculty and staff help	Is this connected to:	Y	N
			Needs Assessment Results		
			Parental Involvement Plan		
			School-Parent Compact		
			School Academic Goals		

Resources –
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

What will your school do	What resources or funds are needed	How can faculty and staff help	Is this connected to:	Y	N
			Needs Assessment Results		
			Parental Involvement Plan		
			School-Parent Compact		
			School Academic Goals		

Building Capacity Action Plan

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Staff Capacity –

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

What will your school do	What resources or funds are needed	How can faculty and staff help	Is this connected to:	Y	N
			Needs Assessment Results		
			Parental Involvement Plan		
			School-Parent Compact		
			School Academic Goals		

Early Education, Resource Centers and Transition –

SHALL 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

What will your school do-	What resources or funds are needed	How can faculty and staff help	Is this connected to:	Y	N
			Needs Assessment Results		
			Parental Involvement Plan		
			School-Parent Compact		
			School Academic Goals		

Communication –

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

What will your school do	What resources or funds are needed	How can faculty and staff help	Is this connected to:	Y	N
			Needs Assessment Results		
			Parental Involvement Plan		
			School-Parent Compact		
			School Academic Goals		

Additional Resources

Webinar

Checklist

Rubrics

PowerPoint

Strategies

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Parent Teacher Association (PTA) National Standards for Family-School Partnerships

Standard 1: ***WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:*** 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.

Standard 2: ***COMMUNICATING EFFECTIVELY:*** Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: ***SUPPORTING STUDENT SUCCESS:*** Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: ***SPEAKING UP FOR EVERY CHILD:*** Families

other children, to ensure that students are treated fai

support their success.

Standard 5: ***SHARING POWER:*** Families and school sta

children and families and together inform, influence, a

Standard 6: ***COLLABORATING WITH THE COMMUNITY***

community members to connect students, families, ar

community services, and civic participation.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National S*

Guide. Retrieved from http://www.pta.org/2757.asp

Dr. John D. Barge, State Scho

May 13, 2011 • Page

Elementary and Secondary Education Act (ESEA), Title I, Part A
Section 1118 (b)(1)

School Level Parental Involvement Policy
Policy Development

DISTRICT LEVEL SCHOOL LEVEL

Each school that receives Title I funds shall **develop jointly** with, and **distribute to**, parents of participating children a written parental involvement policy, **agreed on** by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language they understand. Efforts must be made available to the local community to collect

Building Parent Capacity:
A Crosswalk for Parent Engagement

Series

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Building Parent Capacity: A Crosswalk for Parent Engagement

Title I Part A Section 1118(e)	PTA National Standards for Family-School Partnerships
Parental Involvement	6 Standards to Build Family-School Partnerships for Student Success
...o ensure effective ...rtnership among the school ...prove student academic ...nal agency assisted under	FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what ***parents, schools***, and ***communities*** can do together to support student success.
...ildren served by the school ...understanding such topics ...d State student academic ...mic assessments, the ...a child's progress and work ...f their children;	**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.
...elp parents to work with ...vement	**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.
...sonnel, principals, and ...he ***value*** and ***utility*** of ...out to, communicate with, ...ement and coordinate ...nts and the school;	**Standard 1**: Welcoming All Families into the School Community – Families are ***active participants*** in the life of the school, and ***feel welcomed***, and ***connected*** to each other, to school staff, and to what students are learning and doing in class. **Standard 2**: Communicating Effectively – Families and school staff engage in ***regular, two-way and meaningful communication*** about student learning.

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Questions?