

Creating Effective Engagement Plans for All Families

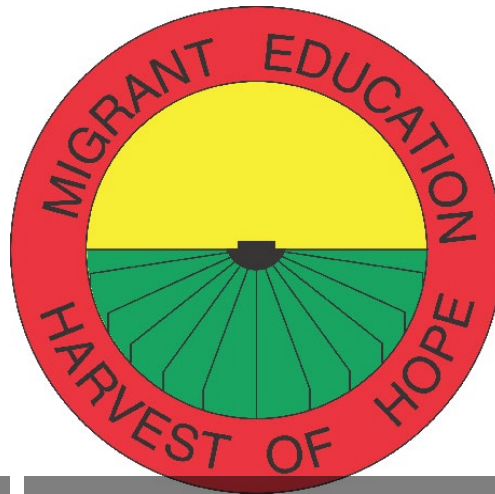
Federal Programs – ESSA and IDEA
Summer Professional Learning Series
July 15, 2021



Collaborating Today:



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Margarita Muñoz



Susan Holcomb

Today's Learning Targets



To provide LEAs with ideas on how to make family engagement plans effective by:

Intentionally removing barriers

Building parents' and staff capacity to engage

Identifying resources by program

Evaluating plan effectiveness

Title I, Part A, Section 1116 – Parent and Family Engagement

*LEAs and Schools Receiving Title I-A funding must engage parents and families of participating student in **meaningful** ways in decision-making and getting input on the family engagement program.*

- LEA Parent and Family Engagement Policy
- LEA Technical Assistance to Schools
- Annual Evaluation
- Title I, Part A Set Aside (Must reserve if allotment is > \$500,000)
- School-Parent Compact
- Distribute (LEA and School PFEP and Compacts)
- Annual Title I Meeting
- Build Capacity of Parents
- Build Capacity of Staff

Title I, Part A, Section 1116(f) Accessibility Parent and Family Engagement

In carrying out the parent and family engagement requirements of Title I, Part A, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency), including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand.

Title I, Part A, Section 1112(e) – Parents of English Learners

Notice to Parents

(Supplemental Language Support Services)

- Each Title I school shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students [and]... shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under [Title I] or Title III.

Title I, Part C Requirements

Section VIII from the Non-Regulatory guidance indicates that schools should develop partnerships with parents and build ongoing dialogues to improve student achievement.

In order **to receive MEP funds**, SEAs and the local operating **agencies must implement programs, activities, and procedures that effectively involve migrant parents.** An SEA must: 1) develop its comprehensive State plan in consultation with parents; 2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.

References: Section 1118 of Title I, Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title 1, Part C.

Title III, Part A Statute

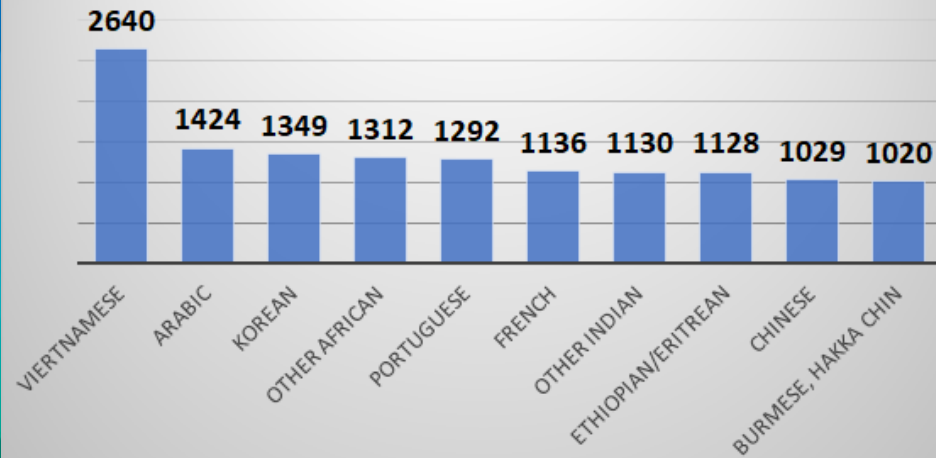
SEC. 3111. FORMULA GRANTS TO STATES

ESEA Title III § 3115(c) REQUIRED SUBGRANTEE ACTIVITIES - An eligible entity receiving funds under section 3114(a) shall use the funds — (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which – (A) shall include parent, family, and community engagement activities; and (B) may include strategies that serve to coordinate and align related programs.

ESEA Title III § 3115(d) AUTHORIZED SUBGRANTEE ACTIVITIES – (6) Providing community participation programs, family literacy services and parent and family outreach and training activities to English learners and their families – (A) to improve the English language skills of English learners; and (B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

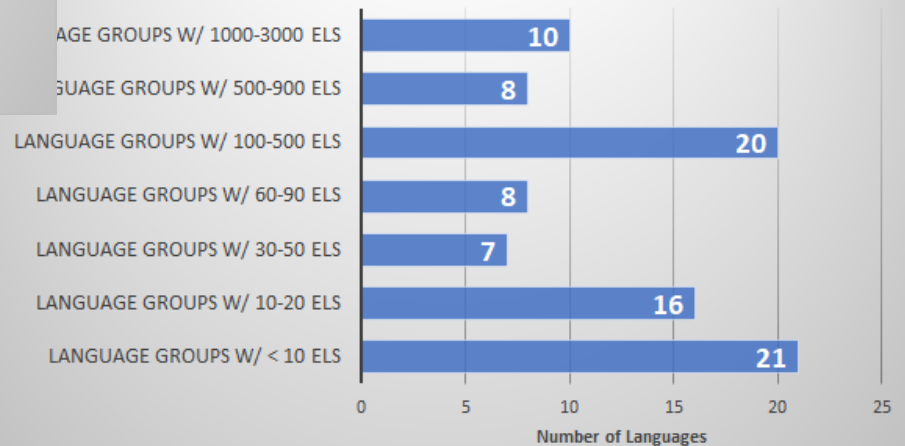
Out of 92 Language Groups, 80% ELs Identified Spanish as their Primary Language

Top 10 Language Groups in GA Schools after Spanish and English



100,799 ELs = Spanish

90 Language Groups excluding English & Spanish



October 2020 Data

The Family Engagement Paradigm Shift

Parent Involvement	Family Engagement
<ul style="list-style-type: none"> • Doing to parents • One-way communication • Targets whole school • Random acts • Fun activities • Focused on social services • Optional participation • Indirect outreach 	<ul style="list-style-type: none"> • Doing with families • Two-way communication • Classroom-based • Systematic and integrated • Build partnerships • Linked to learning • Developmental • Collaborative (team approach) • Targets every child/every family

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York, NY: New Press.

Van Voorhis, Frances L., Maier, Michelle, Epstein, Joyce L., Lloyd, Chrishana M. October, 2013. *The Impact of Family Involvement on the Education of Children ages 3 to 8*. New York, NY: MDRC

Redding, Sam, Murphy, Marilyn, & Sheley, Pam, Editors, 2011. *Handbook on Family and Community Engagement*. Charlotte, NC: Information Age Publishing.

Parent Involvement vs. Parent Engagement

- Ferlazzo and Hammond (2009):
 - Parent “involvement” begins with the school
 - Parent “engagement” begins with the parent; parent energy drives the efforts of the school resulting in trusting relationships.



Creating Effective Engagement Plans for All Families by:

Intentionally removing barriers



Question Box - Free Response:

What barriers are the families in your LEA experiencing?



Ways to Remove Barriers

Title I

1. Provide transportation and childcare
2. Provide literacy training (if other funds exhausted)
3. Train parents to enhance the involvement of other parents
4. Hold meetings at a variety of times or conduct home visits
5. Provide information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand

Title I, Part C


Language accommodations for in person, virtual/online communication:

1. Videos with captioning or embedded interpreting
2. Accessible or translated reading materials
3. Online translation dictionary
4. Other technological solutions
5. Authentic dialogues

Title III, Part A

1. Provide a warm welcoming environment.
2. Tailor the Parent Engagement program to the cultural needs of the families.
3. Provide opportunities for literacy training
4. Communicate with parents in a language they understand and a format they prefer.
5. Make engagement meaningful and ongoing.

Notice overarching barriers



Intentionally removing barriers

Communicate in a language parents understand

Provide translation services

Provide literacy trainings for Parents

Meet the cultural needs of the families

Provide a warm welcoming environment

Facilitate Transportation Services

Creating Effective Engagement Plans for All Families by:

Building parents' and staff capacity to engage



Building Capacity

❑ Training to parents

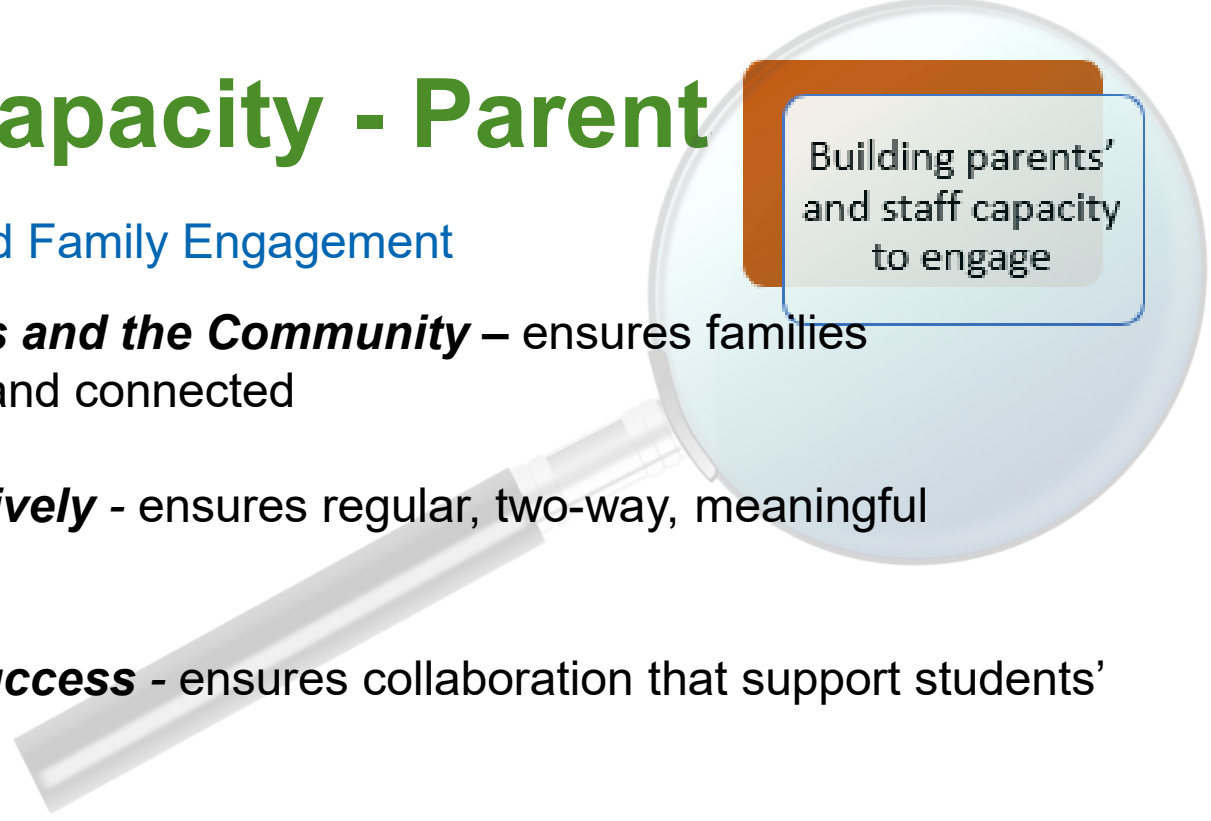
- School readiness
- Homework
- Technology
- Discipline
- Literacy
- Parent involvement/engagement
- Accessing school and community resources

❑ Parental Support

- Enable parents with the necessary tools for them to develop skills and to assist their children with their education
- Host Parent meetings
 - Title I, Part C Parent Advisory Councils
 - Facilitate transportation services
- Communication
 - Enhance parent/school/teacher communication



Building Capacity - Parent

A large magnifying glass graphic is positioned on the right side of the slide, with its lens focused on the text 'Building parents' and staff capacity to engage'. The handle of the magnifying glass extends towards the bottom left.

Building parents' and staff capacity to engage

Title I, Part A, Parent and Family Engagement

Welcoming all Families and the Community – ensures families feel welcomed, valued, and connected

Communicating Effectively - ensures regular, two-way, meaningful communication

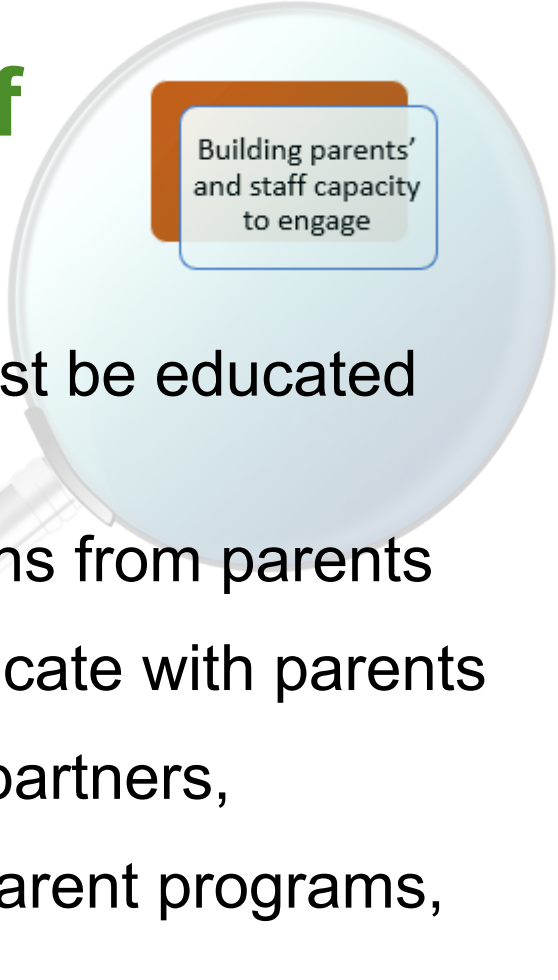
Supporting Student Success - ensures collaboration that support students' learning

Empowering Families – empowers families to be advocates for their children
Sharing Leadership with Families and the Community – ensures equal partnerships in decisions that affect children

Collaborating with Families and the Community - ensures collaboration that facilitates learning opportunities, community services, and civic participation

Building Capacity - Staff

Title I, Part A, Parent and Family Engagement



Building parents' and staff capacity to engage

To build the capacity all school staff must be educated (with the assistance of parents):

1. In the value and utility of contributions from parents
2. In how to reach out to and communicate with parents
3. How to work with parents as equal partners,
4. How to implement and coordinate parent programs, and
5. How to build ties between parents and the school.

Building Capacity - Parents

Title III, Part A

Building parents' and staff capacity to engage

- Demonstrate a home environment which supports learning.
- Provide literacy training to EL families in order to empower and equip them with interactive literacy activities they can use at home.
- Encourage parents to:
 - Provide a place for children to work
 - Check student work
 - Ask children what they are learning
- Train parents how to evaluate their child's progress.
 - Student reports
 - Digital software reports
 - Classwork
 - Assessment results



Dual Capacity Building Framework

Building Capacity - Staff

Title III, Part A

Building parents' and staff capacity to engage

Title III Required Activities ESSA Sec. 3115 (c)

Provide effective Professional Development (PD) to classroom **teachers** (including teachers in classroom settings that are not the settings of language programs), **principals** and **other school leaders, administrators**, and other school or community-based organizational personnel, that is-

- **(A)** Designed to improve the instruction and assessment of ELs;
- **(B)** Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;



Building Capacity - Staff

Title III, Part A

Building parents' and staff capacity to engage

- **(C)** Effective in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
- **(D)** Of sufficient intensity & duration (which shall not include activities such as 1-day or short-term workshops/conferences) to have a positive and lasting impact on the teachers' performance in the classroom



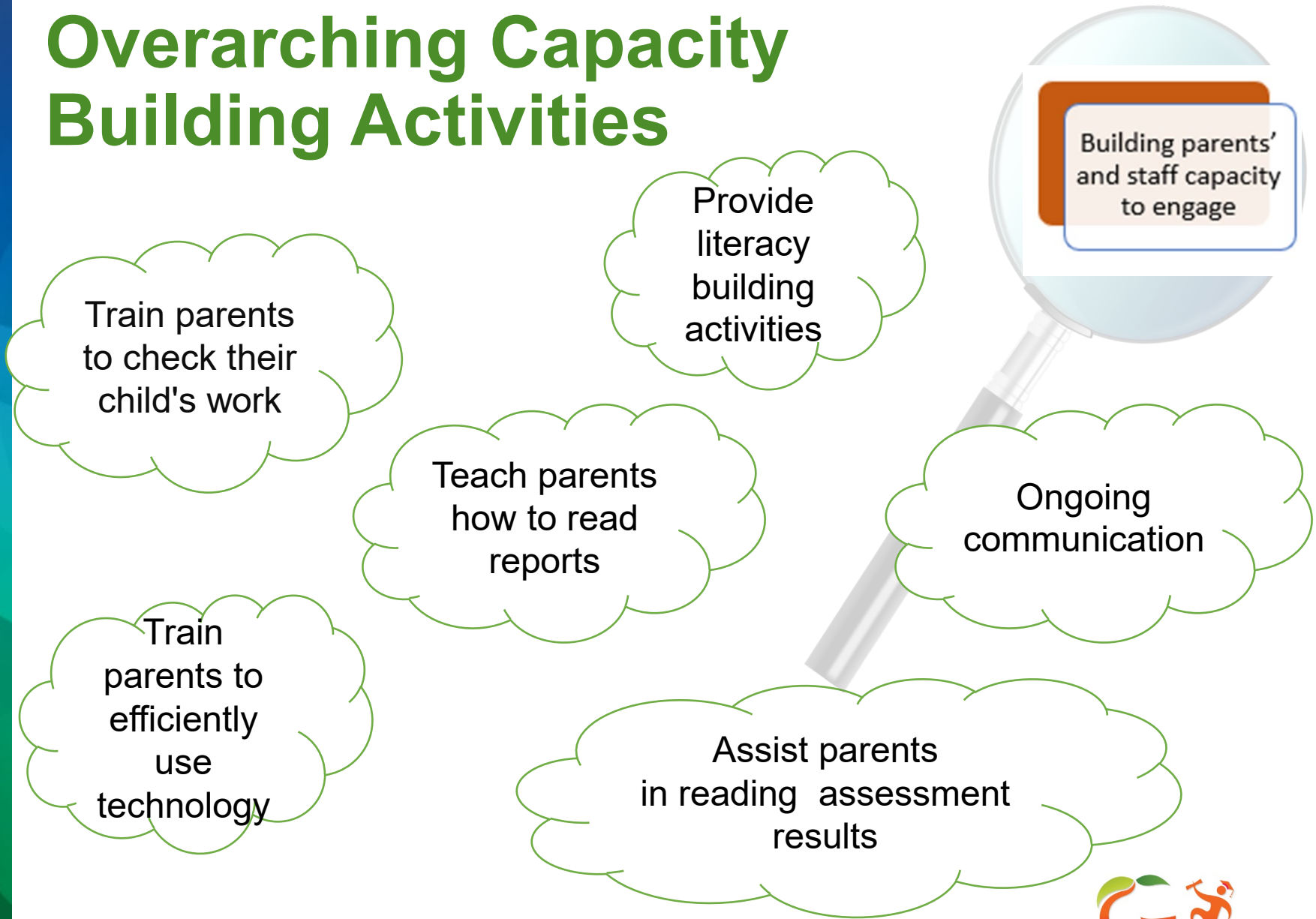
Building Capacity – Parents

Title I, Part C



- Develop Culturally Responsive Practices
- Welcoming and Affirming Environment:
 - Assess the physical environment to ensure all students are represented.
 - Build and develop positive relationship with students and their families.

Overarching Capacity Building Activities





Resources


Title I, Part A, Parent and Family Engagement
Family-School Partnership Program


<http://partnerships.gadoe.org>

Identifying
resources by
program

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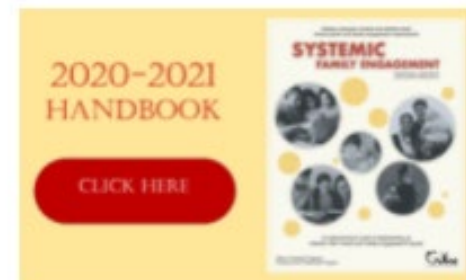
 Watch our FEP Channel



Monitoring Tools

Preparing for Monitoring of Title I, Part A
Parent and Family Engagement Indicators

[CLICK HERE](#)



Resources

Title III, Part A

Identifying
resources by
program

- Supporting Literacy at Home Guides in English and Spanish - [Supporting-Literacy-at-Home-English.pdf \(mtss4els.org\)](#), [Supporting-Literacy-at-Home-Spanish.pdf \(mtss4els.org\)](#)
- Let's Learn GA! Getting Ready – Guide to help families understand what children have learned and are going to learn in English and Spanish. [Let's Learn GA! - Getting Ready | Georgia Public Broadcasting \(gpb.org\)](#)
- Lexile Parent resources in English and Spanish [Lexile Parent \(gadoe.org\) Resources](#)
 - What is a Lexile measure?
 - What do I do with Lexile measure?
- ED COVID-19 Handbook in Spanish - [Manual de COVID- 19 - Volumen 1 \(PDF\) \(ed.gov\)](#)



Resources

Title I, Part C Migrant Education Program

Identifying
resources by
program



- [PAC meeting guide](#)
- [iSOSY resources for OSY/DOs](#)
- [Training to local MEP staff](#)
 - Georgia MEP Monthly Webinars

Time for a quick Poll

How do you know your family engagement program is effective?

Effectiveness



Effective family engagement ultimately has a positive impact on student academic success.


Ingredients leading to student academic achievement:

- Equipping all families with the tools they need to support student achievement
- Facilitating strong partnerships between families, the school, and the community

Effectiveness

Effective Family Engagement Programs

– Asking the right questions:

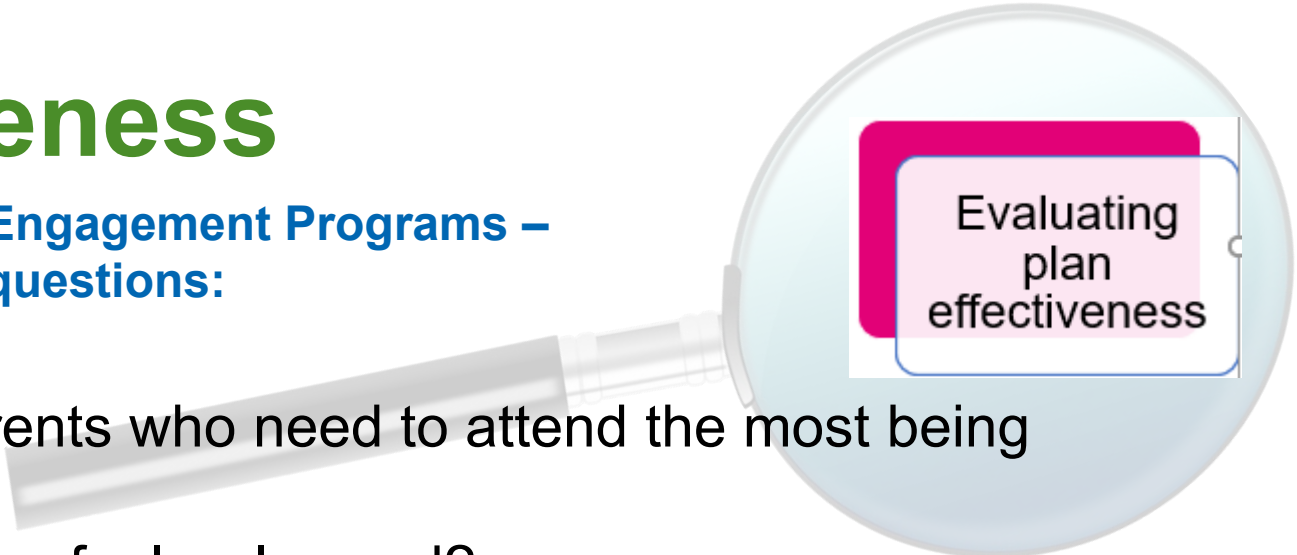


Evaluating
plan
effectiveness

1. Does your family engagement align with your CLIP – DIP – SIP?
2. Are family engagement activities, events, and programs designed to help families better support the academic achievement of **ALL** students?
3. What do parents and families say about the effectiveness of your family engagement program?
4. Have identified barriers to participation been removed?
5. Is the participation rate where you want it to be?

Effectiveness

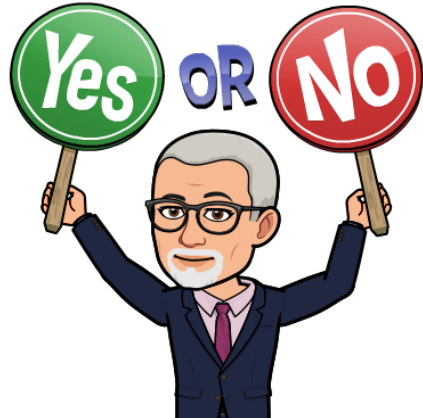
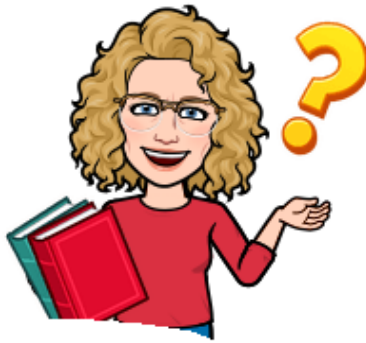
Effective Family Engagement Programs – Asking the right questions:

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Evaluating
plan
effectiveness

6. Are the parents who need to attend the most being reached?
7. Do all families feel welcomed?
8. Are families receiving school information in a format and language they all can understand?
9. Do all parents have an opportunity to participate in decisions impacting their child's learning?
10. Do they have access to the resources and services they need to support student learning and overall well-being?
11. Is there more our school / district can do to improve our outreach to and build partnerships with families?

Time to Respond to Your Questions!



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Feedback

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- Or scan this QR code:



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GEORGIA'S FUTURE**

