# Parent Involvement Coordinator (PIC) 101 Training

**September 6, 2012, 9:00 AM – 3:00 PM**
**Georgia Department of Education**


**Lakeita Servance**
**Parent Engagement Specialist**

**Michelle Sandrock**
**Parent Engagement Program Manager**

# Parent Engagement Program Overview

# Our Program

Communication
GaDOE Programs
Increase student achievement by
ENGAGING & EMPOWERING PARENTS
to become actively involved in their children's education across all grade levels.
External Partnerships
Professional Development

# Communication

## 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 T. Barrs, Chair
State Board of Education

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Fifth Congressional District

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Tenth Congressional District

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Seventh Congressional District

Albert "Al" Hodge
Eleventh Congressional District

Mary Sue Murray
Thirteenth Congressional District

# Communication

## Parent Engagement Awareness

BY THE GOVERNOR OF THE STATE OF GEORGIA

A PROCLAMATION

PARENT ENGAGEMENT MONTH

WHEREAS: Education is the gateway to a brighter future for our children and our state. Georgia is committed to excellence in education and recognizes the importance of family participation in that pursuit of excellence; and

WHEREAS: Through active, ongoing engagement with their children, parents have the power to ensure their children succeed in achieving education goals. Parent engagement can take place at home and at school; and

WHEREAS: Partnerships are powerful, and by working directly with their children's schools and teachers, parents can build a strong foundation on which their children will thrive; and

WHEREAS: Parent Engagement Month provides an opportunity to raise awareness of the importance of parent engagement in a child's education from Pre-K to 12th grade; now

THEREFORE: I, NATHAN DEAL, Governor of the state of Georgia, do hereby proclaim November 2011, as PARENT ENGAGEMENT MONTH in Georgia, with November 17 as PARENTAL INVOLVEMENT DAY, and encourage parents to remain actively involved in the education of their children.

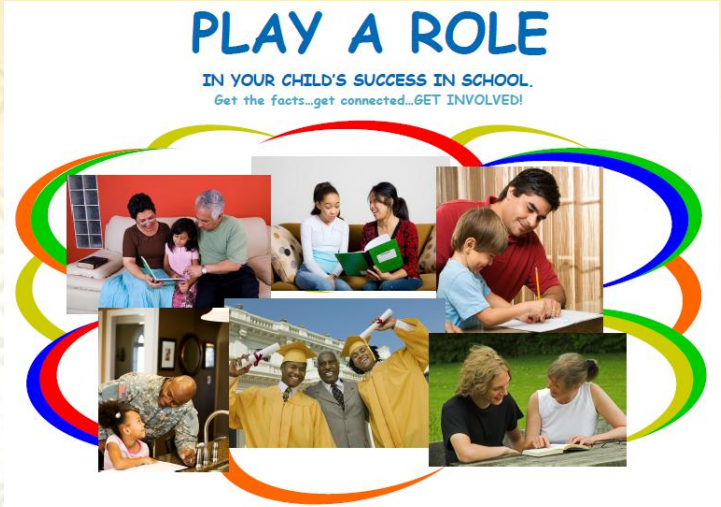
In witness thereof, I have hereunto set my hand and caused the Seal of the Executive Department to be affixed this 19th day of October in the year of our Lord two thousand eleven.

Nathan Deal
GOVERNOR

ATTEST

CHIEF OF STAFF

## PROMOTING PARENTS AS LEADERS



### The Georgia Parent Leadership Awards

The Georgia Department of Education (GaDOE) and the Georgia Parent Teacher Association (GA PTA) created the award to recognize parents across Georgia who utilize their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to *lead* the way in building positive outcomes for all children.

# Communication

## Parent Engagement Awareness

## *Parent Engagement Month November 2012*

**Expect**

- Governor's Proclamation
- Get Involved!  Parent Calendars
- Sharing of "Best Get Involved Moments"
- State School Superintendent's Letter to Parents and Families
- Parent Leadership Award Nominations

**National Parent Involvement Day is November 15, 2012!**

# Communication
## Superintendent's Parent Advisory Council

Parents serve as advisors and act as ambassadors. They share the information learned with members of their communities, other families, and schools.

# Communication

## Parent Engagement Awareness

# Communication
## Printed Resources

**Play a role in your child's success in school.**

**Get the facts…**
**Get connected…**
**GET INVOLVED!**

# PLAY A ROLE

**IN YOUR CHILD'S SUCCESS IN SCHOOL.**

Get the facts…get connected…GET INVOLVED!

Schools understand that parents are busy people, but there are many different ways you can get involved in your child's education. No matter how little or how much time you have, there are many ways you can positively impact your child's education at school and at home. Remember, when parents get involved and stay involved, all students achieve at higher levels.

**1. VOLUNTEER AT SCHOOL** Schools often send home lists of various ways that parents can volunteer. If they don't, let your child's teachers, principal, or counselors know your special skills and ask what you can do to help.

**2. SHOW YOUR CHILD THAT YOU CARE** Have a conversation with your child about school and homework regularly. Ask specific questions that inform you about your child's day. Know what classes your child is taking, who your child's friends are, and other essential information.

**3. KEEP IN TOUCH WITH THE SCHOOL** Get to know your child's teachers, principal, counselors and school's parent involvement coordinator. Make it a point to stay in contact with them throughout the school year.

**4. EXPRESS HIGH EDUCATIONAL EXPECTATIONS** Encourage your child to take challenging courses and monitor your child's academic performance (homework, grades, and test scores) throughout the year. Emphasize effort and achievement.

**5. ATTEND SCHOOL MEETINGS, FUNCTIONS, AND EVENTS** Make time to attend parent-teacher conferences, parent fairs, curriculum nights, award ceremonies and other school events. Your attendance and support matters to your child.

**6. SEEK OUT INFORMATION** Request a meeting with your child's teacher regarding any aspect of your child's education. If you have other questions, ask the school by calling or sending a note so they can link you with the appropriate person that can respond to your needs.

**7. BE AN ACTIVE PART OF DECISION MAKING COMMITTEES** Participate in parent or school leadership organizations. Ask your school about the Parent Teacher Association or Parent Teacher Organization, school council, parent advisory committee or other parent organizations and then join one.

**8. MAKE SCHOOL IMPORTANT** Talk positively about school with your child. Send your child prepared for school each day with pens, pencils, notebooks, and homework completed. Make school a priority by ensuring they are at school every day and arrive on time.

**9. BE SEEN AT SCHOOL** Arrange a visit to your child's classroom, have lunch with your child at school, or visit the Parent Center. Your presence matters and shows the school that you are invested in your child's education.

**10. BE INFORMED AND RESPONSIVE** Ask, collect, read, and respond, if needed, to all information (school policies, field trip information, student handbook, etc.) that is sent from your child's school or teacher. If you need to receive information in a language other than English, call or visit the school.

**11. VISIT YOUR SCHOOL'S WEBSITE** Access all kinds of information, including homework assignments, class schedules, lesson plans, test dates, and grades on your child's school website. If you don't know your school's website, ask your child's teacher or the school.

**12. PARTICIPATE IN WORKSHOPS THAT ARE OFFERED** Look for great opportunities to meet other parents at school through workshops that cover topics such as child development, school standards, and other shared parent concerns. If workshops are not offered regularly, help plan one or suggest ideas to your school counselors or parent involvement coordinator.

**13. PROVIDE A RICH LEARNING ENVIRONMENT AT HOME** Make time for meaningful dinner conversations, trips, games, reading time, family sports, and daily routines. Activities like these will contribute to your child's academic achievement at school.

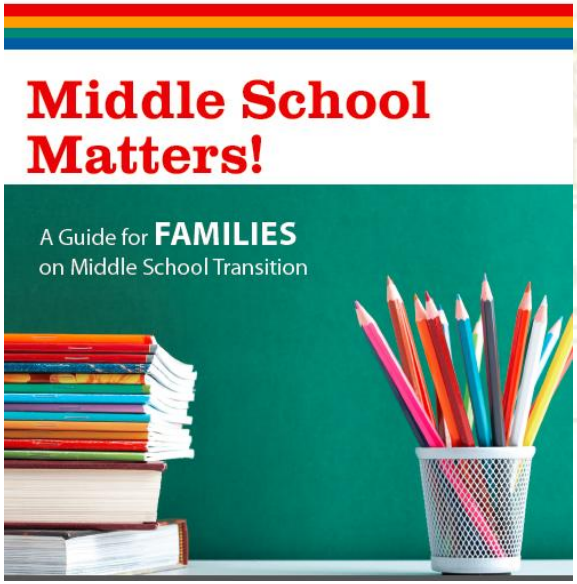
**14. DROP IN ON AFTER SCHOOL OR EXTRACURRICULAR ACTIVITIES** Pick your child up from after-school activities or stop by a few minutes early to watch your child in action, if you are unavailable during the school day. It is also important to know your child's after school teacher, instructor, or coach.

**15. INVITE THE COMMUNITY TO PARTNER WITH THE SCHOOL** Encourage local businesses, churches, clubs, or civic organizations that you are involved with to volunteer or financially support the school. Have community partners provide schools and families with information about services and resources they provide that support student learning such as mentoring, tutoring, and service learning activities.

Georgia Parent Information and Resource Center

# Communication
## Printed Resources

School Transition Brochures



# Parent Engagement Quarterly Newsletter

Volume 1, Issue 4, Summer 2011

"Successfully Engaging Georgia's Parents"

Inside this issue: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"Making Education Work for All Georgians."

## "A New Vision Soaring for Georgia's Students!"

Dr. John D. Barge, State School Superintendent

When I took the oath a few months ago to serve as Georgia's State School Superintendent, I knew my mission was simple: to help Georgia's students be successful in the classroom. This work has begun, and I am excited about the opportunities that lie ahead.

My vision of *Making Education Work for All Georgians is* focused on providing greater opportunities for Georgia's students, to graduate with a meaningful diploma that will open doors to their futures, whether in the workplace or post-secondary studies. Parents play a large role in the success of this vision.

Under my administration, the Georgia Department of Education will be a service- oriented organization that provides information, technical assistance, guidance, and other critical forms of support to parents, schools, and school districts. My focus is on doing what is best for our children and I know it is yours, too. When parents are engaged, students have the ability to overcome various challenges and are inspired to stay in school, resulting in productive young adults prepared for their chosen career or post-secondary endeavors.

Together, if we focus on doing what is best for our children and prepare them to soar beyond our expectations, I am convinced that our state will reap the benefits for years to come.

Sincerely,

Dr. John D. Barge,
State School Superintendent

## Highlights: Parent Engagement Program

The mission of the Georgia Department of Education's Parent Engagement Program is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.

While your local school and community is the best place to obtain information first, we are excited to inform you about the following events that recently took place to recognize the important role parents play in their children's education:

- The Kindergarten Transition Toolkit is now available for parents and educators to download from the Parent Engagement website. This toolkit provides parents with all of the information needed to help their child successfully transition into Kindergarten. Both, parents and educators are encouraged to utilize this information over the summer.
- Georgia's First Statewide Family Engagement Conference will be held at The Classic Center in Athens, GA, from February 16-18, 2012. This is a new opportunity being launched through a collaborative partnership between the Georgia Department of Education and Georgia PTA for parents and educators, particularly those in Title I schools. The conference theme is: *"Building Connections: Striving for Excellence, Empowerment, and Equity in Education."* More information on this conference will be forthcoming in the months ahead.
- The Superintendent's Parent Advisory Council conducted their final meeting for SY 2010 -2011on May 4, 2011. For detailed information about this council or to review the meeting minutes, please visit the website listed below.
- Check out the "Get Involved!" brochure that lists 15 different ways parents and families can get involved in their children's education. The brochure is not age specific, so all parents can utilize this resource.

To obtain copies of the brochure or to locate copies of any of the information mentioned above, contact the Parent Engagement Program at 404-656-2633 or visit our website at:

http://public.doe.k12.ga.us/tss_title.aspx?PageReq=ParentEngagement

Dr. John D. Barge, State School Superintendent
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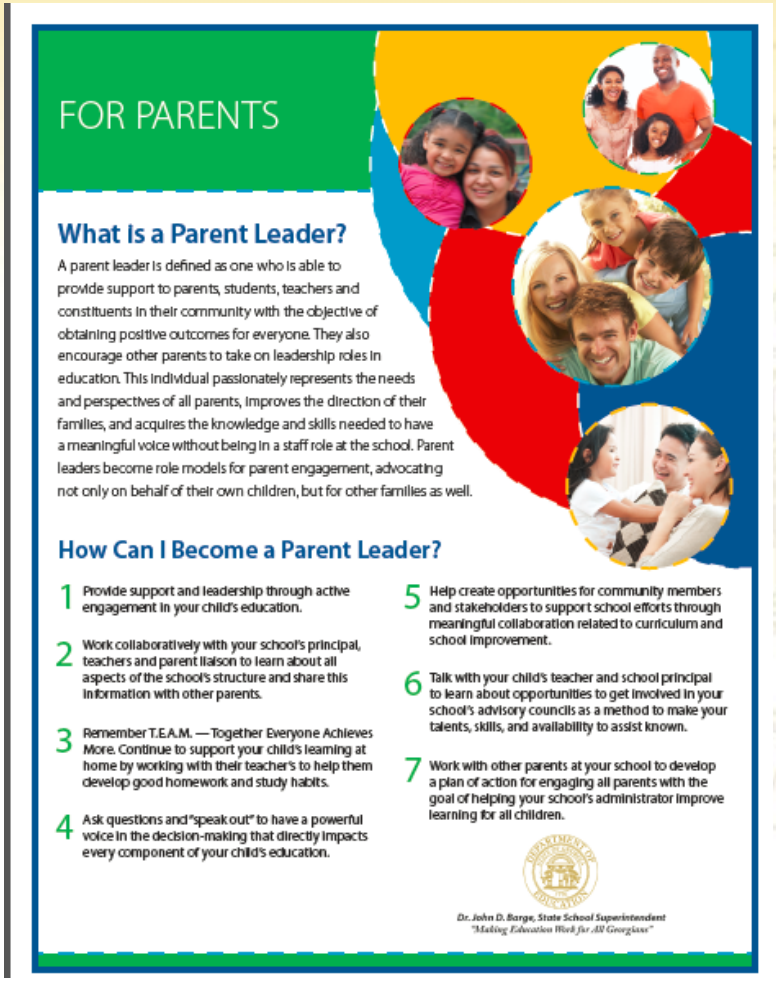
Quarterly Newsletters

# Communication
## Printed Resources



FOR PARENTS

### What Is a Parent Leader?

A parent leader is defined as one who is able to provide support to parents, students, teachers and constituents in their community with the objective of obtaining positive outcomes for everyone. They also encourage other parents to take on leadership roles in education. This individual passionately represents the needs and perspectives of all parents, improves the direction of their families, and acquires the knowledge and skills needed to have a meaningful voice without being in a staff role at the school. Parent leaders become role models for parent engagement, advocating not only on behalf of their own children, but for other families as well.

### How Can I Become a Parent Leader?

1. Provide support and leadership through active engagement in your child's education.
2. Work collaboratively with your school's principal, teachers and parent liaison to learn about all aspects of the school's structure and share this information with other parents.
3. Remember T.E.A.M. — Together Everyone Achieves More. Continue to support your child's learning at home by working with their teacher's to help them develop good homework and study habits.
4. Ask questions and "speak out" to have a powerful voice in the decision-making that directly impacts every component of your child's education.
5. Help create opportunities for community members and stakeholders to support school efforts through meaningful collaboration related to curriculum and school improvement.
6. Talk with your child's teacher and school principal to learn about opportunities to get involved in your school's advisory councils as a method to make your talents, skills, and availability to assist known.
7. Work with other parents at your school to develop a plan of action for engaging all parents with the goal of helping your school's administrator improve learning for all children.

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

FOR SCHOOL ADMINISTRATORS

### How Can I Build and Sustain Parent Leaders?

Developing parent leaders is a progressive process. Each academic year schools experience a new influx of parents who are at different stages of involvement, awareness, and acceptance of responsibility. As a parent becomes empowered and accumulates the skills to make positive changes, he or she will emerge as a parent leader, taking on leadership roles within the school and community. Utilizing parent leaders effectively will greatly contribute to the overall success and progress of your school and its mission.

### What Steps Can I Take to Develop Parent Leaders In My School Community?

1. Develop a structure or system that is designed to educate parents in your school about the function of the school board, school and district policies, test score interpretation, and parental rights and responsibilities related to education.
2. Offer quality parent engagement opportunities for parents to acquire the tools they need to effectively implement parent engagement strategies at home and at your school.
3. Ask parents at the beginning of the school year about their interests to allow adequate time for those interests to be developed and utilized throughout the school year.
4. Include parents in the school's mission writing process and highlight the important role they play in the school-family-community partnership alongside the faculty and staff.
5. Set a goal to engage in meaningful conversation with the parents at your school and ask for their input on the decisions that directly impact school improvement and student achievement.
6. Reinforce confidence in your parents and their ability to be credible and worthy educational stakeholders, capable of acting on behalf of all students.
7. Make sure parents feel welcomed and cultivate a school community of trust, where both teachers and parents believe that each one has the other's best interest in mind as they both strive to make positive changes within the school and community.

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

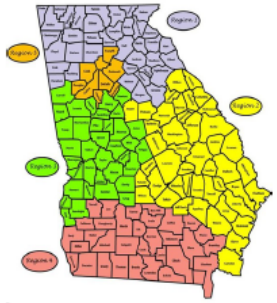
**Parent Leadership Development Guides for Parents and Administrators**

# Communication
## Printed Resources

### Parent Involvement Coordinators

The Georgia Parent Involvement Coordinator (PIC) Network is divided into five regions and is comprised of approximately 700 Parent Involvement Coordinators throughout the state. Their focus is to advocate for the parents in their school, offer a variety of informative workshops, link parents to resources in the community, and assist parents with navigating the school system so their children can obtain the resources required to help them achieve their maximum academic potential.

Parent engagement professionals participate in professional development meetings that are held semi-annually within their region. The regions are defined in the color coded map below. These professional development meetings are not limited to Parent Involvement Coordinators, but also may include Parent Mentors, Pre-K Facilitators, School Social Workers, Graduation Coaches, School Counselors, Title I Directors, and School Administrators.





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*For more information, please visit:*
www.gadoe.org/oserm.aspx or
http://public.doe.k12.ga.us/ss_title.aspx?PageReq=ParentEngagement

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


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### PARENT ENGAGEMENT PROGRAM

The Georgia Department of Education (GaDOE) provides the Parent Engagement Program to assist and ensure that Title I, Part A Parent Involvement regulations are met with meaningful and strategic actions to build parent capacity in schools and school districts under the law.

Title I, Part A is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965. It is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students furthest from meeting state standards.

The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents, as well as other stakeholders, to become actively involved in their children's education across all grade levels.

### Parent Engagement Program

The Parent Engagement Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement.

#### What is Parent Engagement?

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. 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.

#### Program Implementation

The Parent Engagement Program is focused on working with partners in local school districts and the community to provide parents with the best opportunities and resources to help their children succeed in school.

To achieve this goal, the Parent Engagement Program:

- Develops and delivers communications to parents and families on the factors that influence student success.
- Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to school districts and parents.
- Provides technical assistance, trainings, materials, and professional development opportunities on parent engagement to district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals.
- Collaborates and coordinates plans with other GaDOE programs to ensure that parent engagement is a focus of various initiatives across the agency and that LEAs are equipped with knowledge of these programs to share with parents and their children.

### Resources

The Parent Engagement Program offers various tools and resources to strengthen parent engagement at the school and district level. Many of these resources have been designed to empower parents to become actively involved in their children's education across all grade levels.

#### For Parents

- Georgia Department of Education Parent Website
- "Get Involved" Brochure, Poster and Videos
- Quarterly Newsletters
- Parent Engagement Calendar
- Parent Engagement Resolution and Statement
- Superintendent's Parent Advisory Council
- School Transition Brochures and Toolkit

#### For Parent Professionals

- 360-Degrees of Family Engagement Series
- Georgia PIC Network Trainings
- Georgia's Family-Friendly Partnership School Initiative
- "Make and Take" Parent Engagement Workshops
- K-12 Parent Engagement Strategies

#### For Title I Directors and Administrators

- Building Parent Capacity Technical Assistance
- Parent Engagement Webinars
- Parent Involvement Coordinator Guidance
- Parent Resource Center Information
- Teacher and Administrator Professional Development Modules

To obtain copies of brochures, CD's, or to locate any of the information mentioned above, please visit our Website or contact the Parent Engagement Program.

### Framework

The Georgia State Board of Education adopted Georgia's first Resolution and Statement on Parent Engagement. The resolution, along with the National PTA Standards for Family-School Partnerships, are the guiding foundation for local school officials to develop local school and district plans and policies providing a framework for parent-school-community partnerships.

#### National PTA Standards for Family-School Partnerships

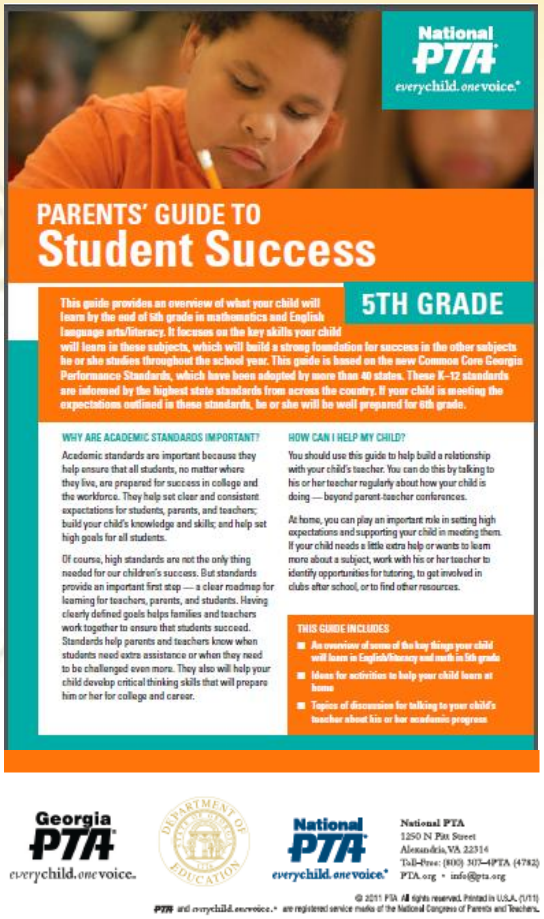
The Georgia Department of Education has adopted the National PTA Standards for Family-School Partnerships as the state's parent engagement model for what parents, schools and communities can do *together* to support student success.
To learn more about these standards, please visit www.pta.org/national_standards.asp.

#### Georgia's Resolution and Statement on Parent Engagement

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. Each partner, however, has a role to play as clearly outlined in the resolution and statement, and local school officials are strongly urged to use them as a guide in developing local school and district plans and policies.

# Communication
## Online Resources

- Title I Compliance Handbook
- Common Core Georgia Performance Standards (CCGPS) Parent Guides
- Engaging Parents Calendar
- FAQ for Parents and Families on Georgia's ESEA Flexibility Wavier



National PTA
everychild.onevoice.

PARENTS' GUIDE TO
Student Success

5TH GRADE

This guide provides an overview of what your child will learn by the end of 5th grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core Georgia Performance Standards, which have been adopted by more than 40 states. These K–12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6th grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES

- An overview of some of the key things your child will learn in English/literacy and math in 5th grade
- Ideas for activities to help your child learn at home
- Topics of discussion for talking to your child's teacher about his or her academic progress

Georgia PTA everychild.onevoice.

National PTA everychild.onevoice.

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# Communication
## GaDOE Parent Website

Georgia Department of Education
Making Education Work For All Georgians!

parent engagement
Select Language
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Dr. John D. Barge, State School Superintendent

Home | Students | Parents | Teachers | Business & Industry | Contact Us

Georgia Department of Education > External

- AskDOE
- Charter Schools
- Communications
- Excellence Recognition
- Governmental Affairs
- Policy
- State Board of Education

No Child LEFT BEHIND

College and Career Ready Performance Index
WAIVER
Application

1 2 3 4

### How Do I....

**Students**
- Take Classes Online
- Prepare for EOCT, GHSGT, CRCT, GAA
- Waivers & Variances from Graduation Test Requirements
- 2011-2012 School Calendar

Read More

**Parents**
- Find Schools in my Area
- Discover What My Child is Learning in School
- Learn Ways to Support My Child
- Georgia Special Needs Scholarship
- Georgia Tax Credit Program

Read More

**Teachers**
- Access Instructional Resources
- Request Teaching Certificate
- Access the Online Assessment System
- Access CCGPS Resources and Materials

Read More

School Reports

- By State
- By District
- By School

Press Releases

| Release Date | Title |
|---|---|
| 3/27/2012 | Georgia Teacher named National Online Teacher of the Year Finalist |
| 3/23/2012 | 2012 Governor's Honors Program (GHP) Finalists Selected |
| 3/20/2012 | Focus Schools |
| 3/14/2012 | GEORGIA PRIORITY SCHOOLS |
| 3/8/2012 | Marietta Center for Advanced Academics Designated as Georgia's First Official STEM School |

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

# External Partnerships

Parent to Parent OF GEORGIA

Georgia Parental Information and Resource Center

Georgia FamilyConnection Partnership

SMART START

United Way
United Way of Metropolitan Atlanta

BRIGHT from the START
Georgia Department of Early Care and Learning

GEORGIA Appleseed

PARENTS AS TEACHERS

strengthening families GEORGIA

Georgia PTA
everychild. onevoice.

# Professional Development

The **Georgia Parent Involvement Coordinator (PIC) Network** is comprised of 5 Regions and over 900 Parent Involvement Coordinators throughout our state serving at the school or district level.

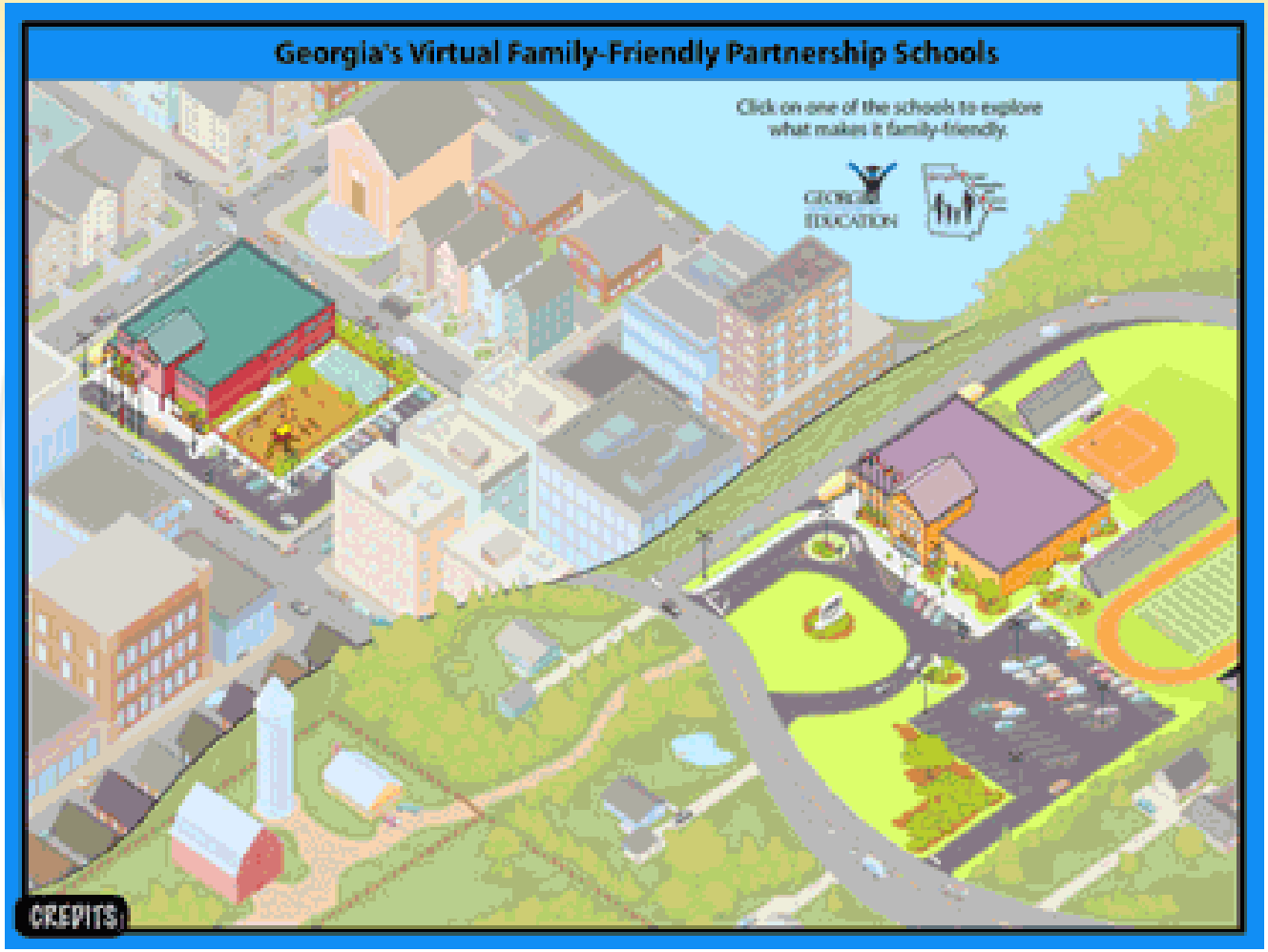
# Professional Development Presentations, Workshops, and Tools

# Professional Development
## Presentations, Workshops, and Tools

- Summary of Presentations, Workshops, and Tools
- Parent Involvement Compliance Technical Assistance
- Compliance Checklists and Guidance
- Parent Involvement Notification Templates
- 360 – Degrees of Family Engagement Process and Plan
- Professional Development Snapshot Modules
- Make and Take Parent Workshops
- Resource Guide
- Family-Friendly Partnership School Initiative

# Professional Development

## Georgia's Family-Friendly Partnership Schools Initiative



# Professional Development

## Family – Friendly Partnership School Awards

The Georgia Family – Friendly Partnership School Awards are annual awards that recognize Title I schools for their exceptional commitment to fostering welcoming environments that encourage families to become active partners in improving student achievement and success.

### 2013 Family—Friendly Awards

The Georgia Department of Education (GaDOE) and the Georgia Parental Information and Resource Center (GA PIRC) launched the Georgia Family – Friendly Partnership School Initiative in the summer of 2010 to assist schools, families and communities in working together to create welcoming environments throughout Georgia's varied school communities. A welcoming environment increases family engagement which, in turn, helps students earn better grades, graduate from high school and enroll in post secondary education. This award takes the initiative a step further by recognizing schools that have gone above and beyond to create an environment where families and community members feel they belong, and in turn, play an important role in supporting their school student success.

### To Learn More

To learn more about the Georgia Family Friendly - Partnership School Initiative or how your school can apply for this award please visit:

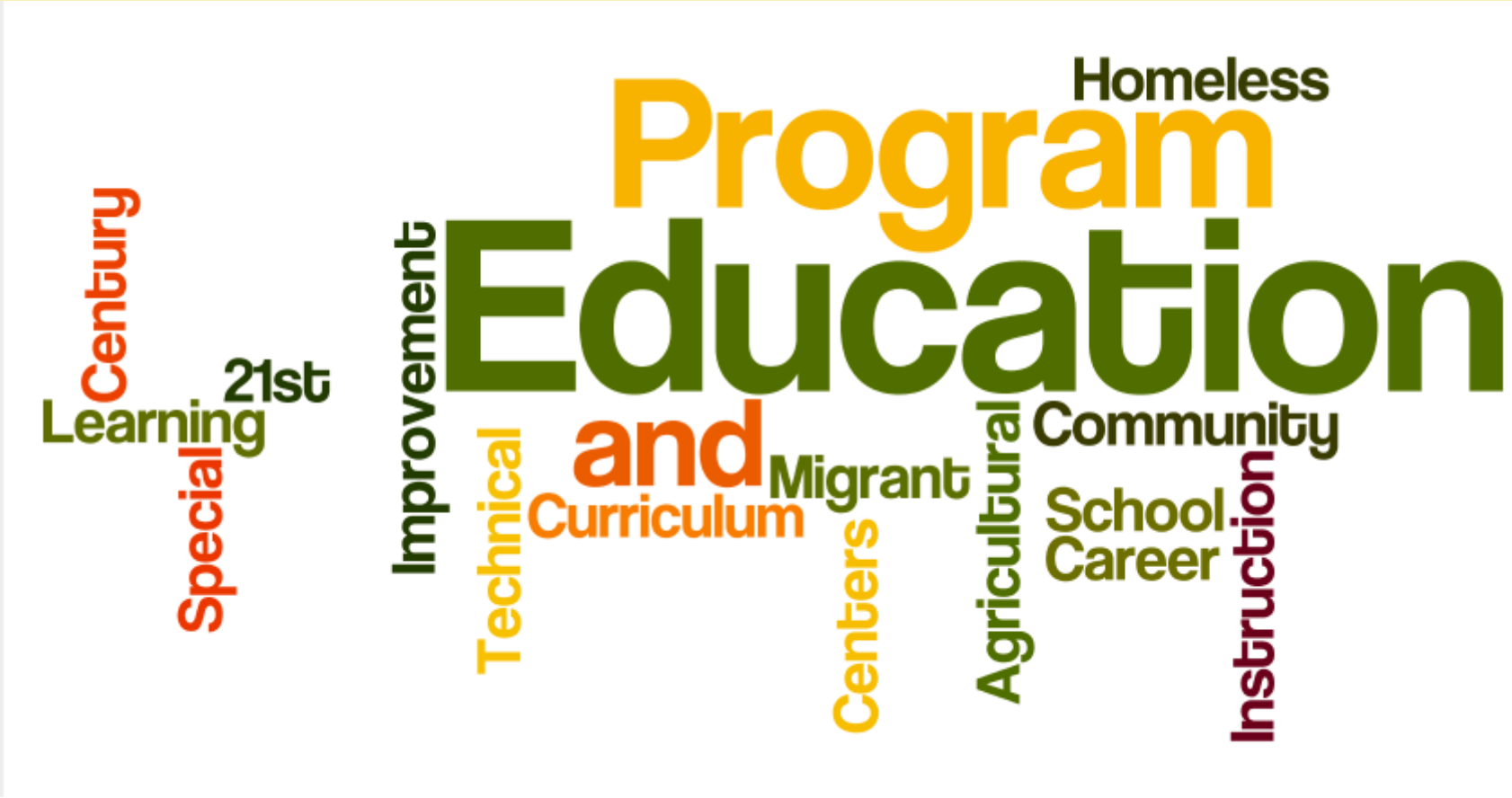
http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx

### To Learn More

To learn more about the Georgia Family Friendly - Partnership School Initiative or how your school can apply for this award please visit:

http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx

# GaDOE Programs



# Website Resources…

**Click the First Search Option on the Next Page: Parent Engagement Program**

**www.gadoe.org**

# Website Resources…

- Alternative Education Program
- **Federal Programs**
- GAPPS Analysis
- Governor's Honors Program
- Professional Learning
- School Improvement Services
- Teacher and Leader Effectiveness

## Parent Engagement Program

**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 succes..**

The Georgia Department of Education's Parent Engagement Program ensures that Title I, Part A parental involvement regulations are met with meaningful and strategic actions to build parent capacity as mandated by the Elementary and Secondary Education Act of 1965 (ESEA). Schools and districts must ensure that strong strategies are in place to: 1) build capacity to involve parents/stakeholders in an effective partnership with the school; and 2) share and support high student academic achievement.

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. Therefore, the Parent Engagement Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in

### Contact Information

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### Parent Engagement Programs' Links

- Georgia's Family-Friendly Partnership School Initiative
- Parent Involvement Compliance Documents
- Best GET INVOLVED Parent Videos
- Information for Parents
- Parent Engagement Month 2011
- Superintendent's Parent Advisory Council
- PIC Meetings: Minutes and Materials
- Presentations
- Modules and Workshop Templates
- 360-Degrees of Family Engagement Process

**Parent Engagement Program**

**Presentations, Workshops, Tools, Guidance, Compliance Letters, and Publications**

# Parent Engagement 101 and Strategies for Implementation

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

# CONGRATULATIONS! YOU'VE GOT THE JOB!

## NOW…

## WHAT ARE YOUR NEXT STEPS?

# Roles and Responsibilities of Parent Involvement Coordinators

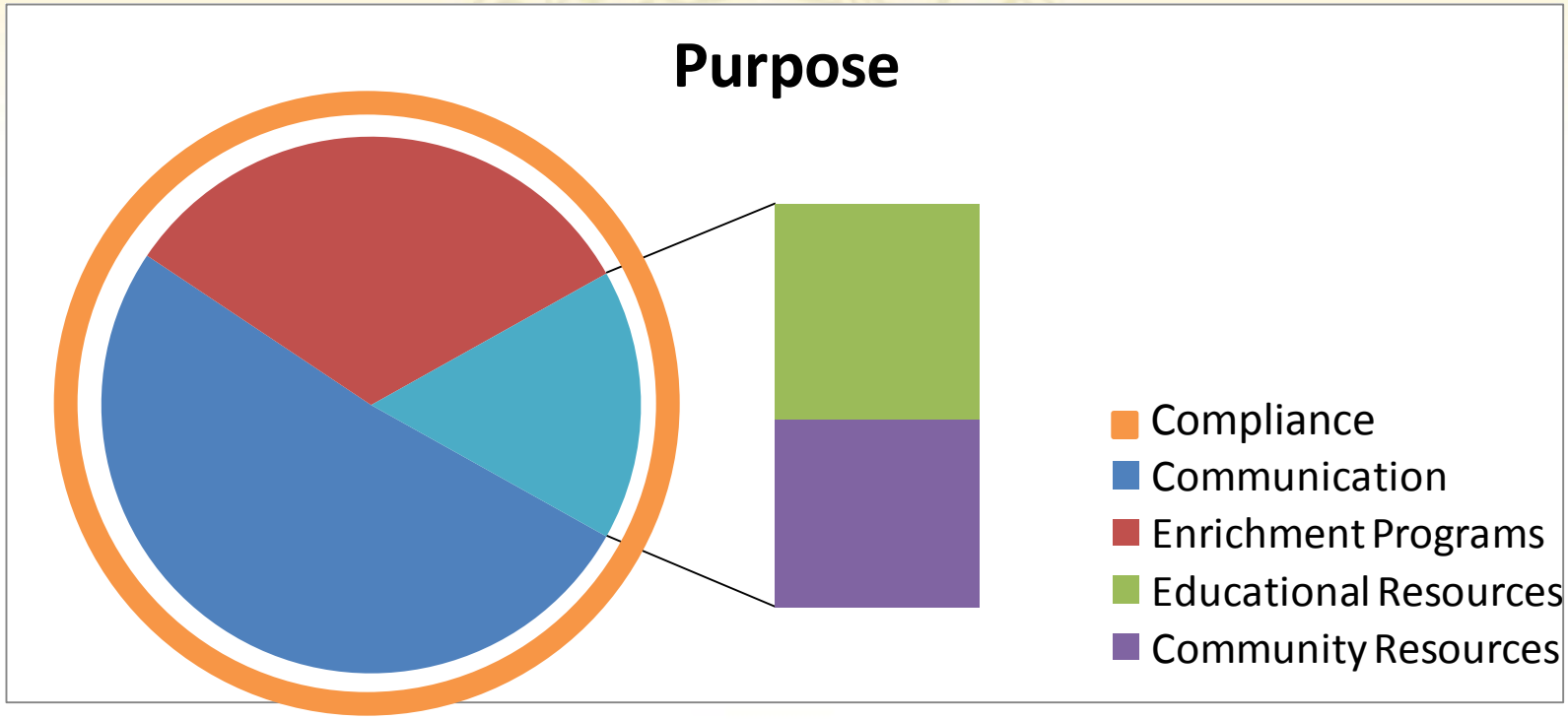
## Implement and Facilitate the following:

- Parent Involvement Resources
- Program Evaluation
- Compliance
- Program Coordination and Collaboration
- Professional Development

# Roles and Responsibilities of Parent Involvement Coordinators

- Serve as the liaisons between schools and parents
- Promote parents as equal partners
- Advise and train parents
- Serve as intermediate contacts for concerns and comments
- Provide referrals
- Expand opportunities for volunteer service
- Develop community collaborations
- Ensure compliance with federal requirements as they relate to Title I parental involvement

# Roles and Responsibilities of Parent Involvement Coordinators



# YOU WILL WEAR MANY HATS…

- Parent Partner
- Advisor
- Facilitator
- Advocate
- Family Engagement Specialist
- Liaison

- Catalyst for Change
- Home Visitor
- Friend
- Parent Educator
- Link to Community Services
- Parent Outreach Coach

# Are you feeling overwhelmed yet?

# Building Your Parent Engagement Program

- Be visible
- Administer surveys
- Get to know the front office staff
- Analyze your workspace
- Join school/community boards
- Meet with your principal asap!

# What Makes Parent Engagement Necessary?

# PARENT:

- Biological parent
- **Any caregiver** who assumes the responsibility for nurturing and caring for a child's entire well-being consisting of educational, emotional, spiritual, and physical health.

**Examples:**

•Any relative (aunt, uncle) who is the primary caregiver

•Grandparent raising a grandchild

•Adoptive parent

•Foster parent

•Any non-relative caregiver

# The Benefits

PARENTS WIN!

SCHOOLS WIN!

KIDS WIN!

COMMUNITIES WIN!

# Importance of Parent Engagement

- Research related to family, community, and school connections among low-income and minority populations identifies several broad findings:
  - Most families have high aspirations for their children and want them to be successful
  - Families from racial, ethnic, and cultural minorities **are** actively involved in their children's schooling

# Importance of Parent Engagement

Student Achievement

Stronger Families

Commitment

Better Organizations

# How Do You See Me?

# Strategies for Effective Implementation

# Parent Involvement

## DO'S and DON'TS

# Open for Questions

# 360-Degrees of Family Engagement Crosswalk

Dr. John D. Barge, State School Superintendent
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# What is 360 – Degrees of Family Engagement?

A *comprehensive* **Family Engagement Process and Plan** that *embeds* family engagement into school improvement goals by:

- Encouraging collaboration across departments
- Acknowledging various needs of families
- Utilizing research and data
- Breaking down school or district goals into measurable activities that matter

# What is 360 – Degrees of Family Engagement?

## Tool for Priority Schools to Meet Turnaround Principle Seven

**Title I Parent Involvement Policy**

Executive Summary

→

**360-Degrees of Family Engagement Plan**

In-Depth and Collaborative Plan of Work

→

**School or District Improvement Plan**

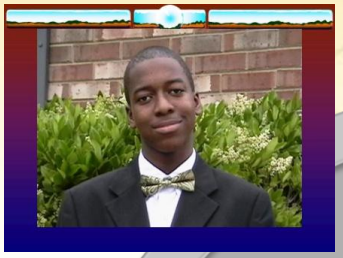
Embedded Family Engagement Activities

# 360-Degrees of Family Engagement Impact

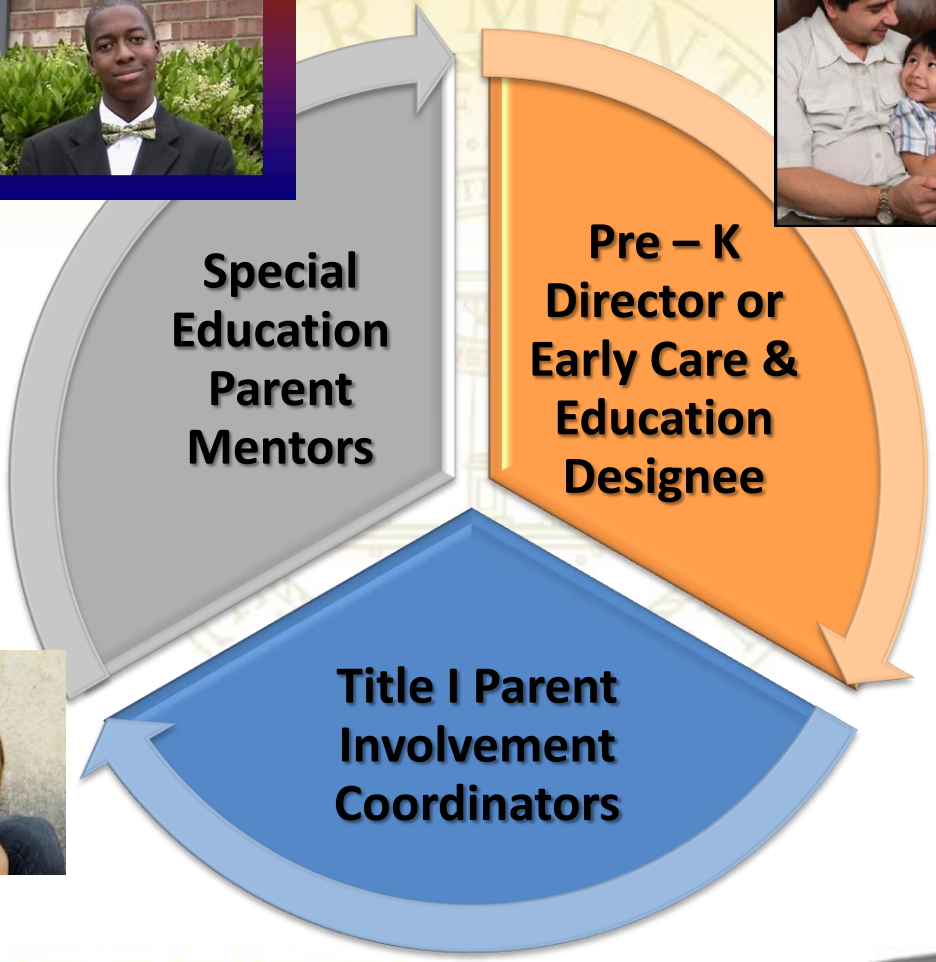
**Title 1: About 1,000,000 students**
**Pre-K: 84,000 students**
**Special Education: 180,000 students**

# Who is Involved in the 360-Degrees of Family Engagement Process?

Parent hired to partner with local school systems in special education family engagement initiatives



Provides School Readiness and Support Services to Families




Liaison between home & school who builds parent capacity to increase student achievement.

# How to Impact in 360-Degrees

**You are in a position to lead, observe, and influence in every direction!**

# Why 360-Degrees of Family Engagement?

Do you drop family and community engagement when no one is looking?

# Acknowledging the Needs of Families

**One year in Georgia…**

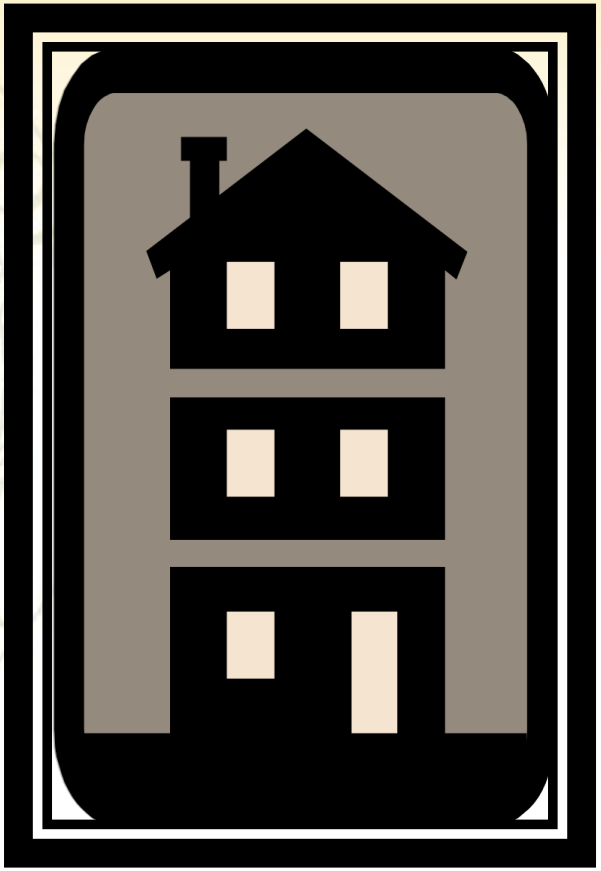
- 2,513,356 children from birth to age 18 make up 26 percent of the state's population
- 494,787 children live in poverty (1 in 5 children)
- 5,756 babies are born to girls ages 15 – 17 (16 each day)
- 60,810 teens, ages 16 – 19, are not in school and not working (11 percent)

***Sources for Georgia statistics include child abuse and neglect, teen births, and low birth weight 2007 data from Georgia Department of Human Resources; and U.S. Census Bureau 2007 data for poverty and high school dropouts. For additional data or information visit gafcporg/kidscount.***

# What Does the Research Reveal?

Students do better when a parent is engaged. Outside Factors, such as economics and ethnicity, do not matter if the parent is engaged.

*Henderson and Mapp (2002)*



# 360 Framework Exercise

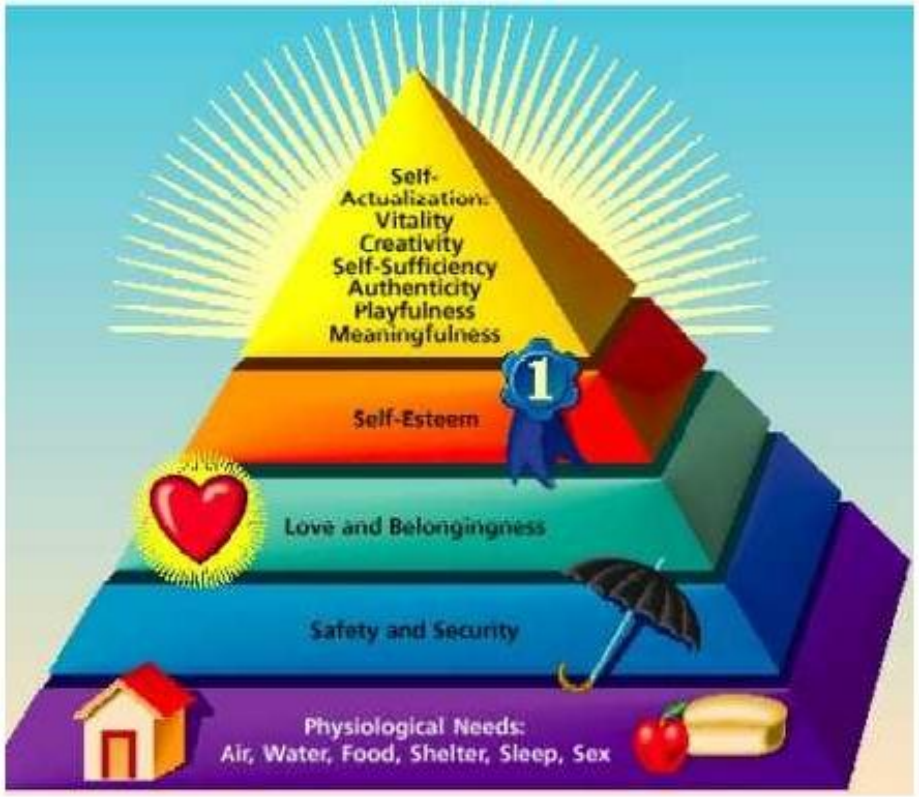
***At your table…***

- **Examine the theory or approach assigned…**
  1) What is a key word or phrase that summarizes the importance or purpose of the theory or approach?
  2) What are the main components of the theory or approach?
  3) How does the theory or approach relate to our educational work with families?

# Maslow's Hierarchy of Needs

**Self actualization**

- Esteem Needs
- Belonging Needs
- Safety Needs
- Physiological Needs



# Head Start Parent and Family Engagement Outcomes

Guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement

| Head Start Parent and Family Engagement Outcomes | |
|---|---|
| 1. FAMILY WELL-BEING | Parents and families are safe, healthy, and have increased financial security. |
| 2. POSITIVE PARENT-CHILD RELATIONSHIPS | Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development. |
| 3. FAMILIES AS LIFELONG EDUCATORS | Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities. |
| 4. FAMILIES AS LEARNERS | Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals. |
| 5. FAMILY ENGAGEMENT IN TRANSITIONS | Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school. |
| 6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY | Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life. |
| 7. FAMILIES AS ADVOCATES AND LEADERS | Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences. |

# PTA's National Standards for Family-School Partnerships

Family – School Partnerships are what parents, schools, and communities can do together to support student success.

# Strengthening Families Protective Factors

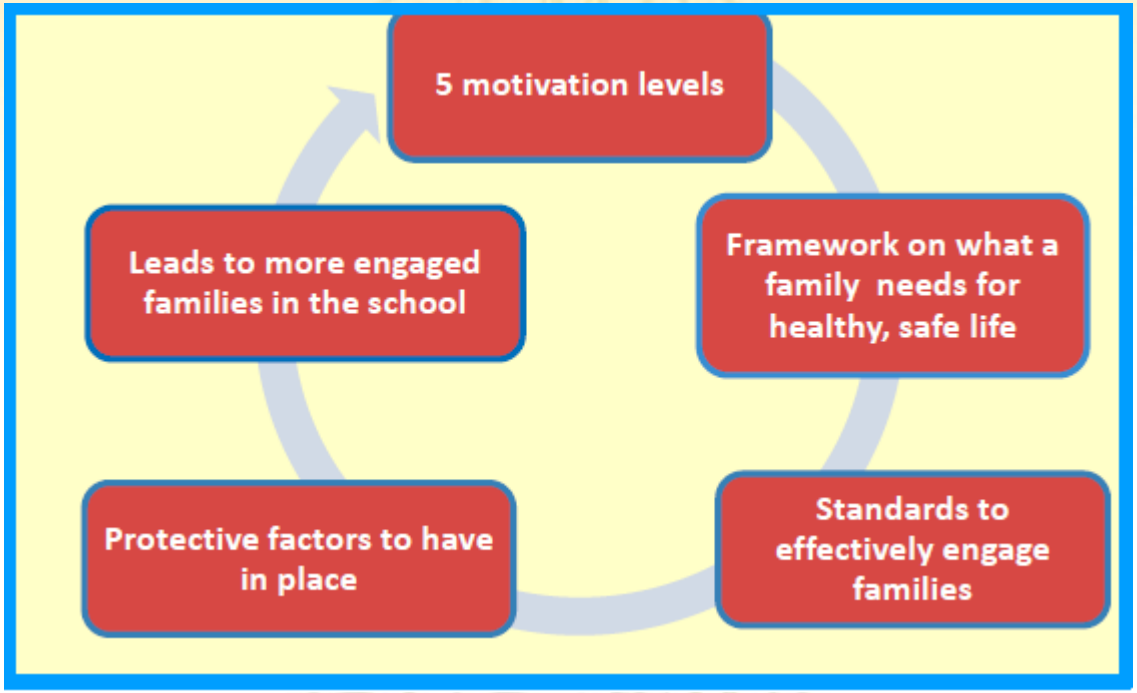
Although Strengthening Families was developed in early childhood education programs, partners in a large variety of settings working with many different populations are exploring ways to apply the approach.

# 360-Degrees of Family Engagement Crosswalk

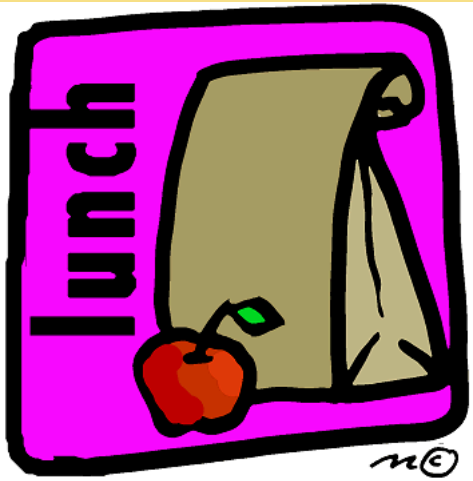
| | | | | | | |
|---|---|---|---|---|---|---|
| How to use this **CHART** to engage | Begin with understanding a family's motivation level to create meaningful engagement. | | Then focus on what families need to allow meaningful engagement at each level. | Use the Family-School Standards to engage families at each level. | Respond to needs early with school supports for protective factors at each level. | Take one level at a time and match the motivation type, the framework element, the standard, and the protective factor in each column to better engage families in education. |
| **Look at Each LEVEL** | **ABRAHAM MASLOW'S** Hierarchy of Needs | *Examples of Psychological needs at each level.* | **HEAD START** Family and Community Engagement Framework | **PTA** National Standards for Family – School Partnerships | **STRENGTHENING FAMILIES** Protective Factors | *Examples of issues that may affect a family's level of engagement.* |

A tool to assist educators in understanding ***where families are*** in the school engagement equation

# 360-Degrees of Family Engagement Crosswalk




The Crosswalk provides ***evidenced-based tools*** *to embed into your plan* so you are ***reaching families effectively.***




# Lunch

Using the markers, please write at least one barrier you have experienced, or feel you will experience, regarding your work in parent engagement horizontally on the side of your paper lunch bag. As you leave for lunch, place the bag on the registration table.

Please return by 12:30. We will start on time!

# Title I Parent Involvement Policy and Compliance

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

# Parental Involvement & the Law

## The Elementary and Secondary Education Act of 1965 (ESEA)

**Title I, Part A:** IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- **Sec. 1118** Parental involvement
- **Sec. 1112** Local educational agency plans
- **Sec. 1114** Schoolwide programs
- **Sec. 1115** Targeted assistant schools
- **Sec. 1116** Academic assessment and local educational agency and school improvement

# Parental Involvement Defined

***Parental involvement*** is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, to include and ensure:

**(A)** that parents play an integral role in assisting their child's learning;

**(B)** that parents are encouraged to be actively involved in their child's education at school;

Continued

# Parental Involvement Defined

**(C)** that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

**(D)** the carrying out of other activities, such as those described in section 1118.

*ESEA Section 9101(32)*

# Section 1118(a)(2)

Each LEA that receives Title I funds must **develop** jointly with, **agree** on, and **distribute** to parents of all students in Title I programs a written parent involvement policy.

- ✓ The LEA must have a parent involvement policy which is revised each year.
- ✓ The policy must be jointly developed with parents of eligible Title I students.
- ✓ The policy must be agreed upon with parents of eligible Title I students.
- ✓ The policy must be distributed to all parents of eligible Title I students in multiple ways.

# Section 1118(a)(2)(A)

Each LEA that receives Title I funds must **involve parents in the joint development** of the plan under section 1112, and the process of school review and improvement under section 1116.

- ✓ The LEA policy must include a section which states how parents of eligible Title I students will be included in the joint development of the Comprehensive LEA Improvement Plan (CLIP).
- ✓ The LEA must show evidence that the plan was developed jointly with parents of eligible Title I students. ***Parents must be able to provide their input in the plan, not just approve a plan developed by the LEA.***

# Section 1118(a)(2)(B)

The parent involvement policy must describe how the LEA will provide the **coordination, technical assistance, and other support necessary** to assist participating schools in planning and implementing effective **parent involvement activities** that improve student academic achievement and school performance.

# Section 1118(a)(2)(C)

The LEA shall **build the schools' and parents' capacity** for strong parental involvement as described in subsection (e).

- ✓ This is also required for the school's parent involvement policy. We will discuss further on slides 85-97.

# Section 1118(a)(2)(D)

The LEA must **coordinate and integrate** parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.

- ✓ The LEA policy must describe what will be done, who will be doing it, and when the parent involvement strategies will be completed.
- ✓ The LEA must explain how it will coordinate and integrate with the above programs.

# Section 1118(a)(2)(E)

The LEA must conduct, with the involvement of parents, **an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part**, including identifying barriers to greater participation by parents in activities authorized by this section, and use the findings of such evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the parent involvement policies described in this section.

# Section 1118(a)(2)(E)

- ✓ The LEA must document the process for how the LEA will evaluate the parent involvement policy each year.
- ✓ The LEA must conduct an annual evaluation of the content and effectiveness of the parent involvement policy.
- ✓ The LEA must identify barriers to greater parent participation.
- ✓ The LEA must identify the barriers of including “hard to reach” parents.
- ✓ The LEA must use the findings of the evaluation to revise and improve the parent involvement policy.

# Section 1118(a)(3)(A) and (C)

Each LEA receiving over $500,000 in Title I monies shall **reserve not less than 1 percent of Title I funds for parent involvement activities**, including promoting family literacy and parenting. **At least 95 percent of the funds reserved must be distributed to Title I schools.**

- ✓ The LEA can document the 1% set aside through approved budgets.
- ✓ The LEA can show that 95% of the funds were distributed to the schools through the consolidated application.

# Section 1118(a)(3)(B)

Parents of children receiving Title I services shall be **involved in the decisions** regarding how **reserved funds** are allotted for parent involvement activities.

- ✓ The LEA must include parents of eligible Title I students in the decision of how the funds are allotted for parent involvement activities. ***Parents must be able to provide their input into how parent involvement funds are spent, not just approve the parent involvement budget developed by the LEA.***

# Section 1118 (b)(1)

Each **school** served under this part shall **jointly develop** with, and **distribute** to, parents of students in Title I programs a written parent involvement policy, **agreed upon** by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f) of Section 1118. Parents shall be notified of the policy in an **understandable and uniform format** and, to the extent practical, provided in a **language the parents can understand.** Such policy shall be **made available to the local community** and **updated periodically** to meet the changing needs of parents and the school.

# Section 1118 (b)(1)

- ✓ Each school must jointly develop, with parents of eligible Title I students, a parent involvement policy.
- ✓ The policy must be agreed upon by parents of eligible Title I students.
- ✓ The policy must describe how the school will carry out subsections (c)-(f) of section 1118.
- ✓ The policy must be written in a language and format that the parents can understand.
- ✓ The policy must be made available to the local community and all parents of eligible Title I students in multiple ways.
- ✓ The policy must be updated annually to meet the needs of the parents and school.

# Section 1118 (c)(1)

Each school shall convene an **annual meeting,** at **a convenient time**, to which all parents of participating children shall be invited and **encouraged to attend**, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

# Section 1118 (c)(1)

- ✓ The school must hold an annual Title I meeting for parents of eligible Title I students.
- ✓ All parents of eligible Title I students must be invited and encouraged to attend.
- ✓ During the meeting, the school must explain what Title I means, describe the Title I requirements, and inform parents as to how they can be involved.
- ✓ During the meeting, parents must be informed of their right to be involved in the school improvement plan, as well as the school's designation, and the Flexible Learning Program (FLP), if applicable.

# Section 1118 (c)(2)

The school shall offer a **flexible number of meetings**, such as meetings in the morning or evening, and may provide, with funds provided under this part, **transportation, childcare, or home visits** as such services relate to parental involvement.

- ✓ Multiple meetings are held at various times.
- ✓ Meetings are available in a variety of formats, (e.g. home visits, one-on-one, etc.).
- ✓ Title I funds are used to provide transportation, childcare, and home visits for parents of eligible Title I students, if needed.

# Section 1118 (c)(3)

Schools served under Title I, Part A must involve parents, in an **organized, ongoing, and timely way**, in the **planning, review, and improvement** of Title I, Part A programs including: parental involvement activities, the school parental involvement policy, the school-parent compact, the school improvement plan and the Title I schoolwide plans.

# Section 1118 (c)(3)

- ✓ Parents of eligible Title I students must be involved in the development, planning, and review of the school-level parent involvement policy and school – parent compact.
- ✓ Parents of eligible Title I students must be involved in the development of the schoolwide Title I plan and the school improvement plan.
- ✓ The school parent involvement policy must state that parents were included in its development and describe the process in which they were involved.

# Section 1118 (c)(4)(A)(B)(C)

Each Title I school shall provide parents:

A. **Timely information** about programs under this part;
B. **Description and explanation** of the **curriculum** in use at the school, the forms of a**cademic assessment used** to measure student progress, and the **proficiency levels** students are expected to meet; and
C. **Opportunities** for **regular meetings** to formulate suggestions and to participate, as appropriate, in **decisions relating to the education of their children**, and respond to any such suggestions as soon as practicably possible.

# Section 1118 (c)(4)(A)(B)(C)

- ✓ The school must provide information to eligible Title I students in a timely manner (before child begins to receive services).
- ✓ The school must provide parents with a description and explanation of the curriculum.
- ✓ The school must provide parents with a description and explanation of academic assessments used to measure student progress, as well as the proficiency levels they are expected to meet.
- ✓ The school must develop and distribute the process for scheduling meetings, making suggestions, and responding to suggestions. This includes parents' rights to participate on all Title I committees.
- ✓ The school must make all information available to parents of eligible Title I students.

# Section 1118(d)

Each Title I school must **jointly develop** with parents of all children served under Title I a **school-parent compact** that outlines how parents, the entire school staff, and students will **share the responsibility** for **improved student academic achievement** and the means by which the school and parents will build and develop a partnership to help children achieve the Georgia State Curriculum Standards.

# Section 1118(d)(1)

The school-parent compact describes the school's responsibility to **provide high-quality curriculum** and **instruction** in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be **responsible for supporting their children's learning**, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

# Section 1118(d)(2)(A)(B)(C)

The school-parent compact addresses the importance of **communication between teachers and parents** on an ongoing basis through, at a minimum;

A. **parent-teacher conferences** in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

B. **frequent reports** to parents on their **children's progress**; and

C. **reasonable access to staff**, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

# Section 1118(d)(1)(2)(A)(B)(C)

- ✓ The school must have a school-parent compact signed and dated by each party.
- ✓ The compact must be developed jointly with parents of eligible Title I students.
- ✓ The compact must outline how parents, school staff, and students will share in the responsibility for improved student academic achievement.
- ✓ The compact shall serve as an active document by which the school and parents will build and develop a partnership to help children achieve state standards.

# Section 1118(d)(1)(2)(A)(B)(C)

- The school-parent compact must describe the following:
  - The school's responsibility to provide high quality curriculum and instruction.
  - The school's responsibility to provide a supportive and effective learning environment.
  - The ways in which each parent will be responsible for supporting their child's learning.
  - A description of how the school addresses the importance of communication between teachers, staff and parents.

# Section 1118(a)(2)(C)
# Section 1118(e)(1)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parental involvement** through providing 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.

# Section 1118(a)(2)(C)
# Section 1118(e)(1)

- ✓ The LEA and school must educate parents and provide awareness about the Georgia State Standards (CCGPS and GPS) and student achievement standards.
- ✓ The LEA and school must educate parents about state and local academic assessments (such as the CRCT and EOCT).
- ✓ The LEA and school must provide parents with assistance on how to monitor their children's progress.
- ✓ The LEA and school  must assist parents in working with educators to improve their children's achievement.

# Section 1118(a)(2)(C)
# Section 1118(e)(2)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parent involvement** through **providing 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 parent involvement.

- ✓ The LEA and school provides materials and parent trainings to help parents work with their children to improve their achievement.

# Section 1118(a)(2)(C)
# Section 1118(e)(3)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parent involvement** through **educating** teachers, pupil services personnel, principals, and other staff with the assistance of parents, **in the value and utility of contributions of parents**; and also 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.

# Section 1118(a)(2)(C)
# Section 1118(e)(3)

- ✓ The LEA and school must provide staff in-service training on communicating and working with parents.
- ✓ The LEA and school must provide staff training on how to implement and coordinate parent programs.
- ✓ The LEA and school must encourage and train staff on how to build ties between parents and the school.
- ✓ All of the above should be conducted with the assistance of parents to showcase their value and utility of contribution.

# Section 1118(a)(2)(C)
# Section 1118(e)(4)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parent involvement** to the extent feasible and appropriate, by **coordinating and integrating 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 to more fully participate in the education of their children.

# Section 1118(a)(2)(C)
# Section 1118(e)(4)

- ✓ The LEA and school must, when appropriate, coordinate and integrate parent involvement programs and activities with other preschool programs in the community and the school.
- ✓ The LEA must implement other programs, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children.

# Section 1118(a)(2)(C)
# Section 1118(e)(5)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parent involvement** through ensuring that **information** related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a **format** and, to the extent practical, in a **language the parents can understand**.

- ✓ The LEA and school must provide all materials, activities, and correspondences for parents of eligible Title I students in a language and format that can be understood.

# Section 1118(a)(2)(C)
# Section 1118(e)(14)

The LEA and school shall **build the schools', parents', and communities' capacity for strong parent involvement** through other reasonable support for parental involvement activities under this section as parents may request.

- ✓ The LEA and school must provide other parental involvement activities or supports for parents as requested by parents, if the requests are reasonable.

**Such As…**

# Section 1118(a)(2)(C)
# Section 1118(e)(6)(7)

The LEA and school **MAY build the schools', parents', and communities' capacity for strong parent involvement** through:

- ✓ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- ✓ Providing necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training.

# Section 1118(a)(2)(C)
# Section 1118(e)(8)(9)

The LEA and school **MAY build the schools', parents', and communities' capacity for strong parent involvement** through:

- ✓ Paying 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.
- ✓ Training parents to enhance the involvement of other parents.

# Section 1118(a)(2)(C)
# Section 1118(e)(10)(11)

The LEA and school **MAY build the schools', parents', and communities' capacity for strong parent involvement** through:

- ✓ Arranging 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.
- ✓ Adopting and implementing model approaches to improving parental involvement.

# Section 1118(a)(2)(C)
# Section 1118(e)(12)(13)

The LEA and school **MAY build the schools', parents', and communities' capacity for strong parent involvement** through:

- ✓ Establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- ✓ Developing appropriate roles for community-based organizations and businesses in parental involvement activities.

# Section 1118(f)

LEAs and Schools, to the extent practicable, shall provide **full opportunities** for the participation of parents with **limited English proficiency, parents with disabilities, and parents of migratory children**, including providing information and school reports required under section 1111 in a **format**, and, to the extent practicable, in a **language such parents understand.**

# Section 1118(g)

In a state where a **parental information and resource center (PIRC)** is established to provide training, information and support to parents and individuals who work with local parents, LEAs, and schools receiving assistance under this part, each LEA or school that receives assistance under this part and is locate din the State shall assist parents and parental organizations by **informing such parents and organizations of the existence and purpose of such centers.**

- ✓ The National PIRC grant expired in September 2011. The GA PIRC received a no cost extension for one year, but will no longer be in existence after September 31, 2012.

# To Summarize…

## Title I Parents Must Be Involved In:

- Title I Annual Meeting
- District and School Policy revision and review
- Targeted Assistant/Schoolwide plan revision and review
- School Improvement plan revision and review
- Title I funds/budget
- CLIP revisions and review
- Input on school survey

# To Summarize…

While schools or LEAs may elect to ***review/revise*** their Parent Involvement Policy, schoolwide program, CLIP, the parent involvement budget, and other Title l programs and activities with ***parent advisory teams, school councils, parent leadership teams, parent councils, principal's leadership teams***…

# To Summarize…

LEAs and schools must ensure that **ALL parents of eligible Title I children** are invited to provide input and feedback into the development of the Parent Involvement Policy, schoolwide program, CLIP, the parent involvement budget, and other Title I programs and activities.

# Various Meetings To Involve All Parents in the Title I Planning Process Can Be:

- Title I Annual Meeting
- Principal's Planning Meeting*
- Administrator's Planning Meeting*
- Parent Advisory Board Meeting*
- School Council Meeting*
- Open House
- District Annual Meeting
- Teacher/Parent/Student Conference
- School Orientation
- Parent Leadership Meeting*
- Principal's Leadership Meeting*
- School Leadership Meeting*

***Cannot be the only meeting, all parents must have the opportunity to be involved**

# You May Invite All Parents To Title I Planning Meetings By:

- Invitations
- Newsletters
- Marquee announcement
- Community billboards
- Business partner flyers
- US mail
- Website
- Phone message system
- Email
- School calendar
- Newspapers
- Public service announcements
- Television announcements
- Pre-planning packet
- Church announcements
- Church bulletins
- Information meeting flyers
- Parent Center
- Front Office

# Ways to Document Parental Input and Involvement in the Title I Planning Process Are:

- Dated sign-in sheets
- Dated planning meeting agendas
- Dated planning meeting minutes/notes
- Documentation with parent comments/and suggestions
- District and school policy revision/comments
- School surveys with parent comments/suggestions
- End-of-year evaluations
- Email comments and suggestions
- Distribution information packet
- Document verification sheet
- Dated annual meeting agenda
- School council planning meeting agendas/minutes
- Administrator's/Principal's planning meeting agendas/minutes

# And Remember…

- ✓ Ensure the connection between all parent involvement goals, activities, and funds.
- ✓ Maintain documentation for activities that were paid for using the parent involvement set-aside **and** evaluate the effectiveness of your parent involvement spending.
- ✓ Date all documents with the month, day, and year.
- ✓ Always have a sign-in sheet, meeting agendas at all parent meetings **and** take meeting minutes documenting parent suggestions and input.
- ✓ Always send parent information and communications regarding meetings, programs, and workshops in multiple ways and through various communication mechanisms.

# Breaking Down Barriers in Parent Engagement

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

# What are the Barriers?

Poverty

Language

Communication

Time

Transportation

Perception

Support

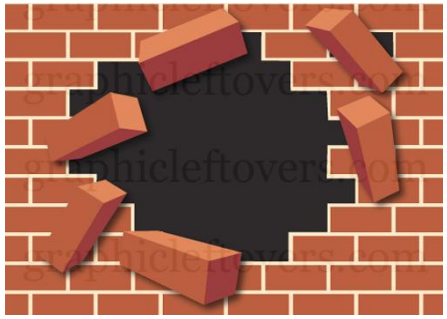
Participation

Cultural

Fear/Unwelcoming Environments

# Breaking Down Barriers

- Discuss two barriers your group faces in engaging parents. What are your solutions to overcoming these throughout this year?
- Review your assigned Family Engagement Standard. Discuss what the standard means and why it is important to your school's success in parent engagement.
- Thinking about your school improvement goals, list innovative strategies and activities that you would like to use this year to engage parents based on the standard you were assigned.



# Open for Questions

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