Utilizing School Readiness Resources for Migrant Families

2012 Migrant Education Program Conference
Macon State College

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Lakeita Servance, M. Ed
Parent Engagement Specialist
Office of School Improvement
Outreach Programs Division
Parent Engagement Program

School Readiness Defined

- School readiness is the extent to which a child exhibits the behaviors, skills, and knowledge necessary to be successful in school.

- Primary Categories Include:
  - ✓ Social and emotional development
  - ✓ Language/Reading development
  - ✓ Mathematics development
  - ✓ General knowledge

Gale Encyclopedia of Education

Challenges of Migrant Students

- Educational discontinuity due to frequent moves
- Frequent absences from school
- Non-optional employment during or before adolescence
- Assuming responsibilities as secondary caregiver
- Economic hardship
- Lack of self-confidence and self-esteem
- Language barrier (limited English proficiency)

http://www.educationworld.com/a_curr/curr347.shtml

Begin Addressing the Challenges of Migrant Students

- Help families understand the importance of getting involved and staying involved
- Developing a continuum of education between home and school
- Connect families to community resources that can help with providing basic necessities
- Establish extended learning opportunities that are available for student and families
- Meet students and families where they are
- Take time to explain the details of U.S. Education System
- Share school readiness resources with families

Stating the Facts

- Over the last several decades, the level of parental involvement among Hispanic and Latino families has decreased significantly
- Many Latino families know very little about the U.S. Educational System and the role they play in their child's education
- Fear and indifference on the part of schools in working with Latino parents creates large gaps in communication and loss of opportunities for Latino students to advance in their academics

Importance of Having Parents Involved:

- Fewer behavior problems
- Better academic performance
- More likely to complete secondary school
- Increased teacher support
- Potential problems are identified early

Benefit 1:

Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify problems that might hinder student learning at earlier stages.

Benefit 2:

Parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement.

Benefit 3:

Accountability and communication are the keys to helping parents help their children. Knowing these entities exist helps you to play an active role in becoming an advocate for your child.

Parental Rights and Responsibilities Elementary and Secondary Education Act (ESEA) of 1965

Parents have the right and responsibility to:

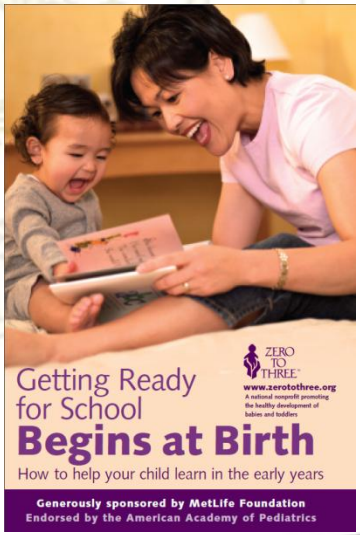
- Know the professional qualifications of your child's teacher(s) including the degrees and certifications held
- Know your school's designation under the Georgia ESEA Flexibility Waiver
- Know the level of achievement of their child in each area of the state assessment

Parental Rights and Responsibilities Elementary and Secondary Education Act (ESEA) of 1965

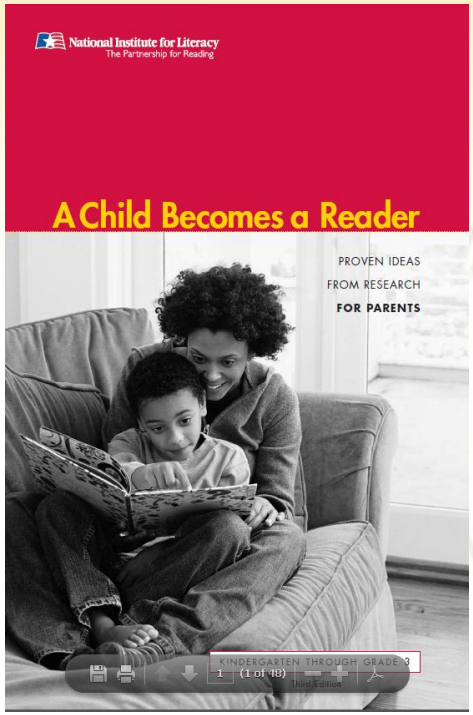
Parents have the right and responsibility to:

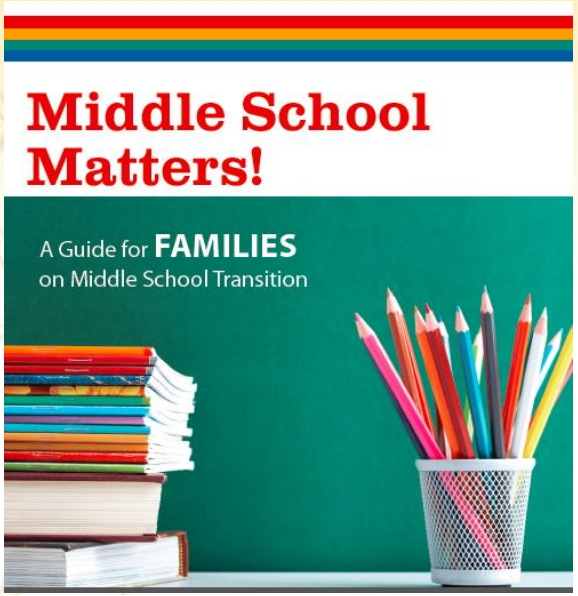
- Know if their child has been assigned, or taught by a teacher that is not highly qualified for at least four consecutive weeks
- Be involved in the planning and implementation of the parent involvement program at their school
- Carry out activities such as those described in section 1118 of the Education and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB)of 2001.

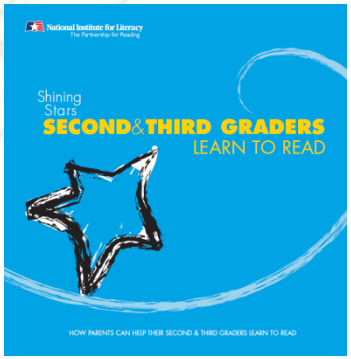
School Readiness Resources K-12



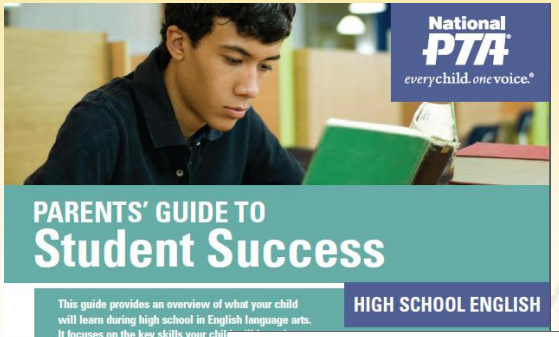
School Readiness Resources K-12

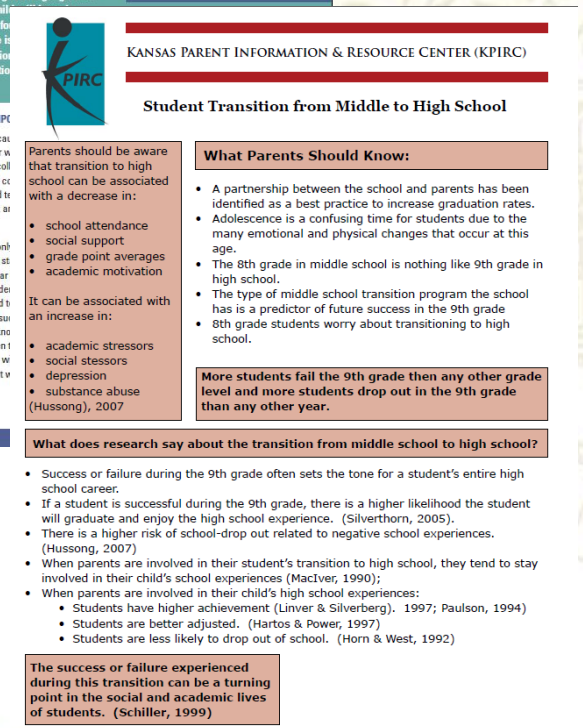






School Readiness Resources K-12





KANSAS PARENT INFORMATION & RESOURCE CENTER (KPIRC)

Student Transition from Middle to High School

Parents should be aware that transition to high school can be associated with a decrease in:

- school attendance
- social support
- grade point averages
- academic motivation

It can be associated with an increase in:

- academic stressors
- social stessors
- depression
- substance abuse

(Hussong), 2007

What Parents Should Know:

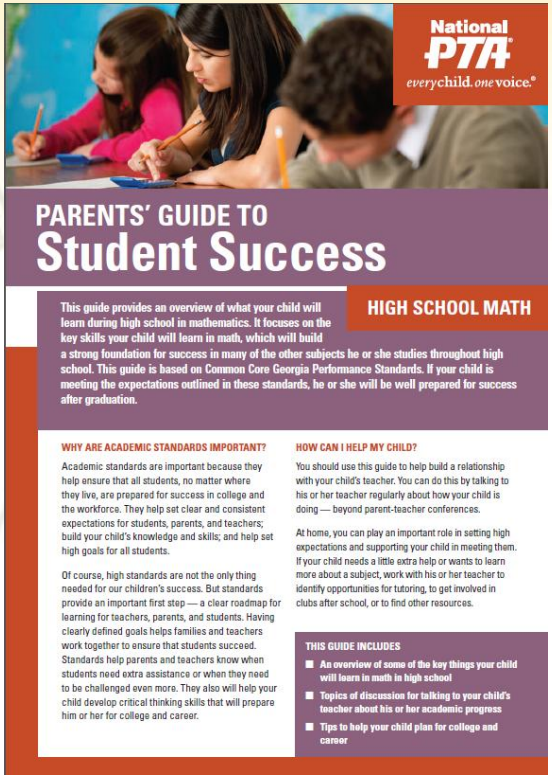
- A partnership between the school and parents has been identified as a best practice to increase graduation rates.
- Adolescence is a confusing time for students due to the many emotional and physical changes that occur at this age.
- The 8th grade in middle school is nothing like 9th grade in high school.
- The type of middle school transition program the school has is a predictor of future success in the 9th grade
- 8th grade students worry about transitioning to high school.

More students fail the 9th grade then any other grade level and more students drop out in the 9th grade than any other year.

What does research say about the transition from middle school to high school?

- Success or failure during the 9th grade often sets the tone for a student's entire high school career.
- If a student is successful during the 9th grade, there is a higher likelihood the student will graduate and enjoy the high school experience. (Silverthorn, 2005).
- There is a higher risk of school-drop out related to negative school experiences. (Hussong, 2007)
- When parents are involved in their student's transition to high school, they tend to stay involved in their child's school experiences (MacIver, 1990);
- When parents are involved in their child's high school experiences:
  - Students have higher achievement (Linver & Silverberg). 1997; Paulson, 1994)
  - Students are better adjusted. (Hartos & Power, 1997)
  - Students are less likely to drop out of school. (Horn & West, 1992)

The success or failure experienced during this transition can be a turning point in the social and academic lives of students. (Schiller, 1999)



School Readiness Resources K-12

Georgia Department of Education
Making Education Work For All Georgians!

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

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Georgia Department of Education > External

- AskDOE
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- Communications
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- 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

School Readiness Resources K-12

- 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

Michelle Sandrock
Parent Engagement Program Manager
Phone: 404-232-1148
Fax: 770-408-4197
Email:
msandrock@doe.k12.ga.us

Parent Engagement Programs' Links

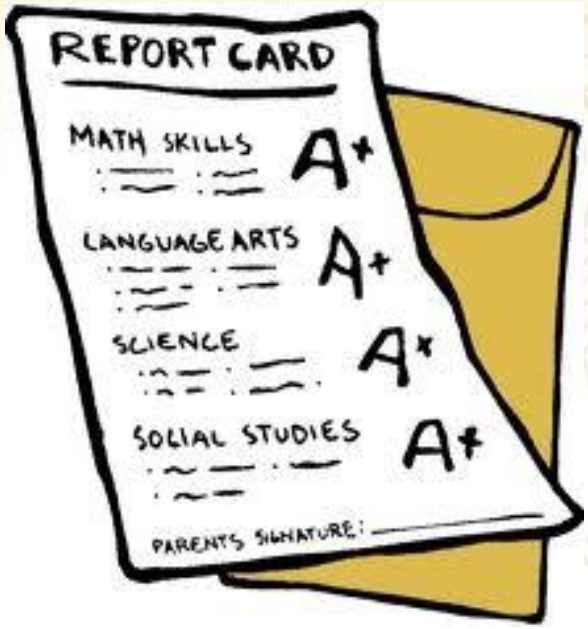
- Georgia's Family-Friendly Partnership School Initiative
- Parent Involvement Compliance Documents
- Best GET INVOLVED Parent Videos
- Information for Parents
- Parent Engagement Month 2011
- Superintendent's Parent Advisory Council
- PIC Meetings: Minutes and Materials
- Presentations
- Modules and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

Parent Engagement Program

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

What Do You Know About

What Does CCGPS Have to Do with Title I?



1118(c)(4)(B): Each school should provide parents of participating children a ***description and explanation of the curriculum*** in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

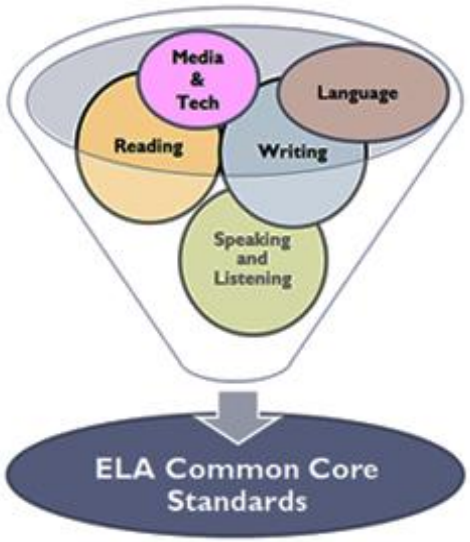
What Does CCGPS Have to Do with Title I?

1118(e)(1): Each school and local educational agency 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 Should Parents Expect?

Three Shifts in English Language Arts (ELA)/Literacy

1. Building knowledge through ***content-rich nonfiction***
2. Reading, writing, and speaking grounded in ***evidence from text***, both literary and informational
3. Regular practice with ***complex text*** and its ***academic language***



What Should Parents Expect?

Shift 1 in ELA/Literacy

Students Must…	Parents Can…
• **Read** more non-fiction • Know the ways non-fiction can be **put together** • **Enjoy** and **discuss** the details of non-fiction	• **Supply** more non-fiction text • **Read** non-fiction texts aloud or with your child/teen • **Have fun** with non-fiction in front of your child/teen

What Should Parents Expect?

Shift 2 in ELA/Literacy

Students Must…	Parents Can…
• Get smart in **Science and Social Studies** through reading • Handle "**primary source**" documents • Get smarter through texts • Find **evidence** to support their arguments • Form **judgments** • Make **arguments in writing** using evidence • **Compare** multiple texts in writing	• Supply series of texts on **topics of interest** • Encourage **researching** • Find books that **explain** • **Discuss** non-fiction texts and the ideas within • Talk **about** text • Demand **evidence** in every day discussion/disagreements • Encourage writing at home

What Should Parents Expect?

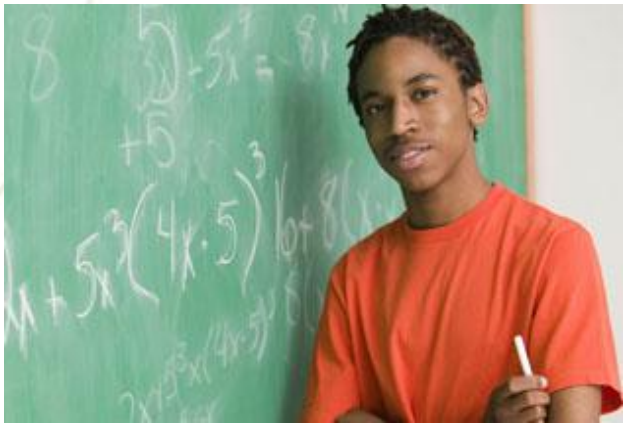
Shift 3 in ELA/Literacy

Students Must…	Parents Can…
• **Read** material at comfort level AND work with more **challenging** texts • Handle frustration and keep **pushing** • **Learn words** that they can use in college and career • **Compare stories** using text elements	• Provide more **challenging texts** AND provide texts they **want to read** and can read comfortably. • Know what grade level texts are **appropriate**. • Read **challenging text** with them • Read **multiple books** about the same topic and **compare and contrast** texts • Ask **why and how** questions

What Should Parents Expect?

Three Shifts in Mathematics

1. **Focus**: Strongly where the standards focus
2. **Coherence**: Think across grades, and link to major topics within grades
3. **Rigor:** In major topics pursue: *conceptual understanding, procedural skill* and *fluency*, and *application with equal intensity*.



What Should Parents Expect?

Shift 1 in Mathematics

Students Must…	Parents Can…
• Spend **more time on fewer concepts**	• Know what the **priority work** is for your child/teen for their grade level • **Spend time** with your child/teen on priority work • **Learn** the math your child/teen needs to know

What Should Parents Expect?

Shift 2 in Mathematics

Students Must…	Parents Can…
• **Understand** why the math works. **Make** the math work. • Keep **building** on learning year after year	• Notice whether your child/teen **really knows** why the answer is what it is – have your child/teen **work out** problems • Know what your child/teen **struggled** with last year and how that will affect their learning • **Advocate** for your child/teen and ensure extra support is given to close gaps in knowledge

What Should Parents Expect?

Shift 3 in Mathematics

Students Must…	Parents Can…
• Spend time **practicing** lots of problems on the same idea • Be able to use **core math facts** fast • Apply math in **real world** situations and which math to use when	• Push child/teen to **know/memorize** basic math facts • Know what **fluencies** they should have and prioritize practice of those they don't know • Ask your child/teen to **do** the math that comes up in your daily life • Practice **application** with your child/teen.

What Can Be Done to Teach Families about the CCGPS?

- Facilitate conversations among parents, teachers, and students about the CCGPS.
- Utilize communication resources to keep parents up to date.
- Engage parents in the educational process by communicating the standards their children are expected to know and be able to do.
- Create easy to replicate at-home activities to supplement what students are learning in the classroom.

Reinforce Learning at Home By…

Kindergarten Math

- **Strand**: Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **Standard**: *MCCK.G.2* – Correctly name shapes regardless of their orientation or overall size.
- **What Parents Can Do:** While driving in the car, ask your child to identify shapes he or she sees along the way. Buildings can be rectangles; the sun can be a circle, etc.

Reinforce Learning at Home By…

3rd Grade Standards

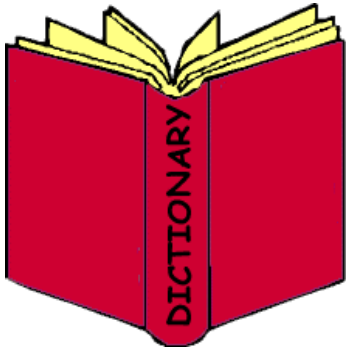
Students Must…	Parents Can…
• Read stories and poems aloud fluently without pausing to figure out what each word means. • Describe the logical connection between sentences and paragraphs in stories. • Distinguish the literal and nonliteral meanings of words (such as cold shoulder, etc.)	• Encourage your child to cut out a picture from a newspaper or magazine, paste it on paper and write a story about it. • Start a family vocabulary box or jar. Have everyone write down new words they discover when in conversation or reading, add them to the box and practice using them in conversation each week.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

6th Grade ELA

- **Strand**: Language - Vocabulary-Acquisition and Use
- **Standard**: *ELACC6L4c* - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **What Parents Can Do:** Encourage your child to look up word meanings either in home dictionaries or online regularly.



Reinforce Learning at Home By…

8th Grade Standards

Students Must…	Parents Can…
• Plan and conduct research projects that include several steps and use credible and documented print and digital sources. • Present findings and claims to others, emphasizing key points with relevant evidence and sound reasoning…	• Keep books and magazines around the house that your teen will enjoy. • Ask them for help planning a family outing by researching what should be done and developing a plan. • Ask your teen to bring sound evidence when they want to do/or need something or have an opinion.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

9th – 12th Grade Math

- **Strand**: Statistics and Probability – Using probability to make decisions

- **Standard**: *MCC9-12.S.MD.4* - Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

- **What Parents Can Do:** Find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. Ask your teen how many TV sets she or he would expect to find in 100 randomly selected households.

Common Core Resources…

GaDOE | GeorgiaStandards.org

Home | Common Core GPS ELA/Math | Georgia Performance Standards | Content Area Frameworks | Resources & Videos | Professional Learning

BROWSE COMMON CORE

Browse Common Core

- English Language Arts
- Literacy
- Mathematics
- CCGPS GPB Professional Learning Sessions

Common Core Georgia Performance Standards

Common Core Georgia Performance Standards

Georgia joined with 47 other states well over a year ago to develop a set of core standards for K-12 in English language arts and mathematics. On June 2, the Common Core State Standards were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards. The Georgia State Board of Education adopted the CCGPS on July 8, 2010.

What do they mean for Georgia?

Students of Georgia:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states, regardless of whether they decide to go to school at Georgia Tech or UCLA, or find a job in Georgia, Maine or Indiana
- Relevant content and application of knowledge through high-order skills

Educators of Georgia:

- Clear, focused expectations that assist them in being on the same page and working together with students and parents for shared goals
- A common-sense next step that is aligned to our Georgia Performance Standards (GPS)

Taxpayers of Georgia:

- Long-term potential savings on textbooks and instructional resources that come with consistent materials developed throughout the country

About the Common Core State Standards

- Led by National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
- Governor Perdue was selected by NGA to co-chair the initiative
- Developed by standards experts and educators
- Received multiple rounds of feedback from states and national organizations representing educators (e.g., International Reading Association (IRA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE)

Additional Tips for Success

- Develop and encourage friendships with positive role models, mentors and/or community partners
- Take advantage of free resources such as tutoring programs, if offered
- Schedule frequent meetings with the teachers, parent liaison, and school counselor
- Start EARLY!

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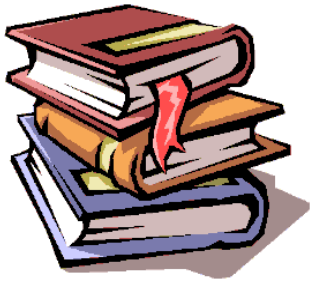

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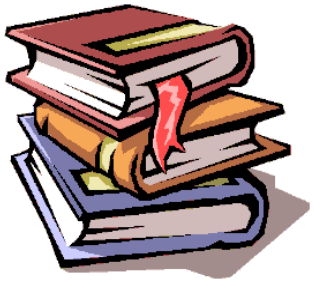

OPEN FOR QUESTIONS

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Lakeita Servance, M. Ed
Parent Engagement Specialist
404-656-2633
lservance@doe.k12.ga.us