

Georgia PIC Network Spring Region 1-5 Meeting

"Learning Today to Improve Tomorrow"

March 2015

9:00 a.m. – 3:00 p.m.



Announcements

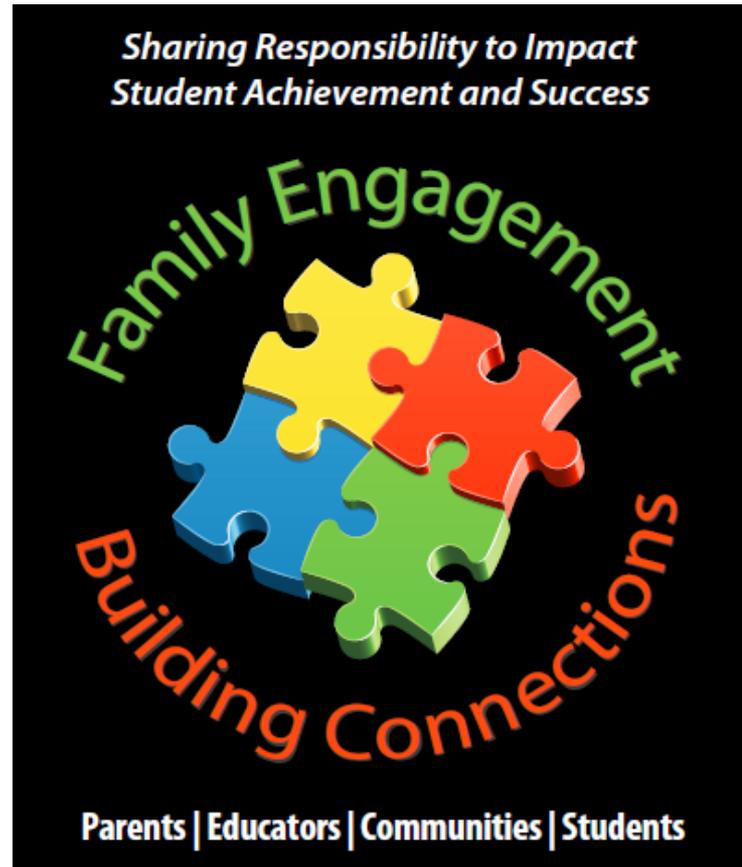
2016 Family Engagement Conference



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

**For Educators
and Parents
TOGETHER**

**More details to
come...Budget
Now**



**A Partnership
Conference of
GaDOE, Title I,
Part A, United
Way of
Greater
Atlanta, and
DECAL**

February 4 – 6, 2016 • The Classic Center, Athens, GA

(Pending Contract Approval)

Announcements



Richard Woods,
Superintendent
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e.org



@GaDOEParents

www.twitter.com/GaDOEParents



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GA Parent Engagement
@GaDOEParents
The Georgia Department of Education's Parent Engagement Program empowers parents, and other stakeholders, to increase student achievement.
Atlanta, GA
gadoe.org/School-Improve...

TWEETS 274 PHOTOS/VIDEOS 30 FOLLOWING 179 FOLLOWERS 148 More v

Tweets Tweets and replies

GA Parent Engagement @GaDOEParents · 2h
Also available in Spanish! buff.ly/toH1pJf

GA Parent Engagement @GaDOEParents · 2h
Parents - want to know more information about Title I? Check out the Parent's Guide to Title I: buff.ly/lyqUpkH

GA Parent Engagement @GaDOEParents · 16h
A lot happens during senior year. Check out this article for what to

Georgia Department of Education Parent Engagement Program

Page Activity Insights Settings

Georgia Department of Edu... Home Build Au

DEPARTMENT OF STATE OF GEORGIA EDUCATION 1776

Georgia Department of Education Parent Engagement Program
Government Organization

Timeline About Photos Reviews More v

PEOPLE

188 likes
2 visits

Find New Customers
Connect with more of the people who

Status Photo / Video Offer, Event +

What have you been up to?

Georgia Department of Education Parent Engagement Program
Posted by Keisha Jeffries (?) · a few seconds ago

Atlanta Family and Parental Reunite In Atlanta & DC's Family Anniversary Day



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Announcements

The Georgia Parent Involvement Coordinator (PIC) Network Blog

Supported by the Georgia Department of Education's Parent Engagement Program

News Media Stories Of Success Share Your Success! Blog The Parent Engagement Forum Join Your LLC Invite Us!

Family-Friendly Partnership School Award

Returning To Greatness

The last three years have been a time of hard work, dedication, and commitment for the parents, students, faculty and staff at Kendrick High School. We faced an uphill...

About The Georgia PIC Network Blog [Subscribe](#)

This blog has been developed by the Georgia Department of Education's Parent Engagement Program for PICs and other parent engagement professionals to receive updates, exchange promising practices, and provide a place for discussion. Please take advantage of the many resources and ideas and feel free to ask and answer questions!

Among things to take advantage of:

- Find your LLC Region in the About Section
- Join and participate in the Parent Engagement Forum
- Peruse the the Stories of Success
- Watch tutorials, parent engagement discussions, and other engaging videos
- Read blog postings from experts in the field
- Send in your best parent engagement stories

Postings occur frequently, so check back often to see...

gadoeparentengagement.edublogs.org

Music, Mix, and Mingle



*What has been your greatest success
in working with families this year?*

*What is one thing that you have you done differently
since the last PIC meeting to develop high-impact
strategies to build family-school partnerships?*

*What is one thing that you hope to
accomplish this year?*





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Learning from Each Other

Break Time

15min



BREAK TIME

Gearing Up Your School and Families for a Successful Transition

School Transition



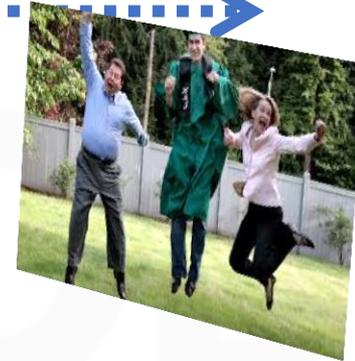
Middle
School
540 Days



Elementary
School
1,080 Days



High School
720 Days





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What is *Transition*?

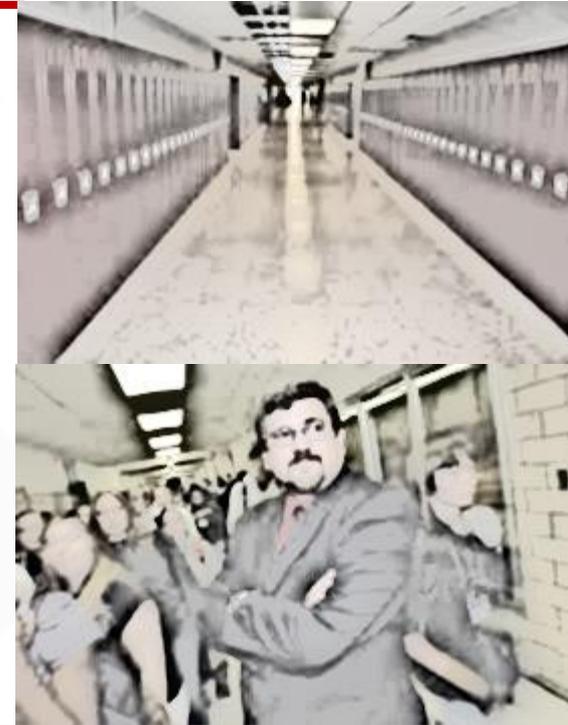
School transition is a *process* - not an event - that prepares all partners - *students, families, schools and communities* - to develop knowledge, skills, and relationships that help students move from one educational setting to another.

Why is Transition *Important?*



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- Helps students form a realistic expectation of school
- Provides a positive and successful first impression
- Relieves anxieties for students and families



One of the biggest fears of students coming into a new school is the building.

Why is Transition *Important?*



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- Paves the way for a successful school experience
- Bridges the gap between school, teachers and new families
- Provides multi-faceted guidance and support structures

The type of transition program the school offers is a predictor of success in future grades.

Why is Transition *Important?*



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- Demonstrates an inviting, supportive, and safe environment
- Builds a sense of community by supporting meaningful relationships and learning
- Supports school-initiated family and community partnerships



Educators play a significant role in encouraging parents and families to share responsibility for students' success in school

How is School Transition part of *Family Engagement* ?



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- ✓ Welcoming Environments
- ✓ Building Relationships
- ✓ Communicating Information
- ✓ Address New Roles
- ✓ Developing Community Partnerships

When parents are involved in their student's transition, they tend to stay more involved in their child's school experiences.

School Transition: *What Does it Look Like?*



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Successful Transition Programs

- Begin in the school year before students move to the new school
- Ongoing, specially designed programs offer greater support for sustained intervention

The key to success is to develop an organized approach to provide information that supports students academically and builds relationships with all stakeholders.

School Transition: *What Does it Look Like?*



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Successful Transition Programs

- Involve parents and community members in the planning process
- Align with key student milestones throughout the school year



Success or failure during transition can be a turning point in the social and academic lives of students.

School Transition: *Implement a Program*

1. Organize a School Transition Team
2. Promote collaboration between feeder schools (ES – MS – HS)
3. Involve parents and families in the transition process



The Transition Team should include teachers, administrators, counselors, parents, students, and community and organization members.



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School Transition: *Implement a Program*

4. Increase awareness of academic programs
5. Increase comfort and reduce anxiety through orientation activities
6. Provide resources designed to make transition easier

Offer a program that includes discussion of curriculum, scheduling, school policies, extracurricular activities, and student life.



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School Transition: *Implement a Program*

7. Design activities for the first weeks of school
8. Continue the use of counseling teams or advisors to maintain support throughout the year
9. Develop special interventions for families and students who may need additional support

Spend time talking about schoolwide expectations, as well as the support that is available to students and families.

School Transition: Real Life Ideas



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Back to School BBQ
Report Card Conferences
Teachers as Advisor Program

WARE COUNTY HIGH SCHOOL
GATORS

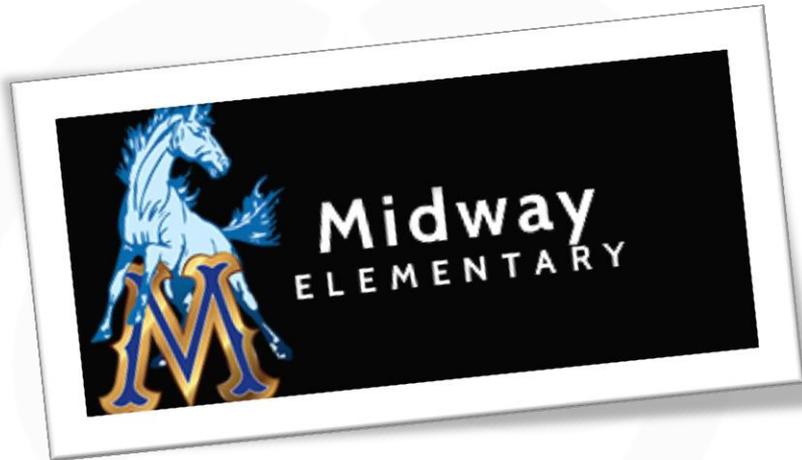
Ware County High School would like to invite members of the community to participate in our **Report Card Conferences** with students on **March 19th from 8:00 - 10:00am**. This is a wonderful opportunity to invite the community into our school and mentor our students.



School Transition: Real Life Ideas



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Kindergarten Roundup
Kindergarten Camp
Mentor Me Program



Community Tours and
Welcome Visits



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The First School Transition

Let's Go to School!

A Guide for Families on Kindergarten Trans

A Guide for Families on Kindergarten Trans
Let's Go to School!



00:48





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Georgia's School Superintendent
"Educating Georgia's Future"

Middle School Matters!

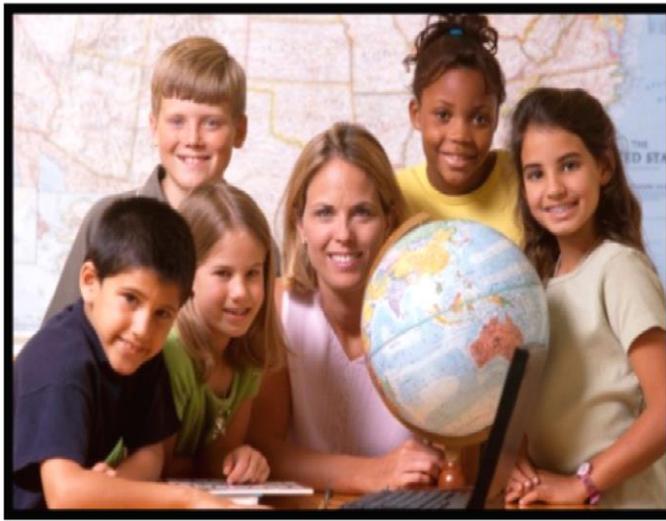
A Guide for **FAMILIES**
on Middle School Transition



Middle School Matters!

A Guide for **STUDENTS**
on Middle School Transition





A Guide for Georgia Schools on Middle School Transition

A partnership publication by:

Georgia Afterschool Investment Council

Georgia Department of Education

Georgia Family Connection Partnership

Georgia Parental Information and Resource Center (PIRC)

Georgia Parent Teacher Association (PTA)

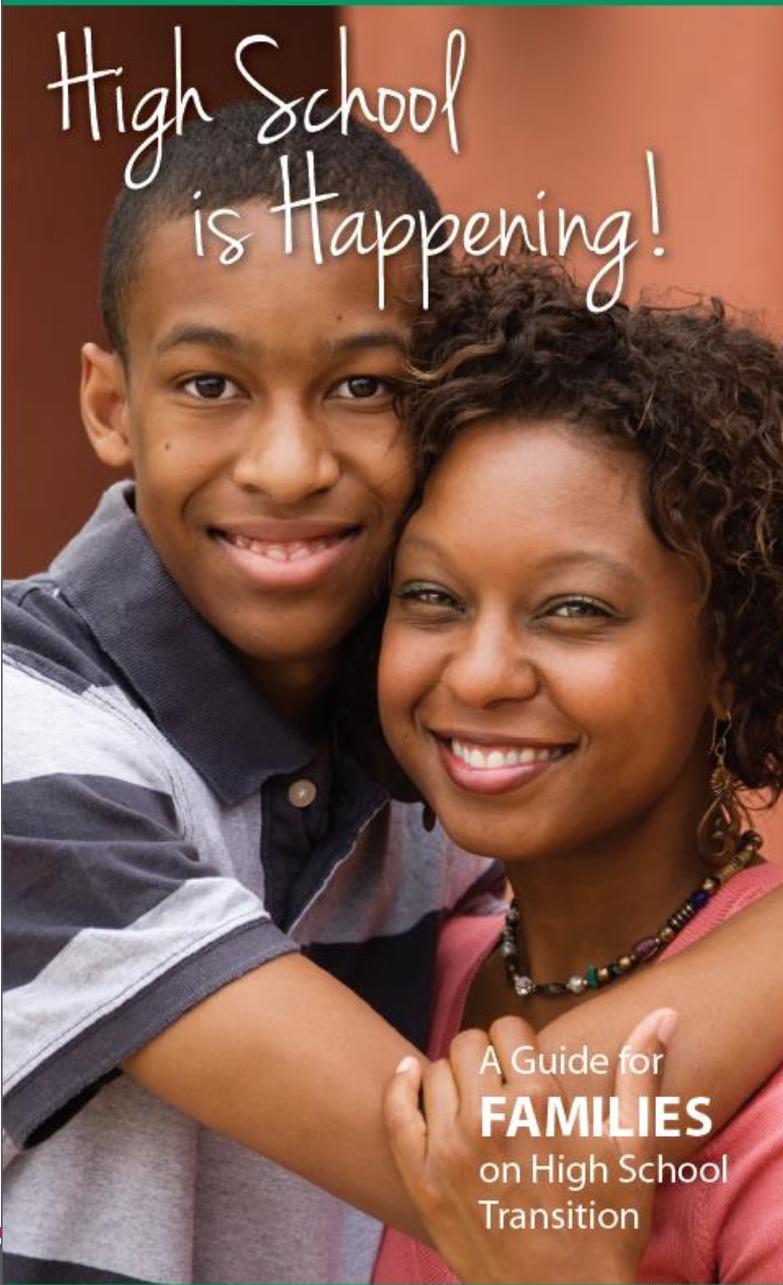
United Way of Metropolitan Atlanta



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t of Education

A young boy with short dark hair, wearing a grey and blue striped polo shirt, is smiling and hugging his mother from behind. His mother has dark curly hair and is wearing a pink top and a colorful beaded necklace. They are both smiling warmly at the camera.

High School
is Happening!

A Guide for
FAMILIES
on High School
Transition

A young woman with long blonde hair, wearing a green shirt and a colorful beaded necklace, is smiling broadly at the camera. She is holding a blue pencil in her right hand. In the background, another young woman is visible, looking down and smiling.

High School
is Happening!

A Guide for
STUDENTS
on High School
Transition

A group of six diverse high school students is shown in the center of the slide. They are standing in a row against a dark blue background. The students are of various ethnicities and are dressed in casual to semi-formal attire. The text is overlaid on this image.

High School is Happening!

Making the Transition to High School



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United Way of
Greater Atlanta

Georgia

PTA[®]

everychild.one voice.[®]



GEORGIA STATEWIDE AFTERSCHOOL NETWORK

www.gadoe.org

Parent Engagement Program

School Transition

School Transition

School transition is a process that prepares students, families, schools, and communities to develop the necessary skills, knowledge and relationships to assist students in successfully moving from one setting to another. Transition should not be viewed from only the perspective of the students and families, but rather should entail the perspectives of families, students, teachers, administrators and community members. School transition resources are developed to provide educators with the framework for school transition, materials to obtain and organize student information, as well as to inform and effectively involve students and families in the transition planning process.

Kindergarten Transition Toolkit

- Kindergarten Transition Brochure ([Click here for Spanish Version](#))
- Kindergarten Transition Handout ([Click here for Spanish Version](#))
- Kindergarten Transition Manual for Educators
- Kindergarten Transition Video (English) (FLV / MPG / WMV)
- Kindergarten Transition Video (Spanish) (FLV / MPG / WMV)

Middle School Transition Toolkit

- Middle School Matters Family Brochure ([Click here for Spanish Version](#))
- Middle School Matters Student Brochure ([Click here for Spanish Version](#))
- Middle School Matters Handout ([Click here for Spanish Version](#))
- Middle School Transition Manual for Educators
- Middle School Matters -Full Video (English) (Spanish)
- Social and Emotional Changes (English) (Spanish)
- Organizational and Environmental Factors (English) (Spanish)
- Academics (English) (Spanish)
- Developmental Growth (English) (Spanish)

PIC *Transition*

PIC Job Aid Timeline

A timeline for the school year to develop a plan that will create meaningful family engagement strategies and outreach opportunities that are linked to student learning.

2014 Goals

- 1.
- 2.
- 3.



job aid timeline

Follow this timeline for the school year to develop a plan that will create meaningful family engagement strategies and outreach opportunities that are linked to student learning. Duties must meet allocable and allowable conditions as they relate to supplemental services under Title I, Part A.

» BEGINNING OF THE YEAR «

required

Send required Title I school designation status letters, if applicable

Send Flexible Learning Program information to parents, if applicable

Ensure parents receive notification about their right to request information regarding the professional qualifications of their child's teacher

Review, and seek parent input if needed, the School-Parent Compact and the School Parental Involvement Policy or District Parental Involvement Policy for any necessary changes since the last revision and parent input

Prior to November 1st, host the Annual Title I Parent Meeting and distribute the School-Parent Compact and Parental Involvement Policy

Prior to November 1st, ensure all School-Parent Compacts are signed and appropriate documentation of completed compacts is collected and maintained

Remember to share the Parental Involvement Policy in multiple ways

Provide District-level training and technical assistance to assist Title I schools with building and implementing their parental involvement programs and strategies

recommended

Reach out and connect with new and returning families and students to introduce yourself and build relationships for the upcoming school year

Collaborate with faculty and staff members to plan ways to integrate family engagement strategies throughout school programs and goals

Analyze school data to develop family engagement strategies to achieve school goals and identify potential families to receive additional support

Review the National PTA Standards for Family-School Partnerships to strengthen your program and objectives

Mark the school calendar with concrete dates for family engagement activities and share with parents, students, staff and the community

Nominate a parent to serve on the State School Superintendent's Parent Advisory Council

Join the Georgia PIC Network Local Learning Community (LLC) for your region

Assess the Georgia Family-Friendly Partnership School Award application and program information to evaluate your school's environments and policies

Begin planning for Parent Engagement Month in November by reviewing the resources on the Georgia Department of Education's website



job aid timeline

Follow this timeline for the school year to develop a plan that will create meaningful family engagement strategies and outreach opportunities that are linked to student learning. Duties must meet allocable and allowable conditions as they relate to supplemental services under Title I, Part A.

» END OF THE YEAR «

required

Ensure all parents have an opportunity to complete the annual evaluation by offering multiple methods and opportunities for parents to provide feedback

Coordinate with appropriate programs and schools to provide parents of rising students with helpful information about what to know and expect for next year

Analyze and review results from the annual parental involvement evaluation and be sure to share a summary of the results with stakeholders

Collect feedback from all parents regarding the use of parental involvement funds and review the budget in relationship to their input

Revise the Schoolwide Plan, CLIP, School/District Parental Involvement Policy and School-Parent Compacts with all parents having the opportunity to provide input and suggestions

Maintain documentation for the school year including receipts, agendas, sign-in sheets, letters, flyers, minutes, pictures, emails and other records

Notify parents of important information and dates for the next school year

Prior to July 1st, notify parents of their IntraDistrict Transfer Options

recommended

Share updates and progress about the family engagement program with faculty and staff to determine what future steps should be for next year

Help plan transition programs for rising students and their families

Examine student achievement results to determine the impact of parent engagement on student academic achievement

Utilize results from parent surveys and input with school achievement data to map out areas of concern that need to be addressed next school year

Take time to recognize parents who contribute towards the success of the school, classrooms and their child's education by listening to them and thanking them in various ways

Look for ongoing ways to communicate with your families as well as how to engage them in the student achievement process

References



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Ferguson, C. & Rodriguez, V. (2005). *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement*. National Center for Family and Community Connections with Schools.
- Hertzog, C. J., & Morgan, P. L. (1999). *Transition: A process not an event*. Reston, VA: National Association of Secondary School Principals.
- Southwest Educational Developmental Laboratory. *Supporting Student Transition from Middle to High School*. Texas Comprehensive Center

working lunch



**“High School is Happening”
School Transition Video**

Lost Art of Conversation: Engaging Families in Important Topics

Parent Input

What is the ultimate goal for seeking input in Title I parental involvement?



When parents provide input they are involved in their child's education

Parent Input and The Law



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The Elementary and Secondary Education Act of 1965 (ESEA) requires that parents are to be *"afforded substantial and meaningful opportunities to participate in the education of their children."*

Parent Input and *The Law*



There are over ten different roles described in law: Richard Woods,
Georgia's School Superintendent

"advice and
recommendation"

"school district shall
work with"

"evaluation and review
of [plans]"

"input being sought"

"in participation with"

"in partnership with"

"in consultation with"*

"opportunity to
submit comments"*

** Denotes more than one similar phrase*

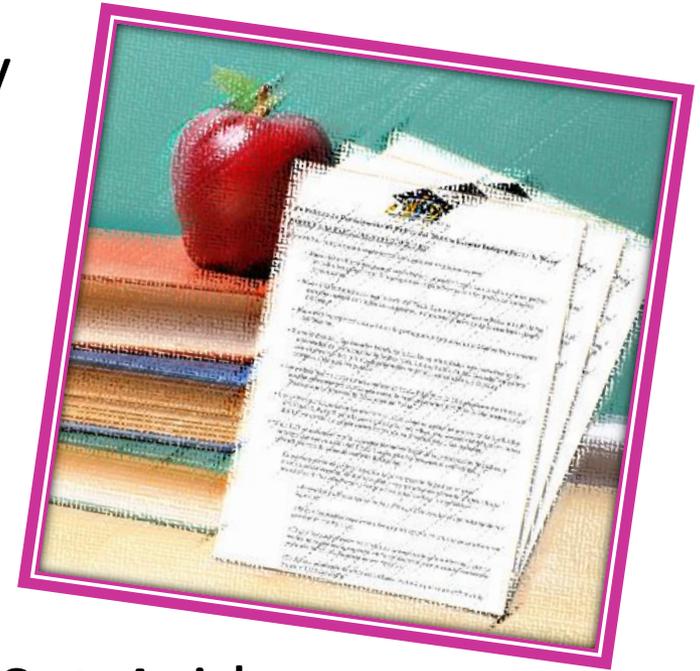
Parent Input and *The Law*



Richard Woods,
County School Superintendent

All parents of eligible Title I children must be provided the opportunity to provide feedback and input into and on the:

- District Parental Involvement Policy
- School Parental Involvement Policy
- Title I Targeted Assistance Plan
- Title I Schoolwide Plan
- School Improvement Plan
- Comprehensive LEA Improvement Plan (CLIP)
- Title I Funds/Parental Involvement Set-Aside
- Annual Assessment/Evaluation of Title I Program



Why Parent Input Matters



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Parents Work
More Closely
With Their
Children Than
Other Adults Can

Involvement parents not only help their own
child, but all children in a school

Parents provide
critical input that
only they can bring;
They know their
child better than
anyone else

Parents are the only
adults in the
educational process
who have been and
will continue to be
deeply involved
throughout the
child's school career

While parents
may not be
educators
themselves, they
bring their years
of experience in
other professions
and aspects of life
to the process

Campaigning for Parent Input: *Inform*



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Inform

Simplify

Personalize

Frame information to parents -
hook them with a problem in
which they are the answer

Select an issue of relevancy
and urgency to parents

Explain why parents are
needed, what their role is
and what is in it for them

Campaigning for Parent Input: *Consult*



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Consult

Mobilize

Actualize

Seek parent reaction, input and review – listen and discuss

Utilize conventional and unconventional methods to reach parents

Seek strategies that engage parents in meaningful, interactive discussion that matters

Campaigning for *Parent Input*



AVOID



Campaigning for *Parent Input*



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To recruit the most parent input, consider:

- ✓ Time of meeting
- ✓ Place of meeting
- ✓ Advance notice of meeting
- ✓ Marketing of meeting
- ✓ Structure of meeting
- ✓ Advertisement of meeting
- ✓ Childcare, transportation or food at meeting
- ✓ Type of meeting



Parent Input with a *Twist*



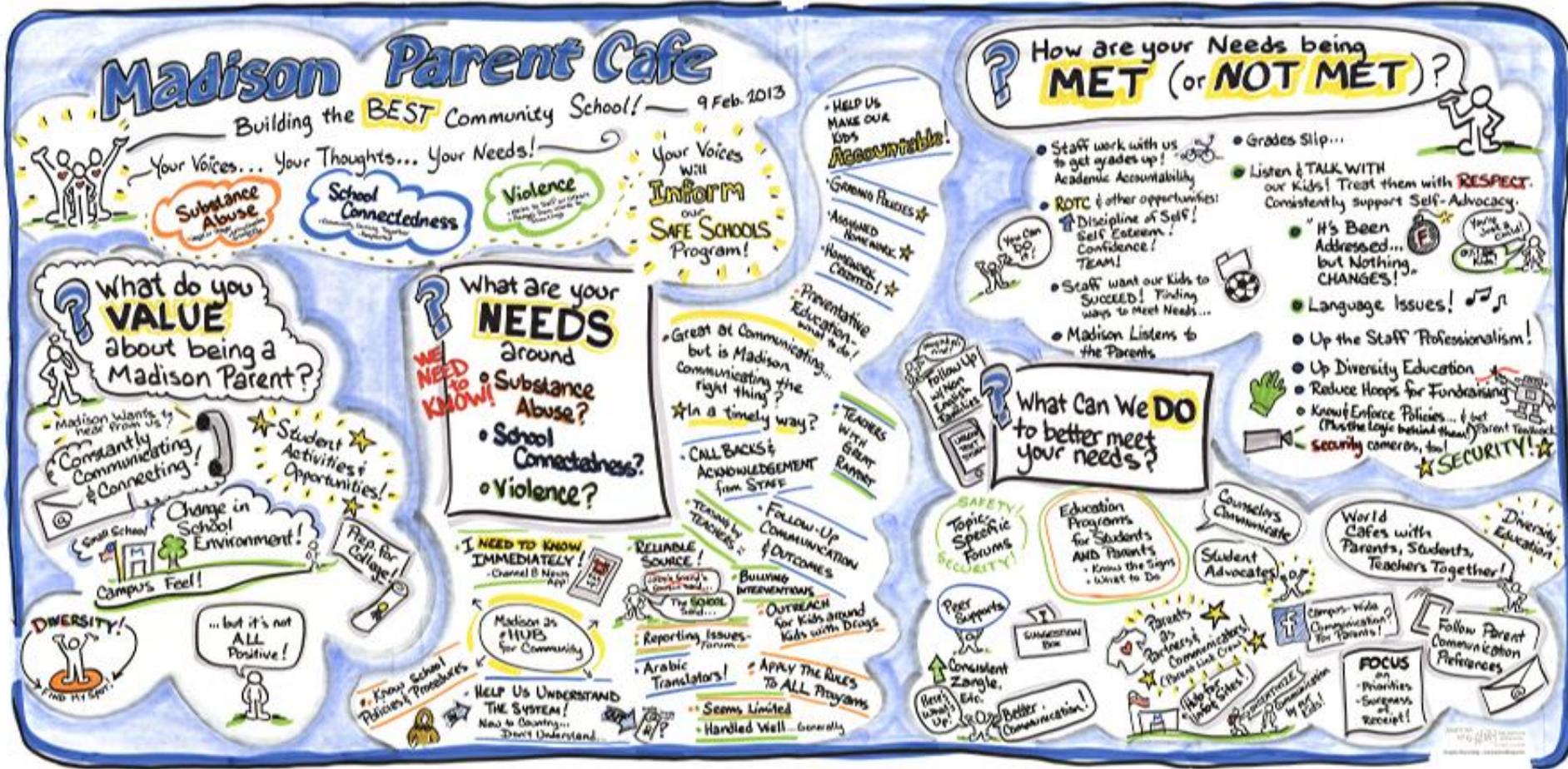
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"Georgia's Future"
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- Share information in a ***family-friendly context***
- Present data to ignite a sense of ***urgency***
- Use ***words and graphics***, try graphic recording
- ***Split sections*** up, only focusing on ***big picture*** ideas that matter
- Provide ***guiding handouts*** as well as engage ***group discussion***
- Ask ***targeted questions***, moving from ***broad to more specific***

Campaigning for Parent Input: *Parent Café*



Richard Woods,
Georgia's School Superintendent



Campaigning for Parent Input: *Parent Café*

Clarify the purpose

Create a hospitable space

Explore questions that matter

Encourage everyone's contribution

Make collective knowledge visible

Listen for themes/share discoveries

Record ideas and follow-up



Parent Café: *At a Glance*



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Small groups at
café tables

Encourage members
to draw, doodle, and
write ideas

Set up
progressive
rounds of
conversation

Use Table Hosts to welcome
guests, briefly share main ideas,
link and connect main ideas from
prior conversations

Parent Café: *Getting Started*



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Get Parents on Board

- *Consider beginning with a short session*
- *Find champions to help publicize*
- *Use all avenues to spread the word*

Invitations

- *Personal invitations are more effective*
- *Have parents bring a friend*
- *Determine best time for parents*

Emphasize the Benefits

- *Help parents create networks*
- *Provide a space for parents to share*
- *Build knowledge and social capital*

Parent Cafe: *The Café Host*



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Work with planning team to determine purpose
Name your Café
Create a comfortable café environment
Welcome the participants
Explain the Café guidelines and Café etiquette

Parent Cafe: *Table Host/Facilitator*



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- Remind people at your table to jot down key connections, ideas and discoveries
- Remain at the table when others leave and welcome travelers from other tables
- Briefly share key insights from the prior conversation so others can link and build on key ideas



PIC Café

- *Select a Table Host*
- *Three Rounds –*
 - * *Move to Tables based on the colored numbers on your folder*
- *Draw, Doodle, Scribble and Share*
- *Return to Your Host Table*
- *Share Collective Input*

Round One

- *Question 1* – What Does Strong Family Engagement Look Like to You?
- *Question 2* – How Do You Promote the Importance of Family Engagement in Your School?

Round Two

- *Question 1* – Who is Responsible for Family Engagement in Our Schools?
- *Question 2* – How Do You Increase the Capabilities and Confidence of Your School and Staff to Improve Family Engagement?

Round Three

- *Question 1* – How Do You Provide Parents with Opportunities and Resources to Support Academic Achievement?
- *Question 2* – What are some Specific Examples of How Families can Support Learning at Home?

Return to Your Host Table

*Invite Guests to Share
and Post Ideas*



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What are two challenges that we face?

What are two ways that families and schools can better work together?

What is one strategy that is worth trying this school year?

Are We Too Schoolcentric? Dissecting the Parental Involvement Language

Power of Language



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- *How does the language and communication we use assign parents a role in their child's education?*
- *How do policies and compacts predetermine parents' value and contributions?*
- *Do these policies and compacts encourage family-school partnerships?*



A Look Back at the Growth of Family Engagement

Growth of Family Engagement



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The Seed

Families represent the first essential system and support for children's learning



Georgi

ducat

Growth of Family Engagement



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The Seedling

Research shows parental involvement in children's learning is associated with increase achievement and academic performance, stronger homework and study habits, and higher educational aspirations



Growth of Family Engagement



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The Sprout

Parental Involvement Models focus on what parents and schools are doing in isolation as well as the structure of activities



Growth of Family Engagement



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The Bloom

Family-School Partnerships emphasize the bidirectional relationship between families and schools, and enhance student outcomes through the development of supports across settings

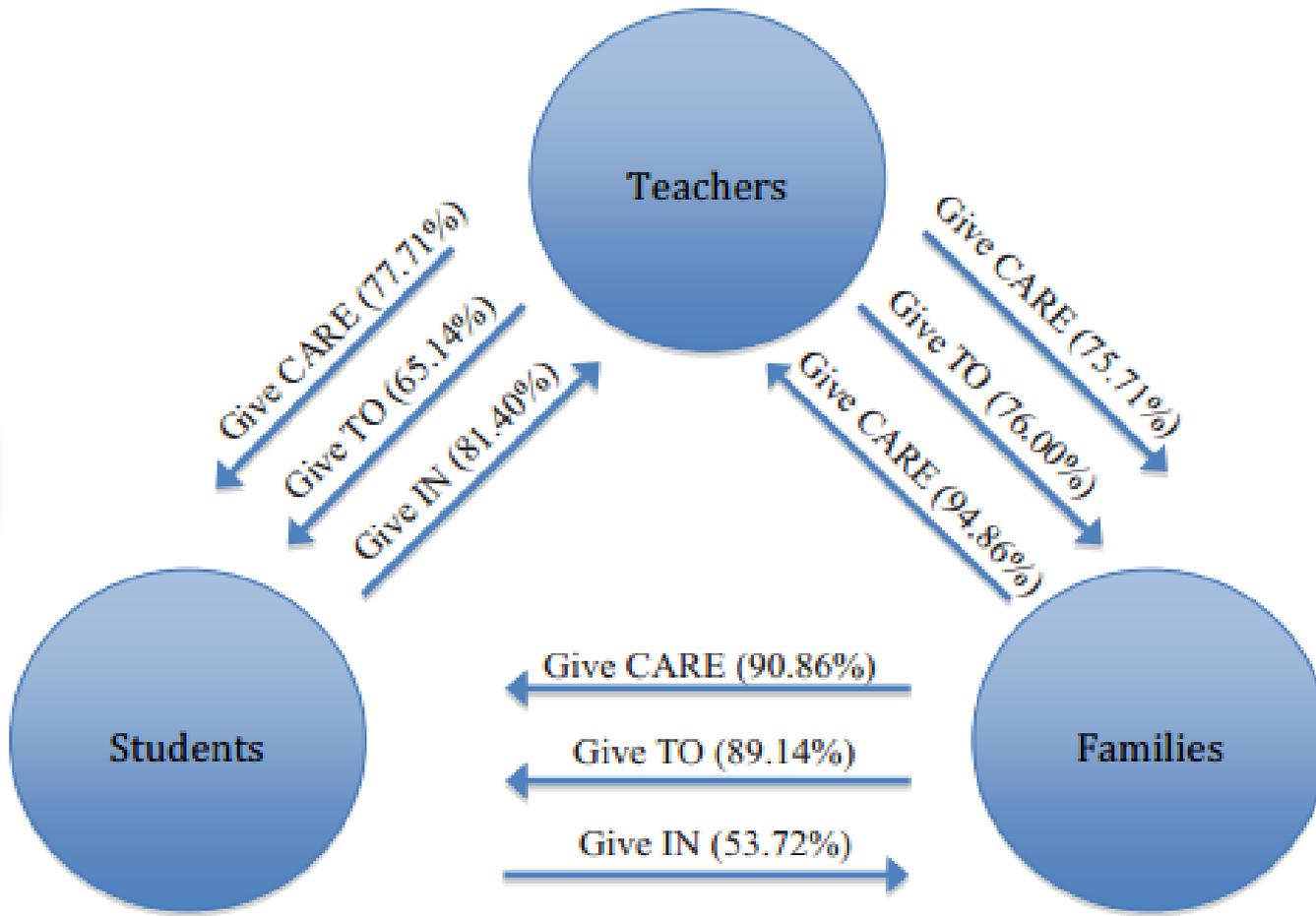


Critical Analysis of *School-Parent Compact*



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Examined school-parent compacts to better understand how the language in these documents contributes to the **framing of family, school and community partnerships** and potential implications for the support of authentic family engagement activities



Directionality of Roles



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Primary Roles

Teachers

- **Give To** – to provide, inform, allow
Primary role of power and authority based on capacity to instruct and support families with little recognition towards the potential knowledge and expertise of families and students

Consequences



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Schoolcentric Model of Parent Involvement

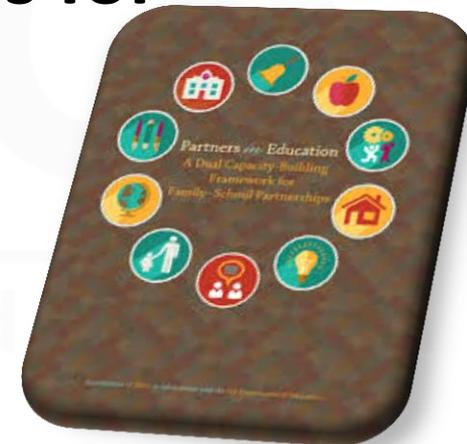
- Teachers see families as obstacles that must be overcome instead of partners with the capacity to help improve the quality of education for all students
- The inherent funds of knowledge that each family can offer to create authentic partnerships remain untapped resources in most schools

What are *Family-School Partnerships*?



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Approaches that are focused on the child where families and educators cooperate, coordinate, and collaborate to enhance opportunities and successes for children and adolescents



Practical Implications

POLICY AND PROGRAM GOALS

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

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

Policy and Program Goals

Building Staff and Family Capacities



Capabilities



Cognition



Connections



Confidence

Group Activity

Family Engagement

Teaching Case



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"Defining 'Fine' – Communicating Academic Progress to Parents"

- 1. Review*
- 2. Discuss*
- 3. Share*



Harvard Family
Research Project

Department of Education



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In Summary...

...How does the language we use contribute to the framing of family, school, and community partnerships and potential implications for the support of authentic family engagement activities?

References



Richard Woods,
Georgia's School Superintendent
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[gadoe.org](http://ga.gov/gadoe)

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Closing



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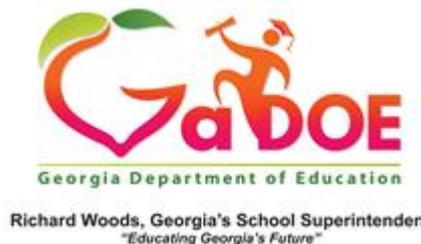
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