

Different Cultures. Different Stories. One School-Family Community

13th Annual Title Program Conference

June 15 – 19, 2015

Atlanta Airport Marriott Gateway

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Georgia Department of Education



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Georgia's School Superintendent
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School Improvement and District Effectiveness



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Today's Objectives



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- Discuss and recognize the different aspects and definitions of culture and diversity
- Utilize culturally competent strategies and tools to strengthen your family engagement program
- Learn about various initiatives to improve family engagement around the State

Title I, Part A Parental Involvement



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In carrying out the parental involvement requirements of this part, Local educational agencies 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

Identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to **parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background**)

surface aspects of culture

Eating habits
Holiday customs
Gestures
Religious rituals
Style of dress

Nature of friendship

Values

Religious beliefs

Importance of time

Work ethic

deep aspects of culture



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What is Culture?

You for Youth



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What is Culture?

“The Characteristics and knowledge of a particular group of people, defined by everything from **language, religion, cuisine, social habits, music and arts.**”

The Center for Advanced Research of Language Acquisition (2015)

“The cumulative deposit of **knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, relations, and material objects** acquired by a group of people in the course of generations.”

Hofstede, G. (1997)

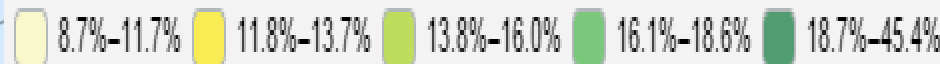
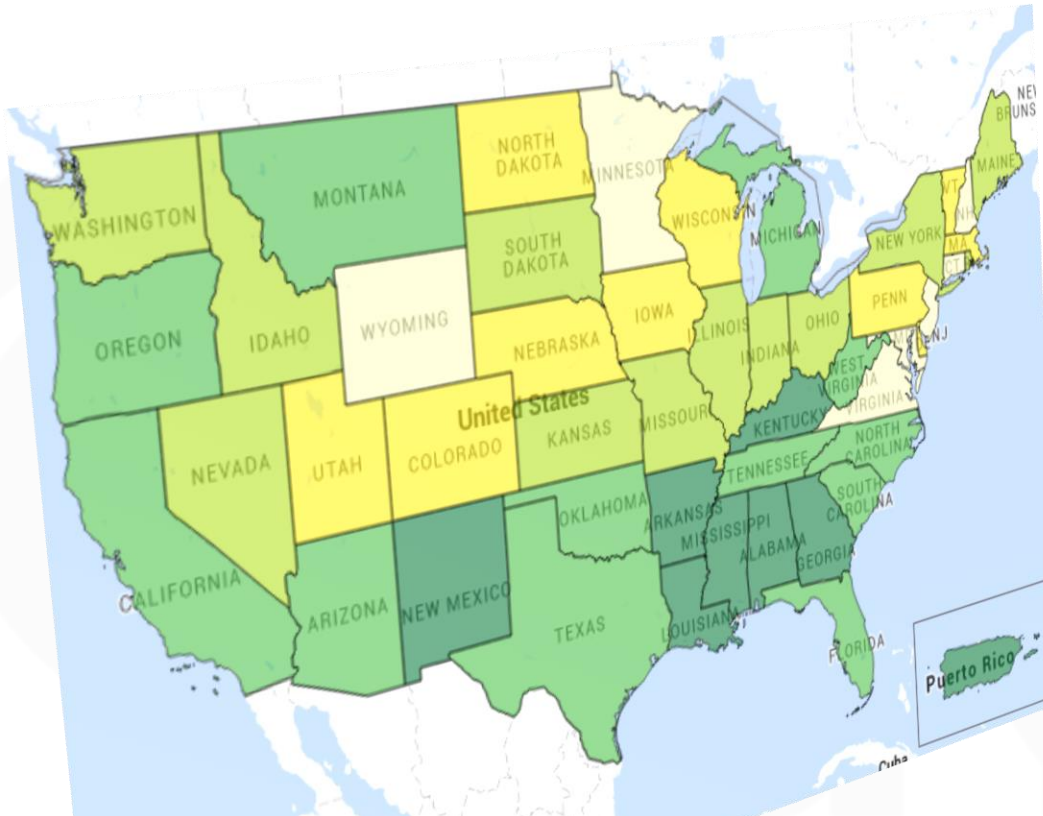
“Culture...consists in those **patterns relative to behavior** and the products of human action which may be inherited, that is, passed on from generation to generation”

Parsons, T. Essays in Sociological Theory

Quick Facts - Georgia



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Georgia

- 19% - Persons living in poverty (Georgia)
5th highest percentage in the country

- \$25,182 – Per Capita Income

United States

- 14.5% - Persons Living in Poverty
- \$28,155 – Per Capita Income

Quick Facts - Georgia



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- **28%** - Bachelors Degree or higher
- **13%** - Language other than English Spoken at Home
- **9%** - Persons with a disability
- **10%** - Foreign born persons





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Cultural Diversity

- Teachers and educators participate in culturally responsive teaching practices to incorporate students' cultures into the classroom and curriculum
- Regardless of education, religion, socioeconomic status, or ethnicity, all parents and families can offer unique talents, skills and values that support their children

Do we employ family engagement practices and policies that respect and recognize the uniqueness of all individuals and groups?

Cultural Diversity

- Reaching diverse parents presents interesting challenges for all of us.



- All cultures practice traditions that support and value their children and prepare them for living in society.
- To successfully engage parents, it's important to become aware and respectful of those values, beliefs, customs and parenting styles.

Culturally Competent Family Engagement



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Provide Interpreters

Translate Materials

Culture Nights

What else?



Cultural Competence




- Identify and understand the needs and help-seeking behaviors of individuals and families
- Design and implement services that are tailored to the unique needs of individuals, children, families, and communities served
- Follow a service delivery model that recognizes families as an integral and inseparable part of the school
- Provide culturally relevant professional learning for staff to help raise awareness and improve understanding



Culturally Competent Family Engagement



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-  Avoid talking down to families – treat them as knowledgeable adults
-  Be careful not to “teach” parents, but facilitate conversations and learning
-  Avoid always talking with the same parents during school events



Culturally Competent Family Engagement



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- Start a Multicultural Team at your school to identify new groups and networks
- Post pictures of bilingual staff members in the lobby of the front office in plain sight for parents to see
- Display school signs and announcements that are reflective of the families' cultures and languages
- Ask different families to share their stories and experiences with faculty and staff



Culturally Competent Family Engagement



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- Open the school to the community during non-school hours
- Create informal and casual opportunities for parents and teachers to interact
- Find ways for staff to participate in community events and planning



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Culturally Competent Family Engagement



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- Learn more about the community
 - Ask students to take pictures of their families enjoying traditions to display in your school
 - Conduct home visits or events in the community
 - Highlight community groups and different cultures in school newsletters/communications



Strengthening
Partnerships

Recognizing
Diversity

Building
Relationships

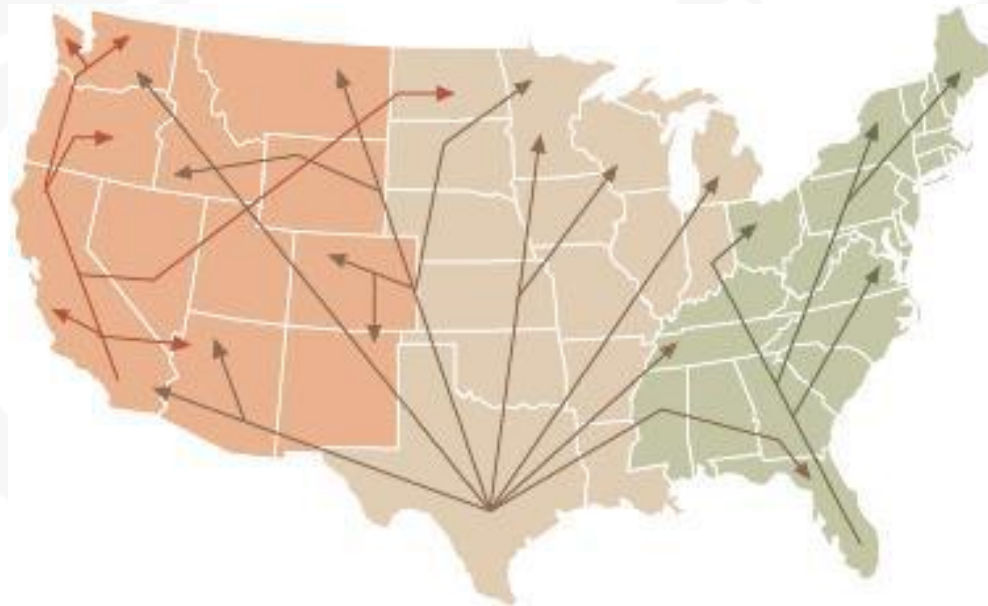
Welcoming
Environments





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Title I, Part C Migrant Education Program



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What is the Migrant Education Program (MEP)?



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The purpose of the MEP in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met.



What is the definition of “migratory child”?

A migratory child or youth....

- is younger than 22; and
- has not graduated from high school or does not hold a high school equivalency certificate; and
- is a migrant agricultural worker or has a parent, spouse, or guardian who is a migrant agricultural worker; and
- has moved from one school district to another within the preceding 36 months in order to obtain (or seek) temporary or seasonal employment in qualifying agricultural work.

MEP is Multicultural

- Bahamas
- Columbia
- Congo
- Costa Rica
- Cuba
- Dominican Republic
- El Salvador
- Grant Turk
- Guatemala
- Haiti
- Honduras
- Korea
- Malaysia
- Mexico
- Nicaragua
- Nigeria
- Peru
- Spain
- Thailand
- USA
- Vietnam

Parent Engagement

- Required parent consultation on the design and impact of Title I, Part C services (CNA)
- Building parent capacity to support migrant children and youth
- Supporting migrant parent involvement in the school

State Conference



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Parent Advisory Councils

Local PAC



Regional PAC



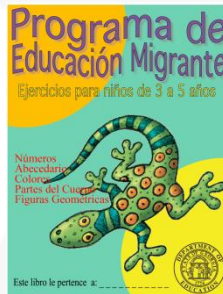
State PAC



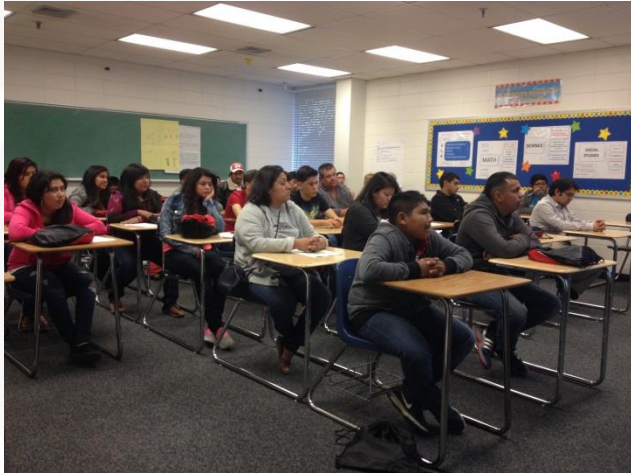
To assist the school and migrant staff in the development of programs to meet the needs of eligible migrant children and youth.

In-Home Parent Engagement

- Parents as Teachers – Migrant staff work with the child while training the parent to continue teaching between home visits
- EXITO Program



College Experience Events



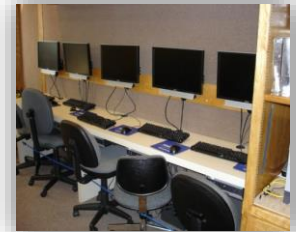
Parents learn about planning for college, completing applications, applying for scholarships, and applying for financial aid.

Academic Parent Teacher Teams (APTT)

- Colquitt County Migrant Preschool
- Enhancing the way migrant preschool teachers conduct parent meetings
- Increased focus on teaching and learning
- Showing parents the impact of their efforts at home on the achievement of their preschoolers in the classroom
- Increasing parent capacity

Coordinating Services

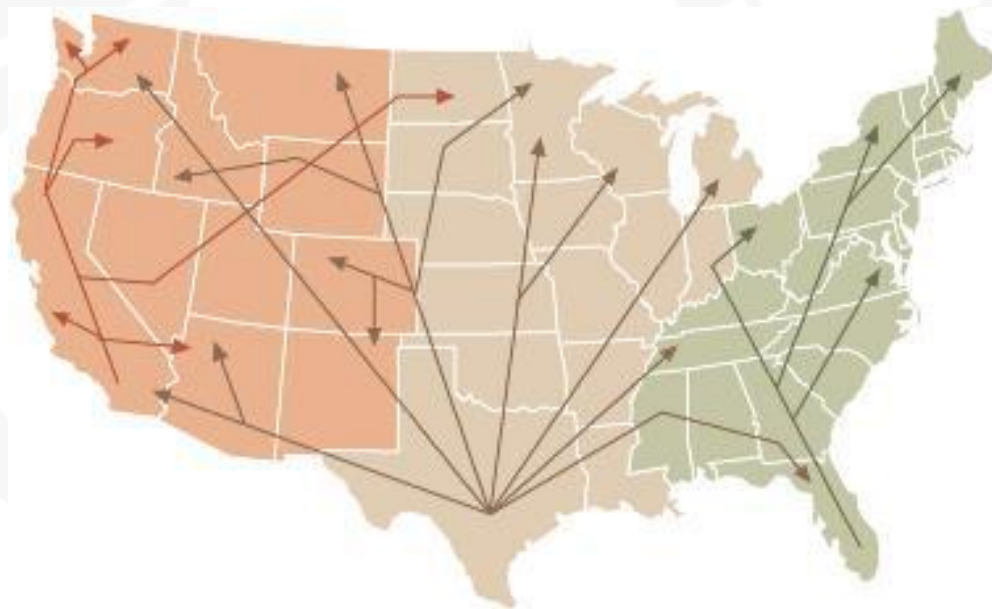
- High School Equivalency Program (HEP)
- Ft. Valley State University Mobile Lab
- English Classes
- Health Fairs
- Telamon and Headstart



Title I, Part C Migrant Education Program



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Engaging Families of Students with Disabilities





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The Research Says...

30 Years of National Achievement Research
Shows a Direct Correlation Between
Families Engaged/Involved in Their Child's
Education To Higher ACHIEVEMENT

2010 Presidents and Fellows of Harvard College,
Harvard Family Research Project
[The Important Role of Family Engagement](#)

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Student Success: Imagine the Possibilities!



State Systemic Improvement Plan

<https://youtu.be/rdA8EfCJSCc>

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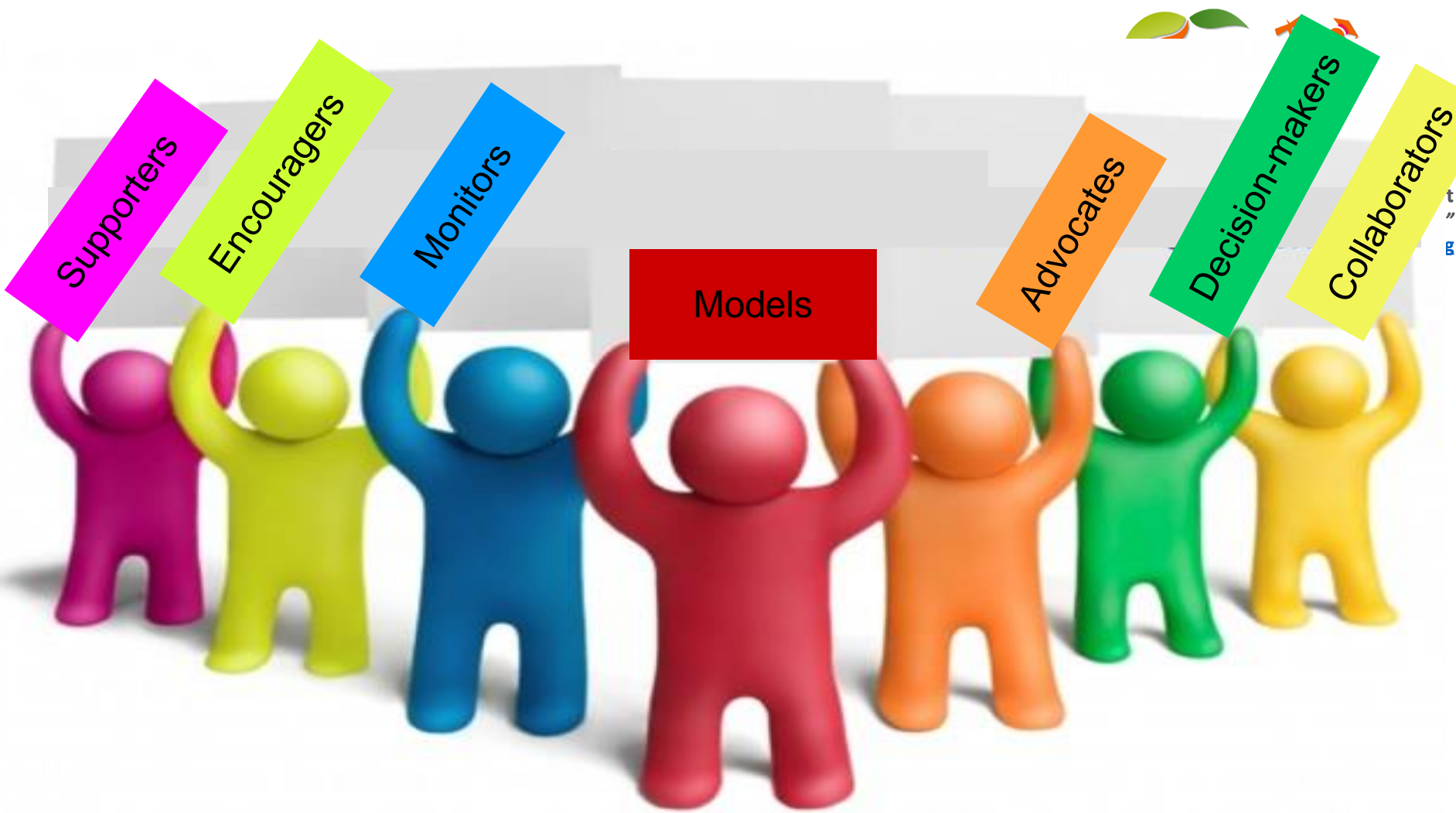


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Family Disengagement is One of the Multiple Risk Factors Of Dropout

A Lack of Communication Between
Families and the School and --- the Family
Feeling "**Unwelcomed**" are the Triggers
That Predict Future Dropout

According to a 1997 Study by The National Dropout Prevention
Clearinghouse, Network, Clemson University and Communities in School



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ROLES



**COME
WALK
IN MY
SHOES**

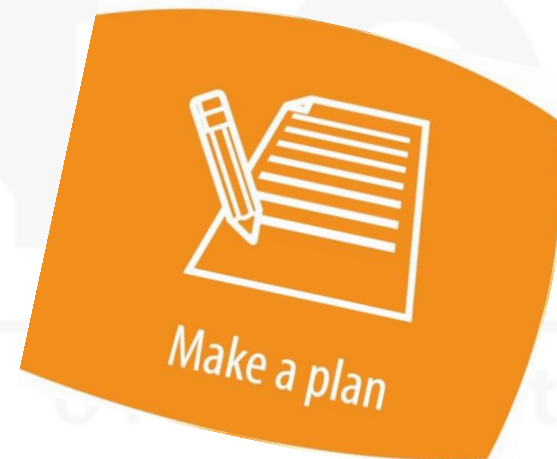


Building Sustainable Family Engagement in Your Classroom

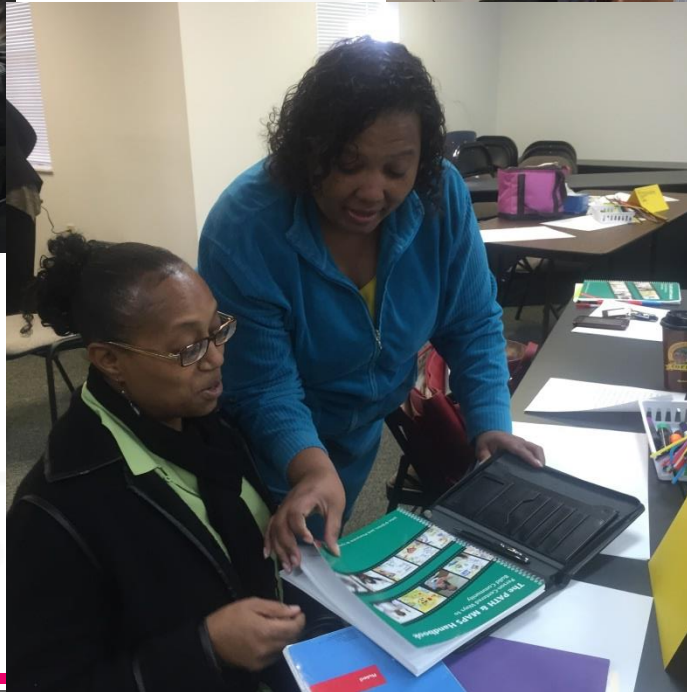
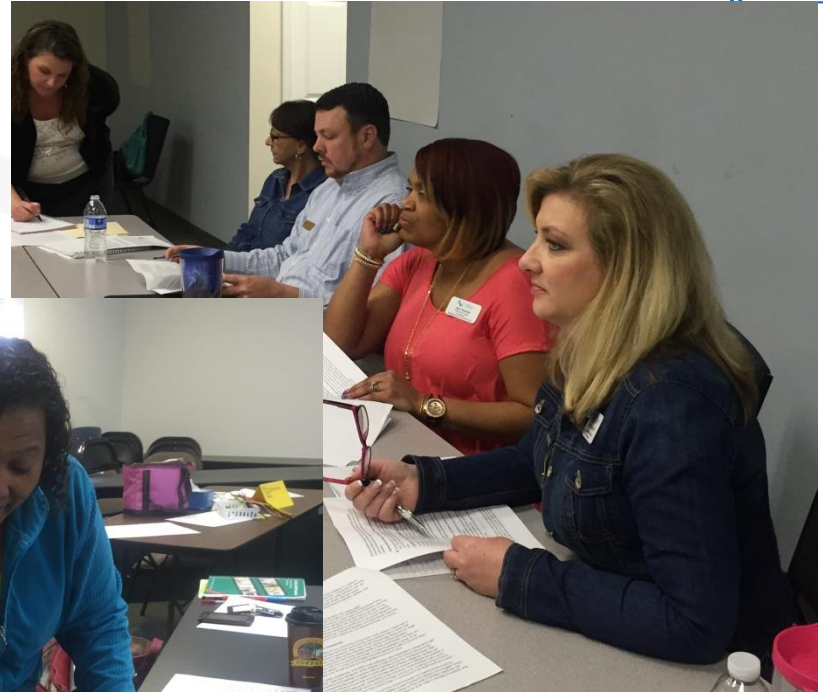


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- Develop a Positive Communication Plan
- Create a Welcoming Environment
- Build Trusting Relationships
- Link Engagement to Learning
- Establish a Timeline



A Parent Mentor can help!



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ducation

The Georgia Parent Mentor Partnership



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A Thirteen-year GaDOE Initiative With 90 Local School Districts Participating

Parents and professionals working together to improve outcomes for students with disabilities by enhancing communication and collaboration between **families, educators,** and the **community.**



www.parentmentors.org

The Georgia Parent Mentor Partnership



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MISSION

The mission of the Georgia Parent Mentor Partnership is to build effective family, school, and community partnerships that lead to greater achievement for students, especially those with disabilities.



Georgia
Parent Mentor
Partnership

Ga Parent Mentor Partnership



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www.parentmentors.org

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Thank you!

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2016 Family Engagement Conference



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**For Educators
and Parents
TOGETHER**

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

Strengthening PARTNERSHIPS.

Creating POSSIBILITIES.

Maximizing POTENTIAL.



Families | Educators | Communities | Students

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



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



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Questions



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