Constructing a Parent Engagement Program to Build Parent Capacity
Title I Parent and Family Engagement

Title I, Part A provides for **substantive parent and family engagement** at **every level of the program**. **Section 1116** contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents and families in their children’s education. It is this section that identifies critical points in the process of improving teaching and learning where **parents and the community can intervene and assist in school improvement**.
Although section 1116 is extensive in scope and has many requirements for LEAs and schools, the intent is not to be burdensome. These provisions reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.
Purpose of the Law

Parental Involvement → Parent & Family Engagement

Letter of the Law → Spirit of the Law
Purpose of the Law

- Parent Engagement Policy
- School-Parent Compact
- Communication
- Annual Evaluation
- Campus/District Plans
- Staff Development
- Parent and Family Training
- Community Partnerships
- Title I Meeting
- Expenditures
Purpose of the Law

- **Parent Involvement Plan:** Engage all parents
- **School-Parent Compact:** Support student learning
- **Communication:** Increase understanding
- **Annual Evaluation:** Find areas for change
- **Campus/District Plans:** Impact student achievement
- **Staff Development:** Improve learning
- **Parent Training:** Assist parents
- **Community Partnerships:** Strengthen resources
- **Title I Meeting:** Welcome and encourage
- **Expenditures:** Build opportunities
Parental Involvement vs. Parent Engagement

- **Parental Involvement:** Parent participation in the systems and activities of the school. There are opportunities for parent participation in a variety of program activities that support student learning and success, including policy and program decision making.

- **Parent and Family Engagement:** Goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for students and families both individually and collectively. Staff and families share responsibility as true partners for student learning.

Adapted from *Family Engagement as Parent Involvement 2.0*, HHS/ACF/OHS/NCPFCE.
Parental Involvement vs. Parent Engagement

Parent Involvement

Ideas and energy come from the schools and government mandates

Schools are leading with their institutional self-interests and desires – *leading with their mouths*

Parent Engagement

Ideas and energy emerge from parent/community needs and priorities elicited from parents by staff

Schools are leading with the parents’ self-interests in an effort to develop genuine partnerships – *leading with their ears*

Adapted Learning First Alliance, Larry Ferlazzo
Parental Involvement vs. Parent Engagement

**Parental Involvement**
- Pushing parents to do something about what school staff sees as important for their child
- Completing tasks selected by the school staff – or simply sharing services and information

**Parent Engagement**
- Parents are challenged to do something about what they feel is important to them and to their child
- Parents are leaders who are integral to identifying a vision and goals while then performing the tasks needed to achieve them

Adapted Learning First Alliance, Larry Ferlazzo
Parental Involvement vs. Parent Engagement

Parent Involvement
- Schools do things for parents or tell them what they should be doing with their child
- Schools tend to focus on supporting students by strengthening and assisting school programs and priorities

Parent Engagement
- Schools help parents do things for themselves and elicit ideas about what services families need
- Schools support students by developing parent relationships and working with parents to improve their school community

Adapted Learning First Alliance, Larry Ferlazzo
Parental Involvement vs. Parent Engagement

Parent Involvement
- Schools see it as the responsibility of one staff member (Parent Involvement Coordinator)
- Revolves around outputs – number of parents who show up for a school event

Parent Engagement
- Schools see it as the responsibility of all staff members embedded into the school culture/priorities
- Revolves around parent and student progress in achievement – evidence of positive, goal directed relationships
Parental Involvement vs. Parent Engagement

**Parental Involvement**
- Revolves around a small percentage of families involved in school leadership opportunities
- Collect data from children and families on information about parent participation

**Parent Engagement**
- Revolves around reaching all families in various goal directed ways
- Utilize data from children and families to improve services to increase student academic achievement
Formula for Success

Parental Involvement & Parent and Family Engagement

Improved Academic Achievement & Student Success
Formula for Success

**QUALITY FAMILY ENGAGEMENT PROGRAMS ARE:**

<table>
<thead>
<tr>
<th>SYSTEMIC</th>
<th>INTEGRATED</th>
<th>SUSTAINABLE</th>
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<tbody>
<tr>
<td>Family Engagement is purposely designed as a core component of educational goals, such as school readiness and student achievement</td>
<td>Embedded into structures and processes including professional development, teaching and learning, community collaboration, and the use of data for continuous improvement and accountability</td>
<td>Will have adequate resources, including public-private partnerships, to ensure effective strategies with the power to impact student learning and achievement</td>
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Weiss, Lopez, and Rosenberg, *Beyond random acts: Family, school and community engagement as an integral part of education reform*
What Does Building Parent Capacity Mean?
BUILD = To Grow or Develop

+ Parent

+ CAPACITY = Capability to perform/produce
  Reaching maximum potential
  Power to learn/retain knowledge
Building Parent Capacity Is…

- Equipping parents with skills and competencies which they would not otherwise have.
- Training or mentoring that increases the skills of people or of a community.
- Creating a sustainable infrastructure necessary to meet the needs of parents to ensure academic achievement and student success.
Building Parent Capacity

• Title I, Part A, Section 1116 (e) of the Every Student Succeeds Act (ESSA) requires that the six **SHALLS** stated in the law under *Building Capacity for Involvement* are met as well as documented.

• The law also provides eight additional **MAYS** (that are not required, but are best practices) to ensure meaningful capacity building in parents.
Each school LEA that receives Title I funds 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 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;
Building Parent Capacity Strategies

- Provide parents with information to help their children be successful
- Show parents how to monitor their child’s progress and how to work with educators
- Conduct staff training on different ways district and school personnel can effectively communicate and share academic information with parents
- Involve parents in the development of parent classes to understand the subjects and assessments
- Coordinate ongoing events to allow parents the opportunity to appreciate and understand what their children are learning
- Create a schoolwide event highlighting and displaying student work and progress in relation to the academic standards
Building Parent Capacity In Action

“Family Reading Night”

• Turn preparing for state tests into reading fun
• Parent and students rotate to different stations linked to state standards, such as a board game station, laptop station, and reading device station
• Model strategies for parents and students
• Partner with company to provide take home books
• Offer immediately after the school day ends to increase student participation
• Share fun and engaging classroom activities with parents

National Network of Partnership Schools
Building Parent Capacity In Action

“Math Carnival”

• Create a fun-filled festive carnival style environment
• Set up tables with math activities and games related to shapes, puzzles, logic and problem-solving
• Students and parents tackle real-world examples and learn math concepts associated with the classes
• Planned in conjunction with the school’s supplemental educational fair
• Parents were invited through newsletters, electronic marquee, phone-system to meet with math teachers and exchange information

National Network of Partnership Schools
Each school and local educational agency that receives Title I funds SHALL provide 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 and family engagement.

Section 1116(e)(3)
Building Parent Capacity Strategies

- Plan trainings that will educate parents and give them the knowledge to further support their child’s education
- Offer classes such as literacy training or understanding the use of technology for parents to gain knowledge and skills
- Establish accessible and convenient resource centers that parents can visit to obtain resources and materials
- Create parent guides that align with the classroom instruction to bridge student learning at school with parent support at home
- Train teachers on the development of interactive homework and assignments that allow and encourage parent support
- Design an online library of resources, links and materials for parents to easily access the latest information and strategies
Building Parent Capacity in Action

“Taking Aim: Targeting Families”

• Develop three workshops for parents to learn how to help their children in math, literacy, and homework
• Schedule workshops to occur after parent-teacher conferences for parents of struggling students
• Coordinate with teachers to invite identified parents
• Provide resources in math, reading, and homework
• Partner with foundations to donate books
• Invite local agencies to share information
• Offer student volunteers to work with younger children during workshops

National Network of Partnership Schools
Each school and local educational agency that receives Title I funds SHALL educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and 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.
Building Parent Capacity Strategies

• Provide staff training on communicating and working with parents to implement and coordinate parent programs
• Develop, with parents, professional development materials and resources to educate staff about parent and family engagement
• Encourage and train staff on the value and utility of parents to build ties between parents and the school
• Share best practices and ideas about how to effectively reach out to parents in a meaningful and productive manner
• Invite parents to speak with school staff and faculty to share a parent perspective and personal experiences
• Conduct community field trips for school members to visit families in their neighborhoods and develop relationships
Building Parent Capacity in Action

“Cultural Kaleidoscope”

- Invite parents to assist with staff training
- Film families in their homes and neighborhoods and play video during staff meetings
- Include pictures and quotes in the presentations
- Encourage parents to speak at faculty meetings
- Share cultural differences, experiences and suggestions with staff and faculty
Building Parent Capacity in Action

“Seeing is Believing”

- Conduct a tour of neighborhoods for teachers
- Bring teachers from the school to the community
- Partner with tour bus company to use buses
- Walk the streets and talk with parents and students
- Share information and strategies with parents in their homes
4 Each school and local educational agency that receives Title I funds **SHALL**, to the extent feasible and appropriate, **coordinate and integrate** parent and family engagement programs and activities with other Federal, State, and local programs, including **public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children**
Building Parent Capacity Strategies

- Distribute and share information with these programs concerning school events and activities for parents that help support student learning and promote academic achievement.
- Integrate with identified programs by inviting parents of these children to participate in events focused on improving school transitions for students and families.
- Allow parents of upcoming students to participate in a guided tour and follow a sample student day.
- Create an orientation video explaining class and school requirements and expectations.
- Transform an old school bus into a parent resource center on wheels to provide parents with educational materials to assist their children in their own community.
Building Parent Capacity in Action

“Kindergarten Ready”

- Schedule on different days with registration
- Partner with Pre-K programs to plan and coordinate
- Assess Pre-K students on state standards
- Offer parents ideas to help prepare their children
- Provide parents with valuable information to help them understand the school and district expectations
Building Parent Capacity

5 Each school and local educational agency that receives Title I funds **SHALL** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Section 1116 (e) (5)
Building Parent Capacity Strategies

• Provide all parents with materials, correspondence and information in appropriate languages, according to the school population, and in a format that is family-friendly

• Advertise and offer interpreter services for parents so they may fully participate in school events and activities

• Survey all parents to evaluate their ability to understand the information that is sent by the school

• Reach out to community organizations that represent a large number of families who speak a language other than English

• Involve parents in the development of school related materials and information to ensure all communication is provided in an understandable format
Building Parent Capacity in Action

“Road Map to Success”

• Create awareness for school’s plans and activities for family and community engagement
• Develop a road map using the Wizard of Oz theme
• Include partnership activities, meetings, important dates aligned with action plans
• Use in meetings, planning committees, recruitment
• Showcase as presentations, posters, flyers, an entire wall
Building Parent Capacity in Action

“Breakfast of Champions”

- Welcome event for families at a school where 22 different languages are spoken as first languages
- Display posters created by students for parents
- Share presentation explaining test preparation information, tips, and dates
- Parents fill out cards of encouragement that were given to their children
- Provide headsets, para-educators, interpreters
- Give information on math skills, state tests, and test-taking strategies
Building Parent Capacity

6 Each school and local educational agency that receives Title I funds SHALL provide such other reasonable support for parent and family engagement activities under Title I as parents may request

Section 1116 (e)(14)
Building Parent Capacity Strategies

• Provide opportunities for parents to request additional support and offer suggestions to improve parent and family engagement programs
• Share resources and materials with parents to ensure that all parents are aware of their abilities, rights, and opportunities
• Designate a family engagement team responsible for evaluating the needs of all Title I families and developing ways to strengthen parent and family engagement
• Build evaluation tools into all parent materials, workshops, meetings, and events to assess the areas of improvement
• Utilize the discretionary items described in Section 1116 (e) to develop strategies and ideas to improve parent and family engagement
# Building Parent Capacity

## Eight "Best Practice" Strategies

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<thead>
<tr>
<th></th>
<th>Strategy</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.</td>
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<tr>
<td><strong>2</strong></td>
<td>Provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training.</td>
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<tr>
<td><strong>3</strong></td>
<td>Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.</td>
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<tr>
<td><strong>4</strong></td>
<td>Train parents to enhance the engagement of other parents.</td>
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Section 1116 (e)(6-13)
Building Parent Capacity

Eight "Best Practice" Strategies

5. Arrange 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 parent and family engagement participation.

6. Adopt and implement model approaches to improve parent and family engagement.

7. Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in programs under this section.

8. Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.

Section 1116 (e)(6-13)
Building Parent Capacity in Action

“Staying Connected with Technology”

- Listening and responding to parent feedback
- Help parents learn more about technology
- Offer four different presentations with parent evaluations for each session
- View technology-based exhibits on impacting student achievement, and advice about social media
- Give parents resources, including a flash drive
Building Parent Capacity in Action

“Talent Survey”

• Match parents’ talents and preferences with tasks and needs that create a welcoming climate and enrich student learning
• Administer surveys in a meeting with small groups
• Lead discussion around skills, interests, professions, interests and environments
• Record feedback to create database
• Allow parents to network and share ideas

National Network of Partnership Schools
Building Parent Capacity

**Documentation**

- Dated meeting agendas, dated minutes, and dated sign-in sheets
- Written procedures
- Newsletters, flyers, invitations
- Website announcements
- Handouts, brochures
- Letters
- Translated documents
- Student handbook
- Phone logs

- Calendars or schedules of parent education activities, trainings, classes, and workshops
- Record of parent feedback
- Copy of professional development materials, presentations, handouts
- Emails and memos
- Parent surveys and evaluations
- Staff evaluations and input
Setting the Stage for Parent Engagement

- Make sure welcome signs are truly welcoming
- Make sure there are directional signs
- Include the parents in the design of the parent engagement program
- Reserve judgment
- Honesty is vital, but never precludes tact
- Present information in a clear fashion and do not use professional jargon or acronyms
- At the beginning, it is important for parent and school to convey to each other what they realistically expect
- Discuss problems as soon as they arise
Building Parent Capacity

The National PTA Standards for Family-School Partnerships, provide an effective framework for carrying out the six *shall*, the eight *may* under the law, and a school or district’s Title I parent and family engagement policy/program.

Therefore, the shalls are the activities you must be sure to implement and the Family Engagement Standards are the framework to help ensure effective parent and family engagement policy and plans.

**SHALL = MUST**

**MAY = BEST PRACTICE**
Building Parent Capacity

PTA’s National Standards for Family-School Partnerships

The focus is not what schools should do to involve parents – it is what parents, schools, and communities can do together to support student success.
## Building Parent Capacity: A Crosswalk for Parent Engagement

<table>
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<th>Title I parent and family engagement – Section 1116(e)</th>
<th>PTA National Standards for Family-School Partnerships</th>
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<tr>
<td>(1) <strong>SHALL</strong> 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 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;</td>
<td>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</td>
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</table>
Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
Building Parent Capacity

Welcoming All Families

- **SHALL** *educate* teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the *value* and *utility* of contributions of *parents*...
- May *pay reasonable* and necessary *expenses* associated with local parent and family engagement activities...
- May *adopt and implement model approaches* to improving parent and engagement;
Families and school staff engage in regular two-way meaningful communication about student learning.
Building Parent Capacity
Communicating Effectively

• **SHALL educate** teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the *value* and *utility* of contributions of parents...

• **SHALL ensure** that *information* related to school and parent programs, meetings, and other activities is *sent* to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

• May *arrange school meetings* at a variety of times...

• May *adopt and implement model approaches* to improving and family engagement;
Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
Building Parent Capacity

Supporting Student Success

- **SHALL** provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics...to improve the achievement of their children;
- **SHALL** provide materials and training to help parents to work with their children to improve their children's achievement
- **SHALL**, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with...other (early education) programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
Building Parent Capacity
Supporting Student Success

- May provide necessary literacy training from funds received...
- May pay reasonable and necessary expenses associated with local parent and family engagement activities...
- May arrange school meetings at a variety of times...
- May adopt and implement model approaches to improving parent and family engagement;
- SHALL provide such other reasonable support for parent and family engagement activities under this section as parents may request.
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
Building Parent Capacity
Speaking Up for Every Child

- May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- May train parents to enhance the engagement of other parents;
- May adopt and implement model approaches to improving parent and family engagement;
Building Parent Capacity
Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
Building Parent Capacity

Sharing Power

- May **involve parents** in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- May **adopt and implement model approaches** to improving parent and family engagement;
- May establish a **district-wide parent advisory council** to provide advice on all matters related to parent and family engagement in programs supported under this section;
- **SHALL provide** such other **reasonable support** for parental and family engagement under this section as parents may request.
Families and school staff collaborate with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation.
Building Parent Capacity

Collaborating with Community

- May adopt and implement model approaches to improving parent and family engagement;
- May develop appropriate roles for community-based organizations and businesses in parent and family engagement activities;
Impacting ALL Levels

You are in a position to lead, observe, and influence in every direction!
Setting the Stage for Parent Engagement

It starts with YOU!

- Responsive to input
- Garner support
- Balance priorities
- Set high expectations
- Encourage innovation
- Build a constructive school culture
Setting the Stage for Parent Engagement

YOU make the difference!

- Bridging gaps between home and school culture
- Assuming the best intentions of parents
- Empowering families by providing them with encouragement, respect and a voice in decision-making
- Providing opportunities to build social capital
References

- Northwest Regional Comprehensive Center. (2011). *Characteristics of Highly Effective Administrators*
Building Capacity

Working together takes commitment, time, and consideration by all involved. When parents and educators cannot work together constructively, the child is the one who loses!

But when good communication, mutual respect, sensitivity, and good faith efforts on everyone's part to resolve problems is the foundation of parent-educator collaboration...everyone is a winner!
Contact Information

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