

# Building a Purposeful and Powerful Plan for Family-School Partnerships

***2016 Title Programs Conference  
Embracing Change for Success  
June 15-19, 2015***

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Parent Engagement Program

# School Improvement and District Effectiveness



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# Objectives

- Understand why family engagement matters
- Learn about the US ED Framework for Family-School Partnerships
- Discover how to create a purposeful and powerful family-school partnership through the development of an effective school-parent compact



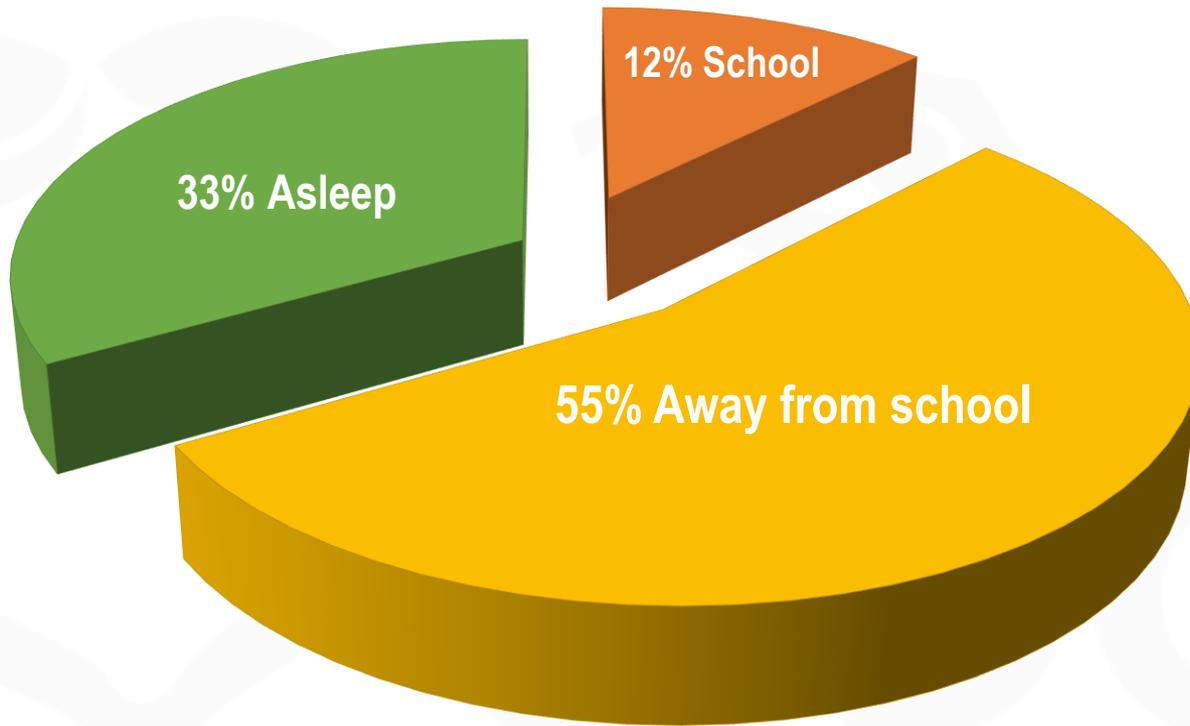
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# It's a Matter of Time



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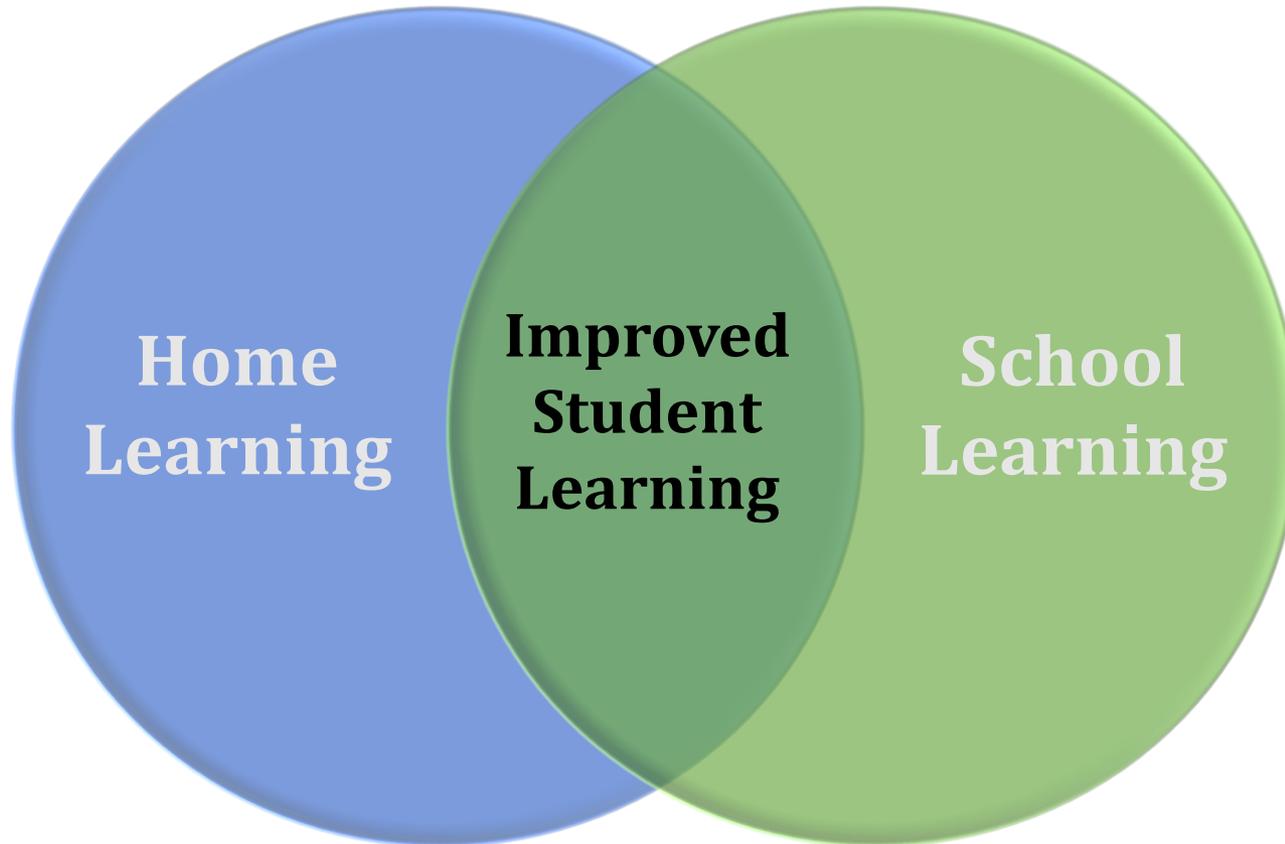


Based on 6 hours of instruction, 180 days per year, and 8 hours of sleep time.  
(School = 1,080 Hours) (Sleep = 2,920 Hours) (Away from school = 4,760 Hours)  
(Total Hours in a Year = 8,760)

# Importance of Connections



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# Where is the Gap?

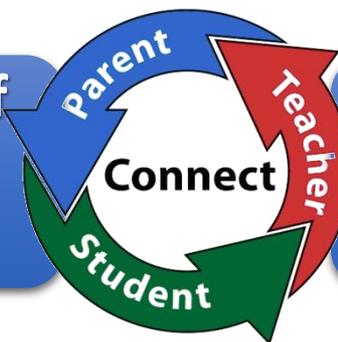


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ESEA, Title I, Part A  
Parental Involvement  
Requirements

District and School Staff  
Receive Little Training  
on Engaging Families

Title I Families Face  
Multiple Barriers to  
Engagement



Lack of Collective Capacity to  
Implement and Sustain  
Home – School Relationships



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# The Response

## *The Dual Capacity-Building Framework for Family-School Partnerships*

**Not a blueprint, but a COMPASS**



# The Dual Capacity- Building Framework for Family-School Partnerships



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## THE CHALLENGE

Lack of opportunities  
for **School/  
Program Staff** to  
build the capacity  
for partnerships

**Ineffective  
Family-School  
Partnerships**

Lack of  
opportunities for  
**Families** to build  
the capacity for  
partnerships

# The Dual Capacity-Building Framework for Family-School Partnerships



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## OPPORTUNITY CONDITIONS

### Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

### Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

# Opportunity Conditions

## *The Process Conditions*



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### **Linked to Learning:**

Connected to teaching and learning goals for students



### **Relational:**

Building respectful & trusting relationships between home & school



### **Developmental:**

Building intellectual, social and human capital of stakeholders



### **Collective/Collaborative:**

Learning is conducted in group versus individual settings



### **Interactive:**

Skill mastery requires coaching and practice

# Opportunity Conditions

## *The Organizational Conditions*



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### **Systemic:**

Core component of educational goals



### **Integrated:**

Embedded into structures and processes



### **Sustained**

Operating with adequate resources  
and infrastructure support

# Karen Mapp on Family Engagement



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Why has it been difficult to cultivate and sustain effective family-school partnerships that support student achievement and school improvement?



# The Dual Capacity- Building Framework for Family-School Partnerships



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## 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 Capacity



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### Capabilities



### Cognition



### Connections

### Confidence

# Building Staff and Family Capacity Capabilities



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## Families

- Increased knowledge and understanding of what their children should know and be able to do
- Enhanced knowledge and understanding of educational policies and programs
- Enhanced their own skills associated with literacy and language acquisition, degree completion, and job skills

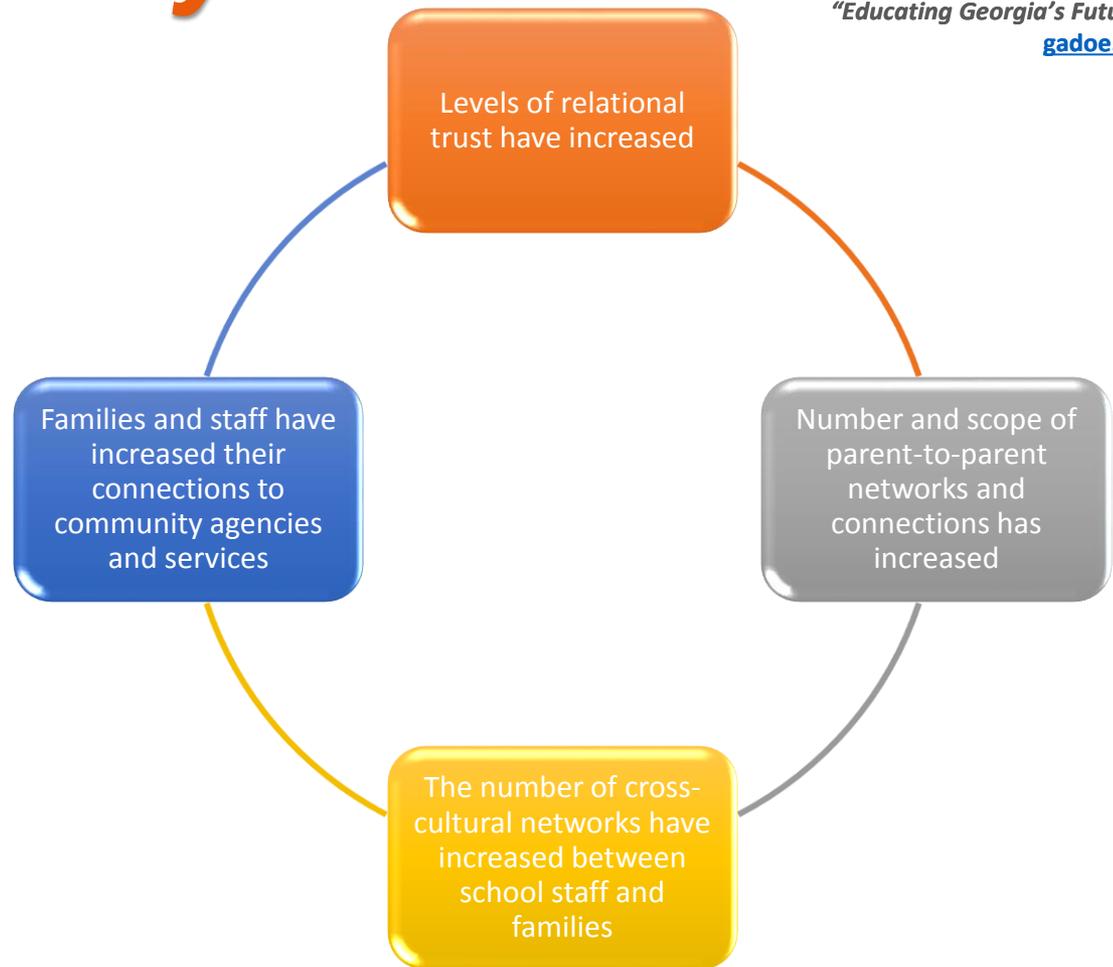
## District & School Staff

- Increased knowledge of the assets and funds of knowledge of the families and communities they work in
- Increased knowledge and understanding of culturally responsive practices and pedagogy
- Increased portfolio of ways to reach out and build respectful and trusting relationships with families

# Building Staff and Family Capacity Connections



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# Building Staff and Family Capacity

## Cognition



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Families' belief about the role they play in their children's education have broadened to include multiple roles



District and school staff members' core beliefs about family engagement have been discussed and documented



Staff and families' belief systems about the value of home-school partnerships are linked to learning



Staff have a commitment to family engagement as a core strategy to improve teaching and learning

# Building Staff and Family Capacity

## Confidence



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Families and school staff indicate an increase in their comfort level and sense of self-efficacy when engaging in home-school partnership events and activities



An increased number of families and staff from diverse backgrounds take on positions of leadership at the school or in the community



# The Dual Capacity- Building Framework for Family-School Partnerships



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## FAMILY AND STAFF CAPACITY OUTCOMES

### School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures



## Effective Family-School Partnerships Supporting Student Achievement & School Improvement

### Families who can negotiate multiple roles

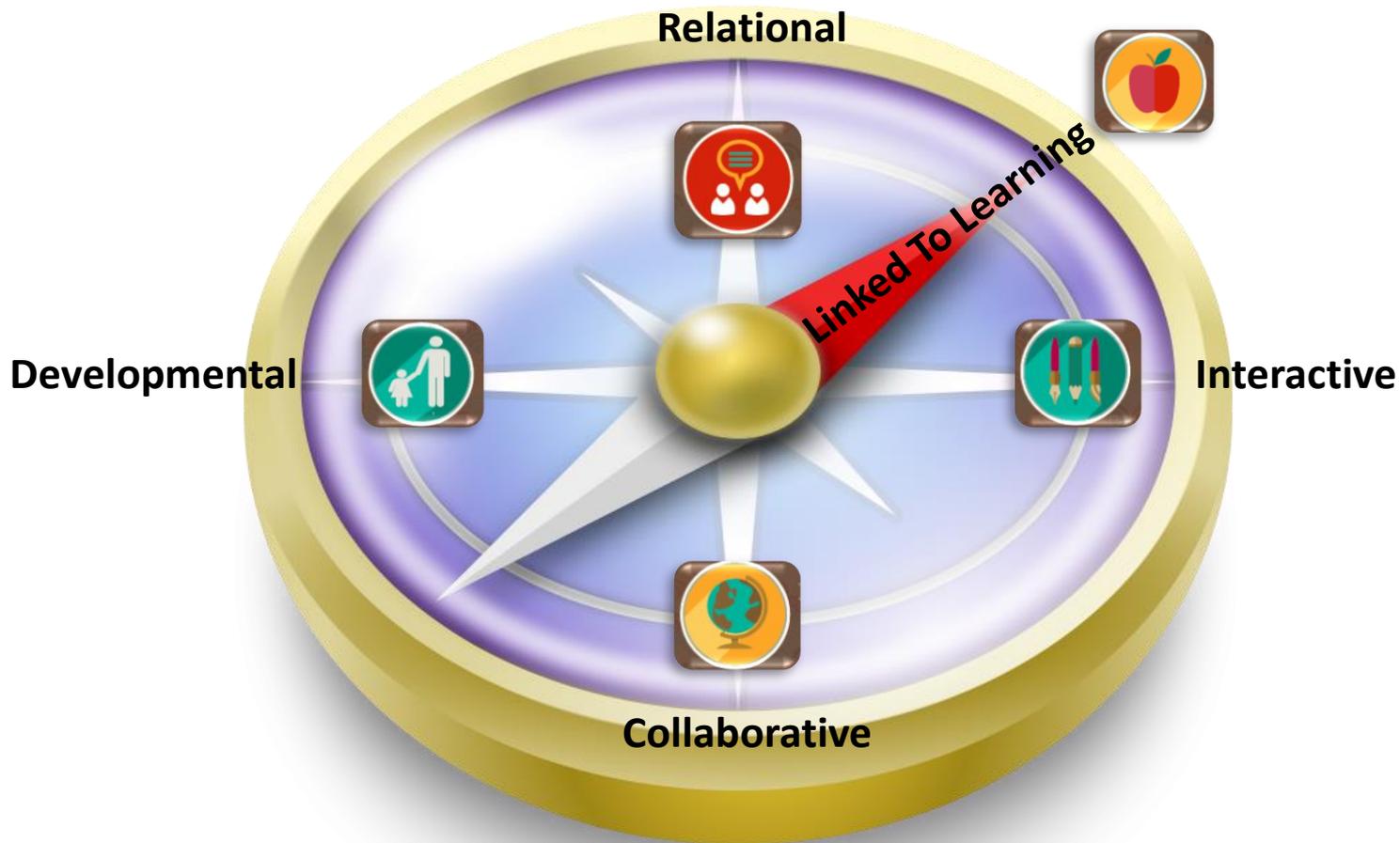
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

# School – Parent Compact

## Tool for Family School Partnerships



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# School – Parent Compact

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### Traditional:

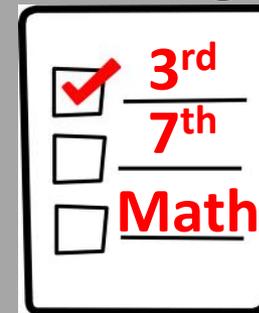
- Generic
- Standard Document
- Whole School



Focused on Behavior  
**Compliance**

### Innovative:

- Student Data
- Strategies and activities provided to support home learning
- Capacity Building



Linked to Learning  
**Partnership**

# School – Parent Compact

## Tool for Family-School Partnerships



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- Link to the *goals of our School Improvement Plan* and our *grade-level* achievement data
- Describe *strategies families can use at home* to strengthen students' skills
- Explain what *teachers* will do to *support family learning*
- Describe what *students* will do to reach *achievement goals*
- Be written in *family-friendly language* with *meaningful input* from *families and students*
- Be the *guide* for creating an *integrated* plan for *building parent and staff capacity*

# School – Parent Compact

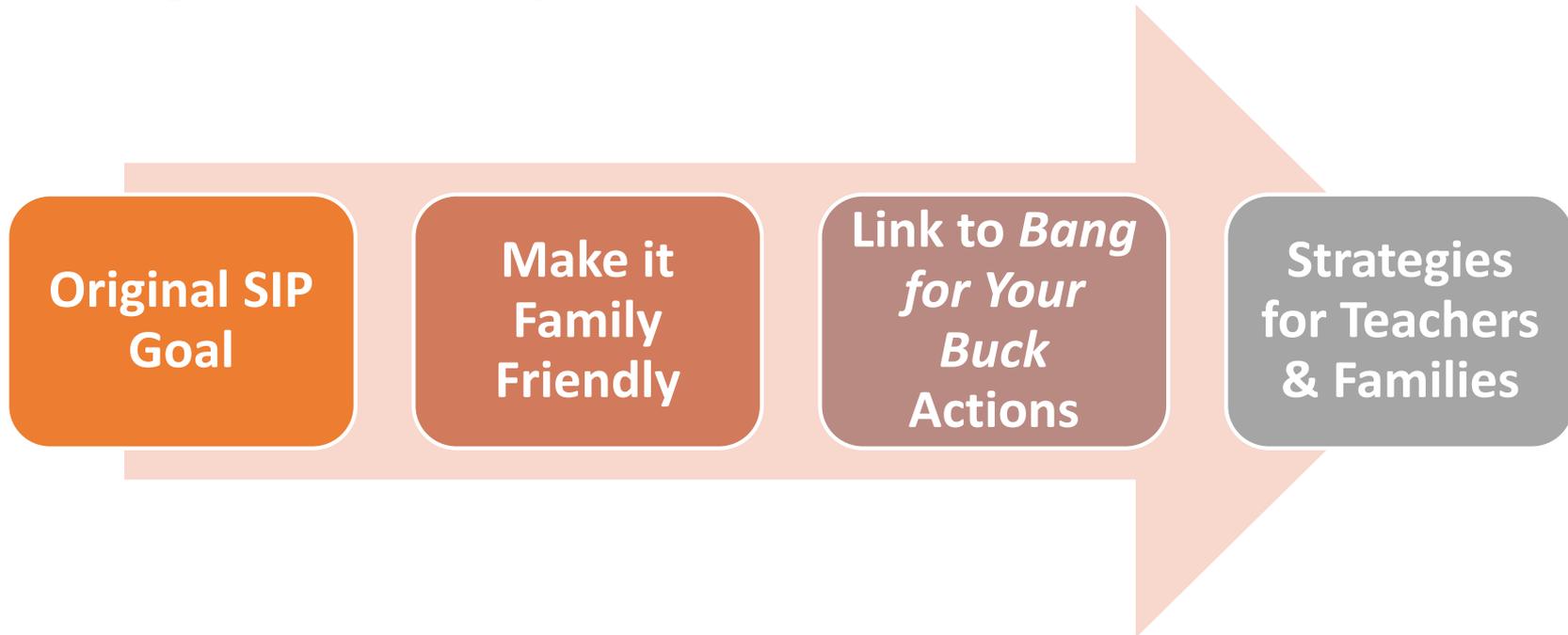
## Tool for Family-School Partnerships



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## Align the compact with School Improvement Plan

- Review and analyze school data and school improvement goals to identify the skills we want to focus on



## What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

### Effective Compacts:

- » Link to goals of the school improvement plan
- » Focus on student learning skills
- » Describe how teachers will help students develop those skills using high-quality instruction
- » Share strategies parents can use at home
- » Explain how teachers and parents will communicate about student progress
- » Describe opportunities for parents to volunteer, observe, and participate in the classroom

## Jointly Developed

The parents, students and staff of Nutmeg Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.



**Parents are welcome to contribute comments at any time.**

If you would like to volunteer, participate and/or observe in the classroom, please contact: Patti Muñoz at [pmunoz@nutmeg.org](mailto:pmunoz@nutmeg.org) or 860-555-1212. Ext. 12 or go to our school website on the **Parent Button**.

## Building Partnerships

### 3<sup>rd</sup> Thursdays Family Fun Learning Adventures!

Join Us for Our "Go for the Gold" Night Third Thursday of September (5:30PM - 7:00PM)

- » Help your child become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 students learning goals and ways to achieve them.
- » Enjoy GAME TIME with your child exploring free home learning kits designed to support your child's "Olympic-Sized" learning goal. Gold medals and snacks provided!

**Join us for a "Literacy Safari" 3<sup>rd</sup> Thursday in October.**  
Safari gear and refreshments provided.

**MORE FAMILY FUN LEARNING ADVENTURES**  
3<sup>rd</sup> Thursday in January, March & May  
Detailed information will be sent home.

## Communication about Student Learning

Nutmeg Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- » Weekly homework folders
- » Monthly "check-in" notes or phone calls
- » Updates on the school website and current grades in PowerSchool
- » Class meetings on understanding student progress
- » Parent-teacher conferences in November and March

Do you have questions about your child's progress?

Contact your child's teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school website at [www.nutmegschool.org](http://www.nutmegschool.org).

## School-Parent Compact for Achievement 2012-2013 4th Grade Focus for Student Success



## Nutmeg Elementary School

Mary Ellen Pleasant, Principal  
[www.nutmegschool.org](http://www.nutmegschool.org) 860-555-1212



## Our Goals for Student Achievement

### District Goals

The Board of Education sets goals for the entire district.



1A

The district goals for 2010 - 2012 are:

**Reading** - all students will show a 15% increase in reading proficiency on the Connecticut Mastery Test.

**Math** - all students will show a 15% increase in mathematics proficiency on the Connecticut Mastery Test.

### Nutmeg School Goals

Nutmeg administrators and teachers have studied our student performance data to decide on the most important areas of improvement for our school.

**Reading** - To increase reading proficiency by 15% over three years, our school will concentrate on the following areas:

- » Vocabulary development in grades K-4 and
- » Making text connections in grades 5-6

**Math** - To increase math proficiency by 15% over three years our school will concentrate on the following area:

- » Place value and estimation in grades K-6

When teachers, students and families work together, we CAN achieve our goals!

## Teachers, Parents, Students - Together for Success

### In the 4<sup>th</sup> Grade Classroom

1B

The 4<sup>th</sup> grade classroom will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

★ Provide parents with a home learning kit full of fun materials dealing with estimation and place value

▲ Offer free Family Fun nights per year in our Parent Academy, concentrating on estimation and problem solving strategies

● Our monthly newsletter will feature games that families can play to review the vocabulary words we have introduced in our classroom

■ Our class web page has links to family friendly web sites for building vocabulary and math skills

### At Home

2

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to this list.

★ Have fun with math. Use materials in the math kit to explore math at home.

▲ Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.

● Play word games with the new vocabulary words and find ways to use these words in family conversations.

■ Look for the class newsletter each month and check out the school website.

### Nutmeg Students

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

★ Talk with my family about new vocabulary words and what I am learning in math. ●

▲ Bring home our class newsletter and notices about Family Fun nights.

● Keep a log of games I play at home to practice new vocabulary words and math. ■

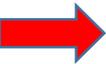
● Try to make up my own learning game and share it with the class. ■

Family Fun Nights are a great place to learn new words, practice math - and win prizes!  
(see back of brochure for more information)

3



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Linked To Learning



Relational



Developmental



Interactive



Collaborative

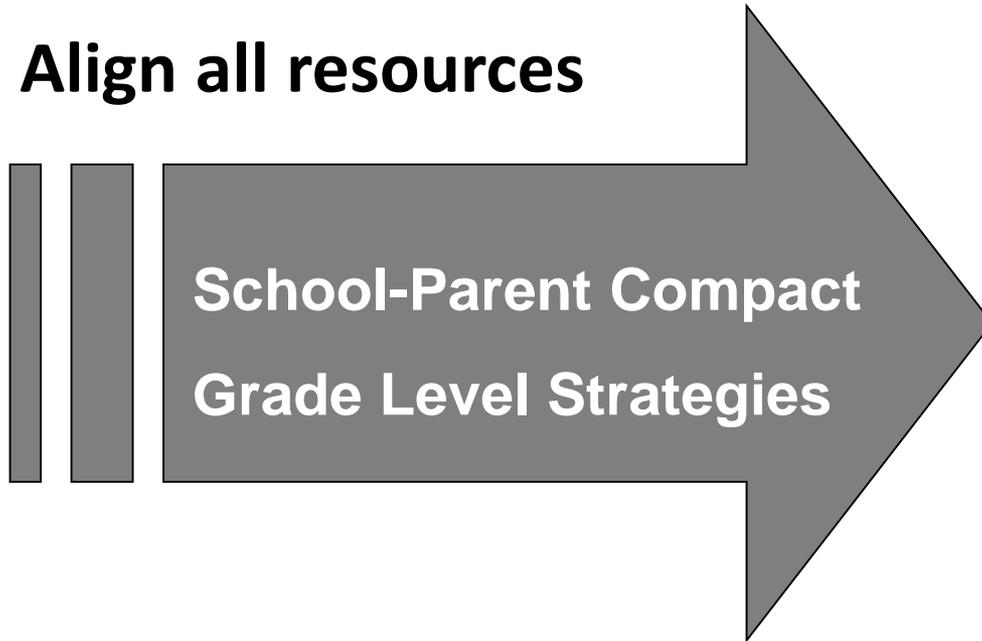
# School – Parent Compact

## Tool for Family-School Partnerships



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**Align all resources**



- Budget
- Parent Workshops
- Staff Development
- Volunteers, Tutors and other Partners
- Title 1 Evaluation

# Family-School Partnerships: Building Staff Capacity



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Over a **quarter of new teachers** report that they are not prepared to engage families in supporting their children's education



**Half of teachers** report that parents do not understand the school's curriculum and are not involved



Nearly **half of high school principals** report that teachers are not prepared to engage families in supporting their children's education



# Family-School Partnerships: Building Staff Capacity

Title I, Part A,  
Section 1118



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*To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -*

*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*

# Family-School Partnerships: Building Staff Capacity

US Department of  
Education  
Family and Community  
Engagement Framework



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*"A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home-school partnerships of shared responsibility for student outcomes, but they do not know how to accomplish this...The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years."*

# Family-School Partnerships: Building Staff Capacity



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## MISSION:

**POSSIBLE**

Provide faculty and staff with meaningful professional learning to strengthen their skills and knowledge to build family-school partnerships that increase student academic achievement



# Family-School Partnerships: Building Staff Capacity



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*“Family engagement must be embedded in pre-service curricula, professional standards, teacher certification, and assessments for learning and accountability.”* **To implement effective strategies, it is not enough to offer random, one-time faculty meetings.**

# Family-School Partnerships: Building Staff Capacity



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- "Create a Family-Friendly School...and Classroom!"
- "Connect Family Engagement to Academic Success"
- "Host a Productive Parent-Teacher Conference"
- "Plan a Successful Student-Led Conference"
- "Improve Parent-Teacher Communication"
- "Build Family and Community Partnerships"
- "Host the Best Parent Workshop"
- "Develop Interactive Homework"
- "Improve Cultural Awareness"
- "Help Parents Ace the Test!"
- "Share Data with Parents"



# Family-School Partnerships: Building Staff Capacity



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- 1 Practice the 4 Ps – Positive, Personalized, Proactive, Partnership
- 2 Contact three new, "less-engaged" parents each month
- 3 Ask parents for their suggestions – "What can I do to help?"
- 4 Include tips for parents in newsletters, websites, and homework
- 5 Greet parents at drop-off and pick-up
- 6 Thank parents for their contributions
- 7 Organize a parent telephone tree
- 8 Practice active listening - "If I understand correctly, it sounds like"
- 9 Provide and advertise flexible and convenient meeting times
- 10 Dedicate time to share family engagement strategies with peers
- ... 11 Send a welcome letter to parents and when new students arrive



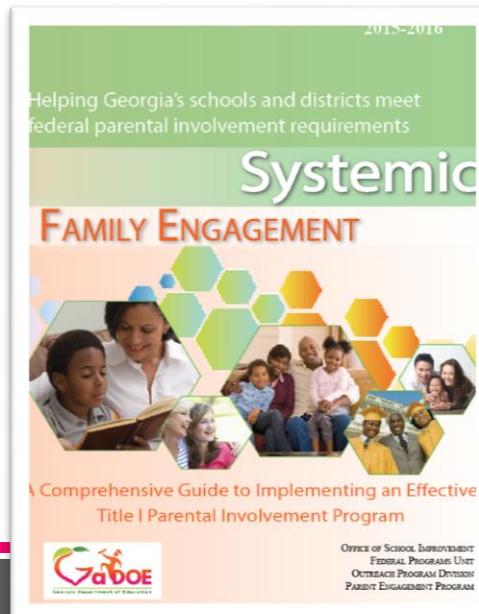
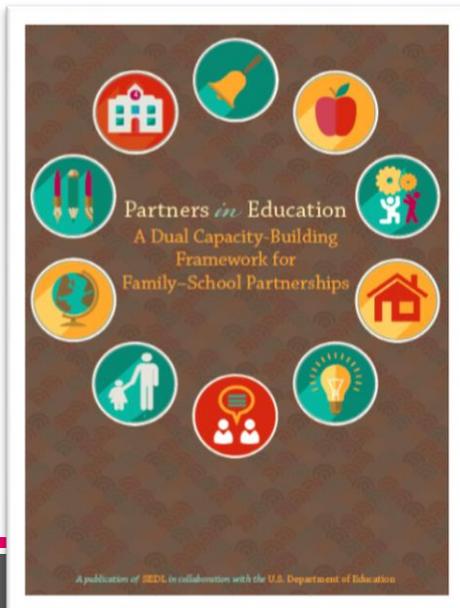
# Resources



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## The "10 Steps to Success" Toolkit



Connecticut State Department of Education,  
*Dust Off Your Old School-Parent Compact*  
<http://ctschoolparentcompact.org/about/>

# Additional Resources



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Webinar

PowerPoint

Templates

Rubrics

Checklist

**Title I Parental Involvement Compliance Implementation Rubric**

Using the Compliance Implementation Rubric

This Compliance Implementation Rubric should be used by Georgia Title I schools and districts to assist them in understanding and meeting Title I Parental Involvement Compliance monitoring requirements. In addition, the implementation rubric will help schools in carrying out effective and strategic parent involvement actions tied to compliance mandates in an effort to build parent leadership and capacity.

To use:

1. Identify whether you are completing the Compliance Implementation Rubric at the appropriate district level by checking in the appropriate box.
2. Read the identified parental involvement requirements.
3. Review the implementation rubric - check the boxes for monitoring documentation - check the boxes for identified parental involvement requirement.
4. Rate each parental involvement requirement as not implemented, or exceptional implementation.
5. Determine action steps to address each area that is not implemented or exceptional implementation.

Elementary and Secondary Education Act (ESEA), Title I, Part A  
Section 1118 (d) (1) (2) (A) (B) (C)

School Level Parent Compact

DISTRICT LEVEL SCHOOL LEVEL

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT - As a component of the school-level parental involvement policies developed under subsection (b), each school served under this plan that jointly develops with parents for all children served under this plan a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school will monitor and evaluate the compact's implementation.

## Are We Headed in the Right Direction? Developing Your Compact Compass

**Compliance Implementation Rubric**

**Not Compliant**  
Use this rating if the LEA/school is unable to prove the action has been met. This includes part.

**Meets Compliant**  
Use this rating if the LEA/school is able to provide the requirement has been met. Evidence this.

**Innovative Implements**  
Use this rating if the LEA/school has met all requirements and has used innovative practices to go a step beyond.

**Exceptional Implements**  
Use this rating if the LEA/school has met all requirements and has exceeded above and beyond the requirement.

2014 February  
Parent Georgia

Dr. John D. Barge, State School Superintendent  
Sharing Education Works for All Georgia  
[www.gadoe.org](http://www.gadoe.org)

**What is a School-Parent Compact?**

It is a written commitment describing how all members of a school community—parents, teachers, principals, and students—agree to share responsibility for student learning. This compact helps bridge the learning connection between school and home.

**Parent Outreach Opportunities**

There are many opportunities for parents to be involved and learn about Challenge High School whether through our volunteer program, frequent visitor initiative, or open door classroom policy. Please contact our school to learn about these great opportunities and more.

- Parent Mentor Program
- Parent Involvement Day
- Parent Volunteer Program
- P.A.T. (Parents As Tutors)
- Open House
- Parent Teacher Conferences
- Daily School Tours

Please call (555) 555-555 ext. 100 to schedule an appointment with your student's teachers or visit our Web site, [www.web site.org](http://www.web site.org), and click on the Parent Information link to learn more information.

**Did You Know?**

- Parents, students, teachers and faculty members work together to develop our school-parent compact. Each school year, two meetings are held for parents, teachers, and students to compare the compact with school data to review our progress and assess our goals.
- This compact is uniquely developed to meet the needs and goals of our school and students.
- Parents can provide feedback on the compact at anytime during the school year. Please call (555) 555-5555 or visit our Web site, [www.web site.org](http://www.web site.org), for more information on the school-parent compact.

**School and Home Communication**

Challenge High School is committed to providing regular two-way communication with families about student learning through the following methods.

- Parent Portal
- School Web site
- Six week progress reports
- Monthly newsletter
- Telephone messages
- Parent-teacher conferences
- Text message system

Challenge High School  
555 School Street  
(555) 555-555  
[www.web site.org](http://www.web site.org)

## School Parent Compact Process

### Link to Learning An Effective School-Parent Compact

A school-parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards. Below is a suggested process schools may follow to ensure an effective school-parent compact is linked to learning.



School-parent compacts should be clearly linked to particular school improvement goal(s) and focus on one or two grade-level/subject-level skills.

Samples

# Contact Information

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