Engaging Parents Beyond Elementary School

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Session Overview

1. What does research tell us about parent engagement and poverty?
2. Promising practices at the secondary level
3. Grade specific topics for family engagement training at the secondary level
4. Resources for training
School Improvement and District Effectiveness
...while teaching is the most important in-school factor affecting student achievement, family and neighborhood characteristics matter more. The research consensus has been clear and unchanging for more than a decade: at most, teaching accounts for about 15 percent of student achievement outcomes, while socioeconomic factors account for about 60 percent....Acknowledging connections between the economy, poverty, health and brain function is not an attempt to 'excuse' failing school bureaucracies and classroom teachers; rather, it is a necessary prerequisite for authentic school reform... inequality does matter. Our society's decision to deny the poor essential social services reaches children not only in their day-to-day lives but in their brains. In the face of this reality, educators put up a valiant fight, and some succeed. The deck is stacked against them.”

-Dana Goldstein (2011)
Define “The Deck”

1. Low Birth Weight/Premature Births
2. Inadequate Medical, Dental, and Vision Care
3. Food Insecurity
4. Environmental Pollutants
5. Family Relationships and Stress
6. Neighborhood Characteristics
7. Homelessness and Transiency
8. Language Minority Needs/Language Deficits
9. Special Education Needs
“Extensive research has shown that low-income and minority parents generally have reverence for education and high hopes for their offsprings’ school success, even though they may not interact with schools in the same manner as middle-class White parents. In part because of the barriers they face ... poor parents tend to focus their school support efforts on home-based activities that are often unrecognized by school personnel. And when lower-class parents choose not to participate in school activities, they often have very good reasons.... Many poor and minority parents also have a history of negative interactions with schools, making them reluctant to open themselves to more of the same”

-Schutz, 2006
## Poverty Guidelines

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<th>Persons in Household</th>
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### Minimum Wage Job
- 7.25 per hour
- 8 hours per day
- 5 days per week
- 52 weeks per year

Yearly Income = $15,080
Why Are Families in Poverty Hard to Engage?

1. Limited Education/Low Paying Jobs
2. Multiple Jobs
3. Limited Transportation
4. Limited Provisions for Time Off
5. Past Educational Experiences
6. Single Parent Families
7. Grandparents/Extended Families Raising Children
8. All of the Student Issues
Are We Insane?

The definition of insanity is doing the same thing over and over again and expecting different results.

~ Albert Einstein
Outside the Box

1. Define the Goal
2. Recruit Strategically
3. Streamline Action Steps
4. Convey Expectations Clearly
5. Hold People Accountable
Connections

- Value Differences
- Build Relationships
- Minimize Mixed Messages
- Mass Messages
- Clubs, Sports, and Band
- Each One, Reach One
- Phone Resources
- Web Resources
- Multiple Opportunities
- Video Resources

- Translation Resources
- Community Outreach
- Home Visits
- Incentivize
- Optimize Opportunities
- Teen Parenting
- Mentoring Programs
- Student Led Conferences
- Student Showcases
- Community Connections
Middle School Topics

Grade 6:

- Transitioning to Middle School
- Progress Monitoring*
- Sixth Grade Standards
- Career, Technical, and Agricultural Education (CTAE) in Middle School
- Resources for Homework*
- Changes in the Brain During Adolescence*
- Georgia Milestones Assessment System (GMAS)*

Grade 7:

- 7th Grade Standards
- High School Courses for 8th Graders

Grade 8:

- 8th Grade Standards
- Preparing for High School
- Choosing the Right High School
- Transitioning to High School
- Graduation Plans/Georgia 411/HOPE*
- Planning High School Courses*
- Move On When Ready (Dual Enrollment)/Advanced Placement (AP) Courses/CTAE Pathways*
- 9th Grade Algebra Resources

*all/multiple grade levels
High School Topics

9th Grade:

Transitioning to High School

GMAS- End of Course Assessments for 9th Grade

Resources for Homework Help*

Graduation Plans/Georgia 411/HOPE*

Staying On Track to Graduate/Progress Monitoring *

Preliminary Scholastic Aptitude Test (PSAT) /Scholastic Aptitude Test (SAT)*

Move on When Ready/AP/CTAE Pathways*

10th Grade:

GMAS- End of Course Assessments for 10th Grade

Preparing to Apply for College*

American College Test (ACT)/SAT Preparation/Armed Services Vocational Aptitude Battery (ASVAB) Preparation*
High School Topics

11th Grade:
Resources for 11th Grade EOC Assessments
SAT/ACT/ASVAB Preparation
College Visits/College Applications*
Applying for Financial Aid/Scholarships
Post Graduation Options
NCAA/NAIA Clearinghouse

12th Grade:
Resources 12th Grade EOC Assessments
Staying on Track for Seniors
Transitioning to College and/or Career

1/20/2016
Resources for Training

- Teachers
- Principals/Assistant Principal
- Academic Coaches
- Guidance Counselors
- District Office Personnel
- Community Members/Groups
- Local Businesses
- College Admission Representatives
- Military Recruitment Officers
- Outside Vendors
- Other Parents
- Students
"Dropout is not so much an ‘event’ as a ‘process,’ a process of progressive academic disengagement that often traces back to children’s earliest experiences at schools. The habits of conduct and thought that prompt some children to leave school and others to stay take shape in a social matrix of overlapping spheres of influence...."

-Alexander, Entwisle, and Kabbani (2001)
References


Two Additional Resources

Francis Marion University Center of Excellence
http://www.fmucenterofexcellence.org/

Poverty Simulation
http://playspent.org/html/
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