

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



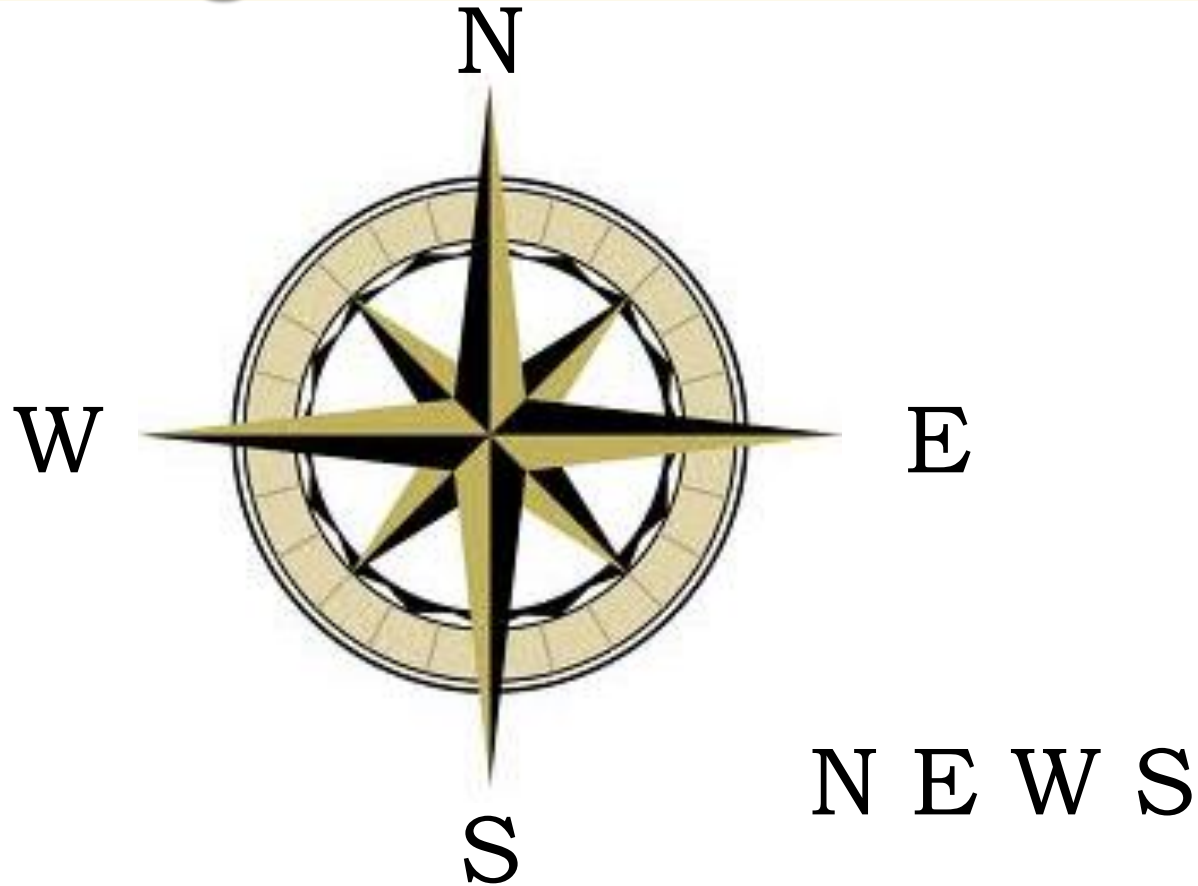
**2014 GCEL Conference**  
**February 24 – 26, 2014**

Nathan Schult  
Parent Engagement Specialist  
Georgia Department of Education



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Are We Headed in the Right Direction?



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Where We Are Headed Today

Changes and Updates

The Year in Review

The Process and Results

Asking for Directions

Tips

Peer Discussion



# Changes and Updates

## Good News



# No changes or updates!



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# The Year in Review

## Making Title I School-Parent Compacts Meaningful

Parent Involvement Compliance Webinar Series  
Friday, April 12, 2013

Michelle S.  
Parent Engagement  
Georgia Department  
Office of School  
Outreach Programs



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org

Sandrock  
Parent Program M  
Georgia Department of Educa  
Office of School Improvement  
Outreach Programs Division



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org

## Preparing for Title I Monitoring: Learn How to Avoid the Top Parental Involvement Findings

2013 Georgia Title I Co

## Title I School-Parent Compacts Meaningful



## Georgia PIC Network Region 3 Meeting



Get the facts...get connected...GET INVOLVED!

March 21, 2013  
9:30 a.m. – 3:00 p.m.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org

# School-Parent Compact Review

## Equal Responsibility



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Title I School-Parent Compacts

## A Review

- (d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT— As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall **jointly develop** with parents for all children served under this part 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 and parents will **build and develop a partnership** to help children achieve the state's high standards.

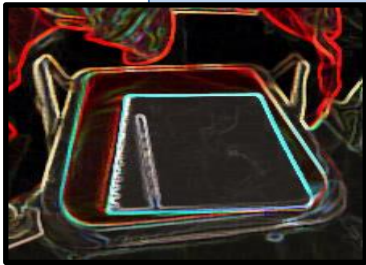


# Title I School-Parent Compact

## The Process



Provide all parents of Title I students the opportunity to be involved in the development of the School-Parent Compacts



Outline how parents, school staff, and students will share responsibility for student academic achievement and how they will build and develop a partnership to help students achieve the state's standards



Describe the district and school student performance standards as well as provide ways in which the **SCHOOL** will support the student's learning through high-quality curriculum and instruction





# Title I School-Parent Compact

## The Process



Describe the ways in which **PARENTS** will be responsible for supporting their children's learning



Describe the ways in which **STUDENTS** will be responsible for their learning

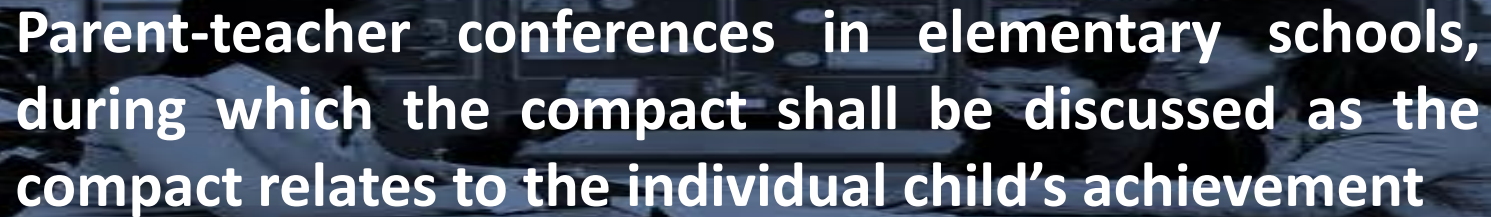


Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum -



# Title I School-Parent Compact

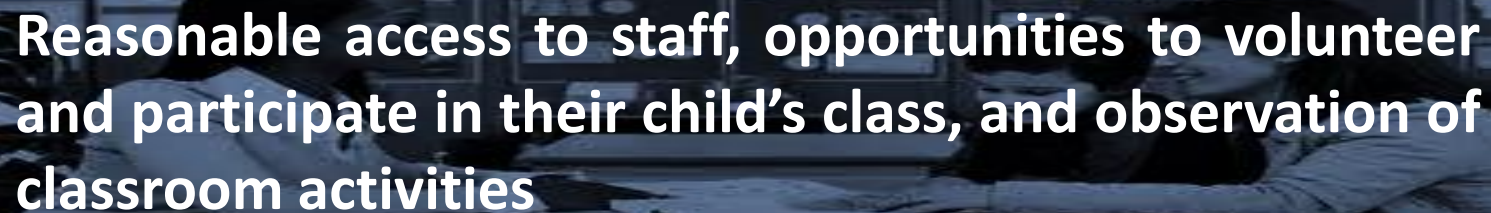
## The Process



Parent-teacher conferences in elementary schools, during which the compact shall be discussed as the compact relates to the individual child's achievement



Frequent reports to parents on their children's progress



Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities

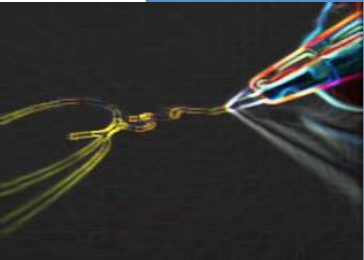


# Title I School-Parent Compact

## The Process



**Write in family-friendly language and to the extent practicable, in a language that parents can understand**



**Distribute a copy of School-Parent Compact to parents, students, and school representative for review and signature (all compacts must be signed and dated by each party)**



**Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input. Current school year and revision date (M/D/Y) must be listed on the compact**



# Title I School-Parent Compact

## The Results

### Headed in the Right Direction



Increase awareness and revisions



Revise family-friendly format



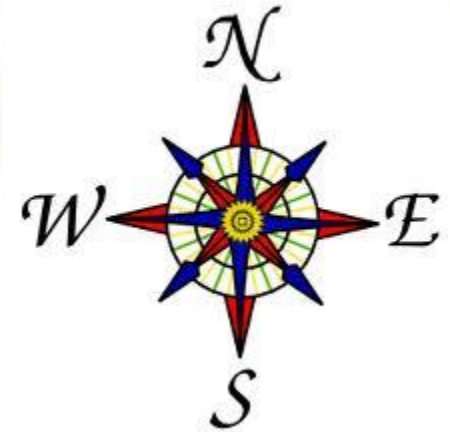
Reduce generic language



Improve opportunities for parent, student and staff input



Sign and date!



# Title I School-Parent Compact

## The Results

### Recalculating the Route

- ◆ Connect strategies to academic goals
- ◆ Explain what teachers will do to support family learning
- ◆ Focus outside of the classroom
- ◆ Concentrate on the primary goals
- ◆ Gather teacher, parent and student input
- ◆ Ensure the compact is linked to learning



# Title I School-Parent Compact

## Tips Learned Along the Way

1. Talk with parents about their student's achievement and suggestions
2. Identify a focus area for the compact
3. Collaborate with teachers to develop strategies for students and parents prior to meeting with the parents
4. Review and align with School Improvement Plan and Parent Involvement Plan
5. Utilize compacts throughout the year as a tool for learning at all parent events as well as seek unique input opportunities

# Title I School-Parent Compact Resources



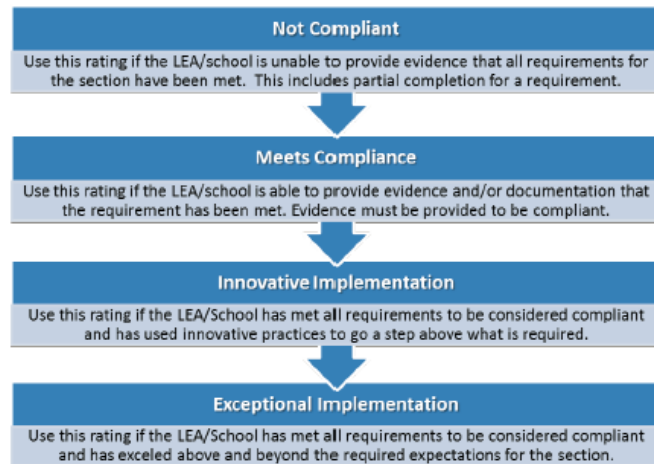
## Title I Parental Involvement Compliance Implementation Rubric

### 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 from the school or district level by checking in the appropriate box.
2. Read the identified parental involvement requirement and review the listed compliance monitoring documentation - check the boxes for documentation your program maintains.
3. Review the implementation rubric to determine your program's level of implementation for the identified parental involvement requirement.
4. Rate each parental involvement requirement as not compliant, meets compliance, innovative implementation, or exceptional implementation.
5. Determine action steps to address each area that does not meet compliance and enhance current parent involvement plans to improve current compliance practices.

### Compliance Implementation Rubric Rating System



Adapted from New Jersey FIRC. (2010). *Title I Parent Involvement A Self-Evaluation Tool for New Jersey Schools*.  
Adapted from California Department of Education. (2011). *Family Engagement Framework: A Tool for California School Districts*

Dr. John D. Barge, State School Superintendent  
March 22, 2013 • Page 1 of 3

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

### School – Parent Compact

DISTRICT LEVEL  SCHOOL LEVEL

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT— As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall *jointly develop* with parents for all children served under this part 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 and parents will *build and develop a partnership* to help children achieve the State's high standards. Such compact shall –

(1) describe the *school's responsibility* to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to *meet the State's student academic achievement standards*, and the ways in which *each parent* will be responsible for *supporting their child's learning*, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time; and

(2) addresses the importance of *communication* between *teachers and parents* on an *ongoing basis* through, at a minimum –

(A) *parent-teacher conferences in elementary schools*, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) *frequent reports* to parents on their *child's progress*; and

(C) *reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities*.

### Compliance Documentation

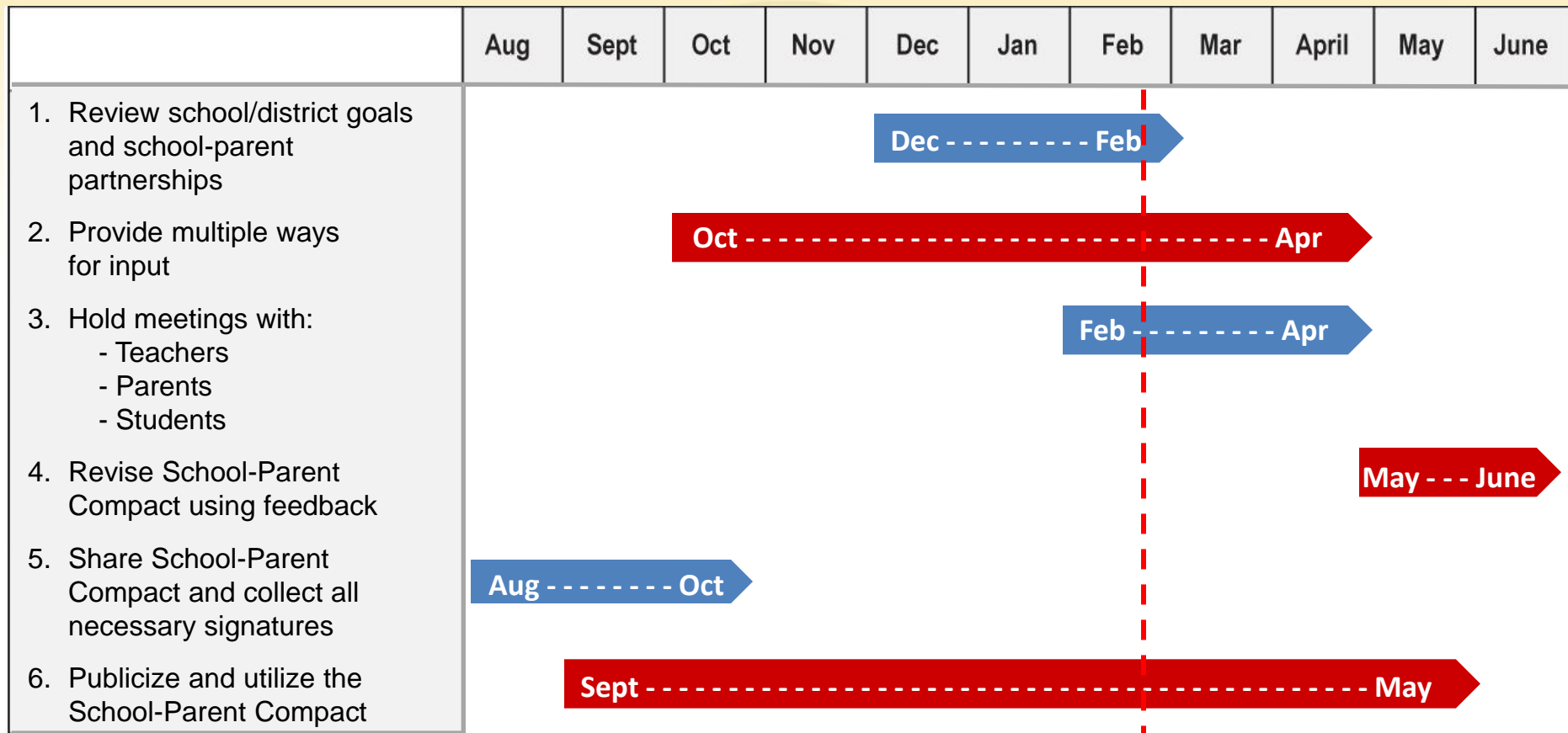
- Copy of School-Parent Compact with all necessary compact requirements (see above)
- Evidence that the School-Parent Compact was developed jointly with parents (e.g. meeting agendas, meeting minutes, agendas, sign-in sheets, correspondences)
- Evidence that the School-Parent Compact was shared and utilized as a tool with all Title I parents
- Flyers, Website announcements, message recordings, or other School-Parent Compact parent meeting advertisements/ feedback opportunists
- Pictures, PowerPoint presentation, or handouts from School-Parent Compact meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Have a School-Parent Compact <i>uniquely developed</i> for the school.</li> <li>• Ensure each School-Parent Compact addresses the <i>necessary requirements</i> (please refer to the School-Parent Compact Checklist for a full list of requirements).</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the School-Parent Compact as a tool throughout the school year to evaluate the compact process and remind parents, students, and the school of their commitment to assist students in meeting district and school academic achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a School-Parent Compact for each grade level or content area (for high school students) that is linked to student learning and success.</li> </ul>

Dr. John D. Barge, State School Superintendent  
March 22, 2013 • Page 2 of 3

# Title I School – Parent Compact

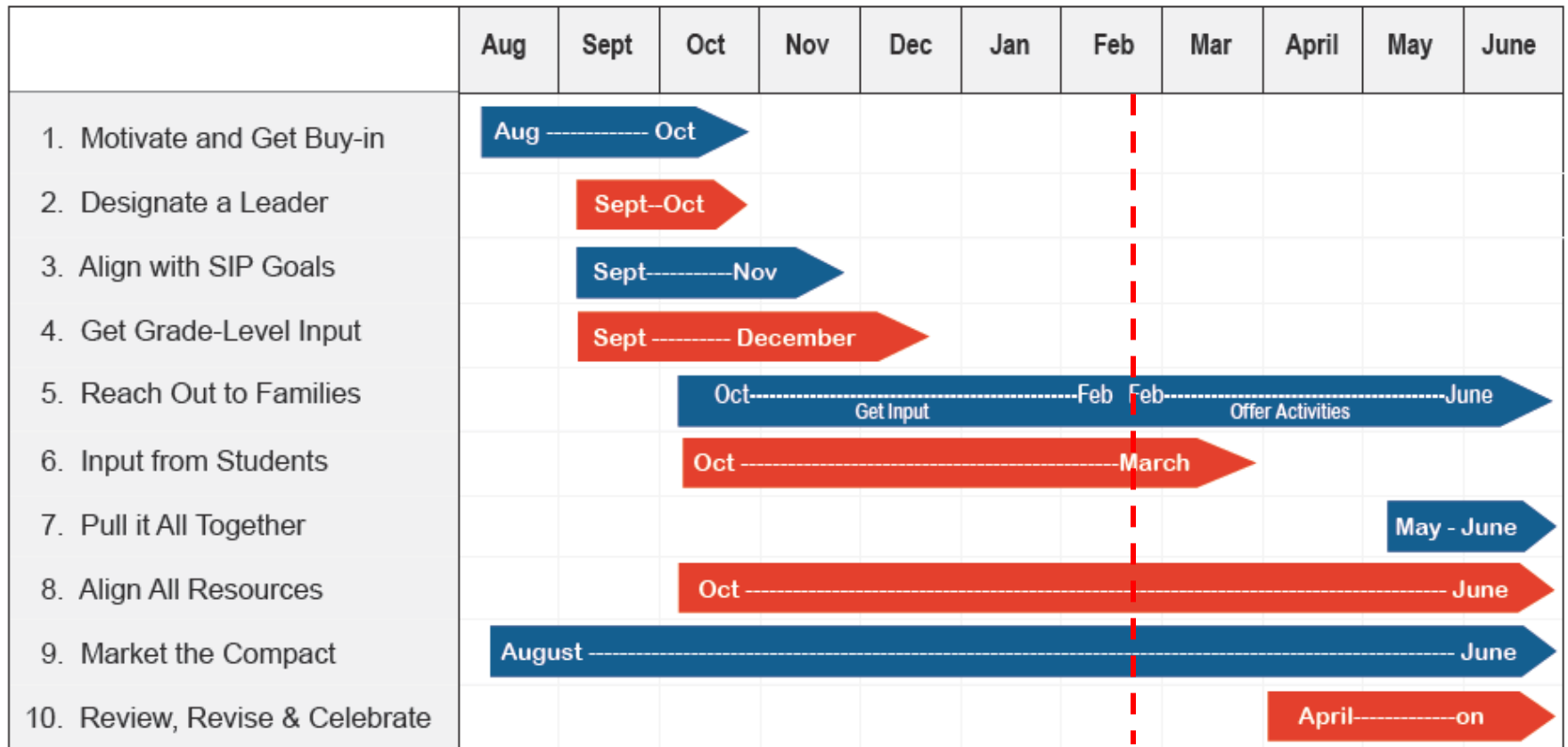
## Traditional Timeline





# Title I School – Parent Compact

## Innovative Timeline



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Title I School-Parent Compact

## Asking for Directions

- ① *How many district and school goals should be listed on the compact?*
- ② *What goals should be identified for high school?*
- ③ *How many strategies should be included under the parent, school, and student responsibilities?*
- ④ *Are we required to have parent conferences?*

**Other questions?**



# Title I School-Parent Compact



## Peer Discussion



Divide into groups

Discuss overall compact development questions

Review sample school-parent compact

Evaluate content and sections of compact

Return to large group

Share compact evaluations with everyone



# Title I School-Parent Compact

## Overall Questions

How do you involve teachers in the development of the compact?

How are your compacts used during the school year?

How do parents provide input on the compact?

What timeline do you follow to revise and develop your compacts?



# Title I School-Parent Compact

## Evaluate Sample Compacts

Are the strategies directly connected to the goals?

Does it provide clear strategies that parents can follow?

How does the compact describe ways in which the school will strengthen parents' skills?

Is it written in a family-friendly language?



# References

- *Connecticut Department of Education, Dust off your old school parent compact: Ten steps to success for developing Title I family school compacts. Retrieved at <http://schoolparentcompact.org>*
- *Elementary and Secondary Education Act/No Child Left Behind, Title I, Part A, Section 1118. Retrieved at <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>*



# Contact Information

**Michelle Sandrock**  
Program Manager  
Parent Engagement Program  
404-232-1148  
msandrock@doe.k12.ga.us

---

**Nate Schult**  
Specialist  
Parent Engagement Program  
404-463-1956  
nschult@doe.k12.ga.us



# Questions



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)