

Assessing and Increasing Parent Engagement in Afterschool Programs

Michelle Tarbutton

Parent Engagement Program Manager

Outreach Programs Division

404-243-1148

mtarbutton@doe.k12.ga.us

GaDOE Strategic Goals

Goal 1 Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

Status



Goal 2 Strengthen teacher quality, recruitment, and retention.

Status



Goal 3 Improve workforce readiness skills.

Status



Goal 4 Develop strong education leaders, particularly at the building level.

Status



Goal 5 Improve the SAT, ACT, and the achievement scores of Georgia students.

Status



Goal 6 Make policies that ensure maximum academic and financial accountability.

Status



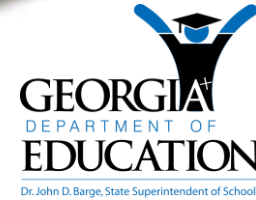


GaDOE Strategic Goals

Understanding Family Engagement in Your 21st Century Program

- How are you engaging families in your 21st Century Program?
- How are you meeting the needs of families in your 21st Century Program?
- What are some of the strengths of families in your 21st Century Program?





Family Engagement Matters

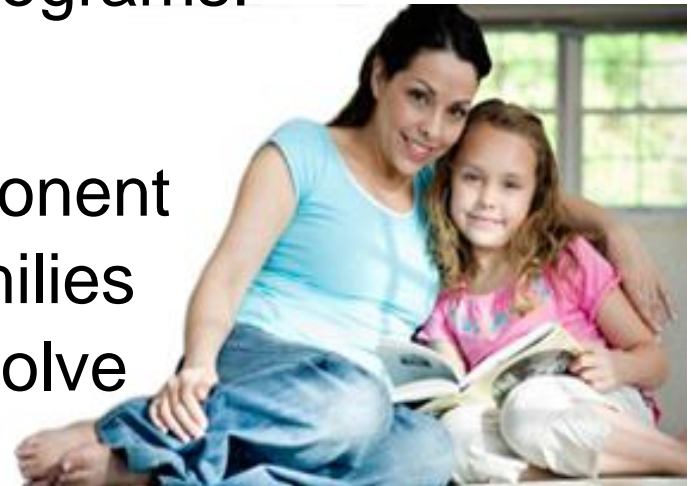
Research and evaluations suggest that family engagement in after school programs is associated with:

- Increased student achievement and success
- Improved parent-child relationships
- Increased family involvement in child's education and school
- Better afterschool programs

Family Engagement Matters

However, research and evaluations also suggest that many afterschool programs:

- ❑ Lack a family involvement component
- ❑ Face challenges in involving families
- ❑ Use a variety of strategies to involve families



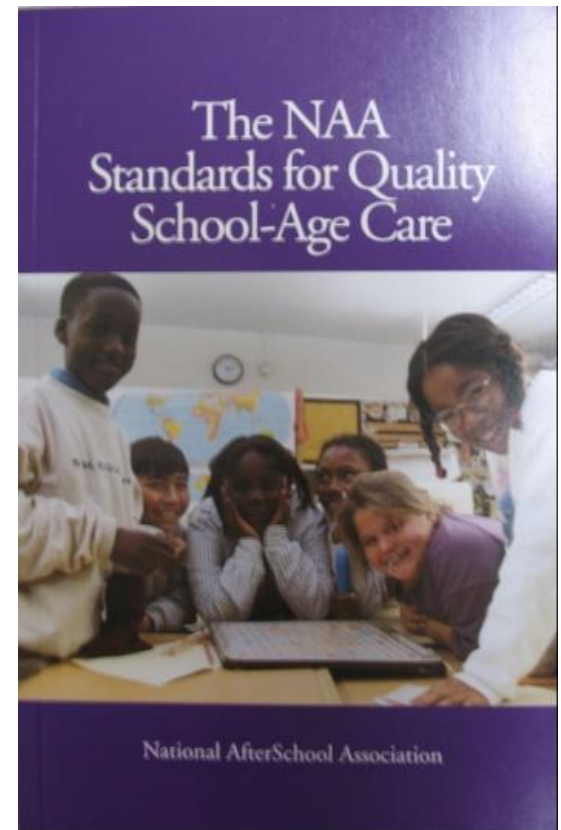
PTA's National Standards for Family-School Partnerships



Family – School Partnerships are how and what parents, schools, and communities can do together to support student success.

National AfterSchool Association Standards for Quality School-Age Care

The National AfterSchool Association has developed six standards for quality school – age care. Two of those standards, Human Relationships and Administration, offer “keys” to quality that support family engagement.





**The First Step to Success in
Building Family Engagement is...**

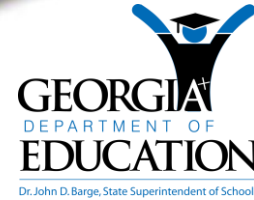
RELATIONSHIPS

Standard 1:

Welcoming All Families

- Key 7 – Staff and Families Interact with Each Other in Positive Ways
- Key 23 – Support Families' Involvement in the Program
- Key 36 – Program Policies and Procedures are Responsive to Needs of Children, Youth, and Families in the Community





Strategies for Success

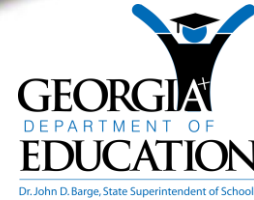
- Establish a Welcoming Afterschool Environment
- Provide Opportunities for Parents to Volunteer during Program and Non-Program Hours
- Offer a Variety of Family Fun Events Throughout the Year
- Meet and Welcome All Parents Through Personal Interaction such as Phone Calls, Letters, and Meetings
- Provide Staff Training and Support for Parent Engagement

Standard 2:

Communicating Effectively

- Key 23 – Support Families' Involvement in the Program
- Key 24 – Staff, Families, and Schools Share Important Information to Support the Well-being of Children and Youth
- Key 36 – Program Policies and Procedures are Responsive to Needs of Children, Youth, and Families in the Community





Strategies for Success

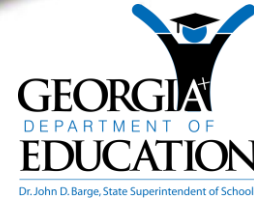
- Use All Methods of Communication
- Ensure Communications are Understandable to All Parents
- Provide Advance Notice
- Offer Meetings and Opportunities at Various Times and Locations
- Create Small Learning Communities
- Allow Opportunities for Two-Way Communication in All Instances
- Make Communicating with Families a Priority for Program Staff

Standard 3:

Supporting Student Success

- Key 23 – Support Families' Involvement in the Program





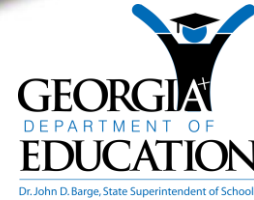
Strategies for Success

- Provide Opportunities for Parents to Learn About Their Child's Education
- Learn the Interest and Needs of your Families and Their Children and Hold Various Workshops and Events that Link Parent Engagement to Student Achievement and/or Enrichment
- Offer Childcare, Transportation, and Food (if possible)
- Take Advantage of School Transition Periods

Standard 4: Speaking Up for Every Child



- Key 25 –
The Program Builds Links
to the Community



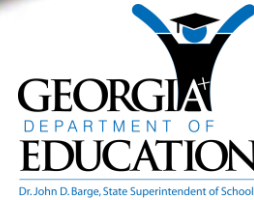
Strategies for Success

- Develop Parents As Leaders
- Encourage Parent Networking
- Involve Families in Action Research
- Use Parents to Train Faculty and Staff
- Define Concrete Ways Parents Can Contribute
- Provide Family Support Services

Standard 5: Sharing Power

- Key 23 – Support Families' Involvement in the Program
- Key 24 – Staff, Families, and Schools Share Important Information to Support the Well-being of Children & Youth





Strategies for Success

- Utilize Parents as True Partners
- Bring Parents Into the Policy Making Process
- Seek Parent Feedback and Suggestions

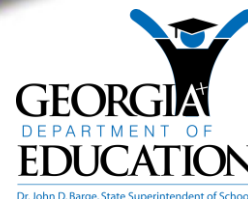
Standard 6:

Collaborating with Community

- Key 24 – Staff, Families, and Schools Share Important Information to Support the Well-being of Children & Youth



- Key 25 –The Program Builds Links to the Community
- Key 36 – Program Policies and Procedures are Responsive to Needs of Children, Youth, and Families in the Community



Strategies for Success

- Bring All Partners Into the Shared Vision of Success
- Create Activities that Involve Greater Interaction with Local Non-Profits and Community Based Organizations
- Make the School Your Primary Partner
- Map Out Your Resources and Then Utilize Them
- Work with Local Business to Offer Workshops or Incentives

Where To Start?



- Design and/or Strengthen a/the Family Engagement Component into your Afterschool Program
- Assess Your Current Program Offerings and Develop Action Plans that are Sustainable and Support Objectives of Your Program
- Visit the GaDOE's Parent Engagement Website and Harvard's Family Research Project



References

- Henderson, A. and Mapp, K. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory
- Kakli, Z., Kreider, H., Little, P., Buck T., & Coffey M. (2006). *Focus on families! How to build and support family centered practices in after school*. Cambridge, MA: Harvard Family Research Project and Boston, MA: Build the Out-of-School Time Network (BOSTnet)



References

- National AfterSchool Association. (1999). *The NAA standards for quality school-age care*. Retrieved from <http://www.ohioafterschool.org/Attachments/NAA%20accreditation%20standards.pdf>
- National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Washington, DC: PTA

Questions



Assessing and Increasing Parent Engagement in Afterschool Programs

Michelle Tarbutton

Parent Engagement Program Manager

Outreach Programs Division

404-243-1148

mtarbutton@doe.k12.ga.us