

# Building Capacity



In 2010, the Georgia State Board of Education endorsed the National PTA Standards for Family-School Partnerships as Georgia’s Family Engagement Standards. This section provides a crosswalk of the National PTA Standards for Family-School Partnerships and Section 1116(e) of the Every Student Succeeds Act, Title I, Part A. Also included in this section is a graphic of the Dual Capacity-Building Framework for Family-School Partnerships which the U.S. Department of Education published in 2013. The Dual-Capacity Building Framework is a “compass” to assist schools and families in charting “a path toward effective family engagement efforts that are linked to student achievement and school improvement.” For resources related to building parent and school staff capacity, visit the Department’s Family-School Partnership Program website at <http://partnerships.gadoe.org> and the Federal Program’s Georgia’s Systems of Continuous Improvement website at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>.

**Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships**



# Building Capacity: A Crosswalk for Parent Engagement

Title I, Part A, Section 1116(e) of the Every Student Succeeds Act describes the six “*shalls*” stated in the law under *Building Capacity for Involvement*. The law provides eight additional “*mays*” (that are not required, but are allowable) to ensure meaningful capacity building of parents, family members, and school staff. 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—

- (1) **SHALL** *provide assistance* to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State 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;
- (2) **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 (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) **SHALL** *educate* teachers, specialized instructional support personnel, principals, and other school leaders, 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;
- (4) **SHALL**, to the extent feasible and appropriate, *coordinate* and *integrate parent involvement 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;
- (5) **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;
- (14) **SHALL** *provide* such other *reasonable support* for parental involvement activities under this section as parents may request.

The National PTA Standards for Family-School Partnerships, which the State Board of Education endorsed in 2010 as Georgia’s Family Engagement Standards, provides an effective framework for carrying out the six *SHALLS*, the eight *MAYS* under the law, and a school or district’s Title I parent and family engagement policy/program. Therefore, the “*shalls*” are the **activities** to implement and the Family Engagement Standards are the **framework** to help ensure effective parent and family engagement policy and plans.

# Parent Teacher Association

## National Standards for

# Family-School Partnerships

**Standard 1: *WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:*** 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.

**Standard 2: *COMMUNICATING EFFECTIVELY:*** Families and school staff engage in regular, two-way, meaningful communication about student learning.

**Standard 3: *SUPPORTING STUDENT SUCCESS:*** Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Standard 4: *SPEAKING UP FOR EVERY CHILD:*** 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.

**Standard 5: *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.

**Standard 6: *COLLABORATING WITH THE COMMUNITY:*** Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Reference: National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from <http://www.pta.org/2757.asp>

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “*shall*,” and eight “*may*” stated in the law.

<b>Building Parent Capacity: A Crosswalk for Parent and Family Engagement</b>	
<i>Title I Parental Involvement – Section 1116(e)</i>	<i>PTA National Standards for Family-School Partnerships</i>
<p><i>14 Activities to Build Capacity for Parent and Family Engagement</i></p> <p><b>BUILDING CAPACITY FOR INVOLVEMENT</b> – 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 <b>school</b> and <b>local educational agency</b> assisted under this part –</p> <p><b>(1) SHALL provide assistance</b> to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State 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;</p>	<p>FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what <b>parents, schools,</b> and <b>communities</b> can do together to support student success.</p> <p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b>collaborate to support students’ learning</b> and healthy development both at <b>home and at school,</b> and have regular opportunities to <b>strengthen their knowledge and skills</b> to do so effectively.</p>
<p><b>(2) SHALL</b> provide <b>materials</b> and <b>training</b> to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.</p>	<p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b>collaborate to support students’ learning</b> and healthy development both at <b>home and at school,</b> and have regular opportunities to <b>strengthen their knowledge and skills</b> to do so effectively.</p>

<p>(3) <u>SHALL</u> <i>educate</i> teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the <i>value</i> and <i>utility</i> of contributions of <i>parents</i>, 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;</p>	<p><b>Standard 1:</b> Welcoming All Families Into the School Community – Families are <i>active participants</i> in the life of the school, and <i>feel welcomed</i>, and <i>connected</i> to each other, to school staff, and to what students are learning and doing in class.</p> <p><b>Standard 2:</b> Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(4) <u>SHALL</u>, to the extent feasible and appropriate, <i>coordinate</i> and <i>integrate parent involvement programs</i> and <i>activities</i> 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;</p>	<p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>
<p>(5) <u>SHALL</u> <i>ensure</i> that <i>information</i> related to school and parent programs, meetings, and other activities is <i>sent</i> to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</p>	<p><b>Standard 2:</b> Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(6) may <i>involve parents</i> in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</p>	<p><b>Standard 4:</b> Speaking Up for Every Child – Families are <i>empowered</i> to be <i>advocates</i> for their own and other children, to ensure that students are treated fairly and have <i>access to learning opportunities</i> that will support their success.</p> <p><b>Standard 5:</b> Sharing Power – Families and school staff are <i>equal partners</i> in <i>decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs</i>.</p>

<p>(7) may <b>provide</b> necessary <b>literacy training</b> from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</p> <p>(8) may <b>pay reasonable</b> and necessary <b>expenses</b> associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</p> <p>(9) may <b>train parents</b> to enhance the involvement of other parents;</p> <p>(10) may <b>arrange school meetings</b> 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 parental involvement and participation</p>	<p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b>collaborate to support students’ learning</b> and healthy development both at <b>home and at school</b>, and have regular opportunities to <b>strengthen their knowledge and skills</b> to do so effectively.</p> <p><b>Standard 1:</b> Welcoming All Families Into the School Community – Families are <b>active participants</b> in the life of the school, and <b>feel welcomed</b>, and <b>connected</b> to each other, to school staff, and to what students are learning and doing in class.</p> <p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b>collaborate to support students’ learning</b> and healthy development both at <b>home and at school</b>, and have regular opportunities to <b>strengthen their knowledge and skills</b> to do so effectively.</p> <p><b>Standard 4:</b> Speaking Up for Every Child – Families are <b>empowered</b> to be <b>advocates</b> for their own and other children, to ensure that students are treated fairly and have <b>access to learning opportunities</b> that will support their success.</p> <p><b>Standard 2:</b> Communicating Effectively – Families and school staff engage in <b>regular, two-way and meaningful communication</b> about student learning.</p> <p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b>collaborate to support students’ learning</b> and healthy development both at <b>home and at school</b>, and have regular opportunities to <b>strengthen their knowledge and skills</b> to do so effectively.</p>
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<p>(11) may <b><i>adopt and implement model approaches</i></b> to improving parental involvement;</p>	<p><b>All Standards:</b>  <b>Standard 1</b> – Welcoming All Families Into the School Community  <b>Standard 2</b> – Communicating Effectively  <b>Standard 3</b> – Supporting Student Success  <b>Standard 4</b> – Speaking Up for Every Child  <b>Standard 5</b> – Sharing Power  <b>Standard 6</b> – Collaborating with Community</p>
<p>(12) may establish a <b><i>districtwide parent advisory</i></b> council to provide advice on all matters related to parental involvement in programs supported under this section;</p>	<p><b>Standard 5:</b> Sharing Power – Families and school staff are <b><i>equal partners</i></b> in <b><i>decisions</i></b> that affect children and families and together, inform, influence, and <b><i>create policies, practices, and programs.</i></b></p>
<p>(13) may <b><i>develop appropriate roles</i></b> for community-based organizations and businesses in parent involvement activities; and</p>	<p><b>Standard 6:</b> Collaborating with Community – Families and school staff <b><i>collaborate with community</i></b> members to <b><i>connect</i></b> students, families, and staff to expand learning opportunities, community services, and civic participation.</p>
<p>(14) <b><u>SHALL</u> provide</b> such other <b><i>reasonable support</i></b> for parental involvement activities under this section as parents may request.</p>	<p><b>Standard 3:</b> Supporting Student Success – Families and school staff continuously <b><i>collaborate to support students’ learning</i></b> and healthy development both at <b><i>home and at school</i></b>, and have regular opportunities to <b><i>strengthen their knowledge and skills</i></b> to do so effectively.</p> <p><b>Standard 5:</b> Sharing Power – Families and school staff are <b><i>equal partners</i></b> in <b><i>decisions</i></b> that affect children and families and together, inform, influence, and <b><i>create policies, practices, and programs.</i></b></p>