ESSA: What’s in it for Parents?

- Learn what ESSA says about family engagement
- Find out what CT and CA are doing to engage parents in designing compacts that are linked to school improvement goals
- Learn what Families in Schools is doing to build capacity educators to strengthen their partnerships with families
ESSA: What’s the Same/What’s New

The same:

- Annual testing/reporting on student outcomes
- Disaggregated data (race, income, ELL, SPED)
- Identify lowest 5% of schools

New:

- States set performance indicators and goals
- No more AYP and HQT requirements
- No federal criteria for teacher evaluation
Consultation with Parents and Families:

- **State Plans**: SEAs must consult with parents, allow 30 days for comment. USDE Secretary must establish peer review teams that include parents.
- **State Report Cards**: Reports to the public, must be developed w/ parents.
- **District Plans**: Districts must consult w/ parents in developing plans and describe how to meet FE mandates.
- **School Support Plans**: Plans to improve low-performing schools must be developed + implemented in partnership with parents.
What are States Doing to Consult with Families?

Illinois:
- Listening tour around the state to get input (2 sites)
- Materials posted on IL state website: http://www.isbe.net/essa/
- Comment Link

Arizona:
- “We Are Listening” Tour with 15 Stops (April-June)
- Information and form for comments on state website http://www.azed.gov/hearingeveryvoice/
- Email address for comments.
Statewide Family Engagement Centers

- The evolution of PIRCs
- $10 million authorized; $500k minimum grant
- Supports development of statewide infrastructure
- Focuses on statewide TA, training and capacity building vs direct service
- Awaiting appropriation and USDE guidance.
District policy:

An LEA may receive Title I funds *only if* it:

- **Conducts outreach to all parents and family members**
- Implements programs, activities, and procedures to involve parents and family members in Title I programs, in meaningful consultation with parents of Title I children.
- **Sets expectations and objectives for meaningful FE.**

Policy must cover: How jointly developed; builds capacity; links to FE in other programs; jointly evaluated; involved in Title I school activities, including a parent advisory board. (optional)

*New language is in red.*
ESSA: Family Engagement

The same: Title I schools must develop:

- FE Policy – meetings, program review, info on curriculum and testing, parent comments.
- School-Parent Compact: Shared responsibility for student learning, dual capacity for involvement;

New:

- Ensure regular, two-way, and meaningful communication between family members and school staff.
- 90% of Title I family engagement funds go directly to the school
ESSA: NAFSCE Recommends

Core Principles:

● Family engagement is an *essential* strategy to improve student learning.
● Parents and families are not “the problem” – they are critical *partners*.
● Develop Dual Capacity: Both educators and families need support to collaborate.
● Close parent-teacher communication and collaboration is what improves student learning.
Dust Off Your Old School-Parent Compact

Your New Tool for Linking Family Engagement to Student Learning

Judy Carson
CT State Department of Education
judy.carson@ct.gov
860-807-2122
What Do Parents Want From Us?

What is my child expected to know at each grade level?
And how can I help?
What if we had a tool to link home and school with grade level goals and learning strategies?
The School-Parent Compact

In The Beginning...

A written agreement of shared responsibility (Sec. 1118)

How will families and teachers work together this year to achieve high standards for student achievement and meet the goals of the school improvement plan?

USDE 1996
**NUTMEG ELEMENTARY SCHOOL**

**HOME/SCHOOL INVOLVEMENT COMPACT**

<table>
<thead>
<tr>
<th>TITLE I TEACHER:</th>
<th>PARENT/GUARDIAN:</th>
<th>STUDENT:</th>
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<tr>
<td>I understand that the school experience is important to every student and so is my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:</td>
<td>I realize that my time in school is very important. I also understand that participating in my child’s education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:</td>
<td>I know my education is important. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:</td>
</tr>
<tr>
<td>1. Teach necessary concepts to your child. 2. Try to be aware of your child’s needs. 3. Regularly communicate with you and the regular classroom teacher about your child’s progress.</td>
<td>1. Go over my child’s assignments with him/her. 2. Make sure my child is at school on time. 3. Give my child a quiet place to study. 4. Spend at least 15 minutes each day reading with my child. 5. Attend open house and parent conferences. 6. Make sure my child gets enough sleep each night.</td>
<td>1. Do my classwork on time. 2. Be at school on time unless I am sick. 3. Return corrected work to my parent/guardian. 4. Pay attention and do my work. 5. Be responsible for my own behavior.</td>
</tr>
</tbody>
</table>

---

**Teacher Signature** **Date**

**Parent/Guardian Signature** **Date**

**Student Signature** **Date**
The Myths

The Compact…

- must be signed by teachers and parents
- is a good place to teach parenting
- is the place to correct student behavior
What Happened?

- Compliance culture
- Little experience with families
- Boilerplate compacts
What Is **Supposed To Be In a Compact?**

1A. School goals to meet challenging academic standards

1B. High quality curriculum and instruction

2. Home support for learning connected to curriculum

3. Student responsibility for learning

4. Activities to build partnerships (including volunteering, class observations and contact with teachers)

5. Jointly developed – Meaningful input from families

6. Methods for regular family communication about student progress

7. Family-friendly language and format
4th Grade Focus

for Student Success

Nutmeg Elementary School
Mary Kies, Principal

www.nutmegschool.org  860-555-1212
Our Goals for Student Achievement

District Goals
By June 2020, all students will be at grade level or higher in both math and reading.
We will get there by:
1. Increasing each student’s fluency and understanding in reading across all grade levels by 15% over 3 years.
2. Increasing each student’s competency in math computation, word problems and number operations by 15% over 3 years.

School Goals
By 2015, our students will make a 20% gain in math and reading; 75% of students will be at grade level in reading, and 80% at grade level in math.

Our focus in reading will be:
- Beginning sounds and sight words in grades K-1
- Vocabulary development in grades K-4
- Making text connections in grades 5-6

Our focus in math will be:
- Place value and estimation in grades K-5

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

Teachers, Parents, Students - Together for Success

In Our 4th Grade Classroom
The 4th grade team will work with students and their families to support students’ success in reading and math. Some of our key connections with families will be:
- Develop a weekly goals folder with students and send home materials to help parents support the learning goals.
- Use the “word wall” and storytelling to incorporate new words. Send new words to families each week with information on how to build a home word wall and develop their own stories.
- Design a fun family literacy night and share classroom strategies with families on how to help students connect personal experiences to the story.
- Develop goals with students that focus on increasing their skill in estimation and measurement. Send goals to parents along with some practical ideas for supporting their learning goals at home.

At Home
Nutmeg School parents joined staff to develop ideas about how families can support students’ success in reading and math.
- Use the weekly folder to discuss my child’s learning goals and use the teacher’s materials to support my child’s learning at home.
- Post new words on our “word wall” and remember to use them in conversations and stories. Add our own new words.
- Read with my child every day and talk about how the story connects with things that he or she has experienced. Attend the family fun literacy night to practice new ways to support my child as a reader.
- Use the math goals and related games or strategies the teacher sends home to improve my child’s estimation and measurement skills.

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:
- Set goals for myself to learn new words and read every day.
- Think of new words to put on our family “word wall.” Share ideas with my friends.
- Make up stories to tell my family using new words.
- Help make the grocery list and estimate how much the food will cost.

OPTIONAL:
- My own personal learning goal is: _____________________________.
- My teacher can help me reach it by: _____________________________.
- My parent can help me accomplish it by: _________________________.

Family Fun Learning Adventures are a great place to learn new words, practice math – and win prizes! (see the back of this brochure for more information)

* Numbers correspond to sections in the “Guide to Quality” Tool in the Deconstruct Your Old School Parent Compact training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.
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 or 860-555-1212, Ext 12 or go to our school Website and click on the Parent Button.

Building Partnerships

3rd Thursdays

Family Fun Learning Adventures!

Join Us for Our “Go for the Gold” Night
Third Thursday of September (5:30 p.m. to 7:00 p.m.)

- Help your child to become a “Gold” Medalist! You and your fourth grader will learn how to set 3-2-1 student learning goals and ways to achieve them.

- Enjoy GAMETIME with your child exploring free home learning kits designed to support your child’s “Olympic-Sized” learning goals. Gold medals and snacks provided!

Join us for a “Literacy Safari” 3rd Thursday in October.
Safari gear & refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES
3rd Thursdays 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 to hear from 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.

Nutmeg Elementary School
Mary Ellen Pleasant, Principal
www.nutmegschool.org 860-555-1212
Two-Way Conversations about Learning

Parents and teachers meet by grade level to share strategies for working together to improve students’ skills.
Steps to Success

1. Set The Stage
2. Link to Learning
3. Roll Out

www.ctschoolparentcompact.org
CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Carol Sweat
Parent, School, Community Specialist
carol_sweat@chino.k12.ca.us
http://www.chino.k12.ca.us/Page/8882
Under LCFF, California funds school districts, charter schools and county offices of education equally per student with adjustments based on grade levels and demographic characteristics. LCFF replaces complexity in favor of equity, transparency, and performance.
Compact Development and Process

http://www.cde.ca.gov/ls/pf/pf/
Compact Development and Process

Gather Resources
Teacher and Family Input
Use data to guide compact planning and alignment with Single Plan for Student Achievement (SPSA)

Check your work
Alignment of Tools

School-Parent Compact
School Parental Engagement Policy
SPSA

Distribute to Families
Building Teacher Capacity

Staff Professional Development

- Administration Training
- School Leadership Team
- Teachers as Partners
- Teachers as Presenters
Families In Schools

- Created in 2000
- Our Mission: To involve parents and communities in their children’s education to achieve lifelong student success
- Capacity Building and Advocacy Organization

@famsinschools
Facebook.com/familiesinschools

February 23, 2016
Parent involvement describes how parents participate at home and at school in their child’s education.

Parent engagement describes the work of schools (and organizations) to eliminate the obstacles families face in getting involved.
CHALLENGE: 3
Training Educators to Engage Parents Effectively

“With very few exceptions, family engagement is just not something teachers and administrators are naturally equipped to handle without the proper training.”

– School Board President
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<td>1. Teacher Interaction with Students</td>
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<td>2. Student Interactions with One Another</td>
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<td>3. Classroom Climate</td>
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**STANDARD 5: PROFESSIONAL GROWTH**

a. Reflecting on Practice
   1. Accurate Reflection
   2. Use of Reflection to Inform Future Instruction
   3. Selection of Professional Development Based on Reflection and Data
   4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community
   1. Relationships with Colleagues
   2. Promotes a Culture of Professional Inquiry and Collaboration* 

**STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES**

a. Maintaining Accurate Records
   1. Tracks Progress Towards Identified Learning Outcomes
   2. Tracks Completion of Student Assignments in Support of Student Learning
   3. Manages Non-Instructional Records
   4. Submits Records on Time

b. Communicating with Families
   1. Information About the Instructional Program
   2. Information About Individual Students
   3. Engagement of Families in the Instructional Program*

c. Demonstrating Professionalism
   1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
   2. Advocacy/Intervention for Students
   3. Decision-Making

**STANDARD 3: DELIVERY OF INSTRUCTION**

a. Communicating with Students
   1. Communicating the Purpose of the Lesson
   2. Directions and Procedures
   3. Delivery of Content
   4. Use of Academic Language

b. Using Questioning and Discussion Techniques
   1. Quality and Purpose of Questions
   2. Discussion Techniques and Student Participation

c. Structures to Engage Students in Learning
   1. Standards-Based Projects, Activities, and Assignments
   2. Purposeful and Productive Instructional Groups
   3. Selection and Use of Available Instructional Materials, Technology, and Resources
   4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning
   1. Assessment Criteria
   2. Monitoring of Student Learning
   3. Feedback to Students
   4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness
   1. Responds and Adjusts to Meet Student Needs
   2. Persistence
Codings the Survey Data

- Codes given to a subject (apprentice) for answers across all 5 questions. (descriptive data)
- Ideal:
  - Both teachers and parents have an active and collaborative role in supporting children through community building and transformational change
    - This perspective usually has the teacher in the more active role.
- Along the path:
  - Either teachers or parents have the responsibility for support and change, but not both.
    - parents are the responsible agents; teacher is a passive support
- Starting place:
  - Teachers and parents have passive roles in support and change
    - parents are disenfranchised or teachers aren’t responsible
    - This position often has a focus on communication
Apprentice Survey Data

- **Fall pre-survey average code = 1.5**
  - Starting place: “parents could come up with activities and even be there to assist me as the teacher, setting up projects, etc.”
  - Starting place: “I expect the families to correlate my expectations and enforce them at home.”
  - On the pathway: the parent center is “to engage parents in the school.”

- **Winter post-survey average code = 2.4**
  - On the pathway: “I hope to be a bridge between academics and homelife.”
  - Ideal: “empower parents to act as influences on students and be a resource about the community.”
  - Ideal: “connect parent to school by incorporating feedback and meeting needs”
# Our Work

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**FIS Curricular Programs**
- READ WITH ME
- READING ROADS
- STEPS TO SUCCESS
- TRANSITION TO MIDDLE SCHOOL
- COLLEGE KNOWLEDGE ACADEMY
- TRANSITION TO HIGH SCHOOL
- COLLEGE KNOWLEDGE ACADEMY

**Program Focus**
- Family Literacy
- Family Literacy
- English Learner Reclassification
- Elementary to Middle School Transition and Social Development
- College Academic Preparation
- Middle School to High School Transition and Social Development
- College Financial Literacy

**FIS Community Engagement**
- MILLION WORD CHALLENGE & PASSPORT TO SUCCESS
  - Preschool – High School Family Educational Campaigns

**FIS Professional Development**
- SCHOOL & FAMILY PARTNERSHIPS
  - Effective Parent Engagement Practices in Schools
Thank You!

Oscar E. Cruz
President & CEO
ocruz@familiesinschools.org
(213) 201-3912