

The Every Student Succeeds Act

ESSA: Opportunities for Revitalizing Family Engagement

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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

ESSA: P.L. 114-95

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.

ESSA: P.L. 114-95

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.

ESSA: Family Engagement

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.

ESSA: Family Engagement

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?

Example of an OLD Compact

NUTMEG ELEMENTARY SCHOOL HOME/SCHOOL INVOLVEMENT COMPACT

TITLE I TEACHER:

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:

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.

Teacher Signature

Date

PARENT/GUARDIAN:

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:

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.

Parent/Guardian Signature

Date

STUDENT:

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:

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.

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

**MISSED
OPPORTUNITY**

What Is **Supposed** To Be In a Compact?

School goals to meet challenging academic standards

1A

High quality curriculum and instruction

1B

Home support for learning connected to curriculum

2

Student responsibility for learning

3

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

4

**Jointly developed –
Meaningful input from families**

5

Methods for regular family communication about student progress

6

Family-friendly language and format

7

FAMILY-SCHOOL COMPACT
FOR ACHIEVEMENT
2011 - 2012

Sample
Planning Tool

4th Grade Focus



for Student Success

Nutmeg Elementary School
Mary Kies, Principal
www.nutmegschool.org 860-555-1212

Our Goals for Student Achievement

1A*

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-6

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

Teachers, Parents, Students - Together for Success

In Our 4th Grade Classroom 1B*

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 2*

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 3*

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)**

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 Web site 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. - 7:00 p.m.)

- Help your child to become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 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-Size d" learning goal. 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.

4*

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 us to reach you are:

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school Web site 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 Web site at www.nutmegschool.org.

6*

Sample
Planning Tool

SCHOOL-PARENT COMPACT
FOR ACHIEVEMENT
2012 - 2013

4th Grade Focus



for Student Success

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



Set The Stage

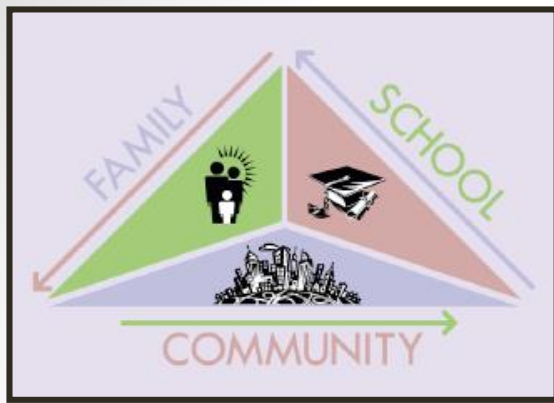


Link to Learning



Roll Out

www.ctschoolparentcompact.org



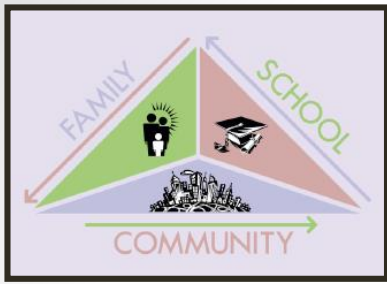
CHINO VALLEY UNIFIED SCHOOL DISTRICT

Carol Sweat

Parent, School, Community Specialist

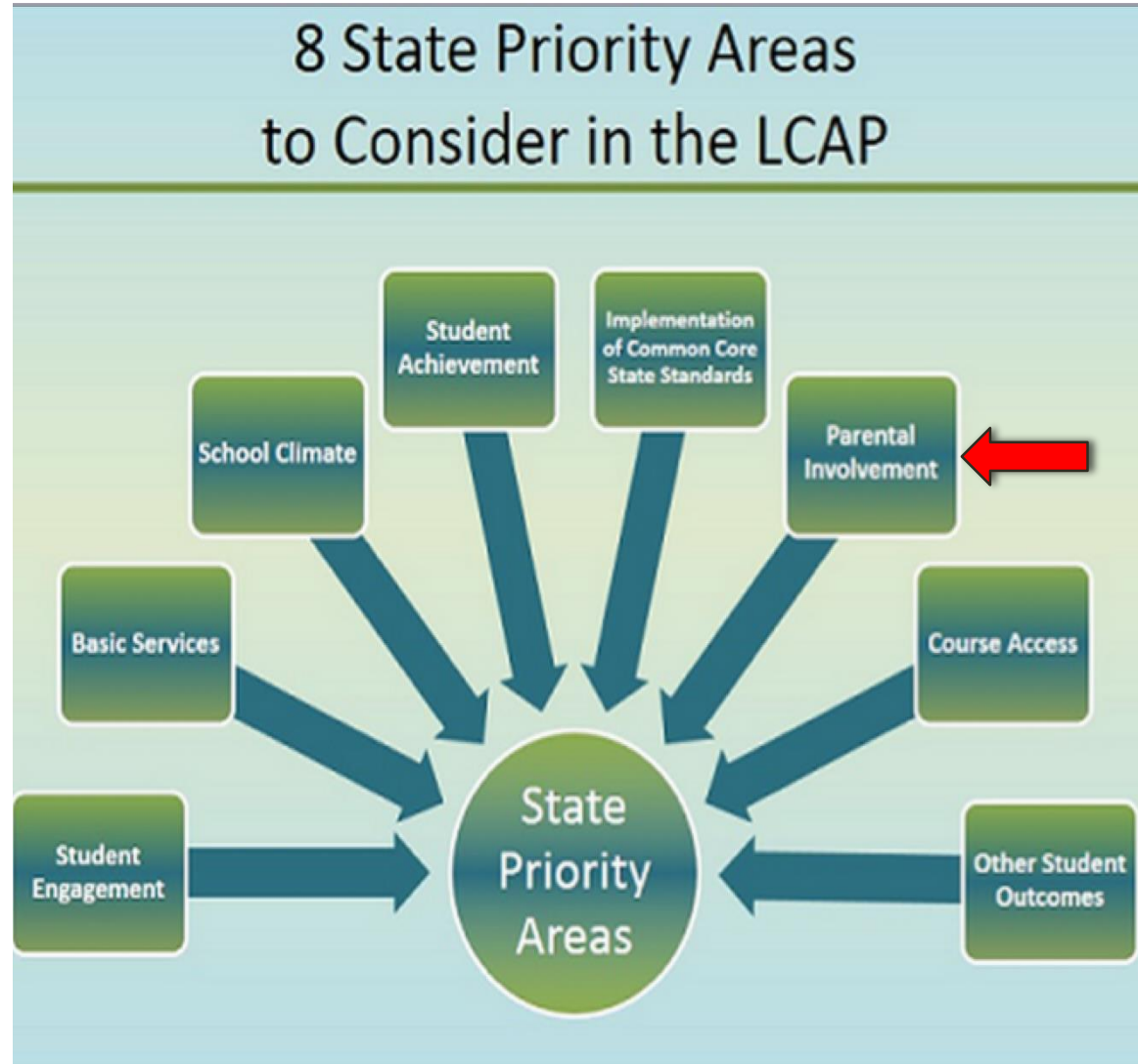
carol_sweat@chino.k12.ca.us

<http://www.chino.k12.ca.us/Page/8882>



FUNDING SOURCE: LCFF/LCAP

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.**

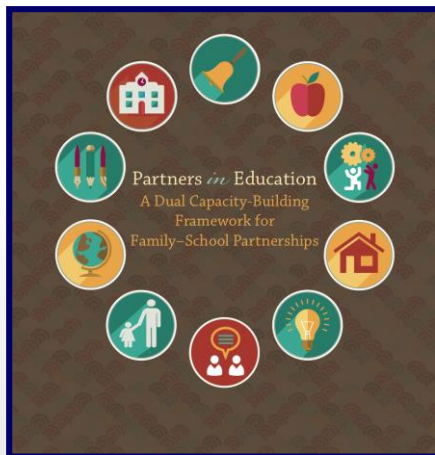
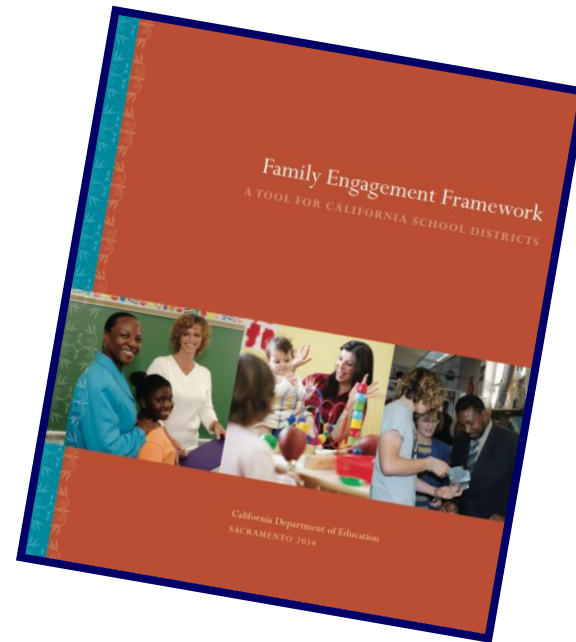


Compact Development and Process



School-Parent Compact Guide to Quality			
Does the school-parent compact:		What section of Title I law does this address?	To make the compact most effective:
The School's Role	1A Clearly explain district and school goals to meet student academic achievement standards?	Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d) <ul style="list-style-type: none">Link actions in the compact to goals in the school improvement plan.Use achievement data to set specific goals.Describe the high quality curriculum the school uses (http://www.cde.ca.gov/re/cc).
	1B Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction?	Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1) <ul style="list-style-type: none">Describe how teachers will help parents understand what children are learning and doing in class.Specify how teachers will support parent participation in learning activities.Include high-impact actions for each grade level, designed by grade-level teams with parents.
	Provide information and actions specific to each grade level?	Yes <input type="checkbox"/> No <input type="checkbox"/>	This is considered a best practice and is not required under Title I law.

<http://www.cde.ca.gov/ls/pf/pf/>



School-Parent Compact

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 or exceed 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 curriculum and effective instruction in a safe and supportive learning environment
 - 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

SIX TYPES OF PARENT ENGAGEMENT

- PARENTING
- COMMUNICATING
- VOLUNTEERING
- LEARNING AT HOME
- DECISION MAKING
- COLLABORATING WITH THE COMMUNITY

RESOURCES

PARENT AND SCHOOL PARTNERSHIP
<http://cvusd.schoollwires.net/Page/8882>

FAMILY ENGAGEMENT CENTER

Location Adult School 13950 Third St. Chino, CA 91710	Resources Parent Leadership Program Parent Workshops Common Core Resources
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Facilitated by
 PARENT, SCHOOL, COMMUNITY SPECIALIST
 Carol Swain
carol_swain@chino.k12.ca.us

SCHOOL-WIDE

Activities to Build Partnerships

Participate in *decision-making committees*: PFA (Parent-Faculty Association), SSC (School Site Council), ELAC (English Language Advisory Committee)

Attend our *Homework Partnerships Workshop* to learn how to support your child with homework assignments (including Common Core Math), and how to provide a supportive homework environment in your home.

Commit to participating in our seven-week *School Smarts Parent Engagement Program* where you will engage with other parents in learning about student learning styles, how to navigate the school system, become a better communicator, and discussions on advocacy for your child and all children's education.

Attend our *Family Stories Program* where literacy in the home is developed through reading children's literature (bilingual) and learn strategies that promote reading and writing skills.

AND MORE... Local Control Accountability Plan (LCAP) Information Family Nights, On the Road to Learning, Fall Festival, School-Parent Conferences

Communication about Student Learning

Walnut Avenue is committed to regular two-way communication with families about their children's learning. Schools communicate with families in two ways, school-family and parent-teacher:

School-Family

- Phone and Email blasts
- Activities to Build Partnerships (see above)
- NEW digital message!
- Parent Survey on school website

Parent-Teacher

- Weekly homework agendas or folders
- Teacher websites
- Parent-Teacher conferences
- Remind 101 Text Messaging
- Regular communications with parents on student progress

WALNUT AVE. ELEMENTARY WEBSITE
www.chino.k12.ca.us/Domain/27

EXEMPLAR

SCHOOL-PARENT COMPACT for ACHIEVEMENT 2015-2016



First Grade

"FOCUS FOR STUDENT SUCCESS"



Walnut Avenue Elementary School

5550 Walnut Ave.
 Chino, CA 91710
 (909) 627-9817

Our Goals for Student Achievement

District Goals

ACADEMIC GOAL: Each student will gain at least, one proficiency level each year in reading and mathematics as the result of highly skilled instruction and the use of instructional technology.

ENGLISH LANGUAGE LEARNER GOAL: All limited-English proficient students will gain at least one proficiency level each year as measured by the California English Language Development Test (CELDT). English learners receive increased opportunities to enroll in more advanced courses, leading to college and career readiness.

SAFE LEARNING ENVIRONMENTS: All students will be educated in learning environments that are safe, drug free, and conducive to learning. CVUSD will provide safe and secure school environments.

School Goals

Academic Goal: By trimester 3, all students will score at least a rubric 3 (adequate understanding) on the District Writing Assessment.

English Language Learner Goal: English learners will move up one language proficiency level as measured on the California English Language Development Test (CELDT). There are five language levels on the CELDT. For example, first grade students traditionally move from Beginning/Early Intermediate (Levels 1, 2) to Early Intermediate/Intermediate (Levels 2, 3) by the end of the year.

Non-Academic Goal: Increase school-wide attendance to the District's goal of 97.5%

Our school uses high quality curriculum and instruction with effective teaching methods to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students

Shared Responsibility for Learning

In the Classroom

The first grade team will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some of our key ways to connect our classroom practices with the school goals will be to:

ACADEMIC GOAL: WRITING

Students will write every day for a variety of purposes across curriculum



Students will use graphic organizers to support their thinking

Teachers will share CVUSD writing rubric with students/parents

Teachers will provide students with anchor writing samples

ENGLISH LANGUAGE LEARNER GOAL:

Students are grouped by CELDT level for ELD (English Language Development) instruction

ELD DATA Chats will be held with students

ELD is provided 5 days a week for 30 minutes a day

Designated and Integrated ELD will be provided

NON-ACADEMIC GOAL:

Monthly, trimester, and yearly classroom attendance awards/incentives will be provided (Attendance Counts!)

A positive and safe learning environment will be provided

Provide positive behavior instruction

At Home

Here are some ideas of how families can support classroom practices for successful student learning:

ACADEMIC GOAL: WRITING

Have your child write for a variety of reasons (making the grocery list for you, writing notes to family members, draw a picture and write a story to go with it, etc.)

Display the graphic organizers; anchor writing samples, and writing rubric (level 3 is the end of the year goal) and use when supporting your child's writing efforts.

ENGLISH LANGUAGE LEARNER GOAL:

Read annual CELDT student report to monitor your child's progress towards English proficiency.

Read and tell stories in your native language.

Daily, plan time to sit-down with your child and discuss their experiences at school. Find-out about their friends, assignments, projects, and progress on quizzes and tests. Expect them to speak in complete English sentences, as well as supporting your native language.

Make an appointment to visit your child's classroom during English Language Development (ELD) time to learn strategies. Read with your child at least 20 minutes every day.

NON-ACADEMIC GOAL:

Students between the ages of 5-12 need a minimum of 8 hours of a sleep each night. Create a nightly bedtime routine.

Encourage your child to work hard in school. Attending school daily develops responsibility and consistency.

If you would like to volunteer, participate in, and/or observe a classroom, please ask us!

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

ACTIONS and SERVICES FOR FAMILIES

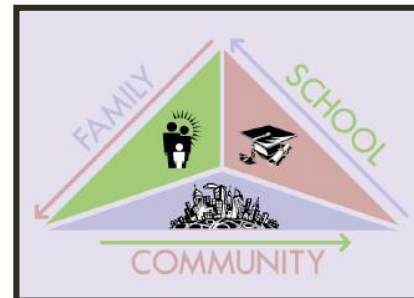
Students, parents, staff and community will receive ongoing and timely communication. Promotion and expansion of parent and family participation with LEA-wide providing additional resources for underserved students. Improvement and expansion of parent and family participation in parent programs. Provide support to families of at-risk students. Promotion and expansion of community forums to increase parent awareness of teen issues.

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

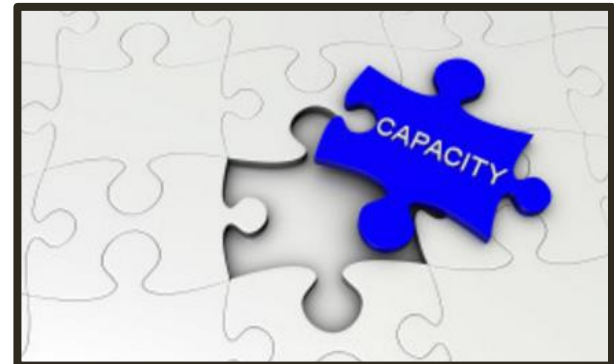




Building Teacher Capacity

Staff Professional Development

- Administration Training
- School Leadership Team
- Teachers as Partners
- Teachers as Presenters



Families In Schools

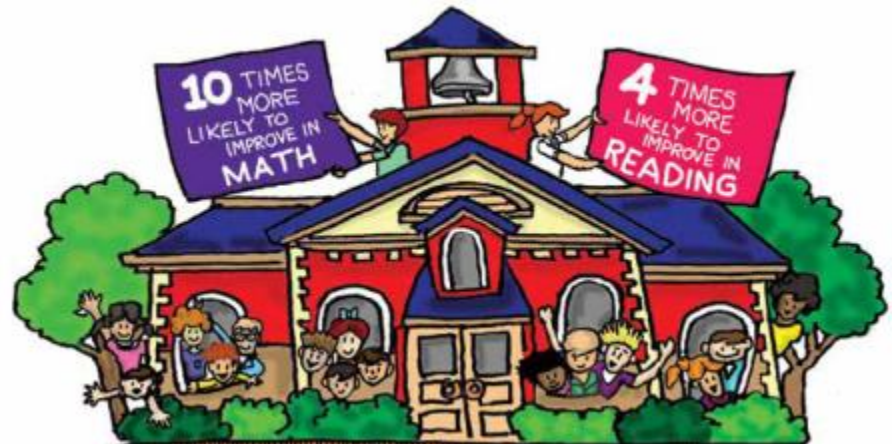
- **Created in 2000**
- **Our Mission:** *To involve parents and communities in their children's education to achieve lifelong student success*
- **Capacity Building and Advocacy Organization**



[@famsinschools](https://twitter.com/famsinschools)



Facebook.com/familiesinschools



February 23, 2016

Definition

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:

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

STANDARD 1: PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy

1. Knowledge of Content and the Structure of the Discipline
2. *Knowledge of Content-Related Pedagogy*

b. Demonstrating Knowledge of Students

1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*
2. Knowledge of How Children, Adolescents, and Adults Learn
3. Knowledge of Students' Special Needs
4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes

1. Value, Sequence, Alignment, and Clarity
2. Suitability for Diverse Learners

d. Designing Coherent Instruction

1. *Standards-Based Learning Activities*
2. Instructional Materials, Technology, and Resources
3. Purposeful Instructional Groups
4. Lesson and Unit Structure

e. Designing Student Assessment

1. Aligns with Instructional Outcomes
2. *Planning Assessment Criteria*
3. Design of Formative Assessments
4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport

1. Teacher Interaction with Students
2. Student Interactions with One Another
3. *Classroom Climate*

b. Establishing a Culture for Learning

1. Importance of the Content
2. Expectations for Learning and Achievement
3. Student Ownership of their Work
4. Physical Environment

c. Managing Classroom Procedures

1. *Management of Routines, Procedures, and Transitions*
2. Management of Materials and Supplies
3. Performance of Non-Instructional Duties
4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior

1. Expectations for Behavior
2. *Monitoring and Responding to Student Behavior*

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

Coding 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



Age/Grade Infant - 1st Grade Preschool - 3rd Kinder - 5th 5th & 6th 6th - 9th 8th & 9th 5th - 12th

FIS CURRICULAR PROGRAMS	READ WITH ME	READING ROADS	STEPS TO SUCCESS	TRANSITION TO MIDDLE SCHOOL	COLLEGE KNOWLEDGE ACADEMY (College Smarts)	TRANSITION TO HIGH SCHOOL	COLLEGE KNOWLEDGE ACADEMY (Money Smarts)
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



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