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## Statewide Parent and Family Engagement Initiative

April 12, 2021

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Dr. Antiqua Hunter, State Coordinator

# Objectives

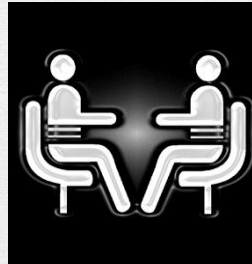
- Discuss impact engagement has on learner outcomes
- Share the council's purpose
- Review federal mandates
- Share framework and way ahead
- Discuss next steps



# Welcome Activity

## Introduce yourself

- Name
- Position
- Time in position
- Provide 2 words to describe your LEA's parent and family engagement model  
(*ex: developing, nonexistent, impactful, thriving*)



# Welcome Dr. Brumley







## Louisiana Department of Education Current State

### Early Childhood

While Louisiana serves more than 90% of its economically disadvantaged four year olds, even prior to COVID-19, fewer than 7% of in need children birth to two years old, and less than 33% of three year olds, had access to **high- quality child care** in Louisiana. **(what are we providing to parents whose children who cannot get access?)**

### Academic Performance

Based on the 2018-2019 accountability results:

- **259 schools are currently identified as in need of comprehensive intervention** in 2020-2021 and will submit plans for whole-school improvement.
- **Approximately 300 additional schools struggled persistently with one or more groups of students and/or school discipline** and are required to submit a plan for urgent intervention.
- While **the percentage of out-of-school suspensions has decreased statewide with historically marginalized students** since 2015, there still exists a **significant number of students impacted by exclusionary discipline practices**, specifically with students with disabilities.

Act 555 of the 2018 legislative session also requires any school with a state-approved improvement plan, to present it within 60 days of approval **to families at a public meeting**. **(How are we ensuring this touch point is meaningful to parents and responsive?)**

### 3rd Grade Performance on 2019 LEAP 2025 Assessment

ELA- 46% performing at Mastery and Above

Math-43% of students performing at Mastery and Above

### 8th Grade Performance on 2019 LEAP 2025 Assessment

ELA- 47% performing at Mastery and Above

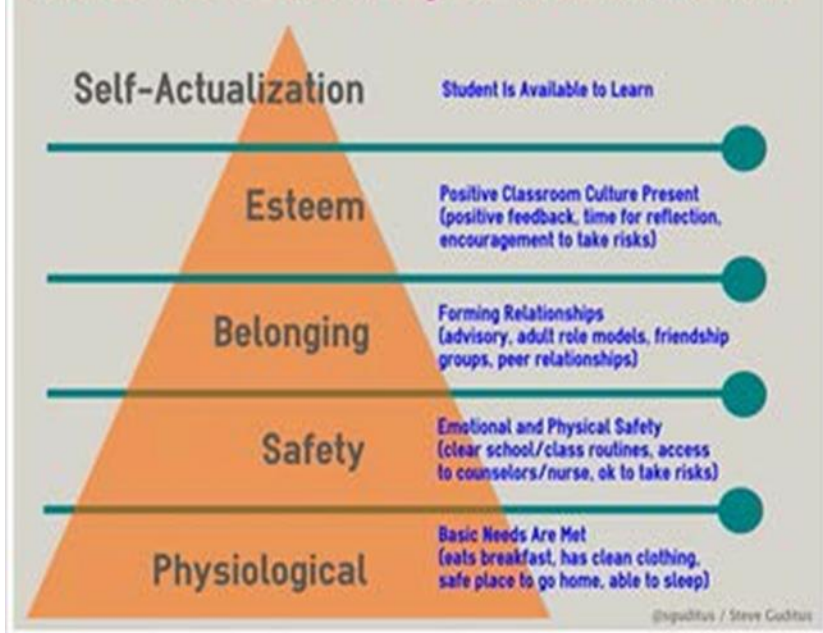
Math-28% of students performing at Mastery and Above

*Cohort Graduation Rate: 80% 8 out of 10 students graduate on time.*

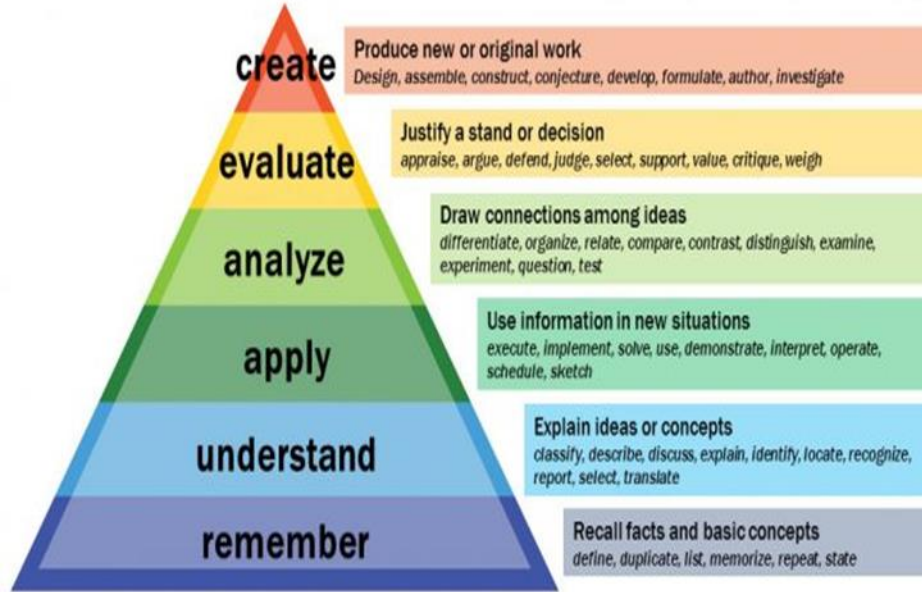
# Purpose

## Stabilize Maslow in order to Focus on Bloom

### Maslow's Hierarchy of School Needs



### Bloom's Taxonomy



Vanderbilt University Center for Teaching



# EDUCATIONAL PRIORITIES

 Ensure every student is on track to a professional career, college degree, or service.

 Remove barriers and create equitable, inclusive learning experiences for all children.

 Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

 Cultivate high-impact systems, structures, and partnerships

# Parent and Family Engagement





# What is Parent and Family Engagement?

To date “**parent engagement**” and “**parent involvement**” have been used relatively interchangeably to describe the range of activities undertaken by parents to support their children both at home and at school.

The statute (ESSA) defines parent and family engagement as the participation of parents in **regular**, two-way, and **meaningful communication** involving student academic learning and other school activities, ensuring:

- That parents and families play an integral role in assisting their child’s learning;
- That parents and families are encouraged to be actively involved in their child’s education at school;
- That parents and families are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- That other activities are carried out that will build the capacity of all parents and families.

The term “**parent engagement**” signals a **more active and personal level of participation** in learning in the home than “parent involvement” which is often associated with school generated requirements – for example school trips, parent nights used to inform on student progress and social events such as fairs and festivals.

# Research

While estimates vary, somewhere between **75% and 85%** of a child's waking hours are spent outside the influence of school, several research studies show that **parent engagement in the educational development of their children improves achievement more than any other single factor.**

The role of the parent in education has changed. Now, parents are in most cases only involved through parent teacher associations (PTA) which provides the fundraisers and assistance to teachers with copies, etc. as opposed to being a partner to encourage learning in the home.

## What works best in education?

**John Hattie's** most recent and extensive piece of research into all of the major impacts on student achievement "Visible Learning" ranked 138 influences that are related to learning outcomes from very positive to very negative effects. He found that the average effect size of all the interventions he studied was **0.40. Anything above .40 had positive impact.**



## John Hattie's Effect Size (2017) list started at 138 to 150 to 195 to 252

77	Record keeping	0.52	0.52	Learning strategies	TEACHING: Focus on student learning strategies
78	Play programs	0.5		Other curricula programs	CURRICULA
79	Parental involvement	0.5	0.5	Home environment	HOME
80	Student rating of quality of teaching	0.5	0.5	Teacher-student interactions	TEACHER
81	Note taking	0.5	0.5	Learning strategies	TEACHING: Focus on student learning strategies
82	Underlining and highlighting	0.5	0.5	Learning strategies	TEACHING: Focus on student learning strategies

#2 Self-reported grades (*prior knowledge and background*) 1.33

#9 Prior ability- *prior knowledge and background* 0.94

#11 Self-efficacy (*beliefs and attitudes*) 0.92

# 21<sup>st</sup> Century Skills

## Some useful skills and dispositions for learning and living in the 21st Century

Noticing things	Adapting to change	Questioning	Scepticism
Using learning tools	Independent learning	Collaborating	Empathy
Problem-solving	Persisting	Self-regulating	Experimenting
Being positive	Using humour	Practising	Reflecting
Intuitive thinking	Goal setting	Unlearning	Transferring learning

A considerable amount of research shows that three aspects of character are especially useful for successful learning. These are:

- self-regulation – the ability to regulate emotions and remain resilient, for example, not to be subject to temper tantrums and to be able to survive reasonable setbacks
- empathy – being able to imagine things from another person’s perspective, to understand where they are coming from
- persistence – being able to stick at things even when they are difficult

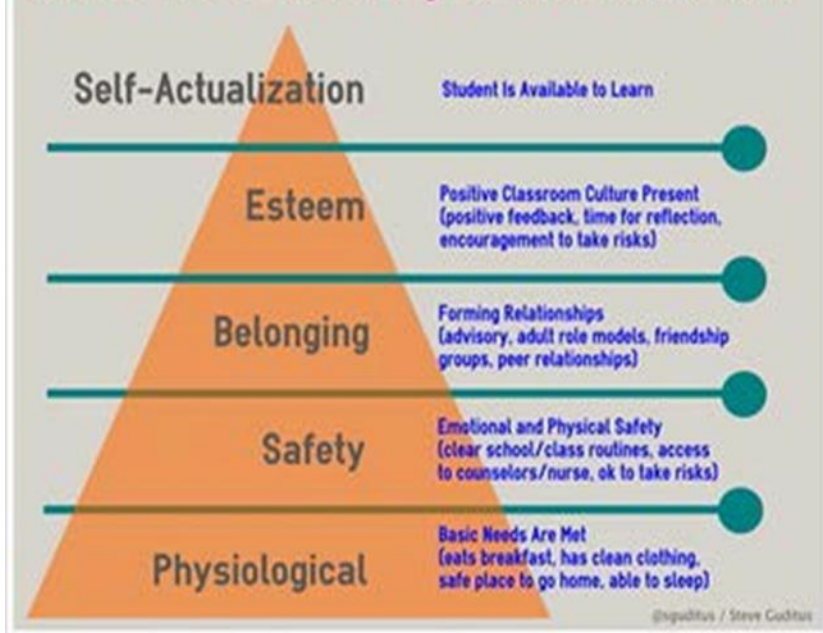
Various studies show how the development of these aspects of character are influenced by parents.



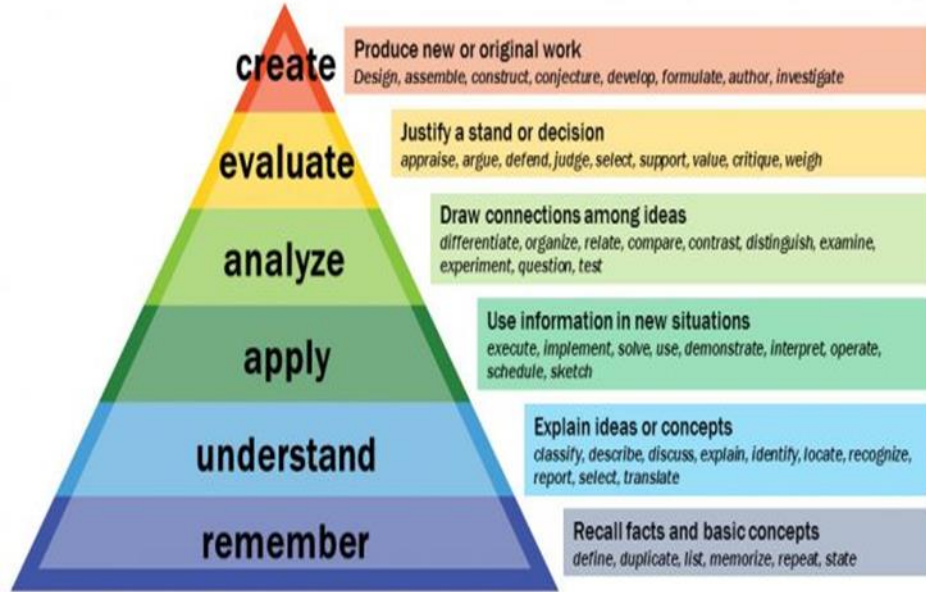
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### Bloom's Taxonomy



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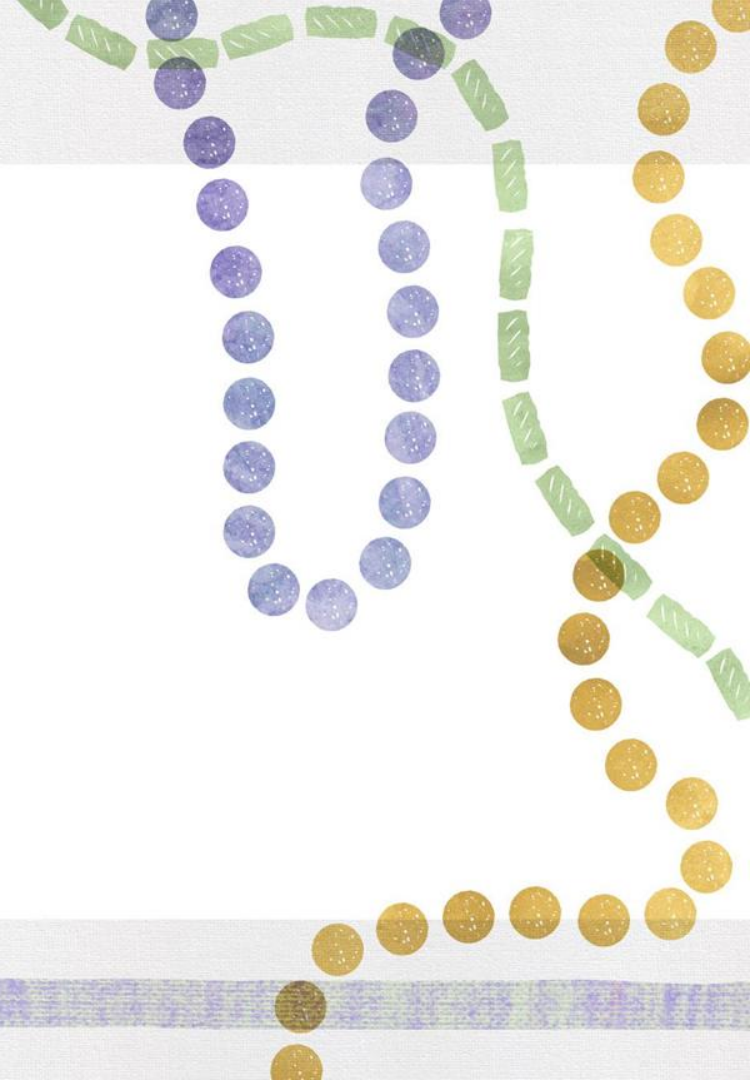
# SEA and LEA Contributions

## Six types of Parent Engagement

	<b>Type 1 - Parenting</b>	Helping all families to have the basic home conditions in place including active parenting strategies and regular communication with school
	<b>Type 2 - Communicating</b>	Designing effective home-to-school and school-to-home communication methods which engage all parents regularly
	<b>Type 3 - Volunteering</b>	Recruiting volunteer parents to help in school in classes and in extra-curricular activities
	<b>Type 4 - Learning at home</b>	Providing good information to enable all parents to help with homework and offer other family learning activities
	<b>Type 5 - Decision-making</b>	Including parents in decision-making activities to build a sense of ownership including being involved in governance
	<b>Type 6 - Collaborating with community</b>	Finding and using resources from the wider parent community to enrich school life



# Federal Mandates



# What Does the Law Say?

## ESSA Programs

Title 1 Part A- Building Capacity for Parental and Family Involvement

Title 1 Part A- Improving Basic Programs

Title 1 Part C- Migrant Education

Title III, Part A- LEP and Immigrant

Title IX, Part A- McKinney Vento Homeless Assistance Act

(Title II, Title IV, Title V)

## Parent Involvement Requirements

### Notification

- Language and Format
- Parents Right to Know - Teacher and Paraprofessional Qualifications
- Parents Right to Know - Non State Certified Teachers
- Annual Report Cards
- Parents Right to Know - Student Achievement
- Written Parent and Family Engagement Policies
- School-Parent Compacts
- Frequent Reports on Student Progress
- Schoolwide Plan for Title I School
- Homeless Students
- Limited English Proficient Students - Outreach
- Limited English Proficient Students - Language Instruction Educational Programs
- Unsafe School Choice

### Consultation

- Written Parent and Family Engagement Policies
- Annual Evaluation of Parent and Family Engagement Policy
- Written School-Parent Compact
- Parent-Teacher Conferences
- Schoolwide Plan and Program Plan
- Program Plans
- Consolidated Application, Title Programs
- Reservation of Funds
- Parent Advisory Council (PAC)
- Title I, Part A Meeting

### Other Requirements

- Recruiter Access
- Family Education Rights



**New State Education Laws Enacted in 2018**

<b>Parent Leadership &amp; Advocacy</b>	
<b>Act 547</b>	Expands the Louisiana Parents' Bill of Rights for public schools, which affirms parents' rights in the following new ways: <ul style="list-style-type: none"> <li>•receiving a child's education records within 10 business days of the parent's request;</li> <li>•accessing the final school calendar at least 30 days prior to the beginning of the school year;</li> <li>•viewing a complete listing of all school fees, the purpose of each fee, and how economic hardships can be addressed;</li> <li>•viewing any school uniform requirements on the school's website; and</li> <li>•being informed if their child is at risk of not being promoted to the next grade level.</li> </ul>
<b>Act 646</b>	Beginning October 1, 2018, the membership of the board of each charter school located in a parish with a population of between 325,000 and 375,000, based on the most recent federal decennial census (as now, Orleans Parish), must include at least one member who is a parent, legal guardian, or grandparent of a student enrolled in the charter school or an alumnus of the school. 1 Each charter school board must adopt a policy prescribing the process and timeline for membership, and the policy must be provided to the parents of each child enrolled in the school and published on the school's website.
<b>Academic Opportunities for Students</b>	
<b>Act 688 Literacy/ Reading</b>	Within the first 30 days of school, Louisiana public schools must administer a literacy screening to each second and third grade student. The new law requires that students scoring below grade level must be considered for additional resources, while students scoring above grade level must be considered for evaluation into a gifted program.
<b>Act 89 Foreign Languages</b>	For several years, Louisiana law has allowed local school districts to award a State Seal of Biliteracy on students' high school diplomas if they demonstrate proficiency in a foreign language. Act 89 revises the requirements for earning the seal, making criteria more aligned with tests that effectively measure students' proficiency in a world language.
<b>Act 622 Foreign Languages</b>	Strengthens current law, which allows parents to petition their local school board to establish a world language immersion program or school, particularly in French and Spanish. If sufficient signatures are received and other requirements met, the school board must make such a program or school available.
<b>House Resolution 12</b>	Building on legislation passed over the past three years regarding fees charged to students, this resolution establishes the Task Force on Student Fees to study and make recommendations relative to the assessment of fees to students attending public and certain non-public schools. The task force will consider school board policies relative to student fees, the purpose and use of such fees, and how families can address economic hardships.
<b>School Performance and Accountability</b>	
<b>Act 517</b>	Requires the Louisiana Department of Education (LDOE) to release the results of state LEAP tests to school systems no later than June 30 of each year, unless extenuating circumstances arise. Test result reports must contain specified information that can be used by teachers and parents to support student learning.
<b>Act 522</b>	Requires that any time the state Board of Elementary and Secondary Education significantly revises the criteria, methodology, or manner of calculating school and school system performance scores and letter grades, the state must publish side-by-side scores using the previous methodology and the new methodology for easy comparison.
<b>Act 555</b>	Requires schools having state-required and approved school improvement plans – designed to address school wide performance challenges and/or low academic performance for certain student subgroups – to present such plans to parents at a school meeting, following notice given to parents at least one week in advance. The LDOE must publish a list of such schools on its website.
<b>Act 459</b>	Current state law requires school systems to offer families the choice of attending a school rated "A," "B," or "C," in their school district if their child's school has received a school performance letter grade of "D" or "F" for the most recent school year, provided that sufficient capacity exists. This new law requires school boards to post their school choice law on their website no later than September 30, 2018.
<b>Student Health and Wellness</b>	
<b>Act 196</b>	Requires students who are entering eleventh grade or who are age 16 and entering any grade to provide satisfactory evidence of current immunization against meningococcal disease as a condition of school entry. The law retains the ability of students to be waived of this requirement by his or her parent or legal guardian based on religious or other personal reasons.
<b>Act 262</b>	Requires each school system to provide information, obtained from the Louisiana Department of Health and Hospitals and LDOE, to families regarding influenza and immunization against the influenza virus.
<b>Act 369</b>	Requires the LDOE to prepare information to be distributed by schools to parents regarding the dangers of sexually charged cyberbullying, the addictive and destructive nature of pornographic and illicit materials, the dangers of internet interaction with strangers, and resources available to parents regarding child safeguards and free internet filters for home computers.
<b>House Concurrent Resolution 11</b>	Requests the LDOE to annually survey and report on the status of health and physical education in public schools, including the extent to which schools are complying with requirements for daily minimum time for student physical activity.
<b>Senate Concurrent resolution 79</b>	Requests each school system to take certain actions to help students avoid injury due to the use of heavy backpacks.
<b>Senate Resolution 154</b>	Requests the LDOE to establish a committee to study and develop mechanisms and processes whereby all students are served a meal at school, regardless of the student's ability to pay.
<b>Student Behavior</b>	
<b>Senate Resolution 213</b>	Requests school systems to annually publish on its website information relative to classroom management, student guidance and discipline, positive behavior supports, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline and adolescent development.
<b>Act 696</b>	Prevents public schools from prohibiting a behavioral health provider from providing services to a student at school, during school hours, if the student's parent or legal guardian requests such services pursuant to a policy adopted by the school board, which must be enacted no later than January 1, 2019.
<b>Student and School Safety</b>	
<b>Act 168</b>	State law requires each public school to have a crisis management and response plan that is jointly developed with local law enforcement, reviewed annually, and rehearsed within the first 30 days of each school year. Act 168 further requires schools to include parental notification within such plans, in the event of a school shooting or other violent incident or emergency situation.
<b>Act 523</b>	Allows students to wear, carry or possess a bulletproof backpack on school property or on a school bus. Previous law did not allow for these types of backpacks to be worn on public school campuses.
<b>Act 629</b>	Provides that a person who has a valid concealed handgun permit may carry the concealed handgun within 1,000 feet of any school campus.

# What We Have Done



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**WELCOME.**

Louisiana Believes starts with the premise that all children can achieve high expectations and that parents know best how to prepare their children to succeed in college and careers. Our goal is to empower you with information so you can decide the best education for your child.



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**SCHOOL  
INFORMATION**

- [School and Center Report Cards in School Finder \(will open in new tab\)](#)
- [2020 Schools in Need of Comprehensive Support](#)
- [District Directory](#)
- [Louisiana Scholarship Program](#)
- [School Choice for Certain Students with Disabilities](#)
- [Charter Schools](#)
- [Parent Petition](#)
- [Home Study](#)



**ASSESSMENT  
RESOURCES**

- [Parent Guides to Louisiana State Tests and Results \(Available in Arabic, Spanish, and Vietnamese\)](#)
- [Translated LEAP Student Performance Text](#)
- [Assessment Calendar](#)



**PARENT  
ASSESSMENT  
PORTAL**



**ACADEMIC  
SUPPORT**

- [Parent Back-to-School Guides \(Available in Arabic, Spanish, and Vietnamese\)](#)
- [Louisiana Student Standards](#)
- [LA Connectors for Students with Disabilities](#)
- [LA Connectors for English Learners](#)
- [Homework Help \(will open in new tab\)](#)
- [Gifted and Talented Students](#)



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**STUDENTS  
WITH DISABILITIES**

- [All Guidance + Forms](#)
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- [Special Education Parent Survey](#)
- [Special Education Monitoring](#)

 Believes

18



# Super App Family Engagement Policy Questions

Question	Meets Expectations	Does Not Meet Expectations
<p><b>1. Describe how the LEA provides all families with the opportunity to offer input on and evaluate its parent and family engagement policy.</b></p>	<p>School system ensures that all families have the opportunity to provide input in the development of the family engagement policy and then shares the final version of the policy with them.</p>	<p>No evidence is provided that shows that the school system provided all families with the opportunity to engage in the development of their family engagement policy.</p>
<p><b>2. Describe how schools provide all families with the opportunity to provide input on the development of school improvement plans.</b></p>	<p>School system ensures that all families have the opportunity to provide input in the development of the school improvement plan and then shares the final version of the policy with them.</p>	<p>No evidence is provided that shows that the school system provided all families with the opportunity to engage in the development of their family engagement policy.</p>
<p><b>3. Describe how schools provide all families at least annually a description and explanation of the schools' curricula, assessments used to measure program.</b></p>	<p>School system provides families with information on the state's academic standards and assessments and the school or system's curriculum and assessments.</p>	<p>No evidence is provided to show that the school system provided families with information on the state's academic standards and assessments and the school or system's curriculum and assessments.</p>

# What's Missing?

## 4 Essential Elements for Colorado State Department of Education



### Inclusive Culture

- How are your practices inclusive of all families?
- How are you learning about families lived experiences?
- Who is leading and supporting the creation of the welcoming culture?

### Building Trusting Relationships

- What do trusting relationships look like in your program/district/school?
- How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
- How do you leverage relationships with families to achieve your program/district/school goals?

### Capacity Building Opportunities

- How do you use the context expertise of families to better your content expertise?
- How are you utilizing the assets of your families in your programs/schools?
- How are you using Parent and Family Engagement as a school improvement strategy?

### Dedicate Necessary Resources

- How do you implement evidence-based practices to cultivate and sustain parent and family engagement?

**-Where are you now and where will you go?**



# Be Engaged.

# Louisiana Parent and Family Engagement Council

1. Bring awareness to the importance of Parent & Family Engagement. *(stabilizing the child's basic needs so that they will be available to learn)*
2. Provide platform that ignites engagement from the top down. *(build relationships)*
3. Meaningfully engage stakeholders to gain input that drives initiatives. *(trust, respect & value)*
4. Nurture engagement that drives success. *(develop character strengths associated with being an effective learner that will in return raise student achievement )*





## Step 1

1. Bring awareness to the importance of Parent & Family Engagement. *(stabilizing the child's basic needs so that they will be available to learn)*
2. Provide platform that ignites engagement from the top down. *(build relationships)*

**Action Item: developed a council, identified District Coordinators, adopted a Framework and are researching potential partners to move work forward**



# LA Parent And Family Engagement Council (LA PAFEC)





# Council (28 Members)

LDOE Staff	Parent Partnerships
Office of Teaching & Learning (EC)	BESE District 1- 2 Parents from smallest & largest Title 1 schools
Office of Career & College Readiness	BESE District 2- 2 Parents from smallest & largest Title 1 schools
Office of Equity, Inclusion & Opportunities	BESE District 3- 2 Parents from smallest & largest Title 1 schools
Office of Legislative Affairs, Policy & Workforce	BESE District 4- 2 Parents from smallest & largest Title 1 schools
Office of School System Financial Services	BESE District 5- 2 Parents from smallest & largest Title 1 schools
Subgroups (EL, Migrant, Foster Care, Homeless)	BESE District 6- 2 Parents from smallest & largest Title 1 schools
Office of Operations	BESE District 7- 2 Parents from smallest & largest Title 1 schools
Office of School System Relations	BESE District 8- 2 Parents from smallest & largest Title 1 schools
Special School District	Charter School Reps- smallest and largest in state

# District Coordinators

- 177 Parent and Family Engagement Coordinators identified
- Approx. 37 are homeless liaisons
- Will post contact information on LDOE website by the end of the month
- Will be developing a LEA DC council (cohorts)
- Special thanks to Rosalind Bryant of Caddo Parish for past leadership and input shared while getting the initiative started.



# Louisiana Parent and Family Engagement Framework *(adopted from Kansas Framework)*

Family engagement is an **empowering partnership** among families, educators, practitioners and the community with **shared responsibility** for the **personal success** of children and youth.

- An **Empowering Partnership** means that families, educators, practitioners and the community cultivate and sustain relationships that are active, equitable and respectful to support the learning and social-emotional growth of children and youth.
- **Shared Responsibility** means that families, educators, practitioners and the community collaborate and communicate to promote positive educational outcomes for children and youth.
- The **Personal Success** of children and youth means the accomplishment of their desired visions and goals.

# Framework

## Standards for Early Childhood Birth to Age 5

*Disclaimer:  
Prior to finalizing a family engagement framework for birth-5, the Department will solicit recommendations and feedback from other early childhood stakeholder groups, including other state agencies that provide services for children under 5.*

### Families as Foundation

-All families are recognized and promoted as their child's first and most influential teacher.

### Families as Communicators

-Early childhood providers and families have effective and ongoing communication.

### Families as Advocates

-Families actively engage as an advocate and decision-maker for their child.

### Families as Partners

-Successful partnerships exist between families and professionals based upon mutual trust and respect.

### Families as Community Members

-Families are active participants in their communities and connect to resources and services.

## PTA National Standards for Family- School Partnerships: Kindergarten to Grade 12

### Standard 1-Welcoming All Families

### Standard 2-Communicating Effectively

### Standard 3- Supporting Student Success

### Standard 4- Speaking Up For Every Child

### Standard 5- Sharing Power

### Standard 6- Collaborating with Community



# Data

## Return on Investment

**Selected Organizations:** Hazlehurst City School District

**Date range:** 9/1/19-12/15/19

**Academic Indicator 1:** Math Benchmark 2019

**Academic Indicator 2:** Math Benchmark 2019

Parent Name	Count of Unique Attendances	Hours of Parental Involvement	Student Name	Academic Indicator 1 Score	Academic Indicator 2 Score	Score Change	Score % Change
Jones, Mary	14	28	Jones, Fred	13	19	6.00	31.58%
			Jones, Hector	15	16	1.00	6.25%
Samuel, Jorge	2	6	Rodriquez, Mike	15	15	0.00	0.00%
Rodgers, Aaron	7	13	Rodgers, Jordy	12	13	1.00	7.69%
Crosby, Mannie	20	45	Crosby, Julie	10	20	10.00	50.00%
AVERAGES				13	16.6	3.60	19.10%



## Step 2

3. Meaningfully **engage stakeholders** to gain input that drives initiatives and produces positive outcomes. *(build trust, respect & value)*

*Action Item: Survey, Provide Opportunities to Engage*





## Step 3

4. Nurture engagement that drives success. *(develop character strengths associated with being an effective learner that will in return raise student achievement )*

**Action Item: Progress Monitoring, Assessments and Evaluation**



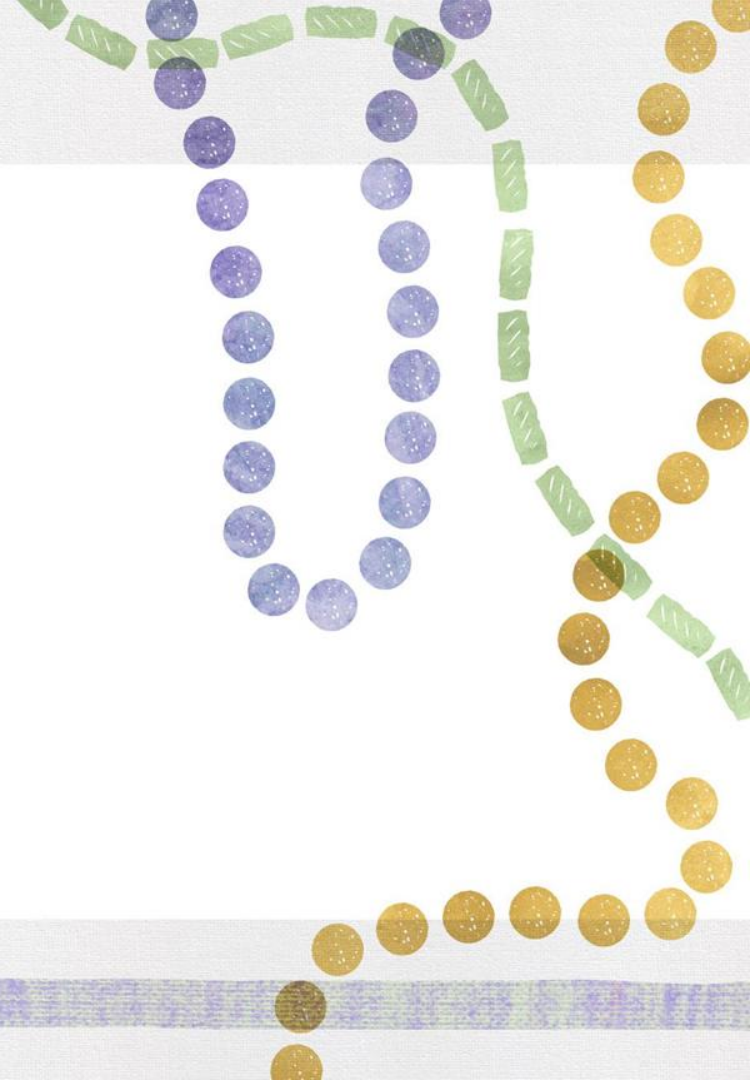
# Be Engaged.



# Professional Development Opportunity

- Teacher Leader Summit- May 25, 26 & Virtual June 1st
- Regional Training- August- Alexandria & Baton Rouge (in-person & virtual)

# Louisiana's Plan of Action





# Action Plan

- Meeting with all District Parent and Family Engagement Liaisons.
- Sending a statewide survey out to all parents by the end of April.
- Provide training at the Teacher Leader Summit and Regional Trainings in August.
- Launch Statewide Initiative “Be Engaged” in August.



# Next Steps

- Check your access to email your parents to forward survey link at the end of the month.
- Review set aside amount for Parent and Family Engagement in Title 1.
- Evaluate your program. Where are you now and where do you want to go?







# Louisiana Department of Education

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