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# Louisiana Parent and Family Engagement Initiative

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State Coordinator**

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# Somebody's Child

# Homeless Subgroup Academic Performance

Spring 2019 LEAP Results	ELA Total % Mastery	ELA Homeless % Mastery	Math Total % Mastery	Math Homeless % Mastery	Social Studies Total % Mastery	Social Studies Homeless % Mastery
3 <sup>rd</sup>	40%	29%	36%	25%	17%	9%
4 <sup>th</sup>	36%	21%	38%	22%	20%	9%
5 <sup>th</sup>	36%	22%	30%	16%	20%	12%
6 <sup>th</sup>	32%	17%	27%	14%	16%	9%
7 <sup>th</sup>	33%	19%	24%	11%	20%	10%
8 <sup>th</sup>	37%	23%	26%	13%	28%	18%
% of students @ Mastery on EOC	English I	English II	Algebra I	Geometry	U.S. History	Biology
	Total=36%	Total=34%	Total=34%	Total=34%	Total=20%	Total=19% Good
	Homeless=22%	Homeless=24%	Homeless=17%	Homeless=31%	Homeless=10%	Homeless=22% Good
2017-2018 Cohort GRAD RATE By subgroup			Overall Cohort Grad Rate	81.4%	Homeless Grad Rate	60.2%

# Objective

- Discuss purpose and impact of engagement
- Share the council's purpose
- Review federal mandates
- Share framework
- Discuss next steps

# Just Asking?

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Do you have any children or have you ever had to take care of a family member or pet? If so share 3 words to describe that experience.

# 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.

Focus on “***learner success***” as opposed to student achievement. By “*learner success*” we mean more than just student achievement as recorded in state examinations and school tests. Although important we should also be concerned with the development of character strengths, especially those attributes and skills associated with being an effective learner.

# 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.

Parents can help their child most by having regular and meaningful conversations with them, by setting high expectations and by demonstrating their own interest in and support of learning at home and at school.

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.

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. He decided to judge the success of influences relative to his scale in order to find an answer to "What works best in education?"

## 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.

# Parents Can Be Engaged By

## Six factors which affect achievement

- 1 **Expectations** - setting high and consistent standards
- 2 **Routines** - establishing ones which promote health, well-being and regular study
- 3 **Opportunity to learn** - creating a home learning environment that stimulates learning
- 4 **Support** - showing interest, giving specific praise and teaching social and learning skills
- 5 **Culture** - establishing a warm, cooperative, positive environment
- 6 **Role modelling** - demonstrating the habits of mind and behaviours of successful learners

# SEA and LEA Contributions

## Six types of Parent Engagement

### Type 1 - Parenting

Helping all families to have the basic home conditions in place including active parenting strategies and regular communication with school

### Type 2 - Communicating

Designing effective home-to-school and school-to-home communication methods which engage all parents regularly

### Type 3 - Volunteering

Recruiting volunteer parents to help in school in classes and in extra-curricular activities

### Type 4 - Learning at home

Providing good information to enable all parents to help with homework and offer other family learning activities

### Type 5 - Decision-making

Including parents in decision-making activities to build a sense of ownership including being involved in governance

### Type 6 - Collaborating with community

Finding and using resources from the wider parent community to enrich school life



LDOE



LDOE



LDOE



## 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

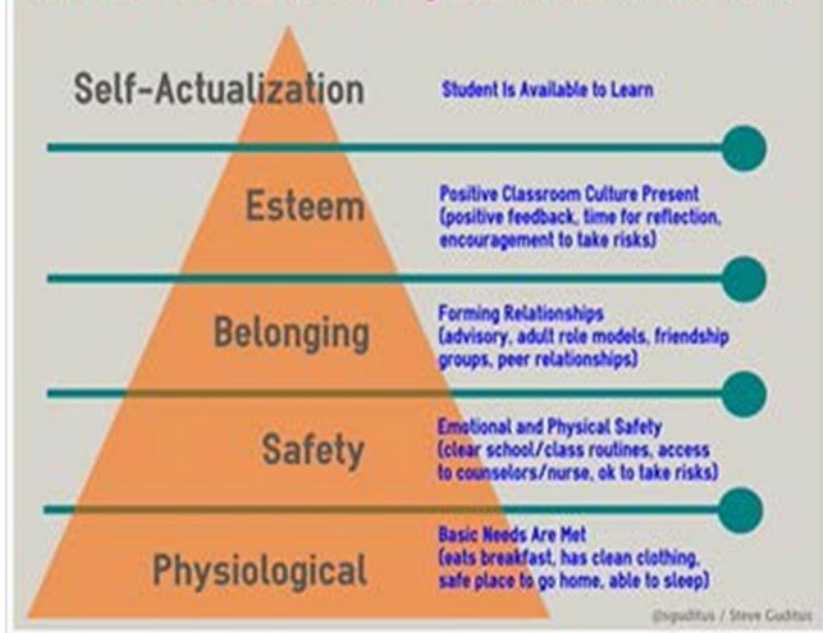
*Cohort Graduation Rate: 80% 8 out of 10 students graduate on time.*

# Be Engaged.

# Purpose

## Stabilize Maslow in order to Focus on Bloom

### Maslow's Hierarchy of School Needs



### Bloom's Taxonomy



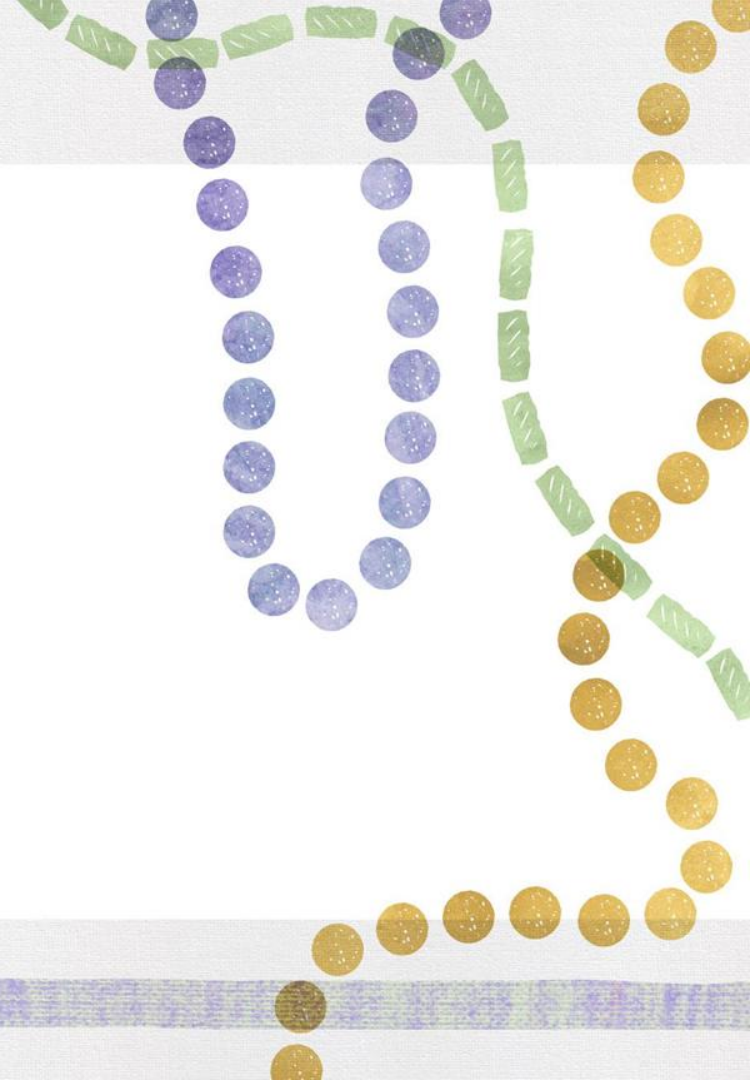
Vanderbilt University Center for Teaching

# 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 )*



# 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.

## National Standards, Goals, and Indicators 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.

**Goal 1: Creating a Welcoming Climate:** When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

- ◆ Developing personal relationships
- ◆ Creating a family-friendly atmosphere
- ◆ Providing opportunities for volunteering

**Goal 2: Building a Respectful, Inclusive School Community:** Do the school’s policies and programs reflect, respect, and value the diversity of the families in the community?

- ◆ Respecting all families
- ◆ Removing economic obstacles to participation
- ◆ Ensuring accessible programming

### Standard 2—Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

**Goal 1: Sharing Information Between School and Families:** Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

- ◆ Using multiple communication paths
- ◆ Surveying families to identify issues and concerns
- ◆ Having access to the principal
- ◆ Providing information on current issues
- ◆ Facilitating connections among families

### Standard 3—Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Goal 1: Sharing Information About Student Progress:** Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

- ◆ Ensuring parent-teacher communication about student progress
- ◆ Linking student work to academic standards
- ◆ Using standardized test results to increase achievement
- ◆ Sharing school progress

**Goal 2: Supporting Learning by Engaging Families:** Are families active participants in their children’s learning at home and at school?

- ◆ Engaging families in classroom learning
- ◆ Developing family ability to strengthen learning at home
- ◆ Promoting after-school learning

### 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.

**Goal 1: Understanding How the School System Works:** Do parents know how the local school and district operate and how to raise questions or concerns about school and district programs, policies, and activities? Do they understand their rights and responsibilities under federal and state law as well as local ordinances and policies?

- ◆ Understanding how the school and district operate
- ◆ Understanding rights and responsibilities under federal and state laws
- ◆ Learning about resources
- ◆ Resolving problems and conflicts

**Goal 2: Empowering Families to Support Their Own and Other Children’s Success in School:**

- Are parents prepared to monitor students’ progress and guide them toward their goals through high school graduation, postsecondary education, and a career?
- ◆ Developing families’ capacity to be effective advocates
  - ◆ Planning for the future
  - ◆ Smoothing transitions
  - ◆ Engaging in civic advocacy for student achievement

### 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.

**Goal 1: Strengthening the Family’s Voice in Shared Decision Making:** Are all families full partners in making decisions that affect their children at school and in the community?

- ◆ Having a voice in all decisions that affect children
- ◆ Addressing equity issues
- ◆ Developing parent leadership

**Goal 2: Building Families’ Social and Political Connections:** Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

- ◆ Connecting families to local officials
- ◆ Developing an effective parent involvement organization that represents all families

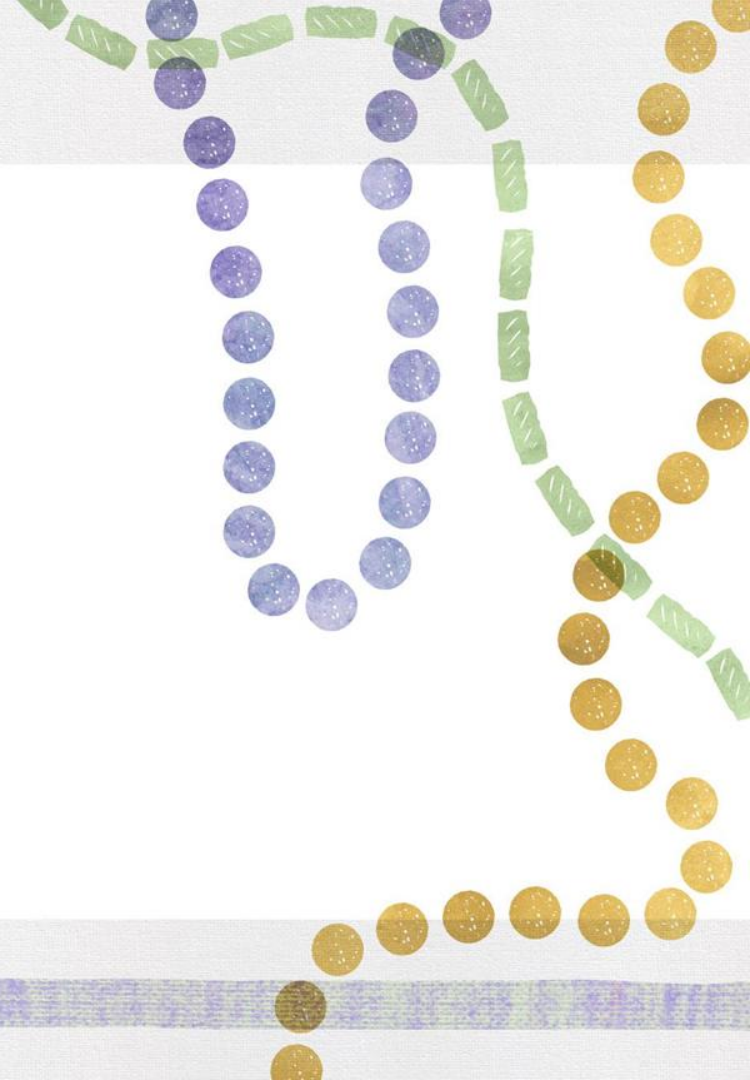
### Standard 6—Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

**Goal 1: Connecting the School with Community Resources:** Do parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community?

- ◆ Linking to community resources
- ◆ Organizing support from community partners
- ◆ Turning the school into a hub of community life
- ◆ Partnering with community groups to strengthen families and support student success

# Louisiana's Plan of Action



# Action Plan

- Meeting with all District Parent and Family Engagement Liaisons at the end of March.
- Sending a statewide survey out to all parents in April.
  1. Are you aware of the Homeless Liaison for your school who provides McKinney-Vento services for students experiencing homelessness? Yes or No
  2. During the past 30 days, where did you or your family usually sleep?
    - In the home of a friend, family member, or other persons home due to financial hardships?
    - In a shelter or emergency housing
    - In a motel or hotel
    - In a car, park, campground, or other public place
    - We do not have a usual place to sleep

*If you answered No in Question #1 or Circled any letter in Question #2, call the Homeless Hotline: 844-533-4187 for HELP.*

- Launch Initiative “Be Engaged.” Statewide in August.



## Next Steps



Introduce yourself to your parent and family engagement coordinator.

Share the CCAP Referral Information with them.



# Louisiana Department of Education

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