

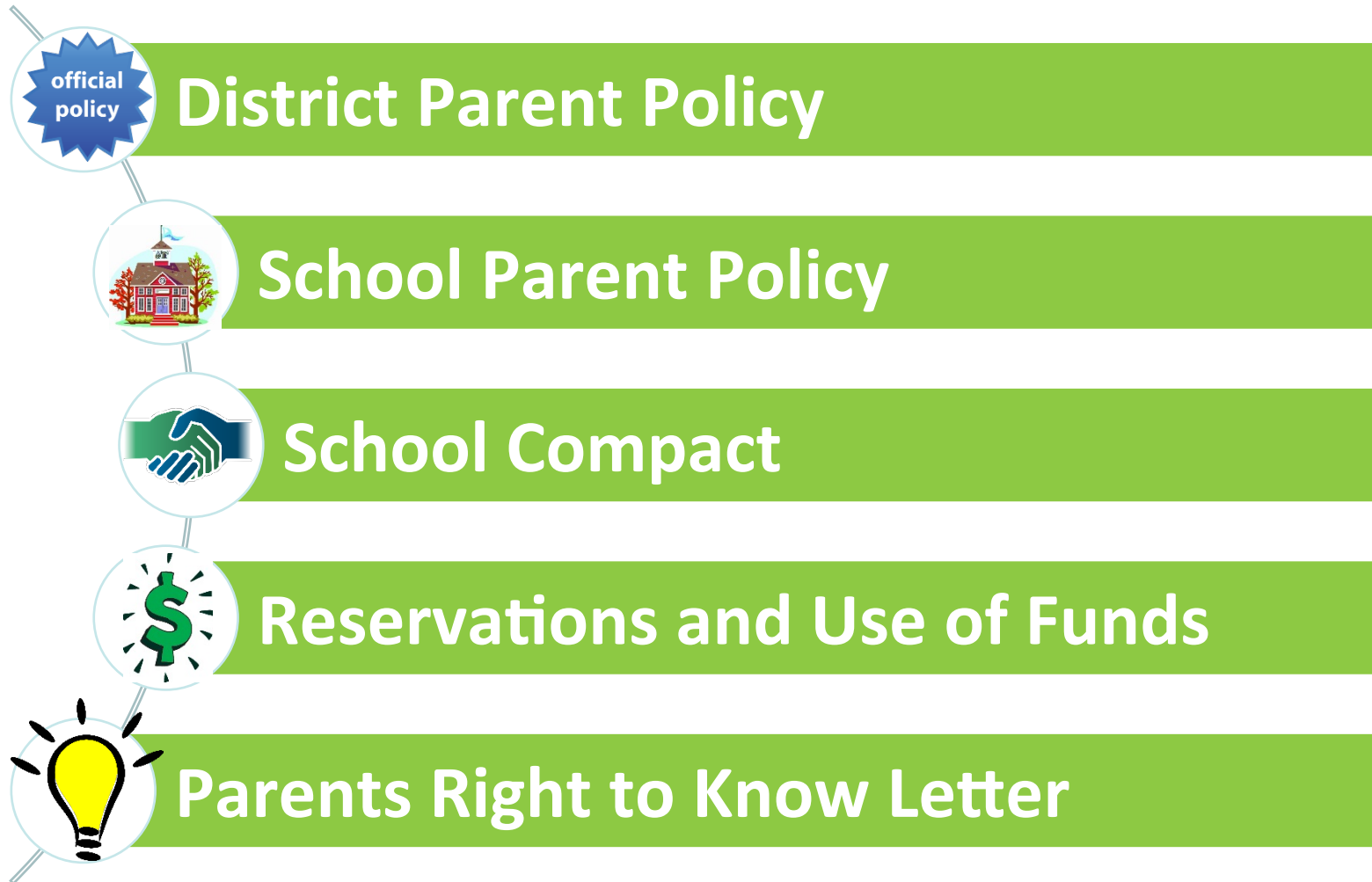
Family Engagement Under ESSA

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Agenda



A school district may receive funds under Title Part A only if it:

1. Conducts outreach to ALL students, not just Title I eligible students

2. Implements programs, activities, and procedures

3. Plans and implements meaningful consultation



District Family Engagement Policy

1. Jointly develop district plan to include district's expectations and objectives for family engagement
2. Provide coordination, technical assistance and other support to build capacity of all participating schools in planning and implementing effective activities to improve student achievement and school performance
3. Link to family engagement in other programs (Title II, III, IV)

District Family Engagement Policy

4. Annually evaluate

- Barriers to greater participation
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel
- Strategies to support successful school and family interactions

5. Improve the programs based on evaluation findings

6. Involve parents in activities of Title I schools

- These activities may include the development of parent advisory boards (PABs).
- PABs should be composed of families, district staff and other relevant stakeholders.
- The purpose of the PAB is to develop and update the policy periodically

School Family Engagement Policy

- School should jointly develop policy with parents and families of participating children.
- It should meet the following requirements:
 - Agreed on by parents
 - Applies to **all** parents and **family members**
 - Describes implementation strategies
 - Notifies parents and families of policy in understandable language
 - Made available to local community and updated periodically
- If the district policy applies to all parents/family members in schools served by the district, the district may amend that policy to meet the school family engagement policy requirement.

Additional School Requirements

1. Annual meeting
 - Explain the requirements of Title I
 - Explain the rights of parents to be involved
 - Offer flexible number of meetings
 - May provide transportation, child care with funds under Title I
2. Review and improve the program
 - Includes policy and schoolwide program plan including opportunity for parents to provide comments if plan is unsatisfactory
3. Provide the following information to parents
 - Timely information about program
 - Description and explanation of curriculum used, assessments and achievement levels of state academic standards

School Parent Compact

Outlines how parents, students and school staff will build and develop a partnership to help students achieve

1. Describes shared responsibility
2. Describes parent-teacher communications
 - Annual parent-teacher conferences at the elementary level
 - Frequent reports on student progress
 - Reasonable access to staff and volunteer opportunities
 - Two-way meaningful communication in understandable language

Build Capacity for Engagement

1. Provide assistance to help parents and families support their child's learning and healthy development outcomes
2. Educate teacher **and appropriate staff** on high-impact engagement strategies
3. Ensure information is accessible and understandable
4. Coordinate and leverage resources
5. Engage families in quality assurance of professional learning opportunities

Reservation of Funds

1. Minimum 1 percent (except for districts where grant is \$500,000 or less)
 - Districts are not limited to spending more than 1%
2. Parent and family input
3. Distribution of funds
 - Not less than 90% should be distributed to schools
4. Use of funds
 - Professional development
 - Home-based programs
 - Disseminating information
 - Collaborating with community-based organizations
 - Other activities

Parents Right to Know Letters

(A) information regarding the professional qualifications of your student's classroom teachers

(B) information on instructional paraprofessionals

(C) the assessment policies within the district.

SAMPLE: <http://www.west40isc2.com/letter/>

Paraprofessional Qualification Reminders



- Paraprofessionals can provide a copy of their high school diploma — transcripts are not necessary.
- Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:
 1. present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or
 2. hold an associate degree from a regionally accredited institution of higher education; or
 3. hold a high school diploma or a GED and pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score of 460; or
 4. hold a high school diploma or a GED and a pass the WorkKeys® assessment offered by ACT with at least a score of 4 on both the Applied Mathematics/ Applied Math section and the Reading for Information/Workplace Documents section

Parents Right to Know Letters

Placement in an English Language Development Program

- Districts must inform parents of English Learners identified for participation in an English Language Development Program.
- <https://www.isbe.net/Pages/Parent-Notification-of-Enrollment-Requirements.aspx#>

English Language Learner Outreach

Title III requires that districts implement an **effective means of outreach to parents of ELLs**.

On an ongoing basis, inform parents on how they can actively:

- Assist their children to learn English
- Achieve high levels in core academic subjects and
- Meet the state's academic content and student academic achievement standards all students are expected to meet.
- Seek parent input into the development and evaluation of the LEAs' ELL program.
- Notify parents of their right to have opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs.

Accessibility

To the extent possible, schools and districts should engage family members who have limited English proficiency, students with disabilities and those with migratory children.

ISBE FE Framework Components

Audience:

School and District Leaders, Staff and Partners

Components:

- Family Engagement Framework Overview
- Research Review
- Family Engagement Standards
- Integrating Family Engagement Matrix
- Legislative Requirements/References

The full framework is accessible at:
www.isbe.net/family-engagement

Foundational Services



****Click Here to Request Your Evaluation **** (formerly called Statewide Foundational Services Calendar)

Balanced Assessment

Continuous Improvement

ELA

Family Engagement

Math

Science

Teacher Evaluation

Low cost capacity-building trainings on family engagement for schools and district teams.

Accessible through local Regional Office of Education and Intermediate Service Centers

Need help with your evaluation? e-mail abchelp@i-kan.org

This program is fully (100%) funded by the United States Department of Education using No Child Left Behind, Title I Part A Funds through a grant from the Illinois State Board of Education, Statewide System of Support funds.

Training Offerings Include:

- Making the case for FE
- Cultural Competency
- FE Framework
- Collaborative Approach
- Assessment and Action Planning

www.foundationalservices.org

Thank You !!

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