



NAFSCE

**NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT**

Advancing Policy Webinar

ESSA: A NAFSCE Town Hall Conversation



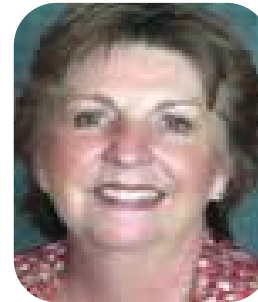
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The NAFSCE Mission & Vision

Mission: Advancing high-impact policies and practices of family, school and community engagement to promote child development and improve student achievement.

Vision: A world where family engagement is universally practiced as an essential strategy for improving children's learning, and advancing equity.

NAFSCE Communities of Practice

- Dual Capacity Framework
 - Launched first member-only participation opportunity February 2016
 - 1st Tuesday of Month from 3pm-4pm EST
 - 3 more sessions

NAFSCE Agenda

- I. NAFSCE Policy Activities
- II. ESSA impacting families of children with disabilities
- III. ESSA and a family engagement overview
- IV. Questions, Answers and Conversation

Polling Participants

What is your role?

- o Early Childhood Educator
- o K-12 Educator
- o School-based parent coordinator
- o Afterschool program staff
- o Parent leader
- o Non-profit staff
- o Government Agency staff
- o University Faculty
- o Consultant
- o Other

NAFSCE Policy Activities

- HHS/DOE Interagency Policy Council
 - Testimony
 - Comments on draft recommendations
- ESSA Legislation
 - Presentation at DOE Regional Conference
 - Comments/feedback on legislation

Polling Participants

- Have you read ESSA Legislation in its entirety or in summary ?
- Have you read about the Statewide Family Engagement Centers in ESSA Title IV?

Ensuring that Every means *EVERY* ESSA & Students with Disabilities

Presented by

Debra Jennings

Executive Co-Director | SPAN National Projects

&

Candace Cortiella

Executive Director | Advocacy Institute

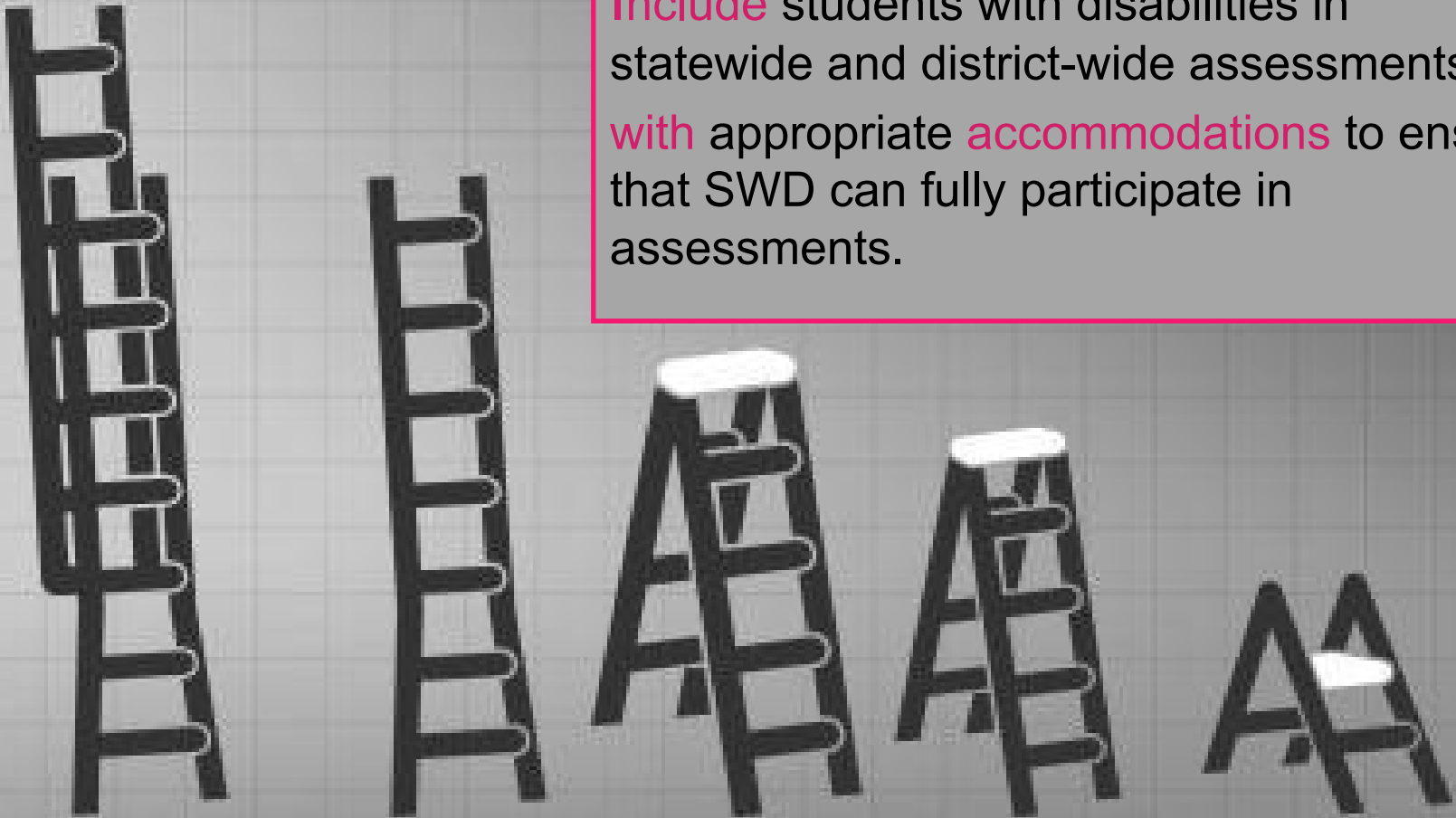
Challenging Standards



Provides that students with and without disabilities be held to *the same challenging standards*

Assessments & Accommodations

Include students with disabilities in statewide and district-wide assessments with appropriate accommodations to ensure that SWD can fully participate in assessments.



Assessment of students with most significant cognitive disabilities



- 1% cap on #of students assessed on **alternate assessments** aligned to alternate standards
- *Parents must be fully informed* of the implications as part of the IEP process

Accountability



Results for children with disabilities must be disaggregated & reported & included in decision-making identifying schools for assistance.

States will be required to develop *new state plans*.



ESSA provides for meaningful consultation, including:

Governor

State legislature

State board of education

Districts (including rural districts)

Representatives of indian tribes located in the state

Teachers

Principals

Other school leaders

Charter school leaders

Specialized instructional support personnel

Paraprofessionals

Administrators,

Other staff

and

PARENTS

**Increased State
Flexibility**

Means

***Increased Parent
Participation in
Decision-Making is
needed!***

How can your organization **support**
parents of students with disability
in being included in this
meaningful consultation?

Some resources & more to come . . .

Center for Parent Information &

Resource@SPAN: [http://www.](http://www.parentcenterhub.org/repository/essa-reauth/)

[parentcenterhub.org/repository/essa-reauth/](http://www.parentcenterhub.org/repository/essa-reauth/)

Advocacy Institute

[http://www.advocacyinstitute.
org/ESSA/SWDanalysis.shtml](http://www.advocacyinstitute.org/ESSA/SWDanalysis.shtml)

The Every Student Succeeds Act

NAFSCE Town Hall Policy Conversation

ESSA: What's in it for Parents?

Anne T. Henderson

Annenberg Institute for School Reform

NAFSCE Board Member

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 federal criteria for teacher evaluation

ESSA: P.L. 114-95

Consultation:

- **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: 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: Jointly developed; build capacity; link to FE in other programs; jointly evaluate; involve in Title I school activities, ***including a parent advisory board***. (optional)

ESSA: Family Engagement

Statewide Family Engagement Centers

- The evolution of PIRCs
- \$10 million authorized
- Leverages the capacity of culturally proficient family engagement organizations within states
- Supports development of statewide infrastructure
- Focuses on statewide TA, training and capacity building vs direct service

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, 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” but essential partners
- Both educators and families need support to collaborate
- Close parent-teacher communication and collaboration is what improves student learning

ESSA: NAFSCE Recommends

Update the old NRG:

- Incorporate high impact strategies aligned with the core principles. Move away from separate responsibilities to meaningful communication.
- Emphasize close coordination with and transition from early childhood programs.
- Integrate the Dual Capacity-Building Framework into the NRG.

ESSA: A NAFSCE TOWN HALL CONVERSATION

➤ Questions & Comments

- Online-use the hand raise feature to speak
- In person-move to an open seat with a microphone to speak
- On the phone-unmute your line by pressing *6 to speak

➤ Panel Discussion

ESSA: A NAFSCE TOWN HALL CONVERSATION



NAFSCE NETWORK MEETING Sharing Effective Practices

March 23, 2016

3:00pm-5:00pm