



Parent and Family Engagement Training

September 29, 2021

Presented By: Dr. Antiqua Hunter- State Parent and Family Engagement Coordinator
Amanda Colon- Manager of Coordinator Enrollment and Family Support

Agenda

10:00am-10:30am	Overview of the BE ENGAGED Initiative 2021 Parent and Family Engagement Survey Results	Dr. Antiqua Hunter
10:30am-11:00am	Louisiana's BE ENGAGED Birth to 12 Framework Regional Trainings LDOE's Transformation Efforts	Amanda Colon Dr. Antiqua Hunter
11:00am-11:30am	Break Out Sessions	Group 1- PimsPoints Next Steps Group 2- Early Childhood Support

Objectives

- Build capacity of participants about the BE ENGAGED Initiative
- Share the Spring 2021 Survey Results
- Provide an high-level overview of the BE ENGAGED Birth-12 Framework
- Share information about upcoming regional trainings

Louisiana Department of Education

Belief Statements

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright

Louisiana Department of Education Priorities


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.

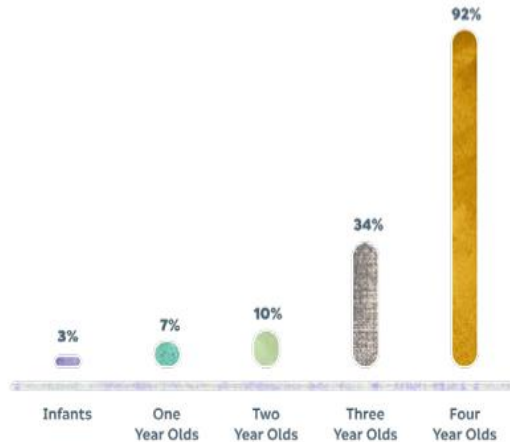
Develop and retain a diverse, highly effective educator workforce.

 **Cultivate high-impact systems, structures, and partnerships**

Early Childhood Critical Goals

1: STUDENTS ENTER KINDERGARTEN READY

2019-2020 Percent of Economically Disadvantaged Children Accessing Publicly Funded Early Childhood Programs



Kindergarteners
On or Above Level on All Literacy Assessments Combined (Fall 2020)



Asian	50%
Black	34%
Hispanic	26%
White	48%
Economically Disadvantaged (ED)	36%
English Learners (EL)	24%
Students with Disabilities (SWD)	24%

Third/Fourth Grade Critical Goals

2: STUDENTS WILL ACHIEVE MASTERY LEVEL ON THIRD-GRADE ASSESSMENTS AND ENTER FOURTH GRADE PREPARED FOR GRADE-LEVEL CONTENT

Percentage of Students On and Above Level on Literacy
(Fall 2020)



Asian	63%
Black	36%
Hispanic	35%
White	48%
ED	38%
EL	32%
SWD	28%



Asian	71%
Black	42%
Hispanic	38%
White	54%
ED	44%
EL	30%
SWD	30%



Asian	72%
Black	43%
Hispanic	36%
White	56%
ED	45%
EL	26%
SWD	29%

Percentage of Grade 3 Students Performing
at Mastery and Above on 2019 LEAP



Asian	68%
Black	31%
Hispanic	38%
White	61%
ED	37%
EL	18%
SWD	23%



Asian	75%
Black	29%
Hispanic	40%
White	57%
ED	35%
EL	27%
SWD	22%

Grade 4 NAEP Results: Percent Proficient and Above

ELA			Math		
Louisiana	National Average	Difference	Louisiana	National Average	Difference
25.7	34.3	-8.6	28.8	40.4	-11.7

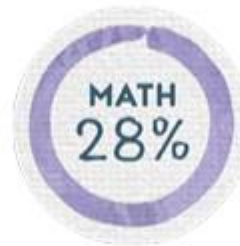
Eighth/Ninth Grade Critical Goals

3: STUDENTS WILL ACHIEVE MASTERY LEVEL ON EIGHTH-GRADE ASSESSMENTS AND ENTER NINTH GRADE PREPARED FOR GRADE-LEVEL CONTENT

PERCENTAGE OF GRADE 8 STUDENTS PERFORMING AT MASTERY AND ABOVE ON 2019 LEAP



Asian	72%
Black	32%
Hispanic	41%
White	60%
ED	37%
EL	8%
SWD	10%

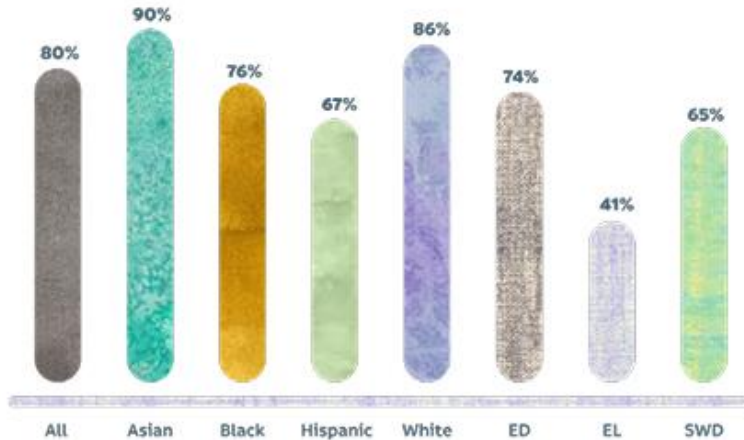


Asian	60.7%
Black	15.9%
Hispanic	23.0%
White	40.3%
ED	20.2%
EL	8.5%
SWD	5.3%

Graduation Critical Goal

4: STUDENTS WILL GRADUATE ON TIME

2019 COHORT GRADUATION RATE



BE ENGAGED

Statewide Initiative



It Takes A Village!

**We all win
through
ENGAGEMENT!**

Definition of Parent and Family Engagement

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.

Global Family Research Project: Joining Together to Create a Bold Vision for Next Generation Family Engagement (2018).

Louisiana Department of Education

Progress Made on Launching the BE ENGAGED Initiative

- Developed LDOE Parent and Family Engagement Council (LDOE team members & Parents)
- **Received approximately 26, 000 Parent responses on the LDOE PAFE Survey**
- **Developed Louisiana's BE ENGAGED Birth-12 Framework *using stakeholder* input**
- Partnered with ALL HERE to pilot the BE ENGAGED Bot which provides 24/7 mental health and tutoring services to families experiencing homelessness.
- Partnered with Louisiana Public Broadcasting (LPB) for media campaign and facilitating STEM workshops for 750 families experiencing homelessness
- **Launching PimsPoints on November 1, 2021**
- Entered a partnership with MetroMorphosis to provide TA to LEAs around the Collective Impact Theory.
- **Hosting 3 Regional Trainings for PAFE Coordinators and EC Lead Agencies**



2021 Parent and Family Engagement Survey Results

Survey Description

In Spring 2021, the Family Engagement Survey was administered online to understand family needs and how best to support them. The initial survey, based on the [PTA National Standards for Parent-School Partnerships](#) gathered feedback at the school system level. The survey was administered in English, Spanish, Chinese, Arabic and Vietnamese.

The 34 question survey was designed to gather participant feedback on a family's interactions with their child's school, in the following areas:

- Providing a welcoming environment;
- Collaborating to support student learning;
- Communicating effectively;
- Sharing power and advocacy; and
- Involving community partners.

Demographic Information

Participants with child(ren) attending a traditional public school or a charter school

	English is home language	English as Second Language	Total
Traditional School System	23215	808	24,023
Charter	1692	33	1,725
			25,748

Demographic Information

Enrolled in a Publically Funded Child Care Program or the K-12 School System			
Number of Children in Home	English is Home language	English as Second Language	Total
1	11,735	283	12,018
2	8,537	203	8,740
3	3,094	85	3,179
4	853	26	879
5 or more	339	14	353

Questions 1-8

Internal

	Agree	Strongly Agree	Disagree	Strongly Disagree	Neutral	Inconsistent Between Schools
1. In my child's/children's school, the staff build positive relationships with families.	8005 ESL-342	9079 ESL-330	1624 ESL-13	1301 ESL-34	4104 ESL-125	829 ESL-9
2. When I walk into my child's/children school, I feel welcome.	8592 ESL-346	9230 ESL-353	1230 ESL-11	977 ESL-30	4238 ESL-110	624 ESL-6
3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	8748 ESL-360	7529 ESL-249	2434 ESL-36	1626 ESL-32	3986 ESL-161	565 ESL-10
4. The school offers an easy-to-navigate website with meaningful information.	9862 ESL-397	7017 ESL-306	2216 ESL-20	1124 ESL-23	4400 ESL-96	286 ESL-7
5. School staff listens to my concerns.	9136 ESL-350	8361 ESL-313	1637 ESL-23	1233 ESL-27	4007 ESL-134	532 ESL-8
6. I'm provided understandable data on my child's progress.	9744 ESL-350	8735 ESL-390	1764 ESL-15	1216 ESL-28	3025 ESL-68	448 ESL-4
7. In my child's school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	8438 ESL-342	9162 ESL-397	2167 ESL-26	1519 ESL-29	2958 ESL-58	686 ESL-5
8. I'm provided clear information about policies, programs, improvement efforts and events.	9939 ESL-382	8437 ESL-316	1714 ESL-21	1103 ESL-28	3286 ESL-98	418 ESL-7

Questions 9-15

Internal

	Agree	Strongly Agree	Disagree	Strongly Disagree	Neutral	Inconsistent Between Schools
9. The school staff consults me before making important decisions about my child's education.	8730 ESL-351	7626 ESL-352	2276 ESL-19	1450 ESL-28	4430 ESL-94	388 ESL-9
10. If my child receives additional supports, I am provided with information about these supports.	8906 ESL-374	7433 ESL-319	1691 ESL-23	1018 ESL-28	5376 ESL-99	316 ESL-3
11. The school staff keeps me well informed about how my child is doing in school.	8716 ESL-331	7954 ESL-352	2560 ESL-43	1590 ESL-33	3430 ESL-88	658 ESL-5
12. I have a good working relationship with school staff in which we solve problems together.	8261 ESL-320	7616 ESL-222	2048 ESL-45	1336 ESL-26	5018 ESL-226	613 ESL-7
13. I'm provided useful information about how to support my child's learning.	8824 ESL-352	7283 ESL-310	2568 ESL-30	1483 ESL-33	4243 ESL-119	479 ESL-7
14. The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	7449 ESL-334	5439 ESL-188	2945 ESL-36	1692 ESL-26	6848 ESL-245	445 ESL-3
15. The school helps my family connect with community resources that we need.	7482 ESL-331	5337 ESL-184	2681 ESL-60	1596 ESL-27	7399 ESL-226	306 ESL-11

Takeaways from the LDOE Partnership Questions

The Department is committed to meaningfully engaging stakeholders to gain input that drives strategies. The partnership survey questions yielded the following results:

1. Parents would like access to learning materials and resources to support their child's literacy development.
2. Most parents would prefer that their child receive tutoring during school hours or before/after school.
3. Parents would like to be more informed about high schoolers options based on their plans for life after high school.
4. Top 3 resources that parents rely on for school information are the school's website, child's teacher and social media.
5. Emphasis should be placed on building parent's capacity to advocate for their child(ren).
6. Parents should be more informed about the financial status of their local education agencies.

Special Attention:

1. Has a copy of your child's academic goals been shared with you? (10,379 replied **No**)
2. Have you had an opportunity to provide feedback on your child's school or school system improvement plan? (14,068 replied **No**)

Question 34-Open-Ended 10,382 responses

Internal

Question: What would make a school-related visit a positive experience for parents?

COMMUNICATION

Communication/ Collaboration	3291	Updates on Child's Performance	999	Curriculum (what's being taught)	513	Clearer Vision and Mission of School	109
-flexible conference times -parents on panels -improve between district leaders, principals. Teachers, parents	32%	-Academic Goals, -Progress made/positive feedback - Reduce focus on test prep and amount of testing	10%	-do away with Common Core -SPED/IEPs -Enrichment -Gifted	5%		1%

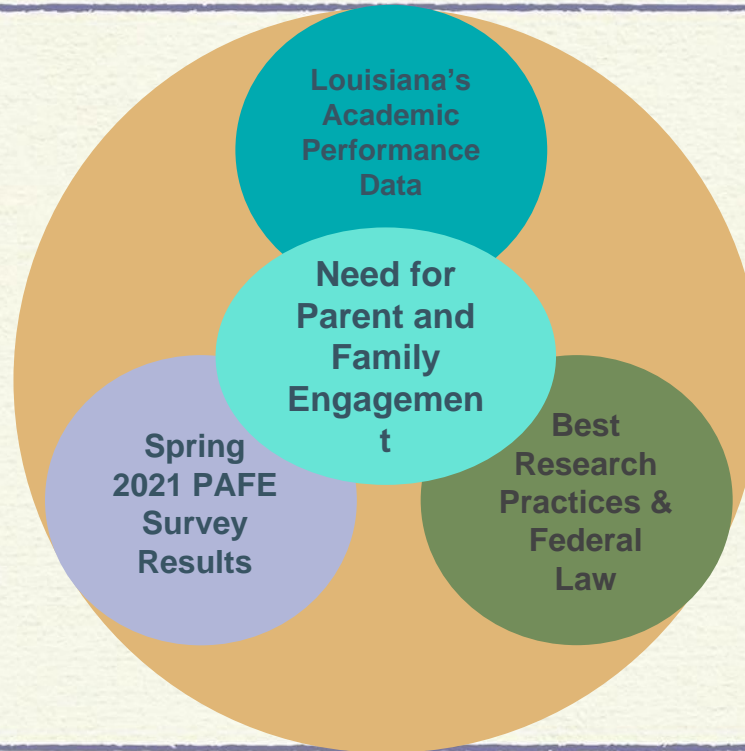
RELATIONSHIPS

Climate of Building	2769	Diversity of Staff	66	Address Race and Stereotypes	21	Student Behavior	60	Counselin g	105
-friendly staff (principal, secretaries, teachers) -staff needs to care about students -improve relationships with students, families -positive atmosphere -positive attitudes	27%	-diverse teachers -bilingual staff	1%		0%	-stop bullying -suspension rates -discipline	1%	-support students -support staff	1%

SCHOOL OPERATIONS

COVID-19	338	School Improvements	123	Extracurricular Activities for Parents and Students	301	Encourage Parental Engagement	1687
-improve protocols -virtual learning not working -return to on campus -more guidance needed -change school start times	3%	-update facilities -better security -transportation/busing -smaller class sizes -get rid of uniforms -increase teacher pay	1%	-Hold Award Ceremonies -Provide Student Leadership Roles	3%	-on campus visits, in class visits	16%

The Launch of the Statewide Initiative



BE ENGAGED Birth-12 Statewide Initiative



Bring awareness to the importance of parent and family engagement.



Meaningfully engage stakeholders to gain **INPUT** that drives initiatives.



Construct platforms that **ignites engagement** from the state level administration to the classroom



Cultivate engagement engagement that **ENERGIZES LEARNER SUCCESS.**

Louisiana's *Be Engaged* [one pager](#)



Louisiana's BE ENGAGED Birth to 12 Framework

Development of Engagement Framework



- Used parent and family feedback from statewide Parent and Family Survey
 - Approximately 26,000 parents and families responded
- Developed state-level Parent and Family Engagement Council
 - LDOE representatives
 - Parents
- Incorporated stakeholder input
 - Parent and Family Engagement Council
 - 2021 Parent and Family Survey
 - 2021 Early Childhood Family Engagement Stakeholder Committee

BE ENGAGED Birth to 12 Framework Overview

Family Engagement is one of the most powerful predictors of social-emotional development, educational attainment and success in school and life for children and youth. (Global Family Research Project, 2018).

The Louisiana Department of Education believes that those closest to children (parents, families and communities) drive decision making. This belief prompted the creation of the Be Engaged, Birth-12 Framework that would be inclusive of the most influential stakeholders. It is a comprehensive approach that is designed to narrow educational achievement gaps through high-quality family and community engagement.

The development of Louisiana's Be Engaged Birth-12 Framework combines research and best practices and begins with developing engagement platforms for families whose educational journey starts with the early childhood community networks and transitions to school systems for grades K through 12.

This Framework is designed to provide **guidance to support families through the educational experience**. There are six overarching themes.

Priorities and Focus Areas

PRIORITY ALIGNMENT

- Cultivate high-impact systems, structures, and partnerships.
- Remove barriers and create equitable, inclusive learning experiences for all children.

FOCUS AREA

- Communication and guidance for family engagement and support
- School choice for students and families

Family engagement is not an initiative, it's a culture - a belief system.

It is never about doing more but about doing what we already do - only differently.

-Dr. Steven Constantino

Six Themes of Engagement



Cultivating Relationships



Implementing Meaningful Communication



Supporting the Success of All Children



Supporting Families as Advocates



Sharing Power and Decision Making



Collaborating with Community Partners

Early Childhood Goals



Goal 1: Family Well-being

Goal 2: Positive Parent-Child Relationships

Goal 3: Families as Lifelong Educators

Goal 4: Families as Learners

Goal 5: Family Engagement in Transitions

Goal 6: Family Connections to Peers and Community

Goal 7: Families as Advocates and Leaders

K-12 Standards

The PTA National Standards for Family-School Partnerships provide local education agencies and schools with guidance in implementing evidence-based practices for meaningful family, school and community collaborations.

K-12 Standard 1: Welcoming All Families

K-12 Standard 2: Communicating Effectively

K-12 Standard 3: Supporting Student Success

K-12 Standard 4: Speaking Up for Every Child

K-12 Standard 5: Sharing Power and Decision Making

K-12 Standard 6: Collaborating with Community









Birth-12 Alignment of Goals and Standards

Engagement
Theme



Early Childhood
Goal



 Cultivating Relationships Effective change happens best when intentional relationships are established which foster shared experiences.		
EC GOAL 2: POSITIVE PARENT-CHILD RELATIONSHIPS	EC GOAL 3: FAMILIES AS LIFELONG EDUCATORS	K-12 STANDARD 1: WELCOMING ALL FAMILIES
 Implementing Meaningful Communication Regular two-way communication delivers real social value and increases chances of achieving intended outcomes.		
EC GOAL 2: POSITIVE PARENT-CHILD RELATIONSHIPS	EC GOAL 3: FAMILIES AS LIFELONG EDUCATORS	K-12 STANDARD 2: COMMUNICATING EFFECTIVELY
 Supporting the Success of All Children Taking an integrated approach to focus on the “whole child” is necessary to ensure that all children develop to their full potential.		
EC GOAL 1: FAMILY WELL-BEING	EC GOAL 2: POSITIVE PARENT-CHILD RELATIONSHIPS	K-12 STANDARD 3: SUPPORTING STUDENT SUCCESS
 Supporting Families as Advocates Families should be equipped with knowledge that enables them to enhance and drive policy, practice and system transformation.		
EC GOAL 4: FAMILIES AS LEARNERS	EC GOAL 7: FAMILIES AS ADVOCATES AND LEADERS	K-12 STANDARD 4: SPEAKING UP FOR EVERY CHILD
 Sharing Power and Decision Making All family voices should be heard and reflected in school planning, practices and decision making.		
EC GOAL 7: FAMILIES AS ADVOCATES AND LEADERS	EC GOAL 5: FAMILY ENGAGEMENT IN TRANSITIONS	K-12 STANDARD 5: SHARING POWER AND DECISION MAKING
 Collaborating with Community Partners Organizations in the school community such as: churches, businesses and nonprofit groups should be provided with opportunities to share expertise, resources and responsibility for student outcomes.		
EC GOAL 3: FAMILIES AS LIFELONG EDUCATORS	EC GOAL 6: FAMILY CONNECTIONS TO PEERS AND COMMUNITY	K-12 STANDARD 6: COLLABORATING WITH COMMUNITY

K-12 Standard





Regional Trainings

Regional Trainings

The Department invites parent coordinators, early childhood professionals to attend the 2021 Be Engaged Birth-12 Engagement Regional Trainings.

- Learn all the latest news pertaining to parent, family, and community engagement for school systems, community networks, and families.
- Hear about high-quality strategies to implement.
- Meet with the State Department of Education Engagement Team to get your questions answered.

Date	Where	Sessions	
10/18/21	Bossier	G1: 8-12:00pm 1-3:00 pm	G2: 10:00am-12pm 1-5:00pm
10/19/21	Virtual	10:00am-12:00pm 1:00pm-5:00pm	
10/20/21	Lafayette	G1: 8-12:00pm 1-3:00 pm	G2: 10:00am-12pm 1-5:00pm
10/21/21	Virtual	10:00am-12:00pm 1:00pm-5:00pm	
10/22/21	E. Baton Rouge	G1: 8-12:00pm 1-3:00 pm	G2: 10am-12pm 1-5:00pm
10/23/21	Virtual	10:00am-12:00pm 1:00pm-5:00pm	

Registration link will be published in the Weekly Public and Charter School Newsletter, and Early Childhood Connection Newsletter.

Registration will open Tuesday, October 5, 2021



Additional Transformation Efforts

Federal Mandates

Every Student Succeeds Act ESEA/ESSA mandates Parent and Family Engagement – The participation of parents in regular, two-way, and meaningful communication involving students' academic learning and other school activities, including ensuring: that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents 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.

The school system complies with parental **notification requirements**. ESSA Sec. 1111(h)(6); ESEA Sec. 1112 (e)(1)(A); ESEA Sec. 1112(e)(1) (B)(i); ESEA Sec. 1112(e)(1)(B)(ii)

The school system develops and distributes the required **Parent and Family Engagement Policy**. ESSA Sec. 1116(a)(2)(A)-(F)

Each Title I school in the school system develops and distributes the required **School Parent and Family Engagement Policy**. ESSA Sec. 1116(b)&(c)(3)

Each Title I school in the school system develops, **jointly with parents, a school-parent compact** which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. ESSA 1116(d)

The school system and Title I schools carry out **capacity building activities** to ensure effective involvement and partnerships among the school, parents, and the community to improve student academic achievement. ESSA Sec. 1116(e)&(f)

The school system **involves parents in making decisions** about the use of the Title I parent and family engagement set-aside. ESSA Sec. 1116(a)(3)(A)(B)(C)&(D)



Super App

2022-2023 Super App Revisions for Title I Part A: Parent and Family Engagement

Current Questions for 2021-2022	New Questions for 2022-2023
1. Provide a description of how the district provides all families with the opportunity to offer input on and evaluate its parent and family engagement policy .	1) Describe the process for soliciting input from a diverse group of families/parent leaders (including parents of English Learners and Students with disabilities) to provide input on the development or evaluation of the current parent and family engagement policy .
	2) Please provide examples of changes that were made to the parent and family engagement policy based on the input received from families/parents.
2. Provide a description of how the district provides all families with the opportunity to provide input on the development of the school improvement plan ?	3) Describe the process for soliciting input from a diverse group of families/parent leaders (including parents of English Learners and Students with disabilities) to provide input on the development or evaluation of the Schoolwide Improvement Plan .
	4) Please provide examples of changes that were made to the Schoolwide Improvement Plan based on the input from families/parents.
3. Provide a description of how the district provides all families at least annually with a description and explanation of the schools' curricula, assessments used to measure progress, and the achievement levels of state standards .	5) Describe how schools provide all families at least annually with a description and explanation of the schools' curricula, assessments used to measure progress, and the achievement levels of state standards.
	6) Describe the process for offering or connecting families/parents to training on analyzing performance data, policies or use of the curriculum and assessments.



BREAKOUT SESSIONS

Let's Build Transformative Partnerships!

It Takes A Village!

*We all win through
ENGAGEMENT!*



Breakout Groups

Early Childhood Breakout Group: Lead Agency Representatives and Head Start Directors

Breakout Zoom Link: <https://us02web.zoom.us/j/89232168861?pwd=bWpHZVJ6THRdWW9uYWNPbG1PL2c0Zz09>

Meeting ID: 892 3216 8861

Passcode: 67rG6G

K-12 Breakout Group: Parent and Family Engagement Coordinators

Stay on this webinar to begin the breakout session



Breakout Session for Parent and Family Engagement Coordinators



Monitoring Title I Part A

Aligning Program with Preparation for Monitoring

- LDOE assesses every LEA every 3 years. (18-19, 19-20, 20-21)
- Types of evaluations: self assessment, desk review, or onsite review
- Level of review determined by LEA's score on the ESSA Monitoring Selection Rubric

Risk 1- Academic Achievement

Risk 2- State Assessment- ELA Percentile Change

Risk 3- State Assessment- Math Percentile Change

Risk 4- Program Compliance

Low Risk - (78-100 percent)	LR
Moderate Low Risk - (50-77 percent)	MLR
Moderate High Risk - (23-49 percent)	MHR
High Risk - (0-22 percent)	HR

Tips:

- Do not evaluate the program by yourself .
- Conduct the self assessment and use it to self correct before the LEA is monitored.
- Ensure that LEA is implementing best practices in the BE ENGAGED Birth-12 Framework.

Transformation Effort

LDOE is committed to ensuring that every LEA is equipped with necessary tools to be successful when selected for monitoring.

- 1) Revamp the [Family Support Toolbox Library](#)
- 2) Provide LEAs with sample copies that the LDOE's monitoring team currently utilizes by Friday, October 8th.
- 3) Work to develop our own state templates.



PimsPoints Training

What is PimsPoints?



The advertisement features a circular logo at the top with the text 'ENGAGING PARENTS, FAMILIES & COMMUNITIES' around a central icon of a balance scale and a book. Below the logo, the text 'BE ENGAGED.®' is prominently displayed, followed by 'Parent, Family, and Community Engagement Initiative'. Two yellow callouts say 'Earn points!' and 'Get rewards!'. A woman is shown smiling while using a smartphone. A circular inset shows a hand holding a smartphone displaying the app's interface. Below this, it says 'Download the PimsPoints App TODAY!' with 'App Store' and 'Google Play' download buttons. At the bottom, it says 'We all win through ENGAGEMENT!' and 'Powered by PimsPoints', with the 'DEPARTMENT of EDUCATION Louisiana Believes' logo.

ENGAGING PARENTS, FAMILIES & COMMUNITIES

BE ENGAGED.®

Parent, Family, and Community Engagement Initiative

Earn points! Get rewards!

Download the PimsPoints App TODAY!

Download on the App Store GET IT ON Google Play

We all win through ENGAGEMENT!

Powered by **PimsPoints**

DEPARTMENT of EDUCATION
Louisiana Believes

PimsPoints

- ✓ Notification System
- ✓ Reward System for Parents
- ✓ Ignites community participation with local businesses which will provide coupons for points in App
- ✓ Manages and Schedules Events
- ✓ Manages and incentivizes parent feedback on surveys and polls (*points awarded*)
- ✓ Manages document sharing and electronic signature verification (*points awarded*)
- ✓ Provides Engagement Activities aligned to State Standards (*points awarded*)
- ✓ COVID-19 Safe (*allows face-to-face interaction to be optional*)
- ✓ Multi-Level Administration and Access
- ✓ Provides Reports (participation in events, attendance, % of survey participation, school, district and state reports)
- ✓ 2 way communication via phone or computer (parents can receive and respond to messages to sender)
- ✓ 143 languages translated in parent portal

Business Community Script

Parent and Family Engagement Coordinators may use the language to gain community participation

My name is _____. I am the Parent and Family Engagement Coordinator for (LEA name). On behalf of Louisiana Department of Education and LEA name we would like to present (Business Name) with an opportunity to partner with the State of Louisiana in launching our new “BE ENGAGED” statewide parent and family engagement initiative!

The objective of the BE ENGAGED initiative is to increase parent and family engagement statewide as it is of the #1 contributing factors in increasing student achievement according to recent research. The BE ENGAGED initiative is powered by an innovative technology called PimsPoints. PimsPoints rewards parents points simply for using the app to engage in their child’s education, to receive notifications, as well as general information. **Parents can exchange the points they earn for being engaged for digital rewards/coupons that are provided by the business communities.** Your partnership in this statewide effort will benefit the thirty-five percent of all children in our state that live in households with unsecured employment and the 29% that live in poverty.

I would like an opportunity to meet with you and your team to discuss the opportunity in detail. Do you have a date and time available? You can email me at _____. This is a huge opportunity to support student achievement and market your brand directly to K-12 parents. Thanks in advance

Regional Training Schedule

Registration Opens Tuesday, October 5, 2021

Registration links will appear in Tuesday School System Newsletters

Date	Location	Schedule		Capacity
Monday, Oct. 18	Bossier Instructional Center 2719 Airline Drive Bossier City, LA 71111	PimsPoints Training	BE ENGAGED Training	Comp Lab- 30/30 Large room- 125
		Group 1 8:00am-12:00pm	Group 2 10:00am-12:00noon	
		LUNCH Group 1 & 2 12:00noon-1:00pm		Register- 30 for Pims AM & 30 PM Register-125 for Be Engaged
		Group 2- 1:00pm- 5:00pm	Group 1 1:00pm-3:00pm	
Tuesday, Oct. 19	VIRTUAL	10:00am-12:00noon- BE ENGAGED Training 12:00-1:00pm- LUNCH 1:00-5:00pm- PimsPoints		
Wednesday, Oct. 20	David Thibodaux STEM Magnet Academy 805 Teurlings Drive Lafayette, LA 70501	PimsPoints Training	BE ENGAGED Training	Comp Lab- 25/25 Large room- 100
		Group 1 8:00am-12:00pm	Group 2 10:00am-12:00noon	
		LUNCH Group 1 & 2 12:00noon-1:00pm		Register- 25 for Pims AM & 25 PM Register-100 for Be Engaged
		Group 2- 1:00pm- 5:00pm	Group 1 1:00pm-3:00pm	
Thursday, Oct. 21	VIRTUAL	10:00am-12:00noon- BE ENGAGED Training 12:00-1:00pm- LUNCH 1:00-5:00pm- PimsPoints		
Friday, Oct. 22	Professional Development Center 3000 N. Sherwood Forest Drive Building C Baton Rouge, LA 70814	PimsPoints Training	BE ENGAGED Training	Comp Lab- 24/24 Large room- 100
		Group 1 8:00am-12:00pm	Group 2 10:00am-12:00noon	
		LUNCH Group 1 & 2 12:00noon-1:00pm		Register- 24 for Pims AM & 24 PM Register-200 for Be Engaged
		Group 2- 1:00pm- 5:00pm	Group 1 1:00pm-3:00pm	
Monday, Oct. 23	VIRTUAL	10:00am-12:00noon- BE ENGAGED Training 12:00-1:00pm- LUNCH 1:00-5:00pm- PimsPoints		

Materials Needed for PimsPoints Regional Training

All Parent and Family Engagement Coordinators are asked to bring the following for a successful training:

- ☐ Laptops as a backup
- ☐ Teacher Rosters
 - 1 per school (will need school name, teacher's first and last name & email address)
 - (digital copy should be emailed by 10/8 to mehul.shah@pimspoints.com) If there any changes between 10/8 and training, please bring that information with you to training or send an email with changes.
- ☐ Be prepared to verify LEA and School Contact and location information
 - This includes Parent Engagement Coordinator information for each local school in the district (if available).
- ☐ Calendar of events/activities/dates and times
- ☐ Documents (no signatures required) example: flyers
- ☐ Documents (signatures required) example: Parent Compact
- ☐ Survey/ Polls- questions to set up
- ☐ A list of any rewards/coupons to place in merchant portal for participants to exchange for points

Be prepared to bring school retractable banners back to your LEA and disseminate them.

Next Steps

- ☐ Register for the Regional Training and secure transportation to **transport banners back to your LEA.** *(15 LEAs LDOE will make special arrangements- more than 20 schools)*
- ☐ Identify a Parent and Family Engagement Coordinator for each school in your LEA.
- ☐ Meet with the parent(s) and explain the initiative. Explain duties and responsibilities of the position and share the BE ENGAGED Framework.
- ☐ Invite them to attend one of the **virtual trainings** during the road show.
- ☐ At the regional training, MetroMorphosis will build capacity on Collective Impact and assist with developing a plan of action to implement strategies in the BE ENGAGED Framework.
- ☐ Collect Teacher Roster information and email list to mehul.shah@pimspoints.com by 10/8.
- ☐ Gather all other documents for training.

See you October 18-25th at the Regional Trainings!

Let's Build Transformative Partnerships!

It Takes A Village!

*We all win through
ENGAGEMENT!*





BREAKOUT GROUP

Early Childhood BE ENGAGED Framework

Early Childhood Breakout

Believe! Ensuring Readiness

This [*Believe! Early Childhood Planning Guide*](#) outlines activities and funding opportunities for early childhood community networks to develop plans and partnerships to ensure that Louisiana achieves the following:



- **Strengthens the child care system** to meet the needs of all families and support the stabilization of the child care sector.
- **Expands supply of and access to high-quality early childhood** options for families and to identify opportunities to sustain that expansion long-term.
- **Prepares and supports teachers** to lead classrooms and provide high-quality interactions that meet the developmental needs of children every day.
- **Empowers families** to access tools and resources to support their children's development.

2021 Early Childhood Family Engagement Stakeholder Committee

Committee Goals

1. Develop and implement a parent, family, and community engagement framework that actively seeks feedback from families, early childhood professionals, and communities
2. Ensure a system of support for early care and education providers as they implement family engagement strategies to support family well-being and the development of all children.
3. Build a family engagement framework that is applicable for diverse communities and program partners.

Committee Member Affiliations

- 52% - Early Childhood Professionals
- 30% - Parents and families
- 13% - Louisiana Department of Health representatives
- 2% - Arts charter school representative
- 2% - Local government representative

Early Childhood Breakout

Stakeholders Share

Stakeholders asked for a comprehensive framework with

- researched-based strategies and goals that would drive outcomes for children *and* families
- defined of roles and balanced partnership (e.g., state agencies, educational systems, community partners, educators, and families)
- resources, guidance, professional development, researched-based strategies

Parents and families shared

- *“Defining what partnership and engagement is and creating that together.”*
- *“Shared responsibility, shared decision making, not making assumptions, and families identifying their needs”*
- *“Having a seat at the table--you can't make decisions without the parents providing input”*



Early Childhood Breakout

Guiding Principles

Families, educators, community partners, educational systems, and state agencies are a part of an interdependent group responsible for ensuring that every child has the opportunities needed to be successful.

During the framework review process, stakeholders agreed upon four guiding principles

- employ a strengths-based approach;
- use culturally and linguistically responsive practices;
- ensure the use of relationship-based strategies; and
- plan to address barriers to access and equity using intentional strategies.

Early Childhood Breakout

Definition of Parent and Family Engagement

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.

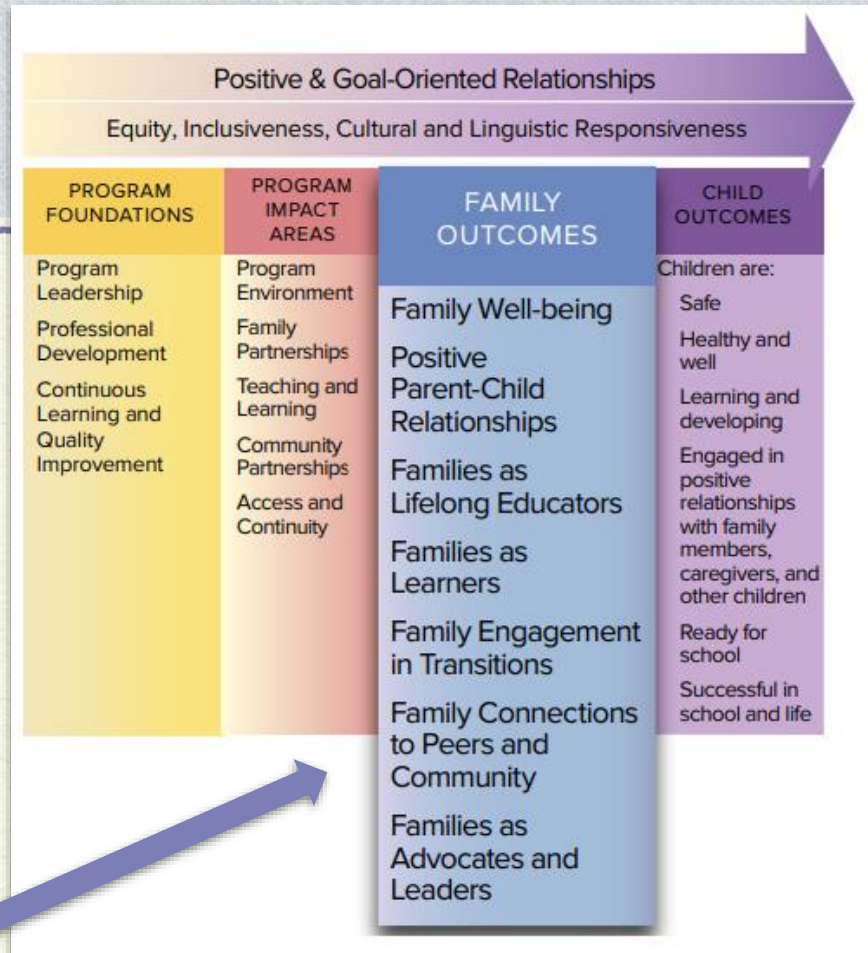
Global Family Research Project: Joining Together to Create a Bold Vision for Next Generation Family Engagement (2018).

Early Childhood Breakout Stakeholder Revisions

During the feedback process, the committee suggested to

- rename the seven family goals that promote positive child outcomes to Early Childhood Goals, and
- combine Program Foundations and Program Impact Areas into one category called Strategies.

Child Outcomes are considered the overarching objective that the Early Childhood Goals and Strategies support.



Early Childhood Goals



Goal 1: Family Well-being

Goal 2: Positive Parent-Child Relationships

Goal 3: Families as Lifelong Educators

Goal 4: Families as Learners

Goal 5: Family Engagement in Transitions

Goal 6: Family Connections to Peers and Community

Goal 7: Families as Advocates and Leaders

Early Childhood Breakout

Strategies to Support Goals and Outcomes

The Strategies are program practices and high-quality family engagement practices that support family goals and child outcomes.

The eight strategies are necessary for planning, implementing and monitoring for continuous improvement.

Strategy 1: Program Leadership

Strategy 2: Professional Development

Strategy 3: Continuous Learning and Quality Improvement

Strategy 4: Program Environment

Strategy 5: Family Partnerships

Strategy 6: Teaching and Learning

Strategy 7: Community Partnerships

Strategy Access and Continuity

Early Childhood BE ENGAGED Birth-5

Family Engagement Goals

1. Family Well-being
2. Positive Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections to Peers and Community
7. Families as Advocates and Leaders

Strategies

1. Leadership
2. Professional Development
3. Continuous Learning and Quality Improvement
4. Environment
5. Family Partnerships
6. Teaching and Learning
7. Community Partnerships
8. Access and Continuity

Child Outcomes

Children are:
Safe, Healthy and well,
Learning and developing,
Engaged in positive
relationships with others
family members caregivers,
and other children,
Ready for School, and
Successful in school and life

Early Childhood Breakout

Regional Trainings

*Early childhood representatives should registration for the BE ENGAGED training. The link will be published in the [Early Childhood Connection Newsletter](#). **Registration will open October 5, 2021***

Date	Where	Agenda	Sessions
10/19/21	Virtual	10-12:00 p.m. BE ENGAGED Training 12:00-1:00 p.m. <i>LUNCH</i> 1-5:00 p.m. PimsPoints	10-12:00 p.m. 1-5:00 p.m.
10/21/21	Virtual		10-12:00 p.m. 1-5:00 p.m.
10/23/21	Virtual		10-12:00 p.m. 1-5:00 p.m.

Early Childhood Breakout

Next Steps

State	Local	Site
<ul style="list-style-type: none">- Provide training on new framework- Build capacity at state and local levels for high-quality family engagement- Develop implementation resources and tools	<ul style="list-style-type: none">- Attend training and review framework- Assess current family engagement programs, policies, and processes- Gather and analyze current data used to measure family engagement	<ul style="list-style-type: none">- Review the framework- Assess current family engagement practices

Next Steps



- Plan to attend virtual regional training
- Review the BE ENGAGED Birth-12 Framework
- Gather data and information about current family engagement programs, policies, and strategies