

Key Components of an Approved FACE Plan

ADE - DESE - PSA Spring 2020



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

Vision

The Arkansas Department of Education is transforming Arkansas to **lead the nation** in **student-focused** education.

Mission

The Arkansas Department of Education provides **leadership, support, and service** to schools, districts, and communities so every student graduates prepared for **college, career, and community engagement**.

Family and Community Engagement in Arkansas

FACE Planning Process

From Compliance to Excellence

“Tell me and I forget.

Teach me and I remember.

Involve me and I learn.”

An ***EXCELLENT*** Plan:

- Is simple yet descriptive enough that a new coordinator/facilitator could pick up where you left off
- Values engaging *all* voices in decision-making
- Addresses every required component
- Aligns to District/School Improvement Goals
- Honors the Arkansas FACE Essentials
- Identifies needs related to analyzed data
- Changes in response to identified needs
- Includes a variety of measurable actions, meetings, and events, all clearly aligned with broader goals
- Communicates your vision and story with any audience, most especially families



Collaborate:

What is one way
you commit to
making your plan
more excellent?

Sections of a District Family Engagement Plan

1. Jointly Developed Expectations and Objectives
2. Building Staff Capacity through Training and Technical Assistance
3. Building Parent Capacity
4. Reservation and Evaluation
5. Coordination

Frequently Returned Requirements

(and approved examples from District Plans)

1. “*jointly developed expectations and objectives*”

Research shows that effective family engagement is critical to student achievement. Family Engagement is not just an "add on," or a means for school-fundraising—instead it is a lever to move student achievement levels and support school improvement. When done well, Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication. Based upon 2018 Parent/Family Surveys, it was indicated that 57 % parents and families would like teachers to provide more meaningful communication. With that in mind, the District has set the following expectations:

- 1: The schools will welcome parents in to the school and the learning process by establishing positive relationships through strategies such as positive phone calls home, classroom newsletters, and timely announcements. District/school literacy goals will be a regular topic of conversation.
- 2: Schools will reach out to parents regularly seeking input for what they perceive to be not only the school's strengths and areas for growth, but also their child's strengths and areas for growth, while following up with appropriate resources to improve student achievement.
- 3: Schools will regularly share student data in ways that are accessible to parents and families, through digital means as well as bi-quarterly progress reports and report cards. Schools will also use a variety of methods, including email, phone calls, letters, open-office hours, social media and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences.

1. “*adequate representation*”

Adequate representation of parents and families of participating children in the process is ensured by thoughtful and purposeful selection of the PFE committee to include a diverse panel. The District ensures adequate representation of parents and families of participating children in the process by utilizing demographic data, the needs assessments by campus, the feedback of family members, and interactions at school events to gauge effectiveness and to address concerns. We also strive to have adequate representation by making parent and family engagement a standing agenda item in all district Parent and Community Input meetings that are held at least annually. Any parent or community member present can provide input and express concerns about parent and family engagement at that time.

2. “*coordination, technical assistance*”

The District provides support and technical assistance to all Title I schools to plan and implement effective parent and family engagement (PFE) practices, including PFE plans, policies, school-parent compacts, and all Title I PFE requirements. PFE Coordinators have a **shared Google Drive** in which PFE information is posted, including timeline, meeting agenda, resources, letter templates, etc. The District PFE coordinator met with school PFE coordinators on July 31, 2019 to **develop a timeline** and plan for 2019-20.

Schools submit the following to District: documentation of PFE professional development, if applicable; copy of parent-school compact; copy of parents right to know letter; copy of parent-friendly PFE plan and evidence it was shared with parents; results of parent survey; documentation of volunteer training; and, documentation of annual meeting. Schools maintain documentation of other actions included in their plans.

All of the PFE plans are posted in the shared drive by September 20, 2019. Each plan is reviewed by two reviewers using a rubric aligned with the school plan template for the **peer review process** developed by the District coordinator. After plans are reviewed, school coordinators revise and submit their plans to the District coordinator. The District coordinator reviews the plans and returns them to the schools coordinators either "as is" or "with revisions". After approval (and, revisions, if needed), school coordinators post plans to their schools' websites.

2. “train staff”

The chair of the district committee and the professional development coordinator will work with the school committee, leadership team and administration to ensure that all staff members in each school are receiving not only the required parent and family engagement professional development but also **training in the area in which the school needs support**. Families will be consulted in the development of training and will deliver trainings as appropriate. [Link to staff training materials folder.](#)

The district commits to:

- make available to all staff on-line resources, workshops, etc. about the **value of FACE**
- Offer opportunities for school FACE facilitators to share information with others about how they are **implementing and coordinating** their FACE plan.
- provide opportunities for FACE facilitators to attend state and regional FACE workshops, with an emphasis in reaching out to and communicating with families as **equal partners**.
- conduct professional development for staff focused on the **science of reading, professional learning communities**, and **facilitating two-way communication** to improve academic instruction and parent engagement.
- share FACE plans with **all staff** and discuss strategies to **build ties** with parents and coordinate FACE programs/activities across the entire district.

2. “*required minimum professional development*”

The district will ensure state required minimum professional development for **teachers** is met to enhance their understanding of effective parental involvement strategies (minimum 2 hours, every fourth year beginning in 2014-15). In addition, **based on 2018-19 survey data**, families requested better communication on how to feel connected and informed. Therefore, the district will **provide training in 2019-20 on the following**: the value and utility of contributions of parents (August: facilitated by Mr. Contributions); how to reach out to, communicate with, and work with parents as equal partners (Sept Ms. Partner); how to implement and coordinate parent programs (Nov: Mrs. Program); and, how to build ties between parents and the school (Feb: Miss Ties).

The district will ensure state required minimum professional development for **administrators** is met to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation (minimum 2 hours, every fourth year beginning in 2014-15). **Based on 2018-19 survey data**, families requested better communication on understanding the Science of Reading, how to help their children with **reading at home**, and **reading support for ESL families**, therefore; **training on the FACE Communication Essential will be provided in conjunction with specific reading strategies.**

- In order to ensure all teachers/administrators have met the minimum requirements, **a PD google document is kept with accompanying sign-in sheets.** [Link to PD Google folder.](#)

2. “*training at least annually for volunteers*”

The school chairs worked with the Leadership Teams and the administration to establish a list of volunteer activities and developed an **annual** training for all volunteers. During the training, volunteers will be trained in school policies, procedures and expectations. **This year the training will be** held in September and **focused on encouraging families to build relationships with teachers/staff/community** in order to meet the needs of the students, particularly meeting literacy goals. This training will **specifically address** effective two-way communication and building relationships to support Reading and the whole-child.

2. “*parent-friendly summary*”

A parent-friendly **summary (infographic)** of the district family engagement plan is provided in the district-wide student handbook. A page in the handbook is provided for parents to **sign acknowledging they received a copy** of the summary. In order to make the summary as parent-friendly as possible, an infographic was created for an at-a-glance look at the aligned big ideas (5th grade RL). [Click here to access the infographic](#). In an attempt to ensure all parents are aware of the plan, we will hang a poster of the infographic at each school and **obtain missing signatures during** interactions with parents such as conferences, school events, and Facebook Live events.

Collaborate:
What “aha’s” or
“oh no’s” have
you had so far?

3. “*provide assistance to parents...in understanding*”

The district will schedule regular parent and community engagement meetings at which parents are given a report on the state of the school and an overview of what the students will be learning and how the students will be assessed. In these meetings, the district will ensure families are aware of the curriculum in use to meet state standards and will answer any questions families may have. The district data specialist has created videos and a website that explains our state assessment methods and data reports. [Click here to access parent training materials.](#)

A powerpoint is presented by district staff on the components of the Title I Program and Title I, Part A at the Annual Title I meeting (September 7, 2019). Agenda includes topics related to Title I like parents' rights, highly qualified staff, data, funds, programs provided by Title I funds,

The district also provides trainings as needed and publishes videos on Facebook teaching parents how to login in to their child's HAC account so they can have real-time access to their child's attendance and achievement.

3. “*provide materials and training to...parents*”

Through the district website and through campus events, the District provides materials and training to help parents to work with their children to improve their children's achievement such as literacy. Parents are included in discussions on how to increase the number of students reading at or above grade level as stated in the school level school improvement plan and provided information and strategies to support the Science of Reading with their students at home.

Parents are offered training on using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. Popular/requested sessions also include guidance regarding math curriculum, science fair, class projects, and applications. These sessions are tailored at the building level by the needs assessment, by feedback, and by age appropriateness.

4. “decisions regarding funds”

The District's Title I allotment is less than \$500,000; however, Parent and Family Engagement is a priority for our district, therefore we have reserved more than 1% of our allocation under Title I, Part A. The free and reduced lunch population count from Cycle Two of the prior school year is used to assist in equitable distribution of funds to schools. Specific needs at each building are also considered in developing the budget amounts.

Parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted by the district through participation in PFE Committee meetings throughout the year as well as providing input at our annual Parent and Community Input meetings held each Spring. Through our meetings (and per feedback from annual evaluation), we will ask for suggestions on the effective use of funds allotted for activities to increase and support parent and family engagement objectives. The district committee reviews policy and expenditures yearly to ensure the funded activities and strategies are consistent with the district parent and family engagement policy.

Parents and families provided input stating they believe that more monies should be used to support programs that reach families at home. The district developed a pie chart to show previous year expenses and proposed changes to expenditures. The school committees will then solicit feedback from all families through a simple survey before submitting budgets for the following school year.

4. “*annual evaluation*”

The district will evaluate the PFE plan annually to see if it is effective in improving the academic quality of all schools. Parents will be surveyed and participate in focus groups to identify potential **barriers** to greater participation and **needs** of families to assist with the learning of their children. Particular attention will be paid to **parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background**. Other data that the district committee collects will include sign-in lists for workshops, meetings, and parent/teacher conferences. The PFE facilitator at each school will keep documentation from each school to use for data and evaluation purposes. The district will provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected. The district committee will use the findings to make recommendations to each school for PFE policy revision. The district committee will also disseminate an evaluation report to share with parents, staff and the community at the annual public meeting. The findings of the evaluation will be used to design evidence-based **strategies** for more effective parental involvement and to revise, if necessary, the district and school policies.

4. “*evidence-based strategies*”

Schools are provided with resources to explore evidence based practices. A shared Google doc has been created which lists approved practices in use by schools within the district, along with a contact person for each strategy to facilitate collaboration across schools. The district has found evidence-based resources within the South Central Comprehensive Center, the What Works Clearinghouse, the Southwest Regional Education Laboratory Program, and the Intercultural Development Research Association Equity Assistance Center South, among other organizations, and continues to research practices as fitting to needs assessment results. When expenditures are proposed, the School Improvement Plan for individual buildings is expected to be at the basis of the activity and expenditure.

4. *“review and approve the plan for each school”*

In June, the district committee will review and approve the plan for each school based on their School Improvement Goals/needs assessment. This approval process will be documented in Indistar through written feedback. The identified needs will be the focus of each school’s plan with measurable actions aligned to the goals. The plans will be presented to the school board in June for review.

5. “*coordinate and integrate programs and activities*”

A program called Pioneer Families Learn Together has been implemented through the **coordination of Title I, Title III, and local funds**. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as filling out FAFSA applications, getting assistance with mental health services, accessing student information in HAC. **Faculty, staff, and outside agencies with specific expertise** will be on hand for training opportunities at the events, such as vision service providers (Aug), mental health counselors (Oct), nutritionist (Nov), etc . Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future. Buses and vans will be available for transportation to and from these events. (faith institutions, district)

Collaborate:
What questions
do you need
answered?

<https://forms.gle/Zc4hFfKnnkaysZyi6>

Contact us!



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