THOMPSON SCHOOL DISTRICT

FEDERAL PROGRAMS, ESSA, AND FAMILY SCHOOL AND COMMUNITY PARTNERING

TSD Stakeholders Meeting 1/8/18
FEDERAL EDUCATION PROGRAMS

- TITLE IA: IMPROVING THE ACADEMIC ACHIEVEMENT OF STUDENTS AT-RISK
- TITLE IIA: PREPARING, TRAINING, AND RECRUITING HIGH QUALITY PRINCIPALS AND TEACHERS
- TITLE III: SUPPLEMENTAL SUPPORTS FOR ENGLISH LANGUAGE LEARNERS
- TITLE IV: STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT
- OTHER FEDERALLY FUNDED PROGRAMS SUCH AS HEAD START, IDEA, PROJECT AWARE, CO-SCHOOL HEALTH PROFESSIONALS, EARSS, CO-MTSS, CO-BULLY PREVENTION
TITLE IA: IMPROVING THE ACHIEVEMENT OF STUDENTS AT RISK

- LARGEST FEDERALLY FUNDED EDUCATION PROGRAM

- RESOURCES ALLOCATED BASED ON POVERTY RATES
  - Targeted to where need is greatest
  - Addresses needs of students most at risk

- USE OF FUNDS (2017-18 ~ $1.7m)
  - Increased learning time, reduced class size, and additional instructional and support staff
  - Evidence-based instruction and intervention programs
  - Professional development and instructional coaching
  - Family involvement and engagement activities
TSD TITLE IA PROGRAMS 2017-18

- SCHOOLWIDE TITLE IA SCHOOLS (in rank order)
  - Monroe Elementary
  - Truscott Elementary
  - Sarah Milner Elementary
  - Edmondson Elementary
  - Winona Elementary
  - Lincoln Elementary
  - Garfield Elementary

- MCKINNEY VENTO HOMELESS EDUCATION

- FAMILY SCHOOL AND COMMUNITY ENGAGEMENT

- IMPROVEMENT OF INSTRUCTION AND ACHIEVEMENT THROUGH PROFESSIONAL DEVELOPMENT AND COACHING
TITLE IIA: ENSURING EDUCATOR QUALITY

- INTENDED TO INCREASE STUDENT ACHIEVEMENT BY IMPROVING TEACHER AND PRINCIPAL QUALITY
  - Increasing the Number of High Quality Educators
  - Improving the Skills and Effectiveness of Educators

- USE OF FUNDS (2017-18 ~ $350k)
  - Recruiting, hiring, retaining highly qualified educators
  - Professional development for principals, teachers and instructional staff
  - Includes PD activities at TSD Charter Schools
  - Includes PD activities at local Non-Public Schools
TITLE III: SUPPORT FOR ENGLISH LANGUAGE LEARNERS

SUPPLEMENTAL SUPPORTS FOR ENGLISH LEARNERS

- English Language Development programs
- Parent and community engagement
- Supplements core academic programs for English Language Learners

USE OF FUNDS (2017-18 ~ $40k)

- Professional development for principals, teachers and instructional staff who serve English Language Learners
- Evidence-based instructional programming for English Language Learners
- Family and community participation in programs for English Language Learners
TITLE IV: STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT

- STUDENT SUPPORT AND ACHIEVEMENT via
  - Well-rounded educational opportunities
  - Safe and healthy conditions for student learning
  - Improving the use of educational technology

- USE OF FUNDS (2017-18 ~ $30k)
  - Well-rounded education activities such as STEM, the arts, foreign language, post-secondary opportunities, support for AP and IB programs/assessments.
  - Activities to ensure safe and healthy school conditions such as mental health programs, drug/violence prevention, health and nutrition, bully prevention, etc.
  - Educational and instructional technology including support for infrastructure, programs, and training
The passage of ESSA in December, 2015, provides states and districts with more flexibility and decision-making power at the local level. Changes under ESSA impact all public schools in the areas of:

- Standards
- Instructional Practices
- Assessments
- Accountability
- Human Resources
- School Improvement
- Federal Programs
- Stakeholder Engagement
EVERY STUDENT SUCCEEDS ACT (ESSA)

- REAUTHORIZED THE ELEMENTARY AND SECONDARY EDUCATION ACT (DEC, 2015)
- REPLACED “NO CHILD LEFT BEHIND” (NCLB)
- ESSA TRANSITION TIMELINE:
  - 2016-17 STATE AND LOCAL TRANSITION PERIOD
  - 2017-18 IMPLEMENTATION OF ESSA
  - 2018-19 ESSA PROGRAM EVALUATION

Co Dept of Education ESSA Info Page
ESSA PROGRAM REQUIREMENTS

- COMPREHENSIVE NEEDS ASSESSMENT
- MEANINGFUL STAKEHOLDER ENGAGEMENT
- IDENTIFICATION AND DELIVERY OF SERVICES
- HOMELESS, UNACCOMPANIED & FOSTER YOUTH
- EQUITABLE SERVICES TO NON PUBLIC SCHOOLS
- EQUITABLE SERVICES TO CHARTER SCHOOLS
- FISCAL RESPONSIBILITY AND OVERSIGHT
- PROGRAM EVALUATION AND MONITORING
Meaningful Stakeholder Engagement:

- Consolidated application is developed, reviewed and monitored in partnership with stakeholders
- Results of student academic assessments are provided to all stakeholders
- Engaging families of English Language Learners
- Title 1 funds set aside for family engagement (1%)
- Title 1 annual meetings, school improvement plans, and family engagement policies jointly developed, reviewed, and monitored with stakeholders
- Training for families to support student learning and foster academic success
- Training for staff to increase family engagement in the learning lives of students
STRENGTHENS LANGUAGE
- From “parent involvement” to “parent and family engagement”

GREATER DISTRICT RESPONSIBILITY
- To engage in “outreach to all families”
- To ensure Informed/active participation of ALL student and family groups
- To build capacity of educators and families including:
  - Staff and family training in FSCP best practices
  - Development of home-based learning supports
  - Collaboration with community organizations

ENSURES STAKEHOLDER COLLABORATION IN THE DEVELOPMENT, REVIEW AND MONITORING OF:
- District and school unified improvement efforts
- Federally funded programming
TSD BOARD
POLICIES
(Section K)

PTA NATIONAL STANDARDS IN FAMILY ENGAGEMENT

CDE FAMILY SCHOOL AND COMMUNITY PARTNERING FRAMEWORK

TSD FAMILY, SCHOOL AND COMMUNITY PARTNERING FRAMEWORK
DISTRICT-LEVEL INITIATIVES IN FAMILY, SCHOOL AND COMMUNITY PARTNERING FOCUS ON:

- TSD FSCP Policy, Practice, and Communications
- FSCP Strategies to improve Student Growth/Achievement
- FSCP Professional Development for TSD Educators
- School Improvement Planning
- CO-MTSS Implementation Program
  - CDE-Led Systems Alignment and Ongoing Support 2017-2020
# TSD FAMILY SCHOOL AND COMMUNITY ENGAGEMENT TEAM (FSCP)

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>Michael Hausmann</td>
<td>Public Information Officer</td>
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<tr>
<td>Cheryl Cook</td>
<td>District FSCP Coordinator</td>
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<tr>
<td>Michelle Myers + Gloria Major</td>
<td>District FSCP Engagement Specialists</td>
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<tr>
<td>Jana Ramchander</td>
<td>McKinney Vento Homeless Education Liaison</td>
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<tr>
<td>Gloria Major</td>
<td>McKinney Vento Family Engagement Specialist</td>
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<tr>
<td>Kathleen Schlepp</td>
<td>District Health and Wellness Coordinator</td>
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<td>Andrea Nelson, Sue Reed-Baum</td>
<td>Truancy Prevention Specialists</td>
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<tr>
<td>Julie Lindsay</td>
<td>Early Childhood Family Partnerships Coordinator</td>
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<tr>
<td>Nancy Quezeda</td>
<td>Language, Culture and Equity Family Advocate</td>
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<tr>
<td>Alexis Strickland</td>
<td>Social Media and Communications</td>
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<tr>
<td>J.Milden, J.Joslin, J.VanThorre, C.Alires, S.Dekeyser, B.Douthit</td>
<td>Site-Based FSCP Liaisons</td>
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Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.
TSD WORKS CLOSELY WITH CDE TO DEVELOP DISTRICT-LEVEL TRAINING OPPORTUNITIES IN:
- Research- and Evidence FSCP Based Practices
- Understanding ESSA Requirements
- Effective Stakeholder Engagement Strategies
- Effective School Improvement Strategies

TSD PROFESSIONAL DEVELOPMENT AND TRAINING
- School Improvement Planning (June 5-6, 2017)
- Ongoing FSCP Action Planning Support
- District FSCP PD Days (1 Fall and 1 Spring Ed Camp)
- Ongoing TSD/CDE Online Courses (3 Fall and 3 Spring)
- Ongoing Development of TSD Trainer Pool
  - Parenting with Love and Logic
  - Teaching with Love and Logic
  - Partners in Print Parent Training Model
  - High Leverage Family Engagement Activities and Events
TSD PROMISING PRACTICES IN FSCP

- Partners in Education
  - Inclusive structures designed to engage more families
- Family-Teacher Academic Teams
  - Individualized training to support student learning at home
- Family-Teacher Home Visit Programs
- Culturally Responsive Partnering Practices
  - Pozole Dinner, Spanish language PTOs, recognition events
- Family Literacy Learning Classes
  - Partners in Print, family literacy events, parent academies
- Parenting Classes
  - Parenting with Love and Logic, Suicide Prevention, etc.
NEXT STEPS FOR TSD FSCP

- CDE/TSD Training for Administrators (January 11, 2018)
- Development of Induction Module for 2018-19
- TSD Webpage for Family and Community Engagement
- 2018 Culture and Climate Survey (USDE EDCSLS)
- Stakeholder Engagement Opportunities (Spring, 2018)
  - Development of 2018 District Unified Improvement Plan
  - Development of the 2018 Consolidated Federal Application (ESSA)
- Collaboration with CDE and community organizations to improve stakeholder engagement in public schools
  - Family Leadership Training Institute
  - Parent-Teacher Home Visits Org
  - Parent Institute for Quality Education
  - Colorado Department of Education
  - SACPIE (State Advisory Council for Parent Involvement in Education)
A world café is a structured conversational process for knowledge sharing. The café conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.
1. Choose a group to work with. Within this group, someone should volunteer to be the “host.”

2. For 10 minutes, discuss the first question. Write responses on your chart paper.

3. After 10 minutes, switch groups to discuss a new question. The “host” is the only one to stay at the same table.

4. The host will summarize the responses to the previous question for 2 minutes. Then will lead discussion of the next question.
Question 1: What systems are you aware of that support family-school-community partnering at TSD? Please share your experiences and ideas.

Question 2: What challenges may get in the way of meaningful and wide stakeholder engagement in schools, and what might be some ways to address those challenges?

Feedback collected on 1.8.18 during Stakeholders Meeting

Instructions:
1. Discuss with your group.
2. Write brief responses on your poster paper.
3. The host listens and prepares to capture the discussion for the next group at that table.
What themes did you notice during your discussions?

What can we do to elevate family-school-community partnering and more meaningfully engage our stakeholders?

Are there any other lingering questions or concerns you’d like to address with the group?
WAYS TO GET INVOLVED!

- **VITAL:** Volunteers in Thompson Assisting Learners
- **DAC, SAC, and Stakeholders**
- **Family Engagement Events and Classes**
- **School-based Parent/Teacher Groups**
- **Board of Education Meetings**
JOIN THE CONVERSATION!

VISIT THE TSD WEBSITE AND APP!

CONTACT US!

FOLLOW US ON FACEBOOK, TWITTER, AND INSTAGRAM!
QUESTIONS AND CONTACTS

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