

SYSTEMS and PROCESSES Element: Family & Community Engagement & Outreach - Respondents = Monie Byers, Homa Anooshepoor, Russ Keglovits and Janie Lowe (pages 16 & 17 of USDOE PART B Protocol of June 27, 2013)	
Rubric for SYSTEMS and PROCESSES - Overview page 37 Rubric for Family Engagement & Outreach page 41	
Questions	Preparation for Responses August 6 and/or 7, 2013
Foundational Review Questions 1. Describe your statewide approach or strategy to keep families, teachers, and other diverse stakeholders informed about the implementation of activities related to the principles of ESEA flexibility. 2. Describe your statewide approach or strategy to continue meaningfully engaging and soliciting input from families, teachers and their representatives and other diverse stakeholders on implementation of the principles of ESEA flexibility. How are you using the input you receive from stakeholders? Examples of Foundational Review Documentation <ul style="list-style-type: none"> • The SEA provides evidence of a statewide approach or strategy to continue meaningfully engaging and soliciting input from teachers, and their representatives and other diverse stakeholders on implementation of ESEA flexibility and any progress made in implementing that approach or strategy. • The SEA provides evidence of its process to determine that the approach it uses to solicit input engages the appropriate stakeholders and that input is meaningfully considered. • The SEA provides evidence or examples of how it uses input from stakeholders on ESEA flexibility implementation to make adjustments. 	Talking Points <ul style="list-style-type: none"> • Education Programs Professional (EPP) for Family Engagement hired March 2012 <ul style="list-style-type: none"> ▪ <i>See 3Final Legislative Report</i> • Advisory Council (AC) on Family Engagement has met 8 times since EPP was hired <ul style="list-style-type: none"> ○ AC creates and reviews statewide family engagement policies and reports <ul style="list-style-type: none"> ▪ <i>See advisory council agendas</i> • EPP & AC have created the following in support of the Teachers' and Leaders' Council's teacher and administrator evaluations: <ul style="list-style-type: none"> ○ A rubric to measure family engagement implementation by teachers <ul style="list-style-type: none"> ▪ <i>See draft TLC family engagement rubric and PIAC TLC presentation</i> ○ Brochures to support the work of the EPP & AC, and to provide best practices in family engagement for teachers from a variety of national resources <ul style="list-style-type: none"> ▪ <i>See Nevada Effective Practices and Nevada Family Engagement brochures</i> • EPP created Parent Advisory Council activities for schools/districts that will be used for training by the Regional Professional Development Programs (RPDP) <ul style="list-style-type: none"> ▪ <i>See Support and Training Materials: Parent Advisory Council Activities 1a-3a</i> • EPP serves on the Connecting the Dots: Family Engagement in Education Steering Committee

<ul style="list-style-type: none"> • The SEA provides evidence of the process it uses to determine that the teachers and other diverse stakeholders understand the implications of the SEA’s ESEA flexibility plan for LEAs, schools, teachers, and students, as well as evidence of that understanding, if available. • The SEA provides evidence of the process it uses to determine that parents, including parents of students with disabilities and English learners, understand the implications of the SEA’s ESEA flexibility plan for LEAs, schools, teachers, and students, as well as evidence of that understanding, if available 	<ul style="list-style-type: none"> ○ Summit held in May 2012 in Las Vegas <ul style="list-style-type: none"> ▪ See <i>Summit 2012 registration form</i> ▪ See <i>PIRC 2012 evaluation brief</i> ○ Summits planned for 2013: Rural in NE NV in October and large/regular at UNR in March <ul style="list-style-type: none"> ▪ We would like to invite APAC to present on NSPF at both Summits ▪ See <i>Summit planning meeting notes</i> <ul style="list-style-type: none"> • EPP works with school districts to share family engagement materials and best practices <ul style="list-style-type: none"> ▪ See <i>emails to school district family engagement contacts</i> • EPP collaborates with Indian Education, Title I, APAC, etc. <ul style="list-style-type: none"> ▪ See <i>emails collaboration with...</i> <p>Documentation to provide electronically to Diane by E.O.B. July 16</p>
<p>Questions</p>	<p>Preparation for Responses August 6 and/or 7, 2013</p>
<p>Additional Questions for Comprehensive Review</p> <ol style="list-style-type: none"> 3. How are you determining that the approach you use to solicit input engages the appropriate stakeholders and that input received is meaningfully considered? 4. How are you determining that teachers; families, including families of students with disabilities and English learners; and other diverse stakeholders understand the implications of the SEA’s ESEA flexibility plan for their LEAs, schools, teachers, and students? 5. How well are you achieving the goal that stakeholders better understand 	<p>Talking Points</p> <ul style="list-style-type: none"> • Diverse Advisory Council Membership represents a variety of stakeholders and serves as hub to other interested/related groups <ul style="list-style-type: none"> ▪ See <i>Council Members April 10 2013</i> ○ EPP meets with other NDE divisions/units <ul style="list-style-type: none"> ▪ See <i>collaborates with above/emails</i> ○ EPP meets with school districts <ul style="list-style-type: none"> ▪ See <i>works with above/emails</i> • Several divisions/units hold family information sharing/gathering events—especially for special education <ul style="list-style-type: none"> ▪ See <i>stakeholder outreach</i>

<p>ESEA flexibility and the components of the SEA's plan?</p> <p>6. For any areas in which understanding is less than desired, why do you think that is and what are you doing to address that?</p> <p>7. What are you doing to continue to review, assess, and revise your SEA's engagement strategy?</p> <p>Examples of Comprehensive Review Documentation</p> <ul style="list-style-type: none"> • The SEA provides evidence of actions taken to adjust its method to engage diverse stakeholders and promote better understanding of ESEA flexibility. • The SEA provides evidence of its process to review, assess, and revise its engagement strategy to ensure continued outreach to diverse stakeholders and efforts to incorporate meaningful input when appropriate. <p>Examples may include</p> <ul style="list-style-type: none"> • Evidence of efforts to reach certain groups (emails, screenshots from website, letters, etc.) • Copies of letters or other documents translated for use by non-English speaking family members • Agendas or programs from family meetings or information sessions • Minutes of planning meetings including evidence of parent or family members in attendance 	<ul style="list-style-type: none"> • Collaborate with APAC on NSPF/eMetric website <ul style="list-style-type: none"> ▪ <i>See emails/NSPF emetric site emails</i> • EPP & AC are in beginning stages of family engagement work • Continue AC/EPP meetings—both whole Council and leadership team <ul style="list-style-type: none"> ▪ <i>See PIFE Leadership meeting agenda2 TIME and See Advisory Council Agendas</i> • Use surveys as much as possible to gather information to guide future events/work <p>Documentation to provide electronically to Diane by E.O.B. July 16</p>
<p>Questions</p>	<p>Preparation for Response on August 6 and/or 7, 2013</p>