

2021 Promising Practices - Effective Parent and Family Engagement (PFE)

This promising practice form is provided by the Title I, Part A Parent and Family Engagement Statewide Initiative to gather descriptive information from PK-12 schools on specific PFE strategies that have helped to increase parent & family engagement and student outcomes. Submission is voluntary.

Use this for activities that were funded with federal, state, or local dollars and/or other funding sources.

Next steps:

1. Complete all questions and save this document for your records.
2. Please submit **one** promising practice per submission form. (*You may submit more than one practice*)
3. Email completed form to terri.stafford@esc16.net.
4. Applications will be accepted from May 1, 2021 through November 3, 2021.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be awarded at the 2021 Virtual Parental Involvement Conference, highlighted in the PFE newsletter and on the Title I, Part A PFE Statewide Initiative Website.
7. Use Arial font, size 12.

General Information

1. LEA (District) Name and Address:	Klein ISD 7200 Spring- Cypress Rd. Klein TX, 77379	
2. School (Campus) Name & Address:	Implemented in two schools (Eiland Elementary & Kaiser Elementary)	
3. Contact Name and Title:	Maria Ovalle- Lopez (Director- Klein ISD Family Engagement) Ana Alvarez (Family- School Liaison at Kaiser Elementary) Lisbeth Olmo (Family- School Liaison at Eiland Elementary)	
4. Contact Email and Phone #:	Movallelopez1@kleinisd.net 832-249-4386	
5. Title of practice and brief description of practice:	Texas A&M Project Moopil Group: Texas A&M University Project Moopil, offers easy to follow modules to families to build their capacity in family engagement. For two years, this group or parents completed 2 modules to prepare them to build strong partnerships with the schools.	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban Size of District: <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A <input checked="" type="checkbox"/> 6A	Ethnicity %s: Hispanic: 41.4% African American: 15% White: 31.3% Asian: 8.4% Amer Indian/Alaskan Native: 1% Native Hawaiian/Pacific Islander: 2 or more: 3.3%

7. Which funds, if any, helped to support the project? (Check all that apply)	<input checked="" type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement) <input type="checkbox"/> This practice was (partially or fully) funded by local dollars. <input type="checkbox"/> Other - please specify:	
8. Grades impacted:	<input checked="" type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle School/Junior High <input checked="" type="checkbox"/> High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	The goal of this practice is to build the capacity of parents as leaders within the school community.	
10. How was the practice identified as a need?	We identified a very strong group of mothers that were positively engaged in our parent centers at these two schools, and we saw the need to increase the rigor to continue building their capacity. Because of their level of engagement, we identified them as leaders among the school community. We wanted to offer another layer of preparation to encourage them to advocate and help engaging other families. We are also providing mothers the opportunity to experience college level courses in an online format.	
11. Describe the implementation.	<p>We started in the school year 2019-2020 by inviting parents from Kaiser elementary and from Eiland Elementary to take part of this project. We hosted our first meeting at Kaiser Elementary knowing that we would rotate the meetings between the two schools (We also saw this as an opportunity to build community and networks of support). The initial meeting explained to families the online module offered by Texas A&M on Family engagement. We assisted them enrolling and shared the calendar of meetings with them. They committed to go through the modules before each meeting. We were able to have three more meetings (Before the pandemic hit) where these families shared their impressions about the modules, and what they had learned. They also met with the principal from one of the schools to share their impressions on how the school could collaborate with them and give more voice to the families. At the beginning of the 2020- 2021 school year, the Family School liaisons asked the participants if they wanted to study another module. They agreed and we resume the class via Zoom with 12 parents (Returning and new). The courses parents took were:</p> <p>Web Page Texas A&M Project Moopil Seleccionando el Mejor Programa Educativo para su Hijo (2019- 2020) Las Ventajas de ser Bilingüe (2019- 2020) Ayude a su niño a Aprender a Leer (2019- 2020) Familias y Escuelas Una relación importante (2020- 2021) Aprendiendo Juntos en Casa (2020- 2021) Family Engagement: Éxito Escolar (2020- 2021)</p>	
12. Who was involved in the planning & implementation? What was their role?	The Department of Family Engagement took the lead of the project through the Director and the Family- School Liaisons. We also had the full support of the administrators from both schools.	

	<p>Ms. Ana Alvarez (Family School Liaison at Kaiser) and Ms. Lisbeth Olmo (Family School Liaison at Eiland Elementary) were directly involved in the recruiting of families, session preparation, and guidance throughout the two years of implementation. This practice builds staff capacity by promoting networking across campuses, and by developing leadership skills. The staff also strengthens relationships with families and starts recognizing families' funds of knowledge.</p>
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Evaluating Effectiveness of Practice

<p>13. How does this promising practice link to increased student outcomes?</p>	<p>The parents participating in the project always expressed that they felt the modules gave them a different perspective of the collaboration that needs to occur between families and schools. The session where the administrators were present was of special importance as the parents had the opportunity to sit one -on-one with the leaders of the school and ask them questions related to student academics, but now with the foundation that the module had given them about this collaboration. Parents expressed increased level of confidence to support their students in academics.</p>
<p>14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?</p>	<p>The goal of the practice was to increase the capacity of the group of parents to effectively support their student's academics through building a community of support that understands the importance of the collaboration between families and schools. This will be measured by the retention of families from year 1 to year two and the completion of at least one module by each participant. To our surprise, we retained the initial group and added new parents. Also, this year, the returning parents were more confident and decide to complete more than one module.</p>
<p>15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?</p>	<ul style="list-style-type: none"> - The parents were excited to see that their leadership was recognized when they were invited to be part of this group. - From year 1 to year 2 we saw confidence increased in these families: Their level of efficacy increased, and they expressed they felt more confident to support their students by applying their learning at home. -
<p>16. Identify the most important factors and conditions necessary for the success of the practice.</p>	<p>Three factors:</p> <ol style="list-style-type: none"> 1- The commitment of the families identified: They were already engaged and wanted to learn more! 2- The support from the administrators and leaders of the school to provide the systems to have the meetings and cross collaboration. 3- The relentless guidance and support from the two amazing Family- School Liaisons who carefully planned the debriefing sessions and supported the participants during the two years of implementation.

Sharing the Benefits

<p>17. Recommendations for other schools:</p>	<p>Identify parents who are leaders within the school. Offer them the opportunity to expand their knowledge to advocate and empower other parents. With the expansion of online learning, there are multiple opportunities for adults to</p>
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	<p>continue their learning. No matter what courses or provider you choose, the key here is to bring them back to debrief and build a community of learners: Prepare the debriefing sessions around your objectives, but step aside as a facilitating the sessions: Part of what we enjoyed was to see the families leading these conversations!</p>
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<p>Other Information</p>	
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<p>18. Include other information you would like to share pictures, videos, attachments, references, and/or links.</p>	<p>http://bit.ly/KleinISD2021</p> <p><u>EACH PICTURE, VIDEO OR ATTACHMENT MUST HAVE YOUR DISTRICT, CAMPUS AND PRACTICE NAME CLEARLY MARKED!</u></p>
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<p>Special Considerations</p>	
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<p>19. How does your practice align with the TEA Strategic Priorities?</p>	<ul style="list-style-type: none"> - Helps building the foundation for reading and Math as families took modules directly related to strategies to support these areas at home. - Strengthens the organizational foundations by building capacity of families and staff. - Connects to College & Career: Parents engaged in college level classes modeling to students the importance of learning. Participating in this project also expanded the families' vision about the possibilities for postsecondary education. <p>https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/</p>
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<p>20. Is the principal or leader of the organization aware that you have submitted this practice?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(double click beside "X" to sign)</p> <p> Recoverable Signature</p> <p>X Maria Ovalle- Lopez</p> <p>Signature of person submitting application</p> <p>Signed by: Maria Ovalle- Lopez</p> <p> Expired certificate</p> <p>X Elizabeth Gilleland</p> <p>Signature of administrator or leader</p> <p>Signed by: egilleland@kleinisd.net</p> <p>Application will not be accepted without signatures</p>
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