

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:

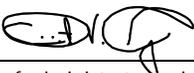
1. Complete all questions and save this document for your records.
2. Please submit **one** promising practice per submission form. (*You may submit more than one practice*)
3. Email completed form to terri.stafford@esc16.net.
4. Applications will be accepted from May 1, 2021 through November 3, 2021.
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:	LAREDO INDEPENDENT SCHOOL DISTRICT 1702 Houston Street, Laredo, Texas 78040	
2. School (Campus) Name & Address:	LISD Parent & Family Engagement Department 904 Juarez Street, Laredo, Texas 78040	
3. Contact Name and Title:	Carlos Rene Ramirez Lead Parent & Family Engagement Liaison	
4. Contact Email and Phone #:	crramirez@laredoisd.org Office - 956-273-3573 / Cell - 956-701-7187	
5. Title of practice and brief description of practice:	Parental Skills & Development Courses	
6. Demographics:	<p>Description of the populations served:</p> <p><input type="checkbox"/> Rural</p> <p><input checked="" type="checkbox"/> Urban</p> <p><input type="checkbox"/> Suburban</p> <p>Size of District:</p> <p><input type="checkbox"/> 1A</p> <p><input type="checkbox"/> 2A</p> <p><input type="checkbox"/> 3A</p> <p><input type="checkbox"/> 4A</p> <p><input checked="" type="checkbox"/> 5A</p> <p><input type="checkbox"/> 6A</p>	<p>Ethnicity %s:</p> <p>Hispanic: 99.7%</p> <p>African American: 0.0%</p> <p>White: 0.1%</p> <p>Asian: 0.2%</p> <p>Amer Indian/Alaskan Native: 0.0%</p> <p>Native Hawaiian/Pacific Islander: 0.0%</p> <p>2 or more: 0.0%</p>
7. Which funds, if any, helped to support the project? (Check all that apply)	<p><input checked="" type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement)</p> <p><input type="checkbox"/> This practice was (partially or fully) funded by local dollars.</p>	

	<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 unique and successful practice is more than empowering parenthood; it commissions the core essence of family. Parents are equipped with home ordinary simple totems, which serve as a reminder of the abilities, capabilities, and faculty to grow into a new understanding that they have what it takes to be a family and as such, support, encourage and guide their children in their educational journey.	
10. How was the practice identified as a need?	A support mechanism to improve the needs of families was created to address a judge’s sensitive and heartbreaking ruling for the families of 8 high school students in trouble due to discipline, academic, truancy, and behavioral issues. It was this lacking element, where these teenagers were most vulnerable. This is how the Parental Skills and Development Courses were born.	
11. Describe the implementation.	“LA CUCHARITA” was the first Parent Course consisting of six parent classes, which created a foundation for the other 40 Parental Skills & Development Courses that we now offer. It created an opportunity to address the needs as a family to strengthen the unnoticed or valued capabilities for their children’s home-based requirement into his/her world of education. It changed the dynamics of the unity of the family. It focused on how to improve communication skills, create positive family attitudes, nourished the parents with a sense of self-worth, forming grassroots parenting skills that are forgotten or unappreciated. Parents have discovered the importance of family unity, best practices, and a new support system. New family traditions have started as a result of listening and teaching, appreciation and respect.	
12. Who was involved in the planning & implementation? What was their role?	The Parent & Family Engagement Coordinator assisted the Lead Parent Liaison in planning and implementation efforts to assist our parents and their families in dire need to improve their quality of existence. Each Campus Parent Liaison was instrumental in inviting the parents and hosting these Parental Skills & Development Courses. The parents also became an important element of success as they contributed to bringing other parents with the yearning to improve their ways of parenthood. The Administration of each campus made a difference when they were directly involved by guiding their supporting campus staff.	
Evaluating Effectiveness of Practice		
13. How does this promising practice link to increased student outcomes?	In the past seven years, Laredo ISD has grown academically and our families have improved their quality of life. Students have excelled academically, discipline problems have decreased, and attendance and graduation rates have increased. LISD has celebrated eight National Blue Ribbon Campuses within the school district.	

<p>14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?</p>	<p>Since the onset of these courses, parents have participated in evaluating these courses. An evaluation form is used to measure the parent’s expectations, new things learned, or even things that were in their supporting favor. Our families have improved their quality of life and their children have excelled in their educational journey. One of the best ways we have measured the success of our courses is when you have the students thank our lead parent liaison for helping change their family’s home environment. “This is Priceless!”</p>
<p>15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?</p>	<p>When working with students and families you never stop learning. From the evaluations, we learn the family’s likes and dislikes about the courses. However, it is in the relationship that we established with families and their children where we have learned the most. My advice is to stay humble and simple. Speak and do from the heart. I believe parents and families yearn for this type of conversation and believe it, they really need it.</p>
<p>16. Identify the most important factors and conditions necessary for the success of the practice.</p>	<p>One of the factors in the success of these courses has been the totems. Totems like “LA CHANCLA” on discipline, “EL KLEENEX” on communication, “LA PLANCHA” to iron out problems creating unpleasant wrinkles in the family, or “LA ALMOHADA” to learn and discover how to beat physical and emotional stress to better love the family has been extremely powerful. “EL COFRECITO DE MI MAMA” for moms and “MI PAPI MI DADDY” for Dads get parents more involved in their child’s life. “EL PEINE”, which is in collaboration with our high school’s cosmetology department, has built stronger father-daughter relationships.</p>
<p>Sharing the Benefits</p>	
<p>17. Recommendations for other schools:</p>	<p>First and foremost, is to establish a personal relationship with parents and families. Listen to the parents’ needs, desires, and interests. Due to the pandemic, we transitioned from an in-person to a virtual setting. In our virtual setting, we took into consideration the parents’ time availability. Make the proper research with a good, active, and exciting deliverance.</p>
<p>Other Information</p>	
<p>18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.</p>	<p>Include visual aids/materials/information that helps to better understand the practice. (limit pictures to 10 or less & no more than 2 videos) Pictures need to reflect activity.</p> <p><u>EACH PICTURE, VIDEO OR ATTACHMENT MUST HAVE YOUR DISTRICT, CAMPUS AND PRACTICE NAME CLEARLY MARKED!</u></p>
<p>Special Considerations</p>	

<p>19. How does your practice align with the TEA Strategic Priorities?</p>	<p>Describe how your practice aligns with one or more of the 4 TEA Strategic Priorities.</p> <p>https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/</p> <p>Based on the answers we provided in this application you will find that the Parental Skills & Development Courses align with the TEA Strategic Priorities: Build a foundation of Reading and Math, and Improve low-performing schools, connect high schools to career and college. Moreover, these Courses have influenced to empower a stronger core element as a family and from home be their proper support for the children's outcome in education.</p>
<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><input checked="" type="checkbox"/> </p> <p>Signature of person submitting application</p> <p><input checked="" type="checkbox"/> </p> <p>Signature of administrator or leader</p> <p>Application will not be accepted without signatures</p>