

2018-19 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 Please cc a copy of completed form to your ESC contact(s).
4. Applications will be accepted from March 1, 2019 through May 8, 2019.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be highlighted in the PFE newsletter and on the Title I, Part A PFE Statewide Initiative Website starting with the 2019-2020 school year.
7. Use Arial font, size 12.

General Information *(Replace the gray text with your specific data and narrative.)*

1. LEA or Campus Name:	LEA or Campus North East ISD	
2. School Name & Address:	School Name and Address Regency Place Elementary School	
3. Contact/Title:	First Name, Last Name, Position Title Analisa Barrera, Title 1 Family Specialist	
4. Contact Email/Phone #:	Email Address/Phone # abarre14@neisd.net / (210) 407-6429	
5. Name of practice and brief description of practice:	Education Go Get It and Family/Student Dream Builders Week is a week dedicated to encouraging students to think about their futures and explore higher level education and careers of interest. It is a week centered around promoting conversations among parents and their children that relate to college, careers, visions and goals by creating a variety of opportunities and activities for them. These include, but are not limited to, parent group sessions and book studies, student and parent college tours, daily activities and dress-up days, campus career day, family dream builder make and take nights, bulletins and displays around the school, social media and morning video promotions and classroom/take home activities.	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban Size of District:	Ethnicity %: Hispanic: 86 African American: 6 White: 7 Asian: <1 Amer Indian/Alaskan Native: <1

	<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	Native Hawaiian/Pacific Islander: <1 2 or more:
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 type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Middle School/Junior High <input type="checkbox"/> High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	<p>Explain goal of the practice. (limit to 75 words)</p> <p>The goal of EGGI and Dream Builders Week at Regency Place Elementary is to encourage families, many of whom have historically underserved and atrisk students, to begin thinking about college and career paths and to begin these explorations with their children. It serves to promote the understanding that opportunities exist and dreams are attainable for every student if the desires, goals, plans and support systems are in place. Both parents and students are encouraged to dream BIG. Parents are afforded opportunities to engage with their children at home and on campus and have meaningful discussions about their expectations and visions for future careers and education. Platforms on campus, conversation starters and activities for home are promoted and sent out throughout the week.</p>
10. How was the practice identified as a need?	<p>Describe how practice was identified as a need. (limit to 75 words)</p> <p>The practice aligns with TEA priority 3 which pertains to college and career readiness along with specific goals that provide opportunities for the population of historically underserved and at-risk students on our campus. It also aligns with staff and parent Stephen R Covey 7 Habits and Leader in Me book studies - ie: beginning with the end in mind, being proactive, etc...</p>
11. Describe the implementation.	<p>Describe the practice in as much detail as possible, such as logistical challenges/solutions. What happened that was compelling? (limit to 175 words)</p> <p>EGGI and Family Dream Builders Week is comprised of many activities that happen concurrently throughout the week.</p> <p>*Information about daily activities related to higher education and careers is sent out to school families. These might include things such as "Dress Up as your Future Career" day, College shirt day, "Your Future is Bright - wear Sunglasses" Day, Western attire "Lasso your dreams" Day, etc...</p> <p>*5th Grade Students take a field trip to a nearby university or college during this week.</p> <p>* Parents are invited on a "parent field trip" to a university or college campus during this week.</p> <p>*Community members are invited to visit classrooms and share their careers either on an individual basis or within a campus Career Day format.</p> <p>*Dream Boards are sent out to the entire student body as a family project with directions and conversation starters for the family.</p> <p>*School families are also invited to a Family Dream Builders Night as an option where all of the materials are available for them to create dream boards together at school. Materials provided include markers, crayons, scissors, glue, a variety of</p>

magazines, a variety of college logos, colorful paper and embellishments. Local College "swag" is also provided/gifted to all participants.

- *A bulletin board is placed in the front foyer that displays the careers teachers and staff members have had as well as where they attended college.
- *Teacher-created dream boards are shared on the morning video announcements each day so that students can learn that goals, dreams and aspirations never end.
- *Parents are invited to participate in a book study pertaining to their role in "driving" their children's education. Books vary every year. They are also provided with different sessions and presentations geared towards parent's role as leaders and partners in preparing their children for post-secondary college and career success.
- *Dream boards are displayed throughout the school in the "Halls of Hopes and Dreams" and families are encouraged to visit and browse during the upcoming PTA evening.

It is very compelling and powerful to observe parents assisting their children with the creation of Dream Boards and engaging in conversations with them about their hopes, visions and future educational aspirations. The display of over 300 Dream Boards throughout the halls of the school is motivational and the pride among the staff and students when they see each other's creations always leads to great conversations about individual dreams and goals.

- *Social media and district news further promotes the Dream Builders evening and displays pictures and events throughout the week.

12. Who was involved in the planning & implementation? What was their role?

Describe the people and their roles involved in the project and their role in the promising practice. How does this practice contribute to building the capacity of your staff to increase family engagement? (limit to 75 words)

The entire school staff is involved in some capacity.

- *Family Specialist facilitates the distribution of dream boards and together with administration/leadership team hosts the Family Dream Builders evening - college information and "swag" is gifted and snacks provided.
- *Parent volunteers put 300+ dream boards up in the front hallways of the school.
- *Teachers and staff are involved in creating and displaying their dream boards and encouraging discussion and sharing during morning classroom meetings and announcements.
- *School staff and school families take part in daily fun dress-up days and college/career sharing
- * Family Specialist works with parents during classes geared towards parent-school partnerships, book studies, and college tours.
- *School counselor displays staff bulletin board with past careers and education in foyer hallway.
- *Career day is hosted and all school staff are involved.

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?

How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words)

Research clearly shows that parents are the most powerful influence on their child's career choice and educational aspirations. Through the advice, examples and encouragement they provide, children seek their guidance in all aspects of their lives, including choosing a career path. When the school begins to come alongside parents during their child's early, formative years of schooling to help parents see the "bigger picture" and their roles as leaders in the education of their children - change

	begins to occur for many. Through school-family engagement projects, events, conversation guides and dedicated time spent focusing on visions, dreams, goals and expectations, both parents and students begin to envision a future that is attainable and bright!
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	Describe the process used for evaluation and include the list of people involved (administrators, teachers, parents, etc.). What was your measurable goal? (limit to 75 words) Evaluation consists of school family, teacher and student feedback, parent testimonials, surveys and increased participation through the years. Sign-in forms for all Family-engagement events, field trips, parent classes during the week are collected and reviewed.
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	Describe lessons learned from the evaluation. (limit to 75 words) Through increased participation in the events of this week through the years, we have learned that families enjoy engaging in conversations about their children's future and conveying their own dreams and aspirations for them. Creating dream boards together with their children and engaging in conversations with other parents helps to solidify and more easily visualize a future beyond high-school. They also begin to understand that they play the most influential role in their children's future choices.
16. Identify the most important factors and conditions necessary for the success of the practice.	What were the most important factors that made this practice successful? (limit to 75 words) Whole school participation and "buy-in". Planning ahead and calendar scheduling for weekly events and activities by school leadership team.

Sharing the Benefits

17. Recommendations for other schools:	What recommendations or variations of the practice do you have for other LEAs or schools interested in replicating your project? (limit to 75 words) Planning ahead for a week dedicated to higher education, goal setting and dream-building activities among students, families and staff is essential. Research ways to engage students with activities and discussion in the classroom, brainstorm ideas that promote school-wide awareness (bulletin boards, dream board displays, etc...), facilitate sessions and book studies geared specifically towards parents/care givers that emphasize their roles in future college and career choices, provide opportunities for families to come together in the school for events and activities (Dream Builders evening), bring in the community to share and explore their careers with students. Excellent books for parent book studies that we have used in both English and Spanish parent book studies include: "The 7 Habits of Highly Effective Families", "Graciela's Dream", "The Ten Competencies to Drive Your Children to Academic Success" Hispanic Parental Involvement and "Voices: African American and Hispanic Students' Perceptions Regarding the Academic Achievement Gap".
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Other Information

18. Include other information you would like to	Include visual aids/materials/information that helps to better understand the practice. <u>See Attached pdf/jpg files for photos/flyers.</u>
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<p>share: pictures, videos, attachments, references, and/or links.</p>	<p>The practice aligns with TEA priority 3 which pertains to college and career readiness along with specific goals and opportunities targeted to reach and help the population of historically underserved and at-risk students on our campus.</p>
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Special Considerations

<p>19. How does your practice align with the TEA Strategic Priorities?</p>	<p>Describe how your practice aligns with the one or more of the 4 TEA Strategic Priorities.</p> <p>https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/</p>
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Permission Required

<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><small>Signature</small> Analisa Barrera</p> <p>Signature of person submitting application</p> <p><small>Date</small> 05/08/19</p> <hr/> <p><small>Signature</small> Estelia Wallace</p> <p>Signature of administrator or leader</p> <p><small>Date</small> 05/08/19</p> <p>Date</p> <p>Application will not be accepted without signatures.</p>
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