

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.

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

1. LEA or Campus Name:	LEA or Campus Arlington ISD- Parent and Community Engagement	
2. School Name & Address:	School Name and Address 1141 W. Pioneer Parkway, Arlington, TX 76013	
3. Contact/Title:	First Name, Last Name, Position Title Suzanne Stevenson, Title I Family Engagement Specialist	
4. Contact Email/Phone #:	Email Address/Phone # ssteven3@aisd.net 682-867-1935	
5. Name of practice and brief description of practice:	Write a brief practice description in 150 words or less. Think about the key message or idea you want to convey about this practice. (This is your elevator speech.) <i>"Parent Cafe- Be Strong Families/Strengthening Families Illinois educates parents on the protective factors that keep families strong so that they can take responsibility for living these protective factors in their family."</i>	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban Size of District: <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input checked="" type="checkbox"/> 5A <input type="checkbox"/> 6A	Ethnicity %: Hispanic: 45 African American: 25 White: 19 Asian: 6 Amer Indian/Alaskan Native: .4 Native Hawaiian/Pacific Islander: .2 2 or more: 4

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 checked="" type="checkbox"/> Other - please specify: Title IV	
8. Grades impacted:	<input checked="" 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>Promote positive relationships between parents and those who provide early childhood or family-strengthening programs.</p>
10. How was the practice identified as a need?	<p>Describe how practice was identified as a need.</p> <p>There is a need to help parents connect and be encouraged in their parenting journey.</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>Parent and Community Engagement partnered with My Health My Resources (MHMR) to train school personnel from various departments to facilitate Parent Cafe. Six campuses have implemented the five cafe meetings with parents following the prescribed Parent Cafe process with one group exclusively for grandparents raising grandchildren and another cafe is limited to teens who are parenting. The other cafes are for parents of elementary students. The compelling aspects of Parent Cafe are that parents learn they are not alone in their struggles and that families are more alike than they are different. Parents learn how resilient they are and take away nuggets of wisdom from hearing other people's story.</p>
12. Who was involved in the planning & implementation? What was their role?	<p>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)</p> <p>Suzanne Stevenson introduced the concept of Parent Cafe to Aaron Perales, director of Parent and Community Engagement (PACE). MHMR offered a training in Parent Cafe in the summer 2018 and seven AISD staff members attended the training. In the fall of 2018, Title IV money was made available train additional district personnel. Parent Cafe facilitates engagement because everyone is a participant in Parent Cafe.</p>

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	<p>How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words)</p> <p>Parents need outlets to be heard, share their story, and help their family find concrete resources. Family resiliency is essential to success student outcomes. Parent Cafe build leadership skills as they learn to lead Parent Cafe.</p>
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	<p>Be Strong Families provides the evaluation tool. It is a self-report, using a 4 point Likert scale. The goal is to build parent leadership within the family and school.</p>
15. What did you learn from the	<p>Describe lessons learned from the evaluation. (limit to 75 words)</p>

