

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:	<p>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.)</p> <p><i>Toddler Time is an outreach program to parents of children, birth to three years old. The program provides parent and child interactive activities with lessons that show parents how to provide important kindergarten readiness skills at home. Parents learn the importance of reading and counting; how to build vocabulary, develop gross and fine motor skills, and learn tips on managing behavior of young children.</i></p>	
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	Ethnicity %: Hispanic: 45 African American: 25 White: 19 Asian: 6 Amer Indian/Alaskan Native: .4 Native Hawaiian/Pacific Islander: .2 2 or more: 4

	<input checked="" type="checkbox"/> 5A <input type="checkbox"/> 6A	
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 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 is to raise parents' awareness of their impact as their child's first teacher in preparing their children for prekindergarten/kindergarten and decreasing the achievement gap.</p>
10. How was the practice identified as a need?	<p>Describe how practice was identified as a need.</p> <p>Research shows that "children who live below the poverty line are 18 months below the developmental norm for their age group" (National Center for Children in Poverty).</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>The Toddler Time travels to every Title I elementary campus in the district (38 schools). The teacher leads the parents in songs about colors, counts, provides fine and gross motor activities, as well as models reading to the families from an age appropriate book. Each child takes home a book after each session. Parents are also provided parenting tips, information on development, and occasionally other supplies like paint or play dough. The children are provided with playtime to foster socialization and parents are coached on how to read to very young children, overcome parent literacy issues, and offered concrete resources as needed. Toddler Time is used by the Early Childhood Interventionists to socialize children and families often "follow" Toddler Time from campus to campus when they want to attend more sessions or miss it at their campus. Parents reach out to the Toddler Time teacher with their questions about development and behavior. After the 5-6 weeks of Toddler Time, a Toddler Time extension class is offered on the topics of Potty Training, Oral Health or Managing Temper Tantrums.</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>Toddler Time was started as a pilot project in 2006 by an assistant principal and director of early education with the help of the campus family engagement representatives. The program has always been about building the capacity of parents to support their child's learning and to see their child as a learner. Children learn best through play and experiences; therefore, Toddler Time's focus has been to encourage parent-child interaction that promotes attachment, healthy parenting practices that encouraging learning, and encourage reading in the home. Families are introduced early to their local school and the staff with tours the school and per-kindergarten classroom as part of the program</p>

Evaluating Effectiveness of Practice

13. How does this promising practice	<p>How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words)</p>
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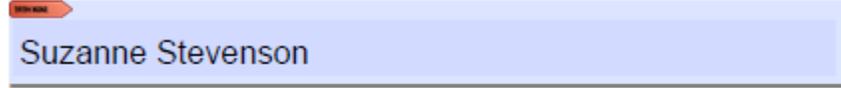
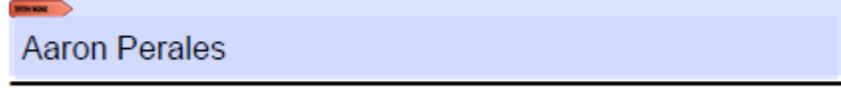
link to increased student outcomes?	Currently, we are not able to formally track the child participants into school. However, parents report their children seem more ready for school.
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	<p>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)</p> <p>Presently, we evaluate the educator's effectiveness by surveying the parent participants. Parents rate the educator on knowledge, opportunity to ask questions, the parents' confidence level to now support their child's learning, and if they read more often to their child as result. The overall effectiveness goal is 4.5. The program has a rating of 4.809 on a 5 point Likert scale.</p>
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	<p>Describe lessons learned from the evaluation. (limit to 75 words)</p> <p>Parent behavior (self-report) needs to be assessed prior to or at the first class to see if parents feel the Toddler Time program has changed their parenting behavior. There needs to be a way to track whether families enrolled their children in prekindergarten services.</p>
16. Identify the most important factors and conditions necessary for the success of the practice.	<p>What were the most important factors that made this practice successful? (limit to 75 words)</p> <p>The program requires a teacher who can lead adults and children in play and activities. The teacher must also be knowledgeable in community resources, how to coach families with discipline issues, and make families feel welcome in addition to teaching adults and children.</p>
Sharing the Benefits	
17. Recommendations for other schools:	<p>What recommendations or variations of the practice do you have for other LEAs or schools interested in replicating your project? (limit to 75 words)</p> <p>The success of the program did not come until we had a dedicated bilingual early childhood certified teacher to the program. The program required dedicated funds instead of relying on grant funding through foundations.</p>
Other Information	
18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.	<p>Include visual aids/materials/information that helps to better understand the practice.</p>
Special Considerations	
19. How does your practice align with the TEA Strategic Priorities?	<p>Our district goal is to build a foundation in reading and math.</p> <p>https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/</p>

Toddler Time builds a foundation of reading and math by helping parents see their role in educating preschool children and supplying parents with books, games, and finger-plays that build reading, counting, and vocabulary skills.

Permission Required

20. Is the principal or leader of the organization aware that you have submitted this practice.

Yes No

	05/06/2019
Signature of person submitting application	Date
	05/06/2019
Signature of administrator or leader	Date

Application will not be accepted without signatures.