

2019-20 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 January 15, 2020 through December 4, 2020.
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 Building the Capacity of ALL Families trainings, 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:	Crockett ISD 1400 West Austin Street, Crockett, TX 75835	
2. School (Campus) Name & Address:	Crockett Elementary Campus 1400 West Loop 304, Crockett, TX 75835	
3. Contact Name and Title:	Stephanie Anderson, BSW District Parent Coordinator	
4. Contact Email and Phone #:	Stephanie.anderson@crockettisd.net (936)544-2125x6108	
5. Title of practice and brief description of practice:	Latino Family Literacy Project by <i>Lectura Books</i> "Family Stories Curriculum for English Learners"	
6. Demographics:	<p>Description of the populations served:</p> <input checked="" type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <p>Size of District:</p> <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A <input type="checkbox"/> 6A	<p>Ethnicity %s:</p> <p>Hispanic: 98%</p> <p>African American:</p> <p>White: 2%</p> <p>Asian:</p> <p>Amer Indian/Alaskan Native:</p> <p>Native Hawaiian/Pacific Islander:</p> <p>2 or more:</p>
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 3	

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
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Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	<ol style="list-style-type: none"> 1. Establish and support a family reading routine. 2. Strengthen parent/child interaction. 3. Improve literacy skills in Spanish.
10. How was the practice identified as a need?	<p>There is a clear connection between being able to read and speak English and whether young Latinos graduate from high school or engage with gangs. (California Department of Education)</p>
11. Describe the implementation.	<p>We sent invitations to all our ESI students. We made the program fun and inviting. We offered two semesters to provide an opportunity for families to attend that could not come to the first semester. Childcare was provided. We had pizza, snacks and door prizes. We met once a week and would read a story, reflect on what the parents had learned, worked on a family album and had either a meal or snacks.</p> <p>There was a challenge in recruiting participants due to other activities such as sports (soccer).</p> <p>*We ran this program at our Elementary campus successfully for the 2017-18, 2018-19 and 2019-20 School years. This year we are opening the program up district wide with hopes to reach more families.</p>
12. Who was involved in the planning & implementation? What was their role?	<p>Staff included the parent coordinator, a certified teacher and translator. We all attended the required training through the Lectura, Latino Family Literacy Project Workshop by Katherine DeMonte. The parent coordinator facilitated the program for our campus. The teacher leads each session and the translator reads in Spanish and provides translation for the program.</p>

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	<p>Improved literacy skills lead to advanced learning, increased opportunities, and lower rates of dropout and delinquency.</p>
14. How did you evaluate the practice and who was involved in the evaluation process? What was your	<p>A pre-questionnaire was given at the beginning of the program and a post-questionnaire was completed during the last meeting. Questions included: How much time do you spend reading with your children each day; What language do you read with your children; What do you read with your children; Do you know your child's reading level; and Have you spoken with your child's teacher about their reading skills? The goal we were most concerned with was the amount of time spent reading with your children each day, as we are striving for 20 minutes or more per day.</p>

measurable goal?	
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	The numbers did increase from pre to post questionnaire. My advice would be to attend the training, select a team and implement. You must be diligent in recruiting and passionate for your families.
16. Identify the most important factors and conditions necessary for the success of the practice.	Relationships proved to be the most important factor in the success of our practice. Our families most enjoyed sharing their family albums that were completed during the program. This program specifically incorporated critical reflection and dialogue by means of reading, writing and art projects. This helped to build the relationship capacity with our families.
Sharing the Benefits	
17. Recommendations for other schools:	Make it fun and feed them! Really listen to what the families are saying and validate them.
Other Information	
18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.	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.

Special Considerations

19. How does your practice align with the TEA Strategic Priorities?

The Latino Literacy Project specifically aligns with 2 of the TEA Strategic Priorities: Build a foundation of reading and math and improve low performing schools.

1. This program was designed to build a foundation of reading for our ESL students and improve literacy skills in Spanish.
2. Crockett Elementary School is currently a “F” rated campus. Most of our population is economically disadvantaged. 34% of students are Hispanic. The skills parents obtain by attending the Latino Family Literacy Project can be used as a tool for improving our school.

https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

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

Yes No

(double click beside “X” to sign)

X

Stephanie Anderson, BSW
Parent Coordinator

X

Margaret Tuggle, LPC
Crockett ISD Director of Special Services

Application will not be accepted without signatures