

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.)*

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| 1. LEA or Campus Name: | LEA or Campus Klein ISD |
| 2. School Name & Address: | School Name and Address Family Engagement- 4411 Louetta Rd. Klein, Texas 77388 |
| 3. Contact/Title: | First Name, Last Name, Position Title Maria Ovalle- Lopez- Family Engagement Coordinator |
| 4. Contact Email/Phone #: | Email Address/Phone # movallelopez1@kleinisd.net- 832-249-4386 |
| 5. Name of practice and brief description of practice: | "Parents Teaching Parents: Skills for Living Classes"- As part of our Parent university Initiative, we have now added "Skills for Living Classes": These classes came from a direct request from our previous PU graduates, and look to empower families by bringing parent leaders skillful in an area to teach the other families abilities that could potentially increase their income. Our intention is to build stronger families and stronger communities by discovering talent, developing this talent, and put it to the service of the same community. We have also intertwined small lessons in academics to show parents how they can easily support learning at home while discussing and preparing nutritious meals or creating beautiful crafts. During the classes, the Family engagement staff embeds parenting education lessons to support a healthy parenting style. This goal focuses on building the capacity of families and aligns with the Dual Capacity Framework for Family-School Partnerships: "Policy and Program goals directed at improving family engagement efforts by developing Capabilities, increasing social capital through connections, increasing individual level of self-efficacy, and changes family's worldview and assumptions". |

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| 6. Demographics: | Description of the populations served: <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban Size of District: <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 | Ethnicity %s: Hispanic: 40.35 African American: 14.05 White: 33.35 Asian: 8.6 Amer Indian/Alaskan Native: 0.41 Native Hawaiian/Pacific Islander: 0.13 2 or more: 3.07 |
| 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 checked="" type="checkbox"/> This practice was (partially or fully) funded by local dollars. <input checked="" 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

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| 9. What is the goal of the practice? | <p>Explain goal of the practice. (limit to 75 words)</p> <p>The goal of the practice is to develop capacity in families by building connections and a network of support, celebrating their capabilities, changing their cognition about school and community, all this while building their confidence to support themselves, and their student’s achievement.</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 goal of the practice is to develop capacity in families by building connections and a network of support, celebrating their capabilities, changing their cognition about school and community, all this while building their confidence to support themselves, and their student’s achievement.</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>Nutrition classes. For the skills for living classes, we identify a very talented mother and she was very excited to share her knowledge. As a result, we are seeing more parents stepping forward and offering to teach skills that can potentially increase the family’s income. For our Nutrition classes, we are collaborating with the CTE program in one of our High Schools: The culinary Arts instructor and students collaborate with math teachers who demonstrate easy ways to assist students with Math at home while cooking delicious and nutritious recipes. This has also allowed us to promote our CTE programs as parents from grades PK to 12th discover the variety of opportunities that Klein ISD students have access to in the Career and Technology areas.</p> <p>One of the challenges we had was the purchase of supplies and materials for the classes. Upon talking with the community, they suggested to have the list of materials needed alongside with places to purchase them that had friendly pricing. Our parent liaisons do the research and put together this information for the parents. We provide these to participants prior to the class and upon registration to the same.</p> <p>What has happened that is compelling, is to see the enthusiasm of parents and community members that now feel empowered to put their talents to the service of others. We already have a group of volunteers from the community lined up for future classes!</p> <p>In every class, our parent liaisons integrate a parenting lesson: We have observed that when parents are learning about skills for living, they are also more open to talk about their struggles in parenting: Having a cluster network group to discuss these struggles and discuss possible solutions is easier when finding a group that understands and offers support.</p> |

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| <p>12. Who was involved in the planning & implementation? What was their role?</p> | <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>District Family Engagement Coordinator: Planning and general logistic support School Principals: Approving the use of spaces and other resources for the development of the classes. Parent Liaisons: Directly involved with registration, research of material (places for purchase), and parenting lesson. Parent leaders: Teaching the classes, and offering input Teachers: Providing support in the nutrition classes to tie this to supporting Math skills at home. CTE students: Facilitating instruction for Nutrition classes.</p> |
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Evaluating Effectiveness of Practice

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| <p>13. How does this promising practice link to increased student outcomes?</p> | <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>By recognizing families’ funds of knowledge, the confidence level in the families elevates as they develop new skills. In this scenario, they are more receptive to learning ways to support at home learning and embrace effective parenting practices. They also build strong networks to support student achievement.</p> |
| <p>14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?</p> | <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>-Crafts: 90% of the attendees will learn how to make craft with marshmallows and cold ceramic. 70% of the parents will be able to identify at least two characteristics of a healthy family: Measured by an exit ticket that specified the points discussed during the parenting session and asked parents to choose what they learned. The results: 100% of the attendees learned how to make craft with marshmallows and cold ceramic. 75% of the parents were able to identify at least two characteristics of a healthy family and chose two to apply at home.</p> <p>- Nutrition and Numbers: At least 40% of attendees will learn how to promote a healthy lifestyle among their family by making healthy choices. 50 % of participants will learn about ratios and proportions, and tips to promote math skills while cooking. They will also learn how to easily have meaningful conversations around the kitchen table.</p> <p>Questions intentionally address the academic, parenting and skills for living objectives, and were designed by the staff involved.</p> |
| <p>15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?</p> | <p>Describe lessons learned from the evaluation. (limit to 75 words)</p> <p>We learn that adults also enjoy "Hands- on " activities! By fostering a fun and safe environment, they are also more open to discuss their challenges as parents, and to share and receive information with and from staff.</p> <p>Our advice: Listen to what the parents want to learn about and give them that first. Once they feel heard, they will be more open and receptive to what you need them to learn about.</p> |
| <p>16. Identify the most important factors and conditions necessary for the success of the practice.</p> | <p>What were the most important factors that made this practice successful? (limit to 75 words)</p> <p>Organizational conditions: Support - We have tremendous support from district staff, and school administrators.</p> <p>Process Conditions: We link our family activities to learning, look to develop parents’ funds of knowledge, and encourage building relationships with staff and other families. We also prepare the teachers working for families by investing in high quality professional development.</p> |

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)

Listen to your community and prepare your staff to work with families. Avoid improvisation: The planning process is key to make sure that the activities are fully developed and enjoyed by all. evaluate, and honored the feedback: Make sure that you review your feedback and use suggestions to continuously improve and grow.

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.

Please use this link to access pictures and information.
<http://bit.ly/2XOyh7B>

Special Considerations

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

Describe how your practice aligns with the one or more of the 4 TEA Strategic Priorities.

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

- Building a Foundation for reading and Math: We link our events to learning and offer families guidance to implement at home activities to support student learning.
Connect High School to career and college: Our families get to know firsthand the culinary CTE program, and other classes that promote post-secondary success.
Improve low-performing schools: We are empowering communities to work collaborative with staff: Building network that support student achievement.

Permission Required

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

Yes No

Maria Ovalle- Lopez

Digitally signed by Maria Ovalle- Lopez
DN: cn=Maria Ovalle- Lopez, o=Klein ISD, ou=College & Career Pathways, email=movallelopez1@kleinisd.net, c=US
Date: 2019.04.26 12:26:51 -05'00'

4/26/2019

Signature of person submitting application

Date

Elizabeth Gilleland

Digitally signed by Elizabeth Gilleland
DN: cn=Elizabeth Gilleland, o=Klein ISD, ou,
email=egilleland@kleinisd.net, c=US
Date: 2019.04.30 20:22:59 -05'00'

Signature of administrator or leader

Date

Application will not be accepted without signatures.