

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 NEISD	
2. School Name & Address:	School Name and Address Olmos Elementary 1103 Allena	
3. Contact/Title:	First Name, Last Name, Position Title Lillian Esparza Family Engag	
4. Contact Email/Phone #:	Email Address/Phone # lespar3@neisd.net	
5. Name of practice and brief description of practice:	Olmos Elementary School, a Title 1 campus with 98% of the student population economically disadvantage, provides a High School Equivalency (HSE) program for families and the surrounding community. This self-paced learning program is giving parents a second opportunity to earn the equivalent of a High School Diploma. The program is offered to both US and non-US citizens, is flexible which allows working families to follow a nontraditional schedule and is provided in Spanish. Students whose parents have participated in the program have contributed to this year's preliminary A school rating. In addition, students whose parents attend the HSE classes have little to no tardies or school absences and do not have any disciplinary problems.	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban Size of District:	Ethnicity %s: Hispanic: 91.7 African American: 3.2 White: 4.3 Asian: .5 Amer Indian/Alaskan Native: .2

	<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	Native Hawaiian/Pacific Islander: 0 2 or more: 0.2
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 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 the practice is to give adults 18+ the opportunity to obtain their Texas Certificate of High School Equivalency and to be placed in an institution of higher education or other postsecondary education or training, or enter the military. Students, whose parents have earned a High School Diploma or equivalent to, have a greater chance of graduating from High School.</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>During a Family Engagement workshop, I asked parents what their needs were. The majority of parents requested a program that will assist them in obtaining a certificate equivalent to a High School Diploma. Next, I contacted the NEISD Adult Community Ed. HSE point of contact to set up a meeting. Both parties agreed on the date and time to start the initial adult meeting. Finally, I sent a flyer home and posted invites to surrounding apartment complexes, community centers, laundry mats and daycares.</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 HSE program takes place twice a week every Wednesday and Friday from 9:00-11:30 p.m. We have 15-20 Spanish-speaking parents that have enrolled in the program. The classes take place in our Olmos Family Resource Room, which seats approximately 30 people. The first initial class, a brief introduction of the program. The second class, parents are administered a pre-test in the following subjects (math, social studies, and reading and language arts).</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>People involved in the planning were NEISD Adult Community Education HSE staff and Olmos Elem. Family Engagement Specialist. Our role was to recruit parents and maintain consistency between parents and staff. A major factor was to establish a close-knit relationship with the adults in the program and making sure, we met their needs. It was very crucial that as a team we learned about parents' culture and traditions.</p>

Evaluating Effectiveness of Practice

13. How does this promising practice	How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words)
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link to increased student outcomes?	Students of parents that are enrolled in the High School Equivalency program are able to witness members of their family attend school. Parents attending the same school as their child/children, it encourages our students to do well in school. According to one parent, "My daughter and I do our homework together and she loves it!" Thus, it encourages students to do well in school and builds a strong bond between parent and child.
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) The evaluation of the program consisted of the Family Engagement Specialist overseeing and recruiting adults. The responsibilities were to making sure the community was consistent by providing resources that helped meet their needs such as food, clothing, etc. We ask that every adult signs in and prints their name and phone number so we can communicate. Frequently, flyers, phone calls and e-mails are sent out to remind parents of any upcoming classes.
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) What I have learned is to be flexible with the adults' working/school schedule. Each individual has a responsibility from taking their children to the doctor, running errands to doing their household obligations. It is vital that I get to know them as individuals so that I can understand their lifestyle and be considerate. Their family values and morals are far more important than their academic education and that is why I make sure to accommodate their family schedule with academics.
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) The NEISD High School Equivalency program has given the community the flexibility to learn at their own pace by offering classes at different dates and times. In addition, the bilingual staff gives adults the opportunity to take a class in either English or Spanish. A HSE requirement is that non-school aged children are not allowed to attend the class. This has given adults the opportunity to have little to no distraction during instructional time.
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) Getting to know the needs of the community and building a strong intrapersonal relationship, has helped Olmos Elementary School have a successful program. Several developmental assets are incorporated within the Olmos HSE program such as role modeling, family support, positive school climate and community valuing youth. This program has increased our Family Engagement and developed a strong bond between community, family and school. Therefore, I highly recommend having this program in schools.
Other Information	
18. Include other information you would like to share: pictures, videos, attachments,	Include visual aids/materials/information that helps to better understand the practice.

references, and/or links.

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/
Improve Low-Performing Schools Attending a low-performing school has a long-lasting impact on student achievement, and the Agency will reduce the number of D or F rated campuses by half by 2021-22

Permission Required

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

Yes No

Lillian Esparza
Digitally signed by Lillian Esparza
DN: cn=Lillian Esparza, o=Olmos Elementary School, ou=NEISD, email=lespar3@neisd.net, c=US
Date: 2019.05.24 13:02:40 -05'00'

Signature of person submitting application

Gaila Booth
Digitally signed by Gaila Booth
DN: cn=Gaila Booth, o=Olmos Elementary, ou=NEISD, email=gbooth@neisd.net, c=US
Date: 2019.05.24 13:05:43 -05'00'

Signature of administrator or leader

05/24/2019
Date

05/24/2019
Date

Application will not be accepted without signatures.