

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:	Nacogdoches Independent School District Emeline Carpenter Elementary
2. School Name & Address:	Emeline Carpenter Elementary 1005 Leroy St. Nacogdoches, TX 75961
3. Contact/Title:	Sumer Davis, Parent Community Liaison
4. Contact Email/Phone #:	sdavis@nacisd.org 936-569-5070 x 6206
5. Name of practice and brief description of practice:	The Back-to-School Bash was designed to provide students with school supplies for the upcoming year while establishing a positive climate and promoting partnerships between the school, families, and community. The event allowed the campus to build rapport with students and their families, increase parent involvement, create more community partnerships, and make connections with possible student mentors. It provided teachers the opportunity to go into the community and create positive initial interactions with incoming students and parents. The campus showed its support and dedication to helping all students be successful by providing the necessary school supplies to begin the year. The school encouraged family engagement and interaction by holding the event at a nearby community park and providing a variety of activities. Our

	goal was to acknowledge the importance of schools, families and communities working together for the success of all students.	
6. Demographics:	Description of the populations served: <input checked="" type="checkbox"/> Rural <input 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 %s: Hispanic: 33.26 % African American: 56.61% White: 7.71 % Amer Indian/Alaskan Native: 0.00 % Native Hawaiian/Pacific Islander: 0.22 % 2 or more: 2.20 %
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: Book donations, donations of door prizes.	
8. Grades impacted:	<input checked="" type="checkbox"/> <input type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> <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?	The goals of the Back-To-School Bash were to increase student excitement for the beginning of the school year, to develop community and family partnerships, and to provide students with school supplies. This provided an opportunity for students, parents, staff, and community members to develop relationships and interact outside of the school setting. The event activities encouraged positive relationships by providing academic resources prior to the first day of school.	
10. How was the practice identified as a need?	Emeline Carpenter elementary is a Title I school with 95.81% of students identified as Economically Disadvantaged. Previously, students began school without school supplies due to the limited resources at home. Low parental involvement and communication has been a campus concern in previous years. The parent and community outreach event addressed both of these needs by fostering positive relationships and providing resources for the students and families.	
11. Describe the implementation.	The event was hosted at a community park that was in close proximity to the campus. The Back-To-School Bash was supported through community donations and community and school volunteers. The pre-planning was imperative to the success of the event. The event was publicized in neighborhoods, subdivisions, and residential areas. The faculty and staff coordinated a generous donation of supplied filled backpacks that were provided to students that attended the event.	

	By providing school supplies, a financial burden was lifted from parents, and students gained confidence in knowing that they were prepared for the first day of school. The venue included music, food, and door prizes for attendees. The inviting setting promoted family and engagement and allowed families an opportunity to interact with school personnel. At the event, parents were provided with the opportunity to receive academic resources and to join the campus volunteer program and parent teacher organization.
12. Who was involved in the planning & implementation? What was their role?	Members of the Family Engagement Team including the TTIPS Grant Coordinator, Parent Community Liaison, Social Worker, Paraprofessional, and the LPAC/RTI Specialist created the event with faculty and staff support. The team provided frequent communication to encourage participation in the event. The TTIPS Grant Coordinator secured class rosters for incoming students to coordinate awareness of the event, as well as targeted community organizations. The Parent Community Liaison contacted organization to request participation in the event. All staff members interacted with families of incoming students; while, community organizations volunteered and provided donations.
Evaluating Effectiveness of Practice	
13. How does this promising practice link to increased student outcomes?	The campus has seen an increase in parent involvement and participation in the school event since the first Back-To-School Bash in August 2017. Faculty and staff have facilitated the event for two years and plan to sustain the practice. With the implementation of the Back-To-School Bash, there are more parent volunteers and positive rapport with community members, who often serve as campus mentors for students. The event encouraged collaborative dialogue among faculty and staff and parents.
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	The event success was evaluated based on quantitative data in regard to the increase of parent volunteers on campus, student mentors, and community partnerships. In addition, the team focused on student based outcomes for academic growth.
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	The Back-To-School Bash attendance report provided information that many of the families attending included children who were not currently enrolled to attend Emeline Carpenter Elementary. Due to the high mobility rate of students within the district, the campus refrained from restricting resources, but instead provided resources and support to all students and families. This encouraged a strong positive connection with families across the district.
16. Identify the most important factors and conditions necessary for the success of the practice.	The event was held at a community venue, near the campus which created a unique opportunity for family engagement. The event was open to public school attendees in the school neighborhood, while providing school supplies, academic resources, food, and door prizes.

