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 Taylor I.S.D.	
2. School Name & Address:	School Name and Address Taylor I.S.D. 3101 N. Main, Taylor, TX	
3. Contact/Title:	First Name, Last Name, Position Title John Matthews, Coordinator Family Support Services	
4. Contact Email/Phone #:	Email Address/Phone # jmatthews@taylorisd.org, 512.352.3910	
5. Name of practice and brief description of practice:	MUNCH AT LUNCH MENTOR This is a group mentor program with a 3:1 student to adult ratio. We work with at risk students. Community volunteers go through a brief training and then are assigned students to mentor. The program is during the student's lunch period. We play board games, cards, dominoes or arts and crafts. We mentor our students with positive feedback. If a student spends the morning in the principal's office we don't look for a punitive response. We ask the child "What could you do next time to stay out of the office?" This program allows a student to relax, in a safe environment, and have some fun while developing relationships and learning.	
6. Demographics:	**Description of the populations served:** ☒ Rural ☐ Urban ☐ Suburban **Size of District:** ☐ 1A ☐ 2A	**Ethnicity %s:** Hispanic: 62% African American: 9% White: 26% Asian: Amer Indian/Alaskan Native: 1% Native Hawaiian/Pacific Islander: 1% 2 or more:

	☐ 3A ☒ 4A ☐ 5A ☐ 6A

7. Which funds, if any, helped to support the project? (Check all that apply)	☐ESSA Title I, Part A (Parent and Family Engagement) ☐This practice was (partially or fully) funded by local dollars. ☒Other - please specify: Funds are generated through a local grant. No school funds or title one funds are used

8. Grades impacted:	☐PK-Kindergarten ☒Elementary	☒Middle School/Junior High ☒High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	Explain goal of the practice. (limit to 75 words) We want a healthy intergenerational bond established between a mentor and mentee. Once they form a bond something very special happens—the students begin to care about their behavior because of expectations. Once they start to do better, they begin to believe in themselves. This is the goal of mentoring: Students believing in themselves. We want to develop a student who makes good choices, is socially aware and proactive.
10. How was the practice identified as a need?	Describe how practice was identified as a need. (limit to 75 words) Fifteen years ago there was a need to help kids feel connected to the school and community. A 40 Developmental Assets Research Program was used as a needs assessment. It was determined mentor program was the way to move forward. Cando Gadison, a social worker at our high school, furthered the discussion for mentoring in our schools as a way to provide an additional role model in the lives of some of the at-risk students. One of the mentoring programs is Munch at Lunch.
11. Describe the implementation.	Describe the practice in as much detail as possible, such as logistical challenges/solutions. What happened that was compelling? (limit to 175 words) Munch at Lunch is a group program. A group (3:1) encourages discourse and enables more students to attend. Community volunteers, usually from churches and local businesses, are recruited. The program is explained with some training while background checks are completed. The most important attribute for a mentor is time, being available weekly for 1 hour and a heart for kids. School counselors match the mentor with the selected students. At-risk students are not required to participate in this program, they are invited, but most choose to participate. The community volunteer mentor serves one-hour, one time per week. Mentors focus on positive feedback while playing card games and board games. The mentor and students talk about social skills and behavioral issues and how that might impact their studies. Initially we were concerned students may not want to participate but were surprised by the number of requests from students who wanted to be in the program.
12. Who was involved in the planning & implementation? What was their role?	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) Mrs. Gadison contacted Family Support Services about starting a mentor program. After meetings with other school districts we settled on a model. The program would initially be at the 5th grade level. The program would be held in a hallway adjacent to the cafeteria. TISD Family Support Services would be responsible for recruiting volunteers. Counselors would select students. With a mentor program, parent participation can increase in many ways. Parents tend to have more of a reason to be on campus. Parents may want to attend a mentor session, they may want to be a mentor or they may be made a little more aware of any issues their student is having. Parents may also attend any field trips or special events for mentees.

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words) A mentor's role is to model appropriate behavior as well as to encourage the mentee to make good decisions, become more aware of social issues, and always strive to improve. These relationships also improve the relationships between student – home – school. Also, this mentor program has helped students by having fewer absences and fewer discipline referrals.

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 Munch at Lunch mentor program is evaluated annually. The program has expanded to serve 70 kids annually across all grade levels. Students can enter the program at any point with a counselor invitation and can exit the program at the end of any school year. The majority of students choose to continue in the program at least through middle school, while some continue through high school. The main tools we review are the students' attendance at the weekly mentor meeting and discipline issues.	
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)	
	Students loose interest if their mentor is not showing up consistently. If I were to offer any advice it would be this: a lot of well-meaning people would like to mentor but they are just too busy to do it. I believe you are better off having a lower number of committed mentors who are in it for the long term. We bring all of our mentors into the 4th and 5th grade program before assigning them to a regular campus. This way we know who is able to commit to the program.	
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)	
	Showing up is 99% of mentoring. All it takes is for the mentor to show up.	

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)	
	It may be easier to start the relationship if you include games or arts and crafts. I feel like it makes the conversation flow easier. Some campuses would not allow the student from attending mentoring if they were in ISS, which is not the case now. This gives the mentor an opportunity to discuss the ISS issue and have the student talk about other ways they could have handled the situation.	

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.

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.
	A typical mentor session will include board games, cards, or an arts and crafts project. These activities foster critical thinking, problem solving, computational thinking skills as well as developing social and emotional learning.
	https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Permission Required

20. Is the principal or leader of the organization aware that you have submitted this practice?	☑ Yes ☐ No
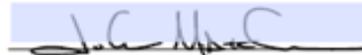
_____ 04/12/2019
Signature of person submitting application **Date**

_____ 04//12/2019
Signature of administrator or leader **Date**

==Application will not be accepted without signatures.==