

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 3101 N. Main, Taylor, TX 76574	
3. Contact/Title:	First Name, Last Name, Position Title John Matthews, Coordinator T.I.S.D. 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:	MIDNIGHT BASKETBALL, SUMMER REC. PROGRAM We wanted to develop healthy intergenerational relationships with students that were struggling in school. We started a free summer basketball camp. Attendance grew to the point that we added dodge ball and arts and crafts. We have a character education component that features a community leader discussing their profession and the skills required to do the job.	
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 checked="" type="checkbox"/> 4A <input type="checkbox"/> 5A <input type="checkbox"/> 6A	Ethnicity %: Hispanic: 62% African American: 9% White: 26% Asian: Amer Indian/Alaskan Native: 1% Native Hawaiian/Pacific Islander: 1% 2 or more:

7. Which funds, if any, helped to support the project? (Check all that apply)	<input 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: All funding for this project is from the community of Taylor.	
8. Grades impacted:	<input 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

9. What is the goal of the practice?	<p>Explain goal of the practice. (limit to 75 words)</p> <p>The goal of this program is to develop relationships and social and emotional skills as well as expose the students to different professions. We want our students to get their diploma, go to a college, trade school, or certification program and become involved in their community.</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>We wanted summertime activities to keep students involved and learning in a “safe kid zone”.</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 program is in a city park adjacent to a public housing complex. We use community volunteers/clubs (Lions Club, Rotary Club, Churches, Kiwanis Club, Community Leaders) to provide mentoring and bring the drinks, food and paper goods. Each group participates for one week. The program consists of basketball, dodge ball, arts and crafts with a meal served at 8pm. The program is on Tuesday and Thursday, in the summer, and begins at 6:30 pm and ends at 9pm. A character education component is at 8:15. We discuss career options, making good choices as well as the value of an education. After character education we play some more and then go home.</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>This program started with 2 basketballs. Attendance was high as there were not any other options for these families as “summer sport clubs” were too expensive. The community stepped in and bought more equipment, added water, then meals, then dodge ball, and arts and crafts for the students who don’t particularly like sports. We only expected students to show up, but parents started attending and participating/helping with the program. That was a big breakthrough.</p>

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	<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>It established a relationship between the school, the extended family, the parent and the student.</p>
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	<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>This program was instrumental in establishing relationships with families and students. Students and parents attended the program regularly.</p>

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) I was surprised about the number of parents who eventually began to attend. The conversations did not revolve around academics but common interests. It is a great way to begin a relationship.
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) 99.99% of mentoring is showing up. Students don't expect you to juggle, know all the jokes or even listen to the same music they do. You just need 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) Basketball might not (or will not) play well in every community. Maybe it is a movie night or board game night. The idea is to create an environment where you can talk to a student or parent and build the relationship in a non-threatening environment. We talk about Bar-B-Q, movies, cars, the things we have done and the hopes we have for our kids.
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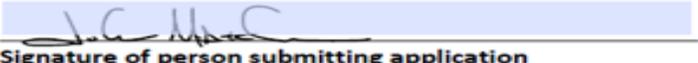
Other Information

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 see photos (attached)
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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. It aligns with connecting students to a career and college. We use a character education component to discuss the value of an education and the importance of earning a living wage. https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/
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Permission Required

20. Is the principal or leader of the organization aware that you have submitted this practice?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Signature of person submitting application 04/12/2019 Date  Signature of administrator or leader 04/12/2019 Date Application will not be accepted without signatures.
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