

Engaged Families and Parents

Partnership

PURPOSE STATEMENT

1. **Issue** – Decades of research proves that when parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement. (*Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement.*)

Data also shows that parents of students living in households with income at or above the federal poverty level (FPL) have higher rates of involvement in school activities than those in households below the FPL. Parents who do not speak English at home have lower rates of attendance at general school meetings, parent-teacher conferences, or school or class events, relative to English-speaking parents; and lower rates of volunteering or serving on a committee. Parents with higher levels of education have higher rates of involvement in their children's schools.

Traditional approaches to family engagement:

- Imply that low achievement by struggling students originates in their parents.
- Focus exclusively on addressing barriers to engagement through efforts to change marginalized parents and communities to conform to existing educator expectations and school practices.
- Assume schools are neutral spaces that treat all parents and communities equally – downplaying issues of power, race, class, culture, and language.

The Partnership Office utilizes dual-capacity building family and community engagement strategies to eliminate barriers to engagement and improve institutional systems, policies, and practices to increase engagement.

2. **Vision** – Families/parents and schools work together in a culture of shared leadership & responsibility for student success.
3. **Approach** - The Partnership Office utilizes family and community engagement strategies via Dr. Karen Mapp's / Department of Education- Dual-Capacity Framework to eliminate barriers to engagement and improve institutional systems, policies, and practices to increase engagement.

STAKEHOLDERS

Who, primarily, will be impacted by this work? (groups of students, stakeholders, customers)

- Stakeholder group 1-TPS students
- Stakeholder group 2 – TPS parents & families
- Stakeholder group 3 – Community members/volunteers
- Stakeholder group 4- TPS building-staff

CASE STATEMENT

Engaged Families and Parents

Partnership

What would be the consequences (legal, regulatory, cost savings/avoidance, gaps in advancing District strategy) of not doing this work?

Parent, Family and Community Partnership Policy No. 4130 Adopted in 2006 and revised in 2012, the Tacoma School Board recognized that family and community partnerships in education have a positive effect on student achievement and is an important strategy in reducing achievement gaps. It is the policy of the Board of Directors of Tacoma School District No. 10 to encourage and support family partnerships in education at home, at school, in our community and in school governance. The Board recognizes the diversity of family structures, circumstances and cultural backgrounds and respects families as important decision makers for their child's education.

In the state of Washington, the Office of Superintendent of Public Instruction (OSPI) requires all LEAs must build capacity for PFE within schools and among parents themselves. Districts have a responsibility to promote and strengthen parental involvement within their Title I, Part A programs. There are clear requirements that obligate districts to plan and implement family involvement activities with the ongoing and meaningful consultation of the families whose children benefit from Title I, Part A services.

WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

Partnership Benchmark- Engaged Families and Parents

MEASURABLE GOALS

1. We will increase# of registered volunteers (families & community members) in to 7,000 by the end of 2023 as measured by WATCH Count.
2. We will increase # Climate Survey participation by parents (including an increase in the ethnic diversity of participants) by 10% for each demographic by the end of 2023 as measured by the District Climate Survey.
3. We will increase # of positive responses for students & families in the Climate Survey in the question area of: Diversity (for each demographic) by 10% by the end of 2023 as measured by the District Climate Survey.

SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
Breakfast/refreshments Prep/planning Coordination of Community Partners/Speakers/Trainers – educational/informational sessions	Quarterly Superintendent Parent Advisory Breakfast	Convening of principals and parents features an address from our Superintendent, informational sessions, student/youth performance/highlight, educational information & best practices, small group parent feedback sessions and sharing of school and community resources that support student success. Produces parent-led initiatives.

Engaged Families and Parents

Partnership

<p>Event supplies</p> <p>Transport/materials deliveries</p> <p>Light snack/refreshment</p> <p>Coordination</p>	<p>Family & Community Engagement events and activities</p>	<p>Family & Community events, activities, and initiatives provided FREE to TPS students and families; culturally responsive, SEL promoting, intergenerational and public/private partnership learning events. Research shows that art education allows students to learn things in a more open-ended way and connects learning to real life.</p>
<p>Bus/ transportation costs</p> <p>Materials</p> <p>Coordination</p> <p>Advertisement/promotion</p>	<p>College Tours for Families</p>	<p>Tacoma Public Schools busses students and families to eight outstanding local colleges for campus tours. Each visit includes a customized tour and presentation from college staff on the admissions.</p>
<p>Event planning & coordination</p> <p>Food, speakers; materials costs</p> <p>Volunteer supplies</p> <p>Kids Activities materials</p>	<p>Family & Community Learning Academy</p>	<p>FCLA offers free sessions for parents from all backgrounds, to sharpen their skills in assisting their children to succeed in school. FCLA is open to the entire community!</p> <p>FCLA brings the community together around the common goal of investing our time, skills and diverse abilities in the education of our children and youth; creates shared leadership to improve academic outcomes for youth; designs family & community engagement model that can be duplicated for families and community working to support student success.</p>
<p>Paperwork process</p> <p>Fund Management</p> <p>Supplies/materials purchasing</p>	<p>Help-a-Student Fund</p>	<p>Partnership administers /manages this fund created in 1970 to assist students with attendance by providing basic or special items, such as clothing, shoes and glasses. Students access the fund through their school counselor. The majority of funds come from TPS staff who donate through the annual United Way Campaign.</p>
<p>Training</p> <p>Evidence-based PD opportunities</p> <p>Community connections/resources</p>	<p>Family Liaisons- Professional Development</p>	<p>The Partnership Office provides monthly professional development and staff support to the District's 11 Family Liaisons serving 12 schools. Professional Development includes: Family & Community Engagement (FACE) training (in-house/external), FACE certifications opportunities, community trainings, facilitating connections to relevant (education/student</p>

Engaged Families and Parents

Partnership

Coordination		supporting) community events/resources/networking groups.
Project Coordinator Professional Technical support	Continuous improvement of Family-school partnership & Family Engagement	<p>In May 2020, the TPS Board of Directors conducted a study session on Family Engagement (FE) to ascertain the state of Family Engagement practices within the District. It was apparent that the District understands and puts a high value on family engagement as evidenced by the numerous District FE policies, practices, & programs. However, the District's FE efforts tend to be siloed & slowly evolving due to lack of alignment & a need for coaching and technical assistance.</p> <p>The Northwest Evaluation Association (NWEA) will partner with Tacoma Public Schools over the next 18 months to support district and school leaders as they combat the impacts and challenges presented by the COVID-19 pandemic- deliverables include:</p> <ul style="list-style-type: none"> Professional learning modules and coaching sessions Optimizing website analytics, current social media engagement, and data management <p>Departmental restructuring & additional staff is needed to achieve this budget priority.</p> <ul style="list-style-type: none"> 1 FTE- Partnership Project Coordinator .5 Professional Tech <p>.5 Secretary</p>

PROGRAM COST - BUDGET USE ONLY

<i>Fund Description</i>	<i>18-19 FTE</i>	<i>Salaries & Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>

Engaged Families and Parents

Partnership

Total							