



The **Family and Community Engagement Program (FCE)** implements strategies to engage parents and the community in collaborative parent, school, and community partnerships. The FCE implements a broad range of district- and network-wide family engagement activities. These activities include Family Engagement Leadership Team (F.E.L.T), Site-Based Decision Making (S.B.D.M) and parent organizations support, Fam Jams, Family Resources On The Go (F.R.O.G. Bus), Parent Portal, Uniform Assistance, Elevated Engagement Podcast, departmental marketing and social media engagement, Academic Partnering Workshops, District Parent Advisory Council, and parent feedback surveying.

Key Findings

Implementation

- Six Campus Support Team coaches provided campus-level resources, presentations, and monthly professional development sessions to campus community liaisons, parent instructors, and other campus staff members called points of contact (POCs).
- Eighty-two percent of the campuses in Dallas ISD had a Site-Based Decision Making committee (Goal: 80%).
- Fifty-five percent of district-wide vertical teams were represented on the District Parent Advisory Council (Goal: 50%).
- The fourth annual FCE Virtual Family Forum reached 4.7k parents, providing back-to-school information and student expectations.
- Fam Jams drew over 1,100 families, exceeding attendance goals at all four events. The community events offered a variety of free services and activities, including bilingual support (Goal: 400 total families).

Stakeholder Feedback

- CST support and programs received overwhelmingly positive feedback. All principals and nearly all POCs rated CST coach support as satisfactory, exceeding program goals. Fam Jams were also highly valued by participants, with 97% reporting benefits to student academic success.

Student Outcomes

STAAR

- Student achievement is strongly linked to parental involvement. Students from highly engaged families demonstrate significantly higher STAAR passing rates, especially at the Meets+ level, compared to those with less involved parents.
- Increasing family engagement raises the likelihood of a student reaching the Approaches+ level in Reading by 8.4%, and the Meets+ level in Mathematics by 9.6%.
- When families perceive barriers to involvement, this reduces the likelihood of students reaching the Approaches+ level in STAAR Reading by 22.7% and the Meets+ level in STAAR Mathematics by 29.8%.

Recommendations

- **Continue addressing unmet program goals.**

While the FCEO met most of the goals set in 2023-24, some goals related to Essentials, family engagement contacts, and Academic Partnering were not achieved. The department should seek to improve documentation compliance, create engagement opportunities, support teacher-led events, involve all stakeholders in decision-making, enhance parent communication with contact points, and collect survey data for evaluating the ESSER goal.

- **Continue efforts to implement activities and strategies that engage families and mitigate school participation barriers.**

While encouraging engagement and addressing school barriers are both necessary, our findings suggest that reducing engagement barriers may be more impactful than promoting engagement activities in influencing students' assessment scores. Participation proves especially critical for families with students in transitional years and specific sociodemographic groups, underscoring the program's ability to meet targeted needs.

- **Consider integrating a theoretically grounded, reliable, and validated instrument for measuring family engagement into the DISD Parent Climate Survey, such as, for example, the Parent and School Survey (PASS).**

Rooted in Epstein's conceptual framework and validated through successful psychometric testing, PASS would enhance result robustness and facilitate comparability with other districts utilizing the same tool.