

## EXECUTIVE SUMMARY

The Family and Community Engagement Office (FCEO) in the Dallas Independent School District (ISD) develops and implements programs and strategies to engage parents and communities in collaborative partnerships. The FCEO received \$1,186,425 in Title I funds for the 2021-22 school year to support the Family Engagement program.<sup>1</sup> This was the same amount received in 2020-21. The FCEO also received \$152,500 in Elementary and Secondary School Emergency Relief (ESSER) funds to support family academic activities and \$100,000 to support expansion of the Home2Home visits.<sup>2</sup>

All students were remote after the beginning of the COVID-19 pandemic until the 2020-21 school year, at which point they participated in instruction remotely or in person. At the beginning of the 2021-22 school year, all students returned to face-to-face classroom instruction, with minimal exceptions. The district was able to offer virtual learning to a small subset of students, who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.

The Family Engagement program continued several of its long-standing programs, including the Campus Support Team (CST), Program Support Team (PST), Fam Jams, and the Whole School Model (WSM) framework. The FCEO staff members continued providing virtual programming in 2021-22 because of COVID-19; however, the option for face-to-face participation was available for some programs.

## PURPOSE AND METHODOLOGY

The purpose of the evaluation was to summarize the context, process, and outcome data of the Family Engagement programs for the 2021-22 school year. Additionally, the evaluator analyzed data related to program goals outlined in the 2021-22 Family Engagement Title I, Part A Project Workscape and the ESSER activity goals outlined in the 2021-22 Family Academic Activities (referred as Academic Partnering) and Expand Home2Home Parent Engagement (referred as Home2Home Visits) documentation. The evaluator used program documents,

interviews, attendance data, and survey data to evaluate the programs.

## EVALUATION QUESTIONS/OUTCOMES

### What programs did the Family Engagement program continue from 2020-21 to 2021-22?

Several Family Engagement programs provided in 2020-21 continued with some changes in 2021-22. The changes are outlined in this report. More detailed program descriptions are available in Garcia-Rincón (2021).

### Campus Support Team

CST coaches (trainers) continued to support family engagement activities at the campus level in the 2021-22 school year. There were changes to the responsibilities of the CST trainers in 2021-22. Six CST trainers (one more than the year before) reported to the FCEO manager, instead of the FCEO Executive Director. CST trainers continued to provide campus-level resources, presentations, and monthly professional development (PD) sessions to campus community liaisons, parent instructors, and other campus staff members called Points of Contact (POC). PD topics included, Mindset, Effective Communication, Team Building, Equitable Family Engagement, Circle of Trust, Networking, and Data Analysis. CST trainers also continued to support the WSM at the campus level and collaborate with external organizations in support of family engagement activities. While the parent education sessions previously lead by CST trainers were discontinued, PST coordinators provided weekly parent information podcasts (detailed in the PST section below).

New in 2021-22, was the recommendation by FCEO staff members that all campuses (in addition to WSM cohort schools) create a Family Engagement Leadership Team (FELT) to lead family engagement efforts for their campus. CST trainers promoted the addition of FELTs throughout the school year. A total of 61 campuses added FELTs in 2021-22.<sup>3</sup> Finally, CST trainers supported the district with implementing the Family and Community Engagement Essentials<sup>4</sup> in 2021-22, which replaced the district Continuum.

<sup>1</sup> The funding amount was provided by Special Revenue Funds Management on 04/28/22.

<sup>2</sup> The Dallas ISD received federal stimulus money from ESSER funds to mitigate learning loss and to address other urgent issues caused by the COVID-19 pandemic. The funding amounts were pulled from ESSER Activity documentation on 10/08/21.

<sup>3</sup> Data provided by FCEO staff members on 06/14/22.

<sup>4</sup> The Family and Community Engagement Essentials, a guiding tool for schools, was launched in 2021-22. The document communicates district expectations and encourages best practices for campus family engagement efforts.

FCEO staff members set a workscope goal that “80 percent of principals will rate the level of support provided by the FCE (CST) coach as satisfactory on an end-of-year (EOY) survey.” Data provided by FCEO staff members on 06/06/22 indicated that 87 percent of principals ( $N = 60$ ) strongly agreed or agreed that the level of support from the CST coach was satisfactory; therefore, the goal was met.

A second workscope goal was that “at least 80 percent of POCs will report that the monthly PD provided by coaches assisted them in their jobs, and that the level of support was satisfactory on an EOY satisfaction survey.” Survey results showed that 97 percent of POCs ( $N = 66$ ) strongly agreed or agreed that the PDs provided by the coaches assisted them in their jobs and 98 percent strongly agreed or agreed that the level of support they provided was satisfactory, therefore the goal was met.<sup>5</sup>

### Program Support Team Coordinators

Five PST coordinators continued to support Family Engagement programs in 2021-22. Three coordinators continued to plan and implement a broad range of family engagement activities at the district and network levels (e.g., Parent and Teacher Association and Parent and Teacher Organization efforts, parent conferences, Site-Based Decision-Making training, and Fam Jams). They also provided parent portal and uniform assistance, supported the Family Resources On the Go (FROG) bus, and began supporting Academic Partnering (new for 2021-22; refer to ESSER section). The fourth coordinator focused on supporting the six CST trainers with the coordination of the WSM components. The fifth coordinator supported marketing efforts and the parent information podcasts mentioned previously. A total of 32 Spanish and three English podcasts were presented during the 2021-22 school year. The podcasts covered topics such as Social and Emotional Learning (SEL), district programs, health, communication skills, college readiness, and college financial aid. The number of hits for these podcasts ranged between 46 (*Podcast titles*: Important Events for Parent and Student Support) and 1000 (*Podcast titles*: Medical District Bio-Medical School Partnership with University of Texas Southwestern).<sup>6</sup>

For the second year, PST coordinators hosted the Virtual Parent Conference (July 2021), now called the E3 Virtual Family Forum, over three days (5:00 p.m. to 7:30 p.m. each day). The forum was designed to prepare parents for the upcoming school year and review expectations for students returning to school. Attendance data provided by PST members on 11/10/21, indicated that a total of 1,138 parents participated in the conference. E3 Virtual Family Forum parent survey data showed that of the 110 respondents, 91 percent rated the information provided in the parent session

as very good or good and 89 percent indicated that they would recommend the session to other Dallas ISD parents.<sup>7</sup>

### What was the context and outcomes of the Fam Jam sessions in 2021-22?

Some changes were made to the Fam Jams in 2021-22. Whereas, in 2020-21 Fam Jams were held by feeder pattern, campus level within a network or by network, in 2021-22, they were held by network only. Fam Jams were scheduled at each of five networks: 1) Northeast, 2) Northwest, 3) Southeast, 4) Southwest and 5) Central. Like the previous year, the events continued to be virtual and scaled down into smaller events but continued to offer student performances, community resources and information, and workshop sessions on a variety of topics (e.g., Dallas ISD learning platforms, SEL, Mental Health, Cyberbullying, and College Readiness). Interpreters were available to translate for all sessions. Fam Jams were held between September 2021 and March 2022, instead of November 2020 through May 2021. Each network conducted one Fam Jam session, except for Central and Southwest, which had two each.

FCEO staff members set a workscope goal that “100 parents will attend each network Fam Jam” during the 2021-22 academic year. Fam Jam attendance data showed that one network had at least 100 parents in attendance. The remaining networks had between 28 to 87 parents who attended; thus, the Fam Jam attendance goal was not met.<sup>8</sup>

Surveys were administered to parents at the end of each Fam Jam to collect feedback. According to data provided to the evaluator by FCEO staff members on 03/31/22, a total of 159 parents completed the Fam Jam surveys in 2021-22. Survey results indicated that 94 percent of parents strongly agreed or agreed that they learned how to support learning at home and that they found the Fam Jam sessions beneficial to support the academic success of their children. Thus, the workscope goal that “80 percent of parents who respond to the survey will report that they learned how to support learning at home or found the session/meeting beneficial as a result of the event/meeting/committee was met.”

### What were the context and outcomes of the Whole School Model in the Dallas ISD in 2021-22?

The FCEO again hosted Summit E3, a community liaison/POC PD summit in August 2021. The summit informed community liaisons, parent instructors, counselors, and other POCs about the WSM and provided PD sessions about a variety of topics, including family engagement strategies.

<sup>5</sup> Data provided by FCEO staff members on 06/06/22.

<sup>6</sup> Data provided by FCEO staff members on 06/06/22.

<sup>7</sup> Data provided by FCEO staff members on 11/10/21.

<sup>8</sup> Data provided by FCEO staff members on 03/31/22.

A total of 154 community liaisons, parent instructors, counselors, and other POCs attended the E3 Summit.<sup>9</sup> Summit feedback survey data indicated that of the 84 respondents, 99 percent were very satisfied or satisfied with the summit and 94 percent rated the relevance and quality of the session as excellent or very good.<sup>10</sup>

## 2021-22 Whole School Model

The district continued implementing the WSM at Henry B. Gonzales Elementary School (ES) (Cohort 1: 2019-20, Year 3), Birdie Alexander ES (Cohort 2: 2020-21, Year 2), and added Joe May ES in 2021-22 (Cohort 3, Year 1). The number of cohort campuses decreased from eight in 2020-21 to three in 2021-22. CST members helped campus staff members implement the four components of the WSM: 1) the FELT, 2) PD, 3) the Home2Home visits, and 4) family listening interviews.

### FELT

The FELT worked at the campus level to lead all family engagement efforts. This year, the campus FELT included the principal, two core teachers, one Special Education (SPED) teacher, at least one parent, an administrator, and a community liaison (if available). Alexander and Gonzales elementary schools held FELT meetings once in the fall 2021 and spring 2022 semesters, while May ES held monthly meetings during both semesters. In general, FELT members reviewed and discussed program goals, the FCE Essentials, district and FCE parent and campus survey data, PD sessions, and Home2Home visits and listening interview data. Based on survey results, FELTs took action to improve family engagement on their campuses. FELTs also encouraged teachers to participate in Home2Home visits and listening interviews.<sup>11</sup>

### Professional Development

In 2021-22, all WSM teachers were required to attend three PD sessions. The Home2Home visits PD was for core and SPED teachers only. Data provided by CST members showed that attendance was lowest overall for teachers from Alexander ES (Table 1).

FCEO staff members created feedback surveys that were administered after each WSM PD session to each participant (including teachers, counselors, and principals). Survey results<sup>12</sup> from all PD sessions were combined and analyzed using frequencies. Data were not available to directly measure the program goal that "80 percent of participants in WSM PD will rate the sessions as satisfactory in supporting their building trusting relationships with parents." However, respondents ( $N = 208$ ) were asked to rate the level of agreement to the following statement, "The session will help me build trusting relationships with parents." Most respondents (92%) strongly agreed or agreed that the sessions did help build relationships. Also,

82 percent of respondents rated the relevance and quality of the sessions as excellent or very good.

**Table 1: 2021-22 Whole School Model Teacher Professional Development Attendance by Campus**

| Session                      | Gonzales<br>( $N = 35$ ) | Alexander<br>( $N = 27$ ) | Joe May<br>( $N = 45$ ) |
|------------------------------|--------------------------|---------------------------|-------------------------|
| Home2Home <sup>a</sup>       | 30                       | 9                         | 35                      |
| WSM Mindset                  | -                        | -                         | 36                      |
| Ongoing Comm                 | -                        | 16                        | 13                      |
| Bldg and Sust Trust Relation | -                        | 14                        | -                       |
| Academic Partnering          | 30                       | -                         | -                       |
| Supporting Learning at Home  | 25                       | -                         | -                       |
| Total                        | 85                       | 39                        | 84                      |

Source: FCEO staff members, 03/31/22.

Note: WSM = Whole School Model. Ongoing Comm = Ongoing Communication; Bldg and Sust Trust Relation = Building and Sustaining Trusting Relationships. "-" = not applicable. <sup>a</sup> PD data were for core and Special Education teachers only.  $N$  = number of teachers per campus.

### Home2Home Visits

Home2Home visit data indicated that 41 WSM teachers conducted a total of 316 home visits during the 2021-22 fall semester, for an average of eight home visits per teacher (Table 2).

**Table 2: 2021-22 Home2Home Visits by Cohort Campus**

| Campus    | Teachers<br>$n$ | Visits<br>$n$ | Average<br>Number of<br>Visits<br>$n$ |
|-----------|-----------------|---------------|---------------------------------------|
| Alexander | 8               | 35            | 4                                     |
| Gonzales  | 29              | 205           | 7                                     |
| May       | 4               | 76            | 19                                    |
| Total     | 41              | 316           | 8                                     |

Source: FCEO staff members, 03/31/22.

A comparison between the total number of home visits conducted in 2020-21 and 2021-22 showed a decline (-45%) [Rincón, 2021]. Therefore, the workscope goal that "Home2Home/Family Engagement visits will increase 20 percent from the 2020-21 school year." was not met. FCEO staff members set a second goal that "50 percent of participating teachers will conduct at least 10 visits by the end of the 2021-22 school year." Data indicated that 29 percent of teachers conducted at least ten visits in 2021-22. Thus, the goal was not met. A third goal was that "80 percent of parents will rate participating in visits as helpful in providing academic support to their children on an EOY survey." Survey data results indicated that 100 percent of respondents ( $n = 20$ ) strongly agreed or agreed that the visits were helpful. Thus, the goal was met.

### Family Listening Interviews

Family listening interviews were conducted either virtually or in person during the 2022 spring semester to solicit

<sup>9</sup> Data provided by FCEO staff members on 10/08/21.

<sup>10</sup> Data provided by FCEO staff members on 11/10/21.

<sup>11</sup> Data provided by FCEO staff members on 06/23/22.

<sup>12</sup> Data provided by FCEO staff members on 03/31/22.

feedback about family engagement, what parents wanted to see in the future, and about barriers to family engagement.

Data provided by FCEO staff members on 06/21/22 indicated that a total of 27 teachers (May ES,  $n = 1$ ; Alexander ES,  $n = 2$ ; and Gonzales ES,  $n = 24$ ) conducted a total of 113 family listening interviews in 2021-22.

**What were the context and outcomes of the ESSER-Funded activities in 2021-22?**

In 2021-22, the FCEO supported Home2Home visits to campuses outside of the WSM and Academic Partnering to support parents to help their children learn at home.

**Home2Home Visits Expansion**

Home2Home visits were opened to all campuses districtwide in 2021-22; however, it targeted families from secondary campuses with an emphasis on High Priority Campuses (HPC). A total of 90 teachers from 32 elementary campuses conducted 810 home visits and seven teachers from five secondary campuses conducted 75 home visits.

Data in Table 3 shows very low participation in 2021-22 for all target performance goals. A total of 75 families from secondary campuses participated in Home2Home visits in 2021-22. Recruitment was a challenge despite numerous efforts to promote the activity, using flyers, the Weekly Administrator's Information Packet, visiting schools, and talking to executive directors and principals.

**Table 3: Performance Goals by 2025 and 2021-22 Targets for Home2Home Visits Expansion Activity**

| Goals                                                                                    | N  |
|------------------------------------------------------------------------------------------|----|
| 8,000 families will participate in Home2Home visits by May 2025.                         | -  |
| • Target: 3,000 by May 31, 2022                                                          | 75 |
| 960 teachers will conduct at least 10 visits by May 2025.                                | -  |
| • Target: 192 by May 31, 2022                                                            | 4  |
| 40 secondary campuses will participate in Home2Home Visit Program by 2025.               | -  |
| • Target: 13 by May 31, 2022                                                             | 5  |
| Each network (6)* will have at least 25 teachers participating in the program each year. | -  |
| • Targets: Central - 25 by May 2022                                                      | 1  |
| Northeast - 25 by May 2022                                                               | 1  |
| Northwest - 25 by May 2022                                                               | 3  |
| Southeast - 25 by May 2022                                                               | 2  |

Source: FCEO staff members, 06/06/22.  
Note: "-" = not applicable. \* = Data for Southwest and Office of Transformation and Innovation/Magnet/Accelerating Campus Excellence networks were not available.

**Academic Partnering**

Academic Partnering was designed to support in-person and virtual training sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics. Sessions were provided to parents with students in grades prekindergarten - 12 and targeted African American and Emergent Bilingual students from HPC. EOY data were not available to report for 2021-22. The program started late and was not fully implemented because ESSER funds were received late in the school year, lack of resources (i.e., materials), and technology issues.

**RECOMMENDATIONS**

**Examine barriers for low campus and teacher participation and ways to increase it in 2022-23.** The number of WSM cohort campuses decreased from eight in 2020-21 to three in 2021-22. Teachers at May ES ( $n = 4$ ) and Alexander ES ( $n = 8$ ) conducted Home2Home visits and listening interviews ( $n = 1$  and  $n = 2$ , respectively). Seven teachers from five secondary campuses conducted 75 ESSER Home2Home visits in 2021-22. The FCEO should make an effort to administer a survey to principals and teachers or conduct interviews to identify barriers and provide the support(s) needed to increase participation.

**Ensure that workscope goals are addressed in surveys to directly measure activity outcomes in 2022-23.** Data were not available to directly measure the program goal that "80 percent of participants in WSM PD will rate the sessions as satisfactory in supporting their building trusting relationships with parents." Continue to collaborate with Program Evaluation staff when creating future surveys to assist in the alignment with departmental goals.

**Ensure that family engagement programs begin in a timely manner in 2022-23.** The ESSER Home2Home visits activity was not fully implemented in 2021-22 because ESSER funds were received late, lack of resources, and technology issues. Make all necessary preparations for the program to start on the first day of school (August 15, 2022) to allow for successful program implementation.

**REFERENCE**

Garcia-Rincón, R. (2021). 2020-21 Evaluation of the Parent and Family Engagement Program. Dallas, TX. Dallas Independent School District.