2022-23

DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of the Family and Community Engagement Program

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 the community in collaborative partnerships. In 2022-23, the Family Engagement program continued several activities, including Fam Jams, parent portal, and uniform assistance and the Whole School Model (WSM), which were supported by the Campus Support Team (CST) coaches and Program Support Team (PST) coordinators.[1]

In 2022-23, the FCEO received $1,186,425 in Title I funds to support the Family Engagement program,[2] which was the same as 2021-22. The FCEO also received $152,500 in Elementary and Secondary School Emergency Relief (ESSER) funds to support the family academic activities and $62,672 to support expansion of the Home2Home visits.[3]

PURPOSE AND METHODOLOGY

This evaluation summarizes context, process, and outcome data for the Family and Community Engagement program in 2022-23. The evaluator analyzed outcomes related to program goals outlined in the (a) 2022-23 Family Engagement Title I, Part A Project Workscope and (b) 2022-23 ESSER activity goals, which included Family Academic Activities (Academic Partnering) and Expand Home2Home Parent Engagement (Home2Home Visits).

EVALUATION QUESTIONS/OUTCOMES

How was the Family and Community Engagement program implemented in 2022-23?[4]

Campus Support Team

- In 2022-23, six CST coaches provided campus-level resources, presentations, and monthly professional development (PD) sessions[5] to campus community liaisons, parent instructors, and other campus staff members called points of contact (POCs).
- CST coaches supported the WSM at the campus level and collaborated with external organizations to support family engagement activities.
- CSTs also supported the implementation of the FCE Essentials at district campuses (*N* = 152).[6] For example, CSTs required POCs to submit documentation about how they created a welcoming culture and environment at their campus in 2022-23 based on five engagement essentials,[7] which included 11 indicators (Table 1).
    - CSTs set a goal that "70 percent of campuses will upload all supporting documentation to Google Drive by the end of June 2023" showing that work was completed for each indicator.[8] Seven indicators exceeded the goal of 70 percent, whereas Indicator 1.3 needed the most improvement (24%).

Table 1: 2022-23 Percentage of Completed Work for Each FCE Essentials Indicator

Indicator		%
1.1	Creating a respectful atmosphere for stakeholders	**72**
1.2	Having access to school administration and staff	**81**
1.3	Providing opportunities for engagement	24
2.1	Using multiple communication paths	**94**
2.2	Surveying families, students, and community members for continuous improvement	**96**
3.1	Using assessment results to increase student achievement	**74**
3.2	Helping families support learning at home and school	62
4.1	Helping families understand the rights and responsibilities	66
4.2	Ensuring that all stakeholders have a voice in decisions that affect children	49
4.3	Developing parent leadership	**81**
5.1	Partnering with community groups to strengthen families and support student success	**91**

Source: FCEO staff members, 07/21/23.
Note: Percentage represents the rate of campus that submitted documentation showing that work was completed for each indicator. **Bold** represents an indicator that met the department goal of 70%.

[1] Virtual and face-to-face programming was provided in 2022-23 to increase participation and accessibility.
[2] The funding amount was provided by Special Revenue Funds Management on 06/21/23.
[3] 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 07/17/23.
[4] Several Family and Community Engagement activities provided in 2021-22 continued with some changes in 2022-23. More detailed descriptions are available in Garcia-Rincón (2022).
[5] PD topics included Mindset, Effective Communication, Team Building, Equitable Family Engagement, Circle of Trust, Networking, and Data Analysis.
[6] The FCE Essentials is a guiding tool for schools. The document communicates district expectations and encourages best practices for campus family engagement efforts.
[7] The five essentials included the following: (a) welcoming all stakeholders, (b) communicating effectively, (c) supporting the success of students, (d) sharing responsibility and decision-making, and (e) partnering with the community.
[8] Campuses could be rated as "completed", "started", "not started", or "no documentation" for each indicator.

- The FCEO set a goal that "80 percent of principals will rate the level of support provided by the CST coach as satisfactory on an end-of-year (EOY) survey."
    - Ninety-eight percent of principals who responded to the survey (*N* = 40) agreed or strongly agreed that the support provided by the CST was satisfactory, which met the goal.
- The FCEO set two additional workscope goals based on an EOY satisfaction survey.
    - Survey results (*N* = 101) indicated that (a) 91 percent of POCs agreed or strongly agreed that the PDs provided by the CST coaches assisted them in their job and (b) 96 percent agreed or strongly agreed that the level of support they provided was satisfactory, both of which met the goal of 80%.

Cadre

- In 2022-23, six CST trainers and the PST coordinator planned to collaborate with campus community liaison leaders (Cadre), by network, to plan and implement parent education sessions using the Parents Step Ahead curriculum.
- However, because campus staff were not able to fully implement the program due to limited staff, the workscope goal that each Cadre member will provide at least one workshop series in their network could not be measured.

Program Support Team Coordinators

- In 2022-23, five PST coordinators continued to support Family Engagement programs.
    - Three coordinators planned and implemented a broad range of family engagement activities at the district and network levels.[9]
    - The fourth coordinator focused on supporting the six CST trainers with the coordination of the WSM components. In 2022-23, the coordinator also provided WSM teacher PD.
    - The fifth coordinator supported marketing efforts and the parent information podcasts. A total of three Spanish and three English podcasts were presented in 2022-23.[10]
- In 2022-23, PST coordinators met the goal that at least three schools in each network will have a visit by the F.R.O.G. bus[11] by June 2023, which served 313 parents.
- In 2022-23, 90 percent of 223 campuses in the Dallas ISD received SBDM training, which met the goal of 75 percent.
- In addition, 82 percent of campuses had a parent lead group (e.g., parent-teacher association or organization) by May 2023, which met the goal of 80 percent.
- For the third year, PST coordinators hosted the E3 Virtual Family Forum (August 2022), now called the FCE Virtual Family Forum.[12] The forum prepared parents for the upcoming school year and review expectations for students returning to school.
    - Parent survey data indicated that 148 parents attended the forum. Ninety-one percent of parents reported they were satisfied with the event, and 87 percent reported they would recommend the session to other Dallas ISD parents.[13]

Fam Jams

- Fam Jams provided families with free academic activities, immunizations, food and drinks, prizes, entertainment, and resource booths.[14] Spanish interpreters were also provided at each event.
- In 2022-23, Fam Jams transitioned from virtual to in-person. Informative workshops were also no longer provided for parents. Instead, Fam Jams offered academic activities at three walk-up table stations.
- The FCEO set a workscope goal that "at least 300 parents will attend each network Fam Jam by April 2023."
    - Fam Jam attendance data indicated the following number of parents registered and attended the sessions: 57 parents at Central; 222 parents at Northeast; 184 parents at Northwest; 153 parents at Southeast; and 122 parents at Southwest.[15]
    - While the Fam Jam attendance goal was not met, the data did not include parents who attended but did not register.

[9] Activities included Parent and Teacher Association/Parent and Teacher Organization efforts, parent conferences, Site-Based Decision-Making (SBDM) training, and Fam Jams. The three coordinators also provided parent portal and uniform assistance and supported the Family Resources on the Go (F.R.O.G.) bus, and Academic Partnering (refer to ESSER section).

[10] Podcast data provided by FCEO staff members on 05/16/23. The podcasts covered health topics. The number of hits for these podcasts ranged between 126 (*Los Barrios Unidos- Open Enrollment (English)* and 409 (Parkland-*Mental Health Awareness (Spanish).*

[11] The F.R.O.G bus is a drive-through outreach effort to bring a variety of district resources and services to the community.

[12] The forum schedule changed from three days (2.5 hours each day) in 2021-22, to one day (2.5-hour session) in 2022-23.

[13] Data provided by FCEO staff members on 09/22/22.

[14] Fam Jams were held by one campus in each network between September 2022 and April 2023.

[15] Data provided on 05/16/23.

- Surveys were administered to parents at the end of each Fam Jam to collect feedback. A total of 327 parents completed the Fam Jam surveys in 2022-23.
    - Survey results indicated that (a) 96 percent of parents agreed or strongly agreed that they learned how to support learning at home and (b) 97 percent reported that the Fam Jam sessions were beneficial to support the academic success of my children, both of which met the goal of 80%.

Whole School Model

F.E.L.T.

For the WSM, CST trainers promoted the addition of a Family Engagement Leadership Team (F.E.L.T.) to lead family engagement efforts at each campus.[16]

- A total of 127 campuses used a F.E.L.T. in 2022-23, compared to 61 campuses in 2021-22.
- Each F.E.L.T. included the principal, one core teacher, one Special Education (SPED) or Specials teacher, one or two parents, and a community Professional Development. However, F.E.L.T. member feedback data were not collected in 2022-23 by the FCEO.

Summit E3

- The FCEO hosted Summit E3 in August 2022.[17]
    - A total of 141 community liaisons, parent instructors, counselors, and other POCs attended Summit E3.
    - Summit feedback survey data (*N* = 64) indicated that 98 percent were satisfied or very satisfied with the summit, and 97 percent rated the relevance and quality of the session as very good or excellent.
- Due to requests for more PD from the Summit E3 feedback survey, a Mid-Year Summit was added in February 2023. However, the summit was cancelled due to inclement weather and could not be re-scheduled because of scheduling issues.

Cohort Campuses[18]

- The district continued to implement the WSM at two cohort campuses in 2022-23, a decrease from three campuses in 2021-22. The two campuses included: Henry B. Gonzales Elementary School from 2019-20 (Cohort 1, Year 4) and Birdie Alexander Elementary School from 2020-21 (Cohort 2, Year 3).
- CST members helped campus staff members implement three of the four components of the WSM: (a) F.E.L.T., (b) Home2Home Visits, and (c) family listening interviews. The fourth component, PD, was the responsibility of two PST coordinators in 2022-23.

Professional Development Attendance

- In 2022-23, all WSM cohort teachers at Gonzales and Alexander Elementary were required to attend three PD sessions.[19] Attendance data for PD sessions can be found in Table 2.

Table 2: 2022-23 Whole School Model Teacher Professional Development Attendance by Campus

Session	Gonzales (*N* = 89)	Alexander (*N* = 85)
Home2Home Visits[a]	30	19
Reframing FE Practices with Equity	29	-
Whole School Model	30	-
Academic Partnering II	-	17
Building & Sustaining Trusting Relationships	-	32

Source: FCEO staff members, 05/16/23.
Note: "-" = not applicable. [a] PD data were for core, SPED, Specials, and Electives teachers only. *N* = number of teachers.

Home2Home Visits

- In 2022-23, a total of 14 teachers[20] from Alexander and Gonzales elementary schools conducted a total of 153 virtual or in-person Home2Home visits, compared to 37 teachers and 240 visits in 2021-22 (Rincón, 2022).[21]

Family Listening Interviews

- Family listening interviews were not conducted during the 2023 spring semester because the Early Learning Department managed this activity in 2022-23.

How were ESSER-Funded Activities implemented in 2022-23?

Academic Partnering

- Academic Partnering supported in-person and virtual training sessions. The sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics.

[16] Each F.E.L.T. analyzed data from Home2Home Visits, FCE survey, Dallas ISD Survey & other feedback methods to develop a strategic plan for family engagement.
[17] The summit provided PD sessions to community liaisons, parent instructors, counselors, and other POCs about a variety of topics, including family engagement strategies.
[18] Cohort campuses for the WSM will be discontinued in 2023-24 so that activities related to the WSM can be available for all campuses.
[19] Home2Home visits PD was for Core and SPED teachers only; however, Specials and Electives teachers were required to attend in 2022-23.
[20] In 2022-23, core, SPED or Specials teachers conducted 30-minute Home2Home visits.
[21] Data provided by FCEO staff members, 03/21/23. In 2022-23 teachers were paid $25 per hour for conducting Home2Home and family listening interviews, compared to $20 per hour in 2021-22.

Sessions were provided to parents with students in grades prekindergarten - 12 and targeted African American and Emergent Bilingual students from high priority campuses (HPCs).

- The original program goal was for 2,000 families identified from High Priority Campuses to participate in academic webinars by May 2022.
    - Eleven webinars were posted on Facebook during the 2022-23 school year that focused on PK-12 reading and math skills. The webinars were offered in English and Spanish.
    - While program staff members were not able to track webinars participants by campus on Facebook, the webinars were viewed 6,426 times in 2022-23.
- FCEO staff members also administered parent feedback surveys (*N* = 138 responses) after in-person academic sessions at 20 campuses.
    - Ninety-two percent of parent respondents indicated that they were satisfied with the event, and 96 percent reported that they would recommend a similar session to another parent.
    - The ESSER goal was that 80 percent of parents will rate the in-person academic session as beneficial to supporting their children with learning at home; however, this goal could not be evaluated because the survey item was not included in the survey.

Home2Home Visit Expansion

- While Home2Home visits continued for all campuses in 2022-23, FCE program staff members focused on families from secondary campuses with an emphasis on HPC.
    - Home2Home visits for elementary campuses were not included in this evaluation because those visits were conducted by the Early Learning department.
- In 2022-23, 22 secondary campuses participated in the Home2Home Visit program, which met the program goal of 13 secondary campuses by May 2023. The other three program goals related to Home2Home Visit Expansion could not be evaluated because those goals included both elementary and secondary campuses.
- FCE program staff members also set a goal that each network will have at least 10 teachers participating in the program every year. However, this goal was not met in 2022-23 (Northeast: 5; Northwest: 3; Southeast: 4; Southwest: 5; Central: 6, and ACE/OTI/Magnet: 6).

RECOMMENDATIONS

Continue efforts to implement programs and strategies that engage parents and the community in collaborative partnerships. In 2022-23, many of the programs implemented by the FCEO and the support provided by FCE program staff members were highly rated by their stakeholders. For example, almost all principals and POCs were satisfied with the support from CST, and most parents reported that they were satisfied with the FCE Virtual Family Forum, Fam Jams, and academic partnering sessions.

Continue efforts to align program goals with data collection processes. While the FCEO met many program goals in 2022-23, some goals related to Cadre, F.E.L.T.s, academic partnering webinars and academic sessions, and Home2Home Visit Expansion could not be evaluated because (a) data were not available or (b) goals were not aligned with how data were collected. Improving the alignment among program goals, program activities, and data collection will allow FCE staff members to evaluate all program activities more effectively.

REFERENCE

Garcia-Rincón, R. (2022). 2021-22 Evaluation of the Parent and Family Engagement Program. Dallas, TX. Dallas Independent School District.

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Rosemary Garcia-Rincon, B.S., Evaluation Analyst I

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For more information, please contact Program Evaluation at evaluation@dallasisd.org.