



**REAL WORLD IMPLEMENTATION IS MESSY BUT MEANINGFUL: THE FAMILY ENGAGEMENT IMPACT PROJECT (FEIP)**

JUNE 22, 2017 | SAN FRANCISCO  
 HOLLY KREIDER, HEISING-SIMONS FOUNDATION  
 DANA PETERSEN, MATHEMATICA POLICY RESEARCH  
 NORA GUERRA, OAK GROVE SCHOOL DISTRICT  
 GEORGANNE MORIN, RAISING A READER NATIONAL OFFICE







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**AGENDA**

- OVERVIEW OF FEIP
- EVALUATION FINDINGS
- PROGRAM PERSPECTIVE
- MODEL PERSPECTIVE
- DISCUSSION AND ACTION PLANNING




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**OVERVIEW OF FEIP**

HOLLY KREIDER, HEISING-SIMONS FOUNDATION




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### WHAT IS THE FEIP?

#### Purpose

- Build capacity for family engagement

#### Goal

- Promote positive educational outcomes for low-income immigrant children (ages 0-8) in San Mateo and Santa Clara counties

#### Strategies

- Leverage existing community resources
- Strengthen public-private partnerships
- Offer services to build the skills of parents and professionals (dual-capacity)
  - Deliver promising programs
  - Replicate at least one evidence-based program
- Coordinate family engagement supports across organizations

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### WHAT IS THE FEIP? (CONTINUED)

#### Phase I (September 2013 – May 2014)

- 8-month planning grants to six communities
- Secure partners, define family engagement goals, plan strategies to achieve goals

#### Phase II (June 2014 – June 2016)

- 24-month implementation grants to five communities
- Bring Phase I plans to life

#### Phase III (July 2016 – July 2017)

- 12-month continuation grants to four communities
- Sustain and embed efforts in organizations and systems

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### WHO ARE THE FEIP PHASE II GRANTEEES?

- Estrella Family Services, a program of GoKids
- Grail Family Services
- Oak Grove School District
- Puente de la Costa Sur
- Redwood City School District



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### WHERE ARE THE FEIP GRANTEES?




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### WHAT TYPES OF SUPPORTS DO GRANTEES OFFER?

- Evidence-based models
  - Raising A Reader (RAR) Plus
  - National Network of Partnership Schools (NNPS)
- Parent programs
- Provider professional development
- Dual capacity programs
- Systems change activities
- Community events
- Indirect outreach and messaging

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## EVALUATION FINDINGS

DANA PETERSEN, MATHEMATICA POLICY RESEARCH




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### EVALUATION OVERVIEW

#### Purpose was to tell the story of FEIP as a whole

- Document the ways the Heising-Simons Foundation, grantees, and partners influenced community capacity for family engagement
- The evaluation did not examine the influence of any particular program or service, but rather the collective influences of all FEIP activities on communities, organizations, parents, and children

#### Evaluation goals

- |                     |                             |
|---------------------|-----------------------------|
| Describe activities | Showcase best practices     |
| Identify outcomes   | Disseminate lessons learned |

#### Two year mixed-methods cross-site evaluation

- **Implementation Study:** How is the FEIP being implemented across grantee partnership sites?
- **Outcome study:** How is the FEIP influencing community, professional, and parent change?




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### Results: Implementation Findings

HEISING-SIMONS FOUNDATION  
1000 UNIVERSITY AVENUE, SUITE 1000  
SAN FRANCISCO, CA 94107-1400  
415.774.2000




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### ESTABLISHING ADMINISTRATIVE STRUCTURES

- Most grantees experienced delays
  - Hiring staff to coordinate the grant effort or delivery of RAR Plus was challenging
- Placing staff in full-time coordinating roles was crucial given the complexity of FEIP
- Oversight committees were key to maintaining communication and developing an FEIP identity




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### MAINTAINING FEIP PARTNERSHIPS

- Grantee leads had 8 partners, on average
- Most grantee leads indicated they had the right partners
- Partnership capacity increased many areas over time
- Capacity remained weak in fiscal infrastructure and community and political support




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### RECRUITING PARENTS

- Grantees generally successful, though struggled to reach traditionally hard to engage parents
- Effective parent recruitment strategies included:
  - Using recruiters with strong program content knowledge, enthusiasm, and ability to build rapport
  - Employing active and direct techniques
  - Adjusting program schedules
  - Offering food and reliable child care




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### RECRUITING PROFESSIONALS

- Grantees faced more difficulty recruiting teachers and school staff than parents or other professionals
- Partners with little access to district and school staff struggled the most to recruit educators
- Effective professional recruitment strategies included:
  - Enlisting explicit district and school administrator encouragement
  - Bringing teachers into planning
  - Integrating trainings into existing meetings
  - Providing release time or other incentives




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### DELIVERING PROGRAMS

- Grantees served more than 4,700 parents and nearly 500 professionals in new and expanded services
- Grantees and partners reported successfully implementing parent programs, while facing more difficulty with those for professionals
- Grantees doubled efforts offering dual capacity programming in the second year
  - While often challenging to implement, grantees identified dual-capacity programming as key to realizing benefits of FEIP
- All grantees implemented Raising A Reader Plus as their evidence-based model; one grantee implemented National Network of Partnership School as a second model
  - Other panelists will describe findings related to these models



**Facilitators:**

- History of trust
- Prior experience
- Aligned missions and service models

**Challenges:**

- Lack of buy-in from district and school leaders
- Turnover in leadership
- Competing priorities

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### ENACTING STRATEGIES TO CHANGE SYSTEMS

- Grantees experienced slower progress with systems change activities than originally planned
  - They faced start-up delays and prioritized direct services and RAR Plus in first year
  - Yet, direct services lay the ground work for systems change




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### Results: Outcome Findings

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### COMMUNITY AND ORGANIZATIONAL CAPACITY

- Positive cultural shifts
- Positive changes in school district policies
- Extensions in service scope to children 0-8
- Improvements in interagency collaboration and referrals
- Success leveraging funds



"We are talking about family engagement in a way that we weren't before. Now we think of family engagement as being meaningfully engaged in the life of our children, starting at birth. Agencies are thinking and acting on this knowledge, and they are taking it on themselves to promote these messages."  
 — Grantee lead

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### PROFESSIONALS' ATTITUDES, KNOWLEDGE, AND SKILLS

- Grantees and partners described improvements in their own staff's and other professionals' capacity related to:
  - Family engagement
  - Early childhood education and early literacy

"It feels like everyone's skills have really improved around reaching out to families, and this is more of a priority. The staff's skills are improving and evolving around increased parent engagement. This is occurring at every staff training and meeting."  
 — School principal




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### PARENTS' ATTITUDES, KNOWLEDGE, AND SKILLS

**Overall improvement for parents across outcome areas:**

- Understanding and attitudes about family engagement
  - More parents agreed or strongly agreed with statements about self-efficacy for family engagement
  - More parents rated family engagement as very important
- Knowledge and uptake of family engagement activities
  - More families knew where to get advice and services
  - More families participated in parent activities and parent-child activities in previous six months
- Home reading engagement quality
  - More parents had a routine for looking at books together with child
  - More households had more than 20 children's book
  - More parents engaged in quality reading strategies (talked about new words, asked child questions, used voices for characters, etc.)




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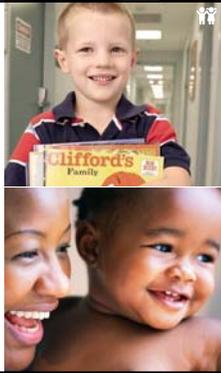
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### PARENTS' ATTITUDES, KNOWLEDGE, AND SKILLS

- **Larger improvements for parents in some areas:**
  - With greater exposure to FEIP
    - Uptake of parent activities, frequency of participation in children's school learning activities, and frequency of library visits
  - Exposed to RAR+
    - Asked child questions the last time they looked at books together
- **No improvement in the quality of parent-child relationships**
  - Already very high before participating in FEIP




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### Implications and Recommendations

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### IMPLICATIONS FOR OTHERS

1. Allow more time for moving from planning to implementation
2. Provide guidance on partnering, especially between community-based organizations and districts/schools
3. Support grantees in recruiting hard to reach parents
4. Create an initiative-wide training infrastructure
5. Consider limiting choices of evidence-based models
6. Employ monitoring for continual improvement
7. Attend to grantees' developmental trajectory
  - Emphasize the dual priorities of service provision and systems improvement
  - Consider extending implementation timeframe
8. Understand that it takes time and effort to improve children's school success
  - Identify the most promising and cost effective levers of parent outcomes
  - Reach parents most in need




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CONCLUSION

- During Phase II, grantees:
  - Built partnerships among community-based, district, and school organizations to implement a diverse set of programs and activities
  - Positively influenced community, professional, and parent outcomes
  - Leveraged partnerships to received funding from additional sources
- Grantees are in the early stages of a long-term process to improve children's school success
  - Will need to continue their efforts to increase probability that families will be engaged and children will experience success
  - Will focus on sustaining and embedding those portions of their work they consider most promising during Phase III




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PROGRAM PERSPECTIVE

NORA GUERRA, OAK GROVE SCHOOL DISTRICT




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OAK GROVE SCHOOL DISTRICT

- Serving over 10,000 students in grades PK-8 in south San Jose
- 3 district-operated preschools + multiple sites with partner programs (CDC, Kidango, SCCOE)
- 17 elementary schools
- 3 intermediate schools
- Variety of parent "choice" programs:
  - Two-Way
  - STEM
  - Bilingual
  - Progressive education




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### OUR INVOLVEMENT IN FEIP

**Purpose:**

- Build capacity of preschool-3<sup>rd</sup> grade families and staff at 6 schools (Title I) in family engagement practices that results in positive educational outcomes for students and families



**Implementation of Evidence-Based Programs:**

- The National Network of Partnership Schools (NNPS)
- Raising A Reader (RAR) Plus




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### CHALLENGES

- Changing paradigm from traditional methods of parent involvement to research-based family engagement practices that yield results in student achievement
- The need to learn and implement outreach strategies to engage families in less traditional ways
- ATPs developing one-year Action Plans to drive the school's FE activities
- RAR transition continues to require support from FE Program Administrator




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### SUCCESSES

- ATPs implementing one-year Action Plans to drive the school's FE activities
- Revised the NNPS action plan template to align with SPSA template
- The focus on ATP activities in order to achieve school goals in SPSAs
- Data gathered demonstrated that engaged families has positive implications for students in attendance, behavior and achievement




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### MOVING FORWARD

**2016-17 and Beyond:**

- Sustaining FEIP grant work @ original 6 schools; strengthening partnerships
- Adding 4 new schools to NNPS/ATP model each year
- Training new schools in ATP model
- Convening Action Teams
- Developing One-Year Action Plans that aligns to School Plan for Student Achievement (SPSA)
- Developing a middle school model
- Providing an "exemplar" template for FE strategies
- Providing FE resources
- LCAP used to fund position of Family Engagement Program Administrator




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## MODEL PERSPECTIVE

GEORGANNE MORIN, RAISING A READER NATIONAL OFFICE




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### OUR INVOLVEMENT IN FEIP

- Raising A Reader (RAR) is an *evidence-based* family engagement and early literacy program. More than 125,000 children per year in 34 states participate annually
- More than 30 independent evaluations have found significant effects of RAR's Core Model on the development of home literacy habits
- 'RAR+' is an adaptation of RAR's Core Model evaluated in an RCT. Through 'RAR+' families learn and practice interactive reading techniques in five workshops
- In the FEIP study, RAR National provided grantees with training and sustainability tips for 'RAR+'




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### CHALLENGES AND SUCCESSES

**Program implementers experienced challenges**

- Capacity to conduct all the required components of the program
- Promoting attendance at the family night sessions
- Managing the logistics of translation of materials (such as slides) during the workshops

**...and key successes:**

- Grantees adapted implementation to meet local needs
- Model fidelity improved from year to year
- *Despite challenges, positive effects were demonstrated*




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### EVALUATION RESULTS - RAR+

- All grantees implemented RAR+ and used diverse approaches
- Implementation fidelity improved over time
  - Book bag rotations: Struggled to implement without teacher participation
  - Family Night events: Struggled to use curriculum as intended, bring parents and children together, and provide food and childcare
- Grantees were pioneers with Family Nights
  - None had prior experience
  - Training and support from RAR was less developed
  - Spanish language script not available
- Facilitators wanted more training and TA
  - Use of available supports, however, was minimal




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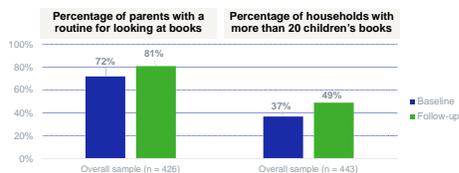
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### QUALITY OF HOME READING ENGAGEMENT

Quality of home reading environments improved overall



Source: FEIP Parent Survey responses at baseline and follow-up.  
 Note: The eligible sample is parents of children ages 3 to 8 years enrolled in preschool or school and who had nonmissing matched responses at baseline and follow-up. The statistical significance of baseline to follow-up changes were tested via McNemar's test.




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## QUALITY OF HOME READING ENGAGEMENT

(CONTINUED)

Quality of parent-child reading engagement improved overall

Outcome	Baseline	Follow-up	Change
<b>Percentage of parents did behavior last time read with child</b>			
Let child choose what to read (%)	98	99	+2 points
Asked child questions (%)	87	94	+7 points***
Child turned pages (%)	84	90	+6 points**
Child asked questions (%)	84	92	+7 points***
Child read or told story (%)	75	85	+10 points***
Used voices for characters (%)	72	80	+8 points***
Talked about new words (%)	76	88	+12 points***

Source: FEIP Parent Survey responses at baseline and follow-up.  
 Note: The eligible sample is parents with nonmissing matched responses at baseline and follow-up (n = 410-419). The statistical significance of baseline to follow-up changes were tested via McNemar's tests, with Benjamini-Hochberg correction for multiple comparisons.

\*Significantly different from baseline at the .05 level, two-tailed test.

HEALTHY CHILDREN  
 NATIONAL RESEARCH CENTER




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## MOVING FORWARD

Raising A Reader is committed to continual program improvement based on research and affiliate feedback.

RAR helps agencies:

- Balance model fidelity and program integrity
- Offer at least two high-quality parent workshops
- Build the internal capacity of affiliates who wish to implement the RAR+ Model
- Bring research to practice. RAR's next RCT will explore RAR's effects in more typical agency setting




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## DISCUSSION AND ACTION PLANNING




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**FAMILY ENGAGEMENT IMPACT PROJECT**

**GOAL**  
Improve educational outcomes for young, low-income, English-Learner children

**PARTNERSHIPS**  
Build capacity for family engagement through community partnerships

**STRATEGIES**  
Evidence-based and promising programs to improve home-school relationships

**OUTCOMES**  
Improvements in parent and teacher knowledge  
Increased family engagement  
Improved home-school relationships

**PARTICIPANTS**  
4,700 Parents  
500 Educators  
5 Communities

Full FEIP report can be found at <https://www.mathematica-mpr.com/our-publications-and-findings/publications/feip>

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