

A TALE OF TWO DISTRICTS

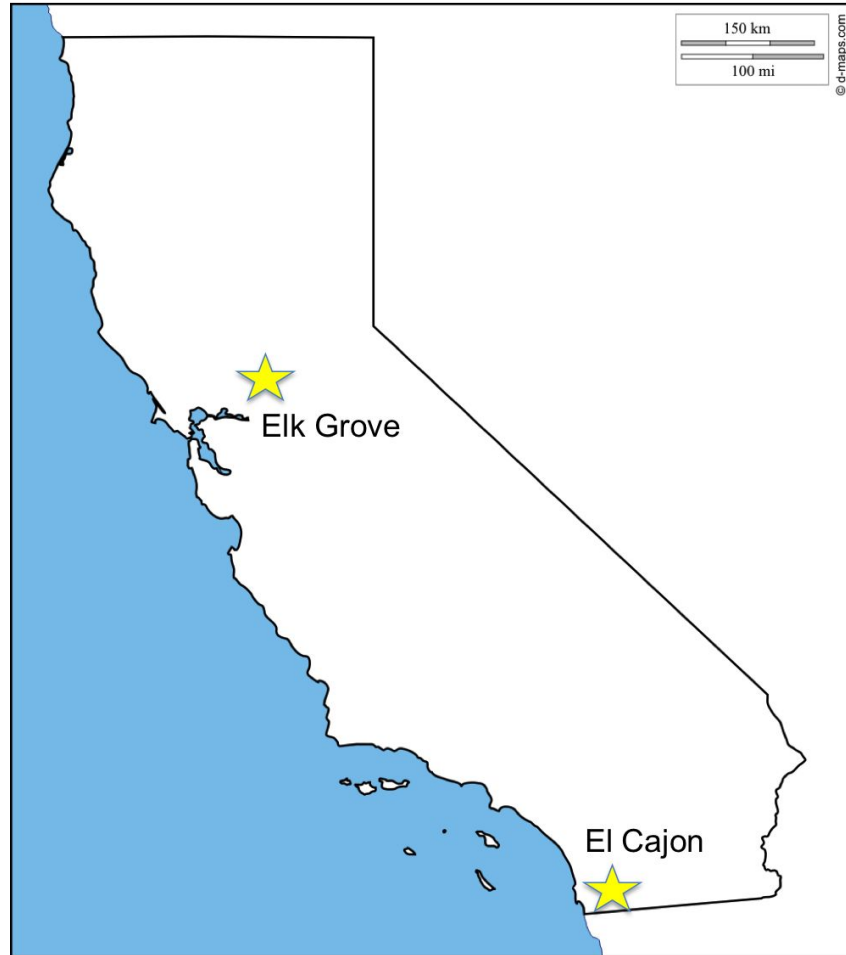
LESSONS FROM CREATING NEW FAMILY & COMMUNITY ENGAGEMENT OFFICES

Eyal Bergman

Family and Community Engagement Officer
Cajon Valley Union School District
El Cajon, California

Lisa Levasseur

Program Administrator of Family & Community Engagement
Elk Grove Unified School District
Elk Grove, California



Elk Grove



El Cajon

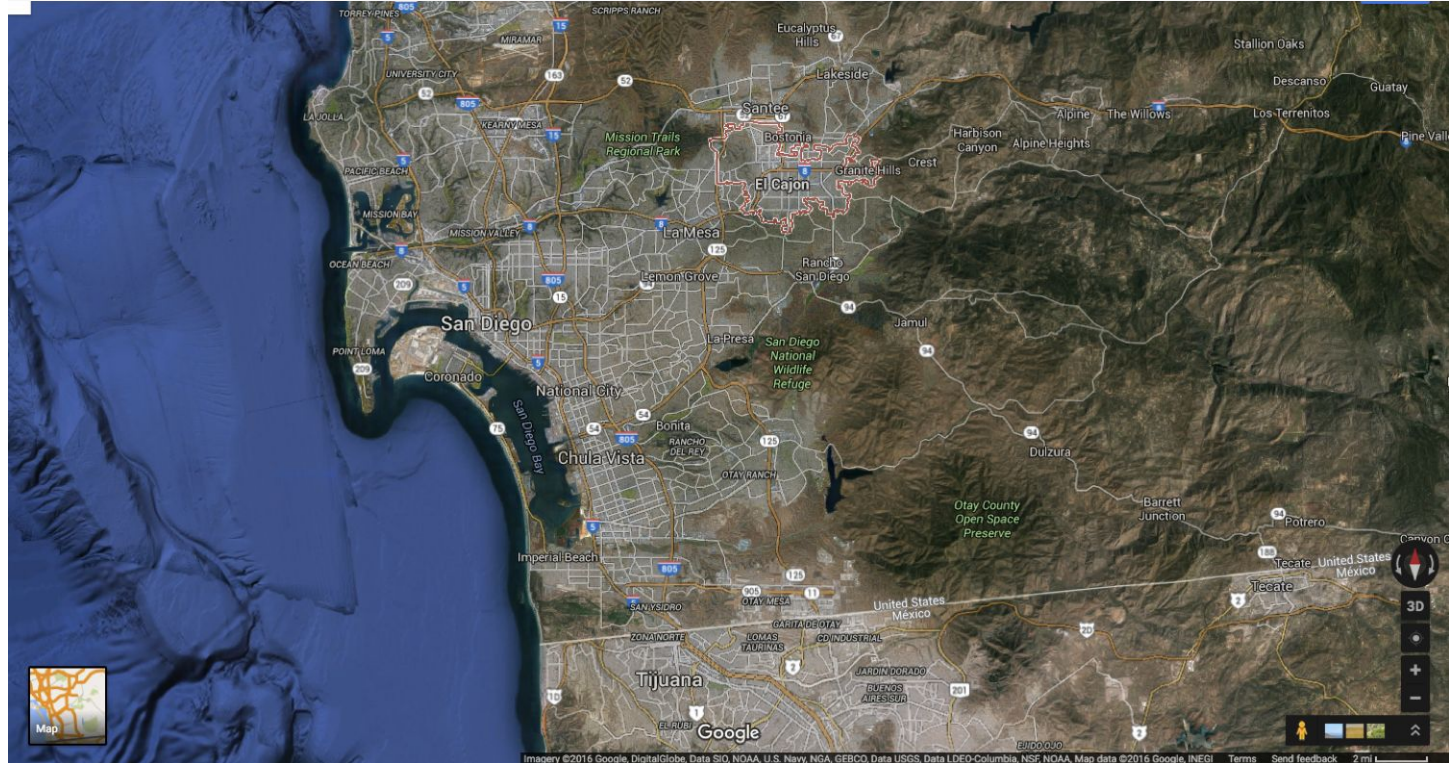


© d-maps.com

Today's Agenda

- Two distinct experiences
- Early planning
 - Cajon Valley - Kellogg Foundation grant
 - Elk Grove - The new office of family & community engagement
- Securing buy-in from district stakeholders
- Q/A on early hurdles

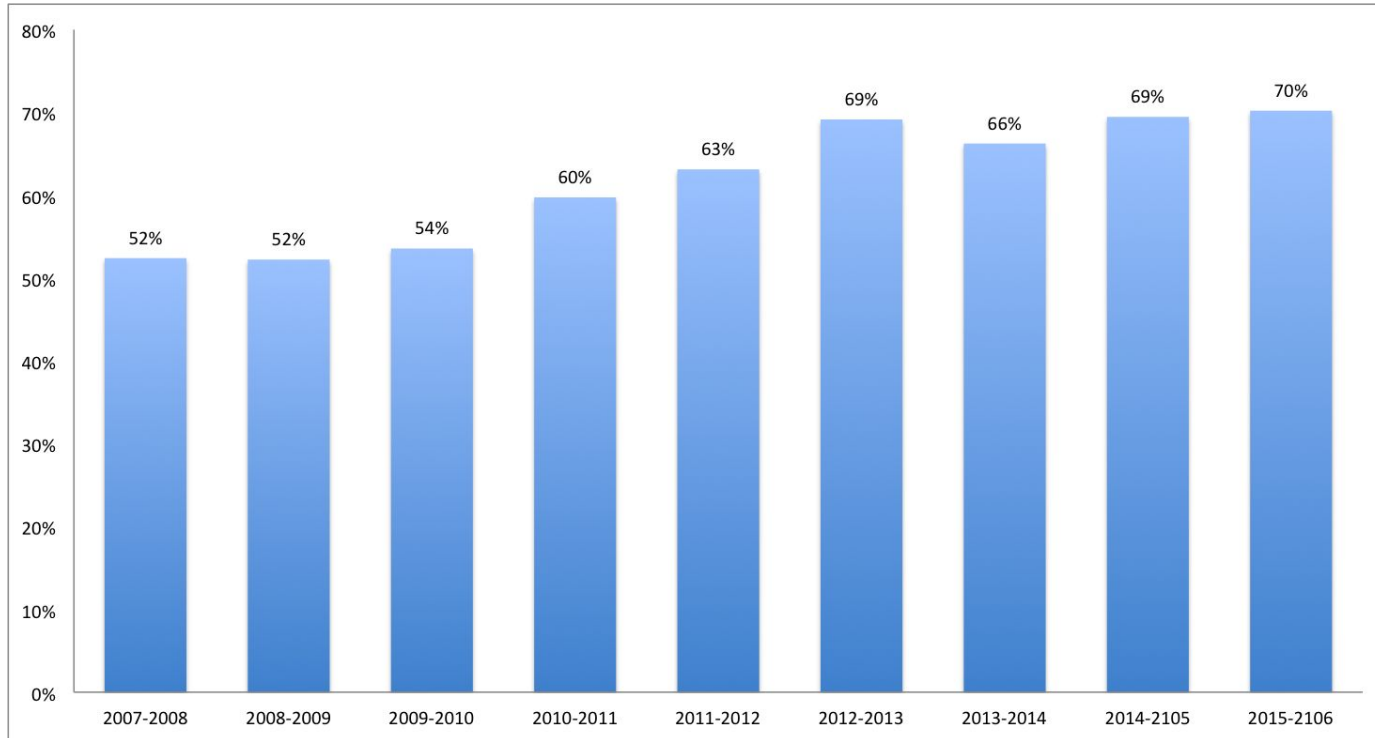
Cajon Valley Union School District



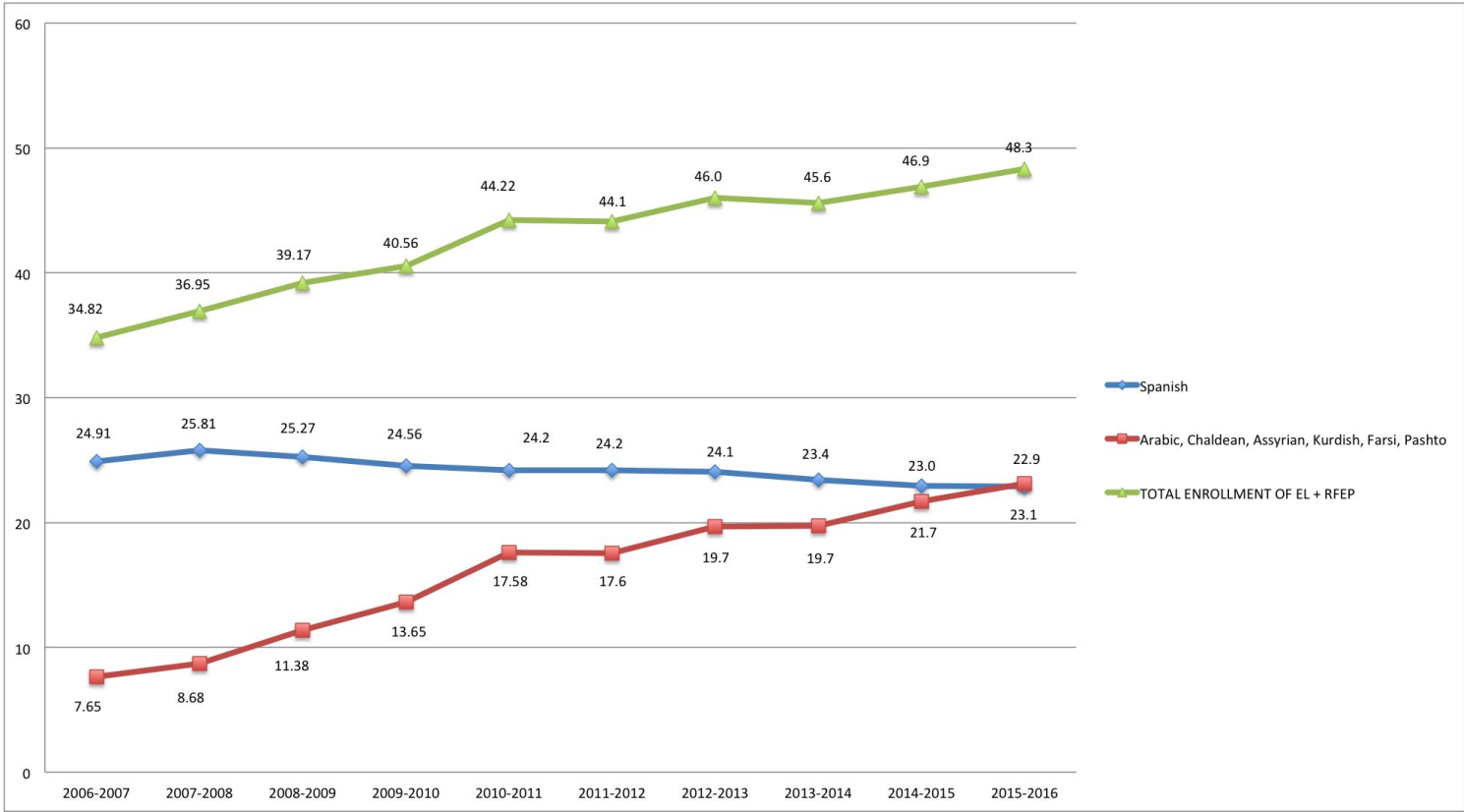
Cajon Valley - basic numbers

- 16,645 students
- 28 schools (elementary and middle)
- 42 languages
- 70% “socioeconomically disadvantaged”
- 34% English Learners

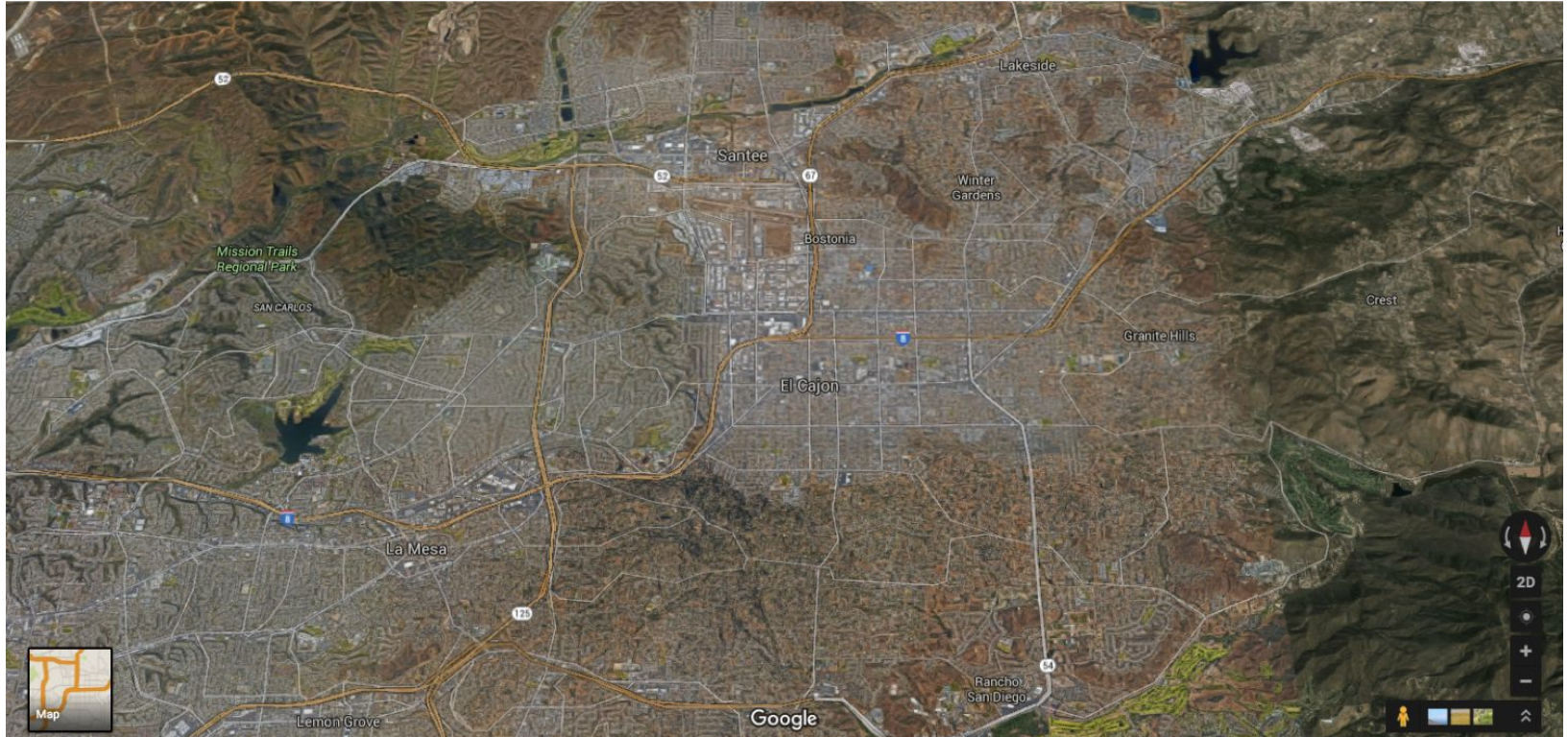
Cajon Valley - Percentage Low SES



Cajon Valley - Percentage EL + RFEP



El Cajon, California



Cajon Valley - Additional Context

- Academic focus on personalized learning and access to technology
- California's Local Control Funding Formula (LCFF)
 - Supplemental funds
 - Concentration funds
- Local Control Accountability Plan (LCAP)
 - Cajon Valley's Goal 4: "Schools foster a sense of shared community and decision making for parents and other stakeholders."

Building the Family & Community Engagement (FACE) Office

Newcomer Outreach Project

- Welcome Meetings
- Welcome Videos
- Workshops



Newcomer Welcome Video



Building the Family & Community Engagement (FACE) Office

W.K. Kellogg Foundation Grant

- Pilot a new Parent University and Family Engagement University
- Develop a formative evaluation plan
- Plan for sustainability
- Develop a Mission/Values for FACE Office

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Building the Family & Community Engagement (FACE) Office

Parent University Pilot

- Content
 - Literacy, trust with teachers
 - “Funds of knowledge”
 - Reinforcement through videos
- Delivery
 - Small cohorts by language
 - Co-facilitated with teacher and Liaison
 - Self-efficacy, role construction, social capital
 - Includes preschool

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Building the Family & Community Engagement (FACE) Office

Family Engagement University Pilot

- Content
 - Poverty simulation
 - Home visits
 - Design thinking process
- Delivery
 - Three 3-hour blocks - paid and voluntary
 - Team-building
 - Eyal's No PowerPoint Guarantee
 - Includes preschool

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Building the Family & Community Engagement (FACE) Office

Formative Evaluation Plan

- Our primary questions
 - Does this project improve:
 - trust between parents and teachers?
 - parents' self-efficacy?
 - parents' engagement in learning activities?
 - Does this project improve students':
 - literacy fluency?
 - attendance?
 - What are the mediating and moderating factors?
- New evaluation tools
- Focus groups

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Building the Family & Community Engagement (FACE) Office

Sustainability Plan

- Capacity built at sites
 - Partnership Teams
 - Leadership training for parents
 - Word will spread...
- Teachers opted-in
- Fundraising built into FACE Officer position

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Building the Family & Community Engagement (FACE) Office

Developing a Mission/Values

- FACE Office Mission

Our mission is to provide opportunities for Cajon Valley schools and families to build meaningful and productive partnerships committed to student learning.

- Values

1. Every child has great potential.
2. Every family wants the best for their children.
3. Society is enriched by cultural diversity.
4. Participation in our activities is always voluntary.
5. Parents should be co-designers of our work because the problems in our community can and should be addressed using answers that come from within.

Building the Family & Community Engagement (FACE) Office

Generating Buy-in

Mike Serban
Principal

serbanm@cajonvalley.net



Naranca
Elementary School
We are the Mustangs!

Building a Framework for Family & Community Engagement in Elk Grove Unified School District



Elk Grove Unified-basic numbers

- 62,888 students
- 66 schools (elementary, middle and high school)
- 320 square miles
- 88 languages
- 59% “socioeconomically disadvantaged”
- 18% English Learners

Starting with Why



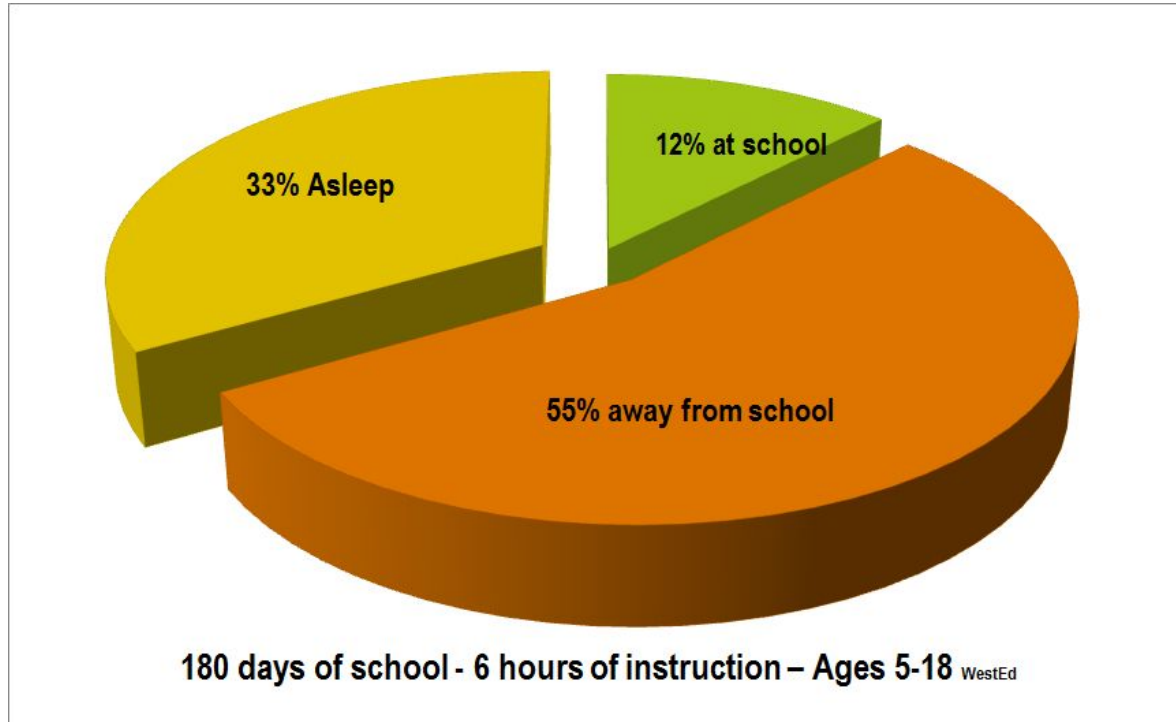
EGUSD FACE Timeline

January-February:

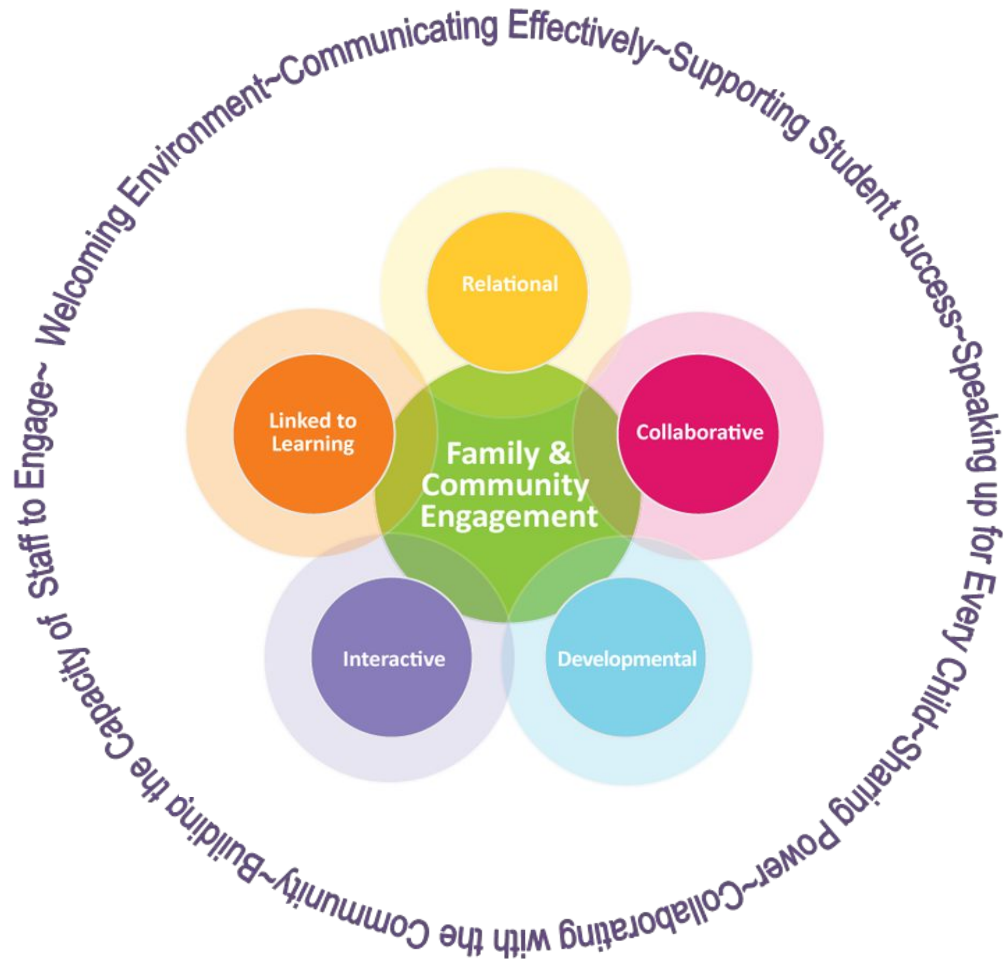
- Reviewed national research, studied board policies & admin regulations, began drafting framework & began to collect data



Leveraging Time: Connecting Home and School







Relational

Classroom

- Welcoming environment
- Positive calls home
- Positive home visits

School

- Honoring participation
- Respecting all cultures
- Family tours of the school

District

- Two-way communication
- Providing professional development for staff

Classroom

- Invite community partners to events
- Participate in community events

School

- Community meetings
- Thank community partners

District

- Participate in civic engagements
- Dialogue with the business community

Collaborative

Classroom

- Open door and welcoming environment

Classroom

- Partnerships with academies and pathways

School

- Events should be focused on learning from each other and translation provided

School

- Meetings should be held at different locations and times and partners recognized

District

- Provide opportunities for various types and locations for engagement with translation provided

District

- Committees should include a diverse representation of community partners

Developmental

Classroom

- Programs that provide growth opportunities for teachers and families

School

- School wide events that help families build their social capital, knowledge and skills

District

- Provide staff professional development on how to engage families

Classroom

- Partner with businesses to help provide engagement incentives

School

- Create a community resource directory

District

- Communicate and share the EGUSD graduate profile

Interactive

Classroom

- Events where families are provided opportunities to practice and are given feedback

Classroom

- Sponsored Family Teacher Academic Nights or Show Case Nights

School

- School Site Councils, PTOs/PTAs

School

- Provide opportunities for the community to participate on advisory boards

District

- Parent advisory meetings that take place at different times and locations

District

- Provide opportunities for two-way dialogue

Linked to Learning

Classroom

- Academic Parent Teacher Teams

Classroom

- Opportunities for internships for students and externships for teachers

School

- Lending libraries that offer games and learning materials for students to practice at home

School

- Community and business partners supporting the academies and pathways

District

- Provide professional development opportunities

District

- Connecting schools with grant opportunities to support pilot programs

EGUSD FACE Timeline Cont...

March-April:

- Presented framework draft, created engagement surveys, began meeting with school sites and community partners and formed FACE Steering Committee

FACE Steering Committee

- 42 various stakeholders
- Parents, business partners, educators, different district departments
- Goal is to create a 3-year strategic plan for the new FACE office
 - A finalized framework
 - A theory of action
 - New programs & services
 - An evaluation plan w/ short and long term outcomes

What does the data say?

- CHCKS survey
- Title I parent survey
- General family climate survey
- FACE surveys to Student Advisory, Certificated Advisory, Parent Advisory, Principals, and DELAC
- Met with all district departments
- Meetings with school site leaders
- Collected all family engagement school site plans
- Meetings with community partners

EGUSD FACE Timeline cont...

May-June:

- Steering committee met twice, presented to superintendent cabinet, presented to the school board and continued visiting schools and community partners

What's Next?

Steering Committee Process

June

- **Meeting 2: *Diving In!***
- Review & discuss US Dept. of Ed. Framework. Begin development of theory of action (*no meeting in July*).

August

- **Meeting 3: *What does the data say?***
- Discuss the Decision Making Model and begin analyzing the data.

September

- **Meetings 4 & 5: *Where is the gap and how can we fill it?***
- Continue discussion on data, identify what is working & examine exemplar FACE offices.

October

- **Meetings 6, 7 & 8: *What do the expert(s) say? The three P's: Programs, Planning and Proposals.***
- Begin to identify possible programs & services, Prof. Development w/ Dr. Mapp & finish program planning.

November

- **Meeting 9: *Logic Model & Summaries...The Final Countdown.***
- Finish the logic model for future programs & services.

December

- **Meeting 10: *A Final Draft...the Light at the End of the Tunnel.***
- A final draft of programs & services including resources, budget & timeline.

Questions!

Eyal Bergman

Family & Community Engagement Officer
Cajon Valley Union School District
El Cajon, California

bergmane@cajonvalley.net

(619) 590-8884

@eyalbergman

www.cajonvalley.net/FACE

Lisa Levasseur

Family & Community Engagement Admin
Elk Grove Unified School District
Elk Grove, California

llevasse@egusd.net

(916) 513-2447

@lisamleva

www.egusd.net