



Tucson Unified School District

**REVISED FAMILY AND COMMUNITY ENGAGEMENT PLAN<sup>1</sup>**  
**September 26, 2014**

**USP LANGUAGE**

*By April 1, 2013<sup>2</sup>, as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). [II.I.2]*

*By July 1, 2013<sup>3</sup>, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). The District Family Center (“DFC”) Plan shall:*

- (i) indicate where the Family Center(s) shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated;*
- (ii) provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options pursuant to Section (II) and regarding the availability of transportation;*
- (iii) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs);*
- (iv) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR;*

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<sup>1</sup> This Plan is identified as the “Family and Community Engagement Plan” because it combines the “Family Center Plan” (USP § VII.C.1.a), the plan to track data on family engagement (USP § VII.C.1.c) and the plan to reorganize or increase family engagement resources (USP § VII.C.1.d).

<sup>2</sup> This date in section II of the USP is inconsistent with the July 1, 2013 date that is in section VII of the USP. The District assumes this was merely a typo. But, as section VII appears to contain the controlling language relevant to the District Family Center Plan, the District initially referred to the July 1, 2013 date.

<sup>3</sup> The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the Family Center Plan from July 1, 2013 to October 1, 2013. In the fall of 2013, the District proposed combining the Family Center Plan and the Family Engagement Plan. On December 2, 2013 the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). The District requested the parties and the Special Master to extend this date to March 31, 2014. This request has not yet been granted or denied.

*(v) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services offered in Section V(C) Student Engagement and Support, including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination;*

*(vi) provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs;*

*(vii) include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children;*

*(viii) detail how the Family Center(s) will be staffed, including language requirements for all staff and whether they will be under the supervision of the FEC. [VII.C.1.a]*

*By July 1, 2013<sup>4</sup>, the FEC shall review and assess the District's existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology.<sup>5</sup> The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities. [VII.C.1.b]*

*By October 1, 2013<sup>6</sup>, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student. [VII.C.1.c]*

*By January 1, 2014<sup>7</sup>, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family*

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<sup>4</sup> The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Review and Assessment from July 1, 2013 to October 1, 2013.

<sup>5</sup> *Such programs, resources, and practices include, but are not limited to, efforts by the African American and Latino Student Services Departments, the School Community Services Department, the Family Centers, the Family and Community Outreach Department, the Parent and Child Education ("PACE") Program, the Parent-Teacher-Student Association, the School Community Partnership Council, the Wellness Centers, and any new or amended versions of the aforementioned programs. [VII.C.1.b, footnote 8]*

<sup>6</sup> The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Data Tracking Plan from October 1, 2013 to January 1, 2014.

<sup>7</sup> The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the

*Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need. [VII.C.1.d]*

*The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers. [VII.C.1.e]*

*The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online. [VII.C.1.f]*

*The District shall disseminate the information identified above and in Section (II), in all Major languages, on the District’s website, and through other locations and media, as appropriate. [VII.C.1.g]*

**DEFINITIONS**

Family	Family is an enduring relationship, whether biological or non-biological, chosen or circumstantial, connecting a child/youth and parent/guardian through culture, tradition, shared experiences, emotional commitment and mutual support (United Advocates for Children of California).
Family Engagement	Family Engagement means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children’s positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school and community. It is a shared responsibility with all those who support children’s learning (National Center on Parent, Family, and Community Engagement).
Community Engagement	Community Engagement is achieved when the school district, families, and community leaders come together to make a joint commitment that ensures the success of all students.
Student Services and Partnership Centers (Family Center)	A Student Services and Partnership Center (Family Center) provides resources that are open and responsive to the needs of all families in linguistically and culturally affirmative ways.

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plan to reorganize family engagement resources (the Family Engagement Plan) from July 1, 2013 to October 1, 2013 On December 2, 2013, the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). On January 29, 2014, the District proposed to the Special Master and parties a due date of March 31, 2014 for completion of the Family Engagement Plan (including the Family Center Plan and the Family Engagement Data Tracking Plan). This request has not yet been granted or denied.

TUSDStats Parental Accounts	TUSDStats Parental Accounts provide a world of data that can help parents and guardians understand their child’s academic experience.
Parent Link	The ParentLink system provides a communication platform for District staff to communicate with parents and families using phone calls, emails, text messages to update parents and families on everything from emergency situations to important school events.
Family Engagement Coordinator (FEC)	The Family Engagement Coordinator is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Director of Family and Community Engagement	The Director of Family and Community Engagement is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Community Representative	A Community Representative serves as a liaison between schools and families to encourage parent and community involvement.
Student and Family Support Liaison	A Student and Family Support Liaison provides activities to meet academic needs of targeted students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and collaborates with students, parents, and staff to increase academic and social achievement.
Academic Parent Teacher Team (APTT)	This is a model that replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at one time with all parents in their classroom. Each parent is provided with a folder of their child’s performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, parents and teachers set goals for their students, individually and as a class. See <a href="http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships">http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships</a> .
Supportive and Inclusive Learning (SAIL) environment	A supportive and inclusive learning environment is about the learning, engagement and inclusion of each learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of all learners. All members of the learning community feel valued and included.
Learning-centric	A centered learning climate where adults are focused on student learning.
Child Find	All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private schools, regardless of the

	severity of their disability, and who are in need of special education and related services, are identified, located and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (20 USC 1414 & 612); (34 CFR 300.111)
District Advisory Council (DAC)	A volunteer organization of parents and staff from District schools as well as private and parochial schools that receive Title I funds. DAC provides the following functions: carry out the Parent Involvement mission of "No Child Left Behind Act of 2001" by "affording parents substantial and meaningful opportunities to participate in the education of their children." (No Child Left Behind Act of 2001 (NCLB), P.L. 107-110, SEC. 1001); support and facilitate parent leadership development; Participate in the planning, development, operation and evaluation of Title I projects; and advise the District on matters pertaining to Title I.
School Community Partnership Council (SCPC)	The School Community Partnership Council (SCPC) is a volunteer group of parents and staff from District schools that facilitates communication between each school community, the District, and the Governing Board.
Khan Academy	An on-line, non-profit educational organization that provides math support through free video tutorials and interactive exercises.

## **EXECUTIVE SUMMARY**

This Plan provides the context for Family and Community Engagement practices that are being implemented throughout the District and outlines the following strategies specific to USP requirements. The Plan will be organized into four overarching elements:

- I. Background
- II. Plan to Reorganize and/or Increase Family Engagement Resources
  - A. Review and Assessment
  - B. Recommendations for Reorganizing Family Resources
  - C. Reorganizing Family Engagement Resources, Programs, and Practices
- III. Plan to Expand and Develop Student Service and Partnership Centers
- IV. Plan to Share Enrollment Information
- V. Plan to Track Data on Family Engagement

## **I. BACKGROUND**

In the spring of 2013, the District's previous administration designated Teresa Guerrero (Title I Family Engagement Coordinator) as the USP Family Engagement Coordinator (FEC). The District's initial strategy was to combine Title I and USP family engagement efforts to ensure continuity of service, to share resources, to avoid duplication, and to strengthen family engagement efforts at the site and district level. Under the structure of project management<sup>8</sup>, through Project 8 – Family Engagement, Ms. Guerrero worked with several different departments to begin implementing the USP requirements for family engagement. In September 2013, due to conflicts with Title 1 responsibilities, Ms. Guerrero stepped down as the FEC. Although the District's strategy was sound in theory, in practice it proved unsustainable and the District accordingly has had to rethink its approach.

In September 2013, the District's new administration designated Noreen Wiedenfeld as the USP Family Engagement Coordinator (FEC). Ms. Wiedenfeld is the Director of School Community Services, was a member of Project 8, and had coordinated the development of family engagement activities for several years. During this time several facets of USP implementation underwent a reorganization that ultimately resulted in the thirteen USP projects being incorporated into a new structure that included a Business Leadership Team (BLT) and an Instructional Leadership Team (ILT). Implementation of the Project 8 activities continued under the leadership of Mrs. Wiedenfeld through the ILT.

In the spring of 2014, Margit Birge<sup>9</sup> of the Region IX Equity Assistance Center at WestEd reviewed the draft plan and provided recommendations. District staff communicated with her to discuss her recommendations. This version of the plan has incorporated many of her recommendations.

## **II. PLAN TO REORGANIZE AND/OR INCREASE FAMILY ENGAGEMENT RESOURCES**

### **A. Review and Assessment**

The Family Engagement Coordinator (FEC), assisted by relevant staff, reviewed and assessed existing family engagement and support programs, resources, and practices. The

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<sup>8</sup> Initially, USP implementation was divided into 13 distinct projects that generally tracked the order of the USP sections.

<sup>9</sup> Margit Birge serves as a Program Associate with the Region IX Equity Assistance Center at WestEd. Birge provides technical assistance to districts and schools in family engagement and school climate, and coordinates projects at the Center that address equity issues related to race, gender, and ethnicity. Birge has extensive experience in federal Title I and Migrant Education programs. At the state level, she has worked with staff and parents in the California Migrant Education Program. She facilitated the processes that produced a comprehensive needs assessment and a five-year plan that helps to ensure effective services to migrant students. At the site level, Birge worked as a school reform facilitator in Title I schools with large populations of English learners and students from diverse backgrounds. She conducted needs assessments and developed action plans to address school climate and instruction and assessment practices.

review and assessment was district-wide, and included information focused on programs, resources and practices for African American and Latino students, including ELL students, and families. The review included information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocations, and the data systems in place to provide information on outreach to and engagement with families and communities. As the review and assessment is an ongoing process, the District will define various data points with greater specificity in future reviews and assessments. For example, future reviews and assessments will include targeted questions about engagement efforts for families of students who are struggling, disengaged, and/or at risk of dropping out and students who face additional challenges because of a lack of access to technology. This section includes three subsections: (1) programs, resources, and practices at sites and departments; (2) online resources – TUSDStats; and (3) external research of best practices.

## **1. Programs, Resources, and Practices at Sites and Departments**

### **a. August Survey**

In August 2013, the District conducted the Student Support Review, a district-wide survey that included a section that identified family engagement activities. The review identified numerous activities taking place across the District at school sites as of August 2013; the relevant dates for the data provided in the assessment are August 1, 2012 through August 1, 2013. The Student Support Review found the following information regarding family engagement activities:

- 40% of the activities are “presentation style”
- 29% of the activities have a curricular focus
- 18% of the activities have a family focus
- 10% of the activities are considered to be parent education
- 3% are activities such as graduation or open house
- 65 schools have a Title I-funded Community Representative or Student and Family Liaison, responsible for providing many of the listed activities as well as serve as liaisons for students in need of extra supports.
- The percentage of activities offered by grade level varies, as seen below:

<b>Grade span</b>	<b>% of schools in the District at that grade span</b>	<b># of family engagement activities reported</b>	<b>% of family engagement activities at each academic level</b>
K-5	58%	404	62%
K-8	14%	105	16%
6-8	14%	69	11%
9-12	14%	70	11%

## **b. October Survey**

After the initial review of the data collected in August, the District discovered that more information was needed in order to have a thorough understanding of all the opportunities for family engagement being offered throughout the District. The first survey in August revealed whether or not schools had certain types of family engagement programs, resources, or practices, but it did not provide the team the following detailed information:

- Description
- Frequency
- Location
- Personnel Assigned
- Funding Source
- Target Audience

Accordingly, in October 2013, the FEC collected data from an open-ended survey that was provided to all District principals, the Director of School and Community Services, the Director of Health Services, the Coordinator of the Parent and Child Education (PACE) program, and staff from Family and Community Outreach. The survey results indicated over one thousand family engagement activities were offered throughout the District as of the date of the survey. This number is higher than what was found in the August survey because schools and departments responded to this survey as opposed to the August 2013 survey to which only school sites responded. The relevant dates for the data provided in this survey assessment are August 1, 2012 through October 2013. The review revealed the following information:

- Historically, there was no systemic District-wide plan that provides consistent access to family engagement programs or a way of evaluating the effectiveness of those programs—singular, linguistically, culturally, by school, by subgroup, or in the aggregate.
- The majority of family engagement efforts offered by schools have been focused primarily on parent involvement such as open houses, student concerts, recognition awards, and social events.
- The District's major method for tracking parent engagement has been through sign-in sheets that are submitted to Title 1.
- Schools with Community Representatives or Student and Family Liaisons had a dedicated employee charged with coordinating family engagement efforts.
- At the District level, Student Support Services provided family engagement efforts for targeted populations. Examples of the District-led Student Support Services family engagement opportunities included:



- Parent University provided K-12 students and families an opportunity to learn about what TUSD and local colleges had to offer students and families to prepare for college and beyond. This event occurred annually during the fall semester.
  - Quarterly parent education provided learning opportunities for families to engage in their child's academic success.
  - Student Rights and Responsibilities Presentations (in targeted languages), regarding the Guidelines for Student Rights and Responsibilities, a document to assist a students, parents, teachers, staff, and principals in creating and sustaining a environment which will enhance the achievement of a positive learning process.
  - Connecting families with social services such as behavioral health services, clothing bank, and food bank.
- Provided online resources for parents such as TUSDStats, ExpectMoreArizona (a nonprofit, nonpartisan education advocacy organization working to build a movement of Arizonans – individuals, businesses, community organizations, schools, and many other partners – in support of world-class education for all students.), and Metropolitan Education Commission (composed of 34 Citizen Commissioners, advises, makes recommendations and serves as an advocate in all areas as they affect the educational welfare of Tucson and Pima County)
  - Advocated for parents during student conferences or disciplinary hearings through Student Support Services staff.

**c. Activities Targeted Towards African American Students and Families, including ELLs**

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for African American students and families – particularly events and communications from the African American Student Services Department (AASSD). The review found that AASSD staff conducted the following activities:

SY 2012-13

- Mailed letters of introduction home to students' families at sites where AASSD provided direct daily service to 23 schools: Blenman ES, Booth-Fickett K-8, Carson MS, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Ft. Lowell-Townsend K-8, Holladay ES, Magee MS, Mansfeld MS, Maxwell MS, Myers-Ganoung ES, Palo Verde HS, Pistor MS, Pueblo HS, Rincon HS, Roberts-Naylor K-8, Safford K-8, Santa Rita HS, Tucson HS, and Utterback MS
- Mailed and e-mailed quarterly newsletter to all families of African American students with an address within the Mojave database
- Provided Saturday tutoring throughout the school year for 275 students, from 58 schools, including 30 elementary schools, six K-8s, eleven middle schools, ten high schools, and 1 K-12. During tutoring sessions, information was provided to parents regarding District events like Parent University

- Hosted Annual Parent University for over one-hundred students and parents at Catalina High School. Parent University was an opportunity to collaborate with local colleges and organizations to provide information about college preparation, scholarships, and other post-secondary opportunities
- Conducted phone outreach to parents inviting them to the USP Forums (provided parents information about the Unitary Status Plan and a venue to ask questions) held at Tucson HS, Palo Verde HS, and the El Pueblo Regional Center (a City of Tucson community center) in November 2012
- Hosted Annual Student Recognition Program at the University of Arizona in May 2013.
- Hosted Family Literacy Night with Floyd Cooper (interactive workshop for elementary students and their parents. Mr. Cooper is an author and illustrator of children's books) at Blenman in March 2013.
- Hosted school-community events at Blenman ES and Booth-Fickett K-8 in March 2013.
- Hosted parent forums at Palo Verde High School to capture feedback regarding parent concerns in April and May of 2013

#### SY 2013-14

- Provided over 400 hours of contact with parents (phone, school, home-visits, conferences), as tracked through the Grant Tracker monitoring program
- Mailed letters of introduction home to students' families at sites where AASSD provided direct daily service, including the following 16 sites: Blenman ES, Booth-Fickett K-8, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Magee MS, Mansfeld MS, Myers-Ganoung ES, Palo Verde HS, Rincon HS, Sahuaro HS, Secrist MS, Tucson HS, Utterback MS
- Mailed and e-mailed quarterly newsletters to all families within the Mojave database, this includes all African American families with an address in Mojave
- Invited parents to attend each school's open house and assisted during parent conferences during the fall of 2013
- Hosted two quarterly superintendent meetings with District parents and community in September 2013 at Donna Liggins Neighborhood Center and November 2013 at Living Water Ministries Church. Hosted three quarterly parent meetings in October 2013 (Tucson HS and Palo Verde HS), December 2013 (Rincon HS), and February 2014 (Mt. Calvary Church) informing parents of AASSD department services, ALE information, UHS, Promotion Retention Policy, Move on When Reading (in 2010, Arizona Revised Statute section 15-701 established the requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona Instrument to Measure Standards test (AIMS) or a successor test, that demonstrates that the pupil's reading falls far below the third grade level)
- Held parent-community advisory meetings held at the District office – listening to parents' concerns/needs and discussing supports for their children/youth in September and October 2013
- Hosted Annual Parent University for hundreds of students and parents in partnership with Pima Community College in October 2013

#### **d. Activities Targeted Towards Latino Students and Families, including ELLs**

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for Latino students and families – particularly events and communications from the Mexican American Student Services Department (MASSD). The review found that MASSD staff conducted the following activities:

- Planned and implemented resource fairs during Parent Quarterly Informational Meetings, which were held at various District sites in December 2013 (Pueblo HS) and February 2014 (Cholla HS, Tucson HS, McCorkle, and Catalina). Parent Quarterly Informational Meetings included sharing information with parents about MAASD services, ALE opportunities, TUSDStats, Achieve 3000, and “Expect More” training.
- Shared information with parents, students and community members on the following:
  - Before and After school tutoring and mentoring services at various sites
  - Saturday Math tutoring services at various sites
  - Webinar sessions to parents
  - Information resources i.e., Math websites and nutritional information
  - Advanced Learning Experiences
  - Pre-college entrance information for successfully completing college application and financial package requirements
  - Student retention rates, particularly the matriculation rates of Latino students
- Coordinated with community agencies for the specific purpose of serving Latino families, in areas such as: Alternative Educational resources; Behavioral Health services; Community Home resources; and Medical Resources
- Conducted home visits by Student Support staff throughout the year to provide families with resources and to assist students in their academic and behavioral success
- Attended parent conferences and IEP (Individual Education Plan) meetings
- Communicated with parents and families through the department newsletter, brochures, pamphlets, and community bulletins
- In addition to MASSD family engagement activities, the District engages Latino families through Title I and a majority of Title I family engagement events are targeted towards Latino students and families.

These activities, as well as Title I family engagement activities, were and are provided using bilingual presenters, staff, and interpreters when necessary.

#### **2. Online Resources – TUSDStats**

TUSDStats has been in existence since 2003 and is an online tool for District parents and families to monitor students’ achievement, attendance, academic progress, and other information. Generally schools have been responsible for informing their respective students’ families about TUSDStats Parental Access Accounts. Teachers, counselors, office staff, and administrators at each site have access to print the information for parents/guardians to create accounts. The Student Support Services Departments actively inform parents of the value of using TUSDStats

Parental Access Accounts to monitor students' grades, attendances, and test scores. Through TUSDStats, parents can set up a parental account to view their student's information. The District describes parental accounts as follows: "When you create a TUSDStats Parental Account, you gain access to a world of data that can help you better understand your child's academic experience."

The District conducted a review of utilization of TUSDStats by race and ethnicity, by school, and by grade level. The evidence indicates that this powerful tool (TUSDStats) available to families is underutilized; utilization of this powerful resource for parents varied dramatically by grade level (and schools within grade levels), and by race/ethnicity as shown in the charts below:

<b>Grade Span</b>	<b>by Parental Account at a Grade Level</b>		<b>Average Percentage of Parent Use</b>
K-5	.3% to 24.3%		7.2%
K-8	3.8% to 33.4%		15.2%
6-8	17.8% to 71.5%		42.9%
9-12	40.6% to 96.8%		65.7%
Alternative K-12	15.2% to 40%		27.4%
Total District	.3% to 96.8%		29.8%
<b>K -5 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	625	5120	12.32%
African American	91	1910	4.76%
Hispanic	888	15,544	5.74%
Native American	41	1049	3.91%
Asian American	61	446	13.68%
Multi Racial	72	925	7.89%

<b>6-8 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	1201	2182	56.60%
African American	256	877	29.42%
Hispanic	2191	6665	33.25%
Native American	113	487	23.41%
Asian American	82	229	35.81%
Multi Racial	115	300	38.33%

<b>9-12 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	3056	3972	80.29%
African American	638	1148	58.54%
Hispanic	4744	7932	64.66%
Native American	207	419	53.46%
Asian American	302	453	68.87%
Multi Racial	215	318	70.44%

### **3. External Research of Best Practices**

The District has long been committed to involving families as a part of supporting parents and guardians as they strive to encourage their children in school. The research described below on family engagement reveals many important lessons that can strengthen family engagement practices in the District, and will help the District differentiate between family involvement and family engagement. The District reviewed the following research and best practices:

#### **a. Harvard Family Research Project**

The District plans to focus family engagement on “learning-centric” opportunities. Utilizing the work from The Harvard Family Research Project (HFRP), the District hopes to strengthen the link to learning in family engagement. These principles have been adopted by America’s Promise Alliance, with which the District is aligned, as well as the National PTA. The HFRP policy brief titled *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement* pinpoints three core elements that are essential for engaging families:

1. Creating district-wide strategies
2. Building school capacity
3. Reaching out to and engaging families

#### **b. Multicultural Partnerships Involve All Families (Hutchins, et al., 2012)**

The NNPS book, *Multicultural Partnerships Involve All Families* (Hutchins, et al., 2012) features activities to help schools increase the involvement of parents with different backgrounds to promote more successful students. The recommendations reflect the National Networks of Partnership Schools at Johns Hopkins University guidelines for good partnership programs, including but not limited to:

- Welcome all families. Parents need to know that educators value and respect the work they do to care for and guide their children

- Communicate in languages that parents understand. This starts with clear English in messages and meetings with parents. This may require translators and interpreters to communicate with parents with limited English-speaking ability
- Provide parents with useful and timely information about school and district policies, programs for their children, and students' progress. Also, provide a contact person for parents to communicate with if they have questions.
- Organize an intentional, well planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school
- Incorporate student backgrounds and family cultures into the classroom curricula and in the school's program of family and community involvement. Teachers may use family and community "funds of knowledge" and resources to enrich the curriculum and boost students' learning.

### **c. Additional Parent and Family Involvement Practices**

The following practices, organized under six categories, are based on the Ohio Board of Education's Parent and Family Involvement Policy, the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement:

1. Create a welcoming school climate
2. Provide families information related to child development and creating supportive learning environments
3. Establish effective school-to-home and home-to-school communication.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community
5. Engage families in school planning, leadership and meaningful volunteer opportunities
6. Connect students and families to community resources that strengthen and support students' learning and well-being

## **B. Recommendations for Reorganizing and/or Increasing Family Engagement Resources**

The District assessed the internal data obtained from the various reviews in light of the research-based practices for family engagement to develop recommendations for reorganizing family resources.

### **Recommendation 1: Create District-Wide Strategies**

The Review and Assessment revealed that District schools and departments provided multiple opportunities for family engagement. However, these efforts were not connected to one another as part of a comprehensive scheme, and often were focused on parental involvement rather than informing parents about student learning and the parents' role in their student's success. The District relied heavily in the past on Title 1 and Student Support Services to provide parent

educational opportunities. According to the Harvard Family Research Project (HFRP), the first step in engaging families is creating district-wide strategies.

The National Networks of Partnership Schools stated that it is important to organize a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

The District recommends creating district-wide strategies through the following approaches:

**a. Promote a District Family Engagement Vision**

This vision includes systems and structures that focus on student achievement and the impact of families on student learning. This will be accomplished through the following:

- To demonstrate its commitment to enhancing student success through family engagement, the District will create the infrastructure to support family engagement that is aligned with other district strategies, is a key component of the District's Five Year Strategic Plan, and will support the implementation of district-wide family engagement. This infrastructure includes staffing in place to ensure coordination of efforts, continuous quality improvement, and effective service delivery. The staffing structure includes an Assistant Superintendent for Equity that supervises the Director of Family and Community Engagement, who in turn supervises a Family Engagement Coordinator. The Director of Family and Community Engagement and the Family Engagement Coordinator will work closely with the Student Services Directors, Title I, and other departments and directly with schools to support the implementation of the Family Engagement Plan. The Director of Family and Community Engagement will coordinate district-wide family engagement activities such as: ESSL (English to Support Student Learning. The purpose of ESSL classes is to provide improved communication between parents and teachers to support academic student success, including USP topics such as student discipline, open enrollment, and ALEs; and Parental Access Class (this class has been made available at Open House at several schools this year. The Title I team works in school computer labs to teach parents how to use this service. Title I sends teams of staff to school events as invited to provide this service.)
- District Departments, Structures and Staff including Title I, Student Support Services, Professional Development, and others.
- Student Services and Partnership Centers ("Centers") (see details in Section III, below)
- Additional Family Engagement strategies targeting families of African American students that are culturally appropriate and linguistically friendly:
  - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk African American students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention

and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.

- Quarterly Family Meetings to educate families of African American students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.
- Additional Family Engagement strategies targeting families of Latino students that are culturally appropriate and linguistically friendly:
  - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk Latino students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.
  - Quarterly Family Meetings to educate families of Latino students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.

#### District Professional Development.

The District is committed to partnering with families to ensure the success of all children. Partnerships ensure that families and schools are aligned and working together to support learning. The overarching strategy for the District will be to provide training for district staff on Supportive and Inclusive Learning Environments (SAIL)<sup>10</sup>. The District will use a “train the trainer” model. Classes will be offered both during the summer and the school year. The SAIL Professional Development modules have embedded the Danielson Framework for Teaching along with components of Culturally Relevant Pedagogy. The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families. This SAIL training will be mandated for all certificated staff, administrators, and para professionals. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. Family engagement training provides tools for staff to build relationships with families, and to offer information and experiences to families that are relevant to them. The Director of Family and Community Engagement, the Family Engagement Coordinator, and the Director of Culturally Responsive Pedagogy and Instruction will be responsible for the monitoring and implementation of the training relevant to family engagement.

Cross-departmental coordination to support effective implementation of the Family Engagement Plan.

The District recognizes that district-wide strategies can only be effective and efficient with intentional and clearly planned opportunities for cross-departmental collaboration and

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<sup>10</sup> The USP requires the District to provide training to certain staff on how to create supportive and inclusive learning environments. The District has labeled this training “SAIL” for Supportive and Inclusive Learning.



coordination. A plan for alignment among departments for family engagement activities is included in Appendix B: Strategies for Family Engagement Alignment.

### **b. Provide Robust and Pervasive Communication**

Communication will be provided in relevant and appropriate languages that cut across all stakeholders including administrators, departments, school staff, families, and community members through:

- Parent Link (A system that provides a powerful communication platform with a full range of options to meet the unique needs of your District. From emergency messaging, to custom messages, language translation, and surveys, ParentLink gives your schools a proven, easy-to-use tool that gets information to the people who need it, when it's needed.)
- Family Engagement Website
- Community Partnerships, (faith-based groups, non-profits, etc.)
- Student Services and Partnership Centers (Family Centers) (see Section III for details)
- Surveys and feedback
- Additional outreach efforts will be made to families of African American students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.
- Additional outreach efforts will be made to families of Latino students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.

### **c. Data Collection and Analysis**

In addition to tracking attendance and events, and to ensure reporting and accountability for family engagement activities throughout the District, the District will gather data to assess differences in behavior, knowledge, and attitudes among parents and school staff. Measures along the way to interpret progress will include review of the following data on family engagement (each can be tracked by student):

- Surveys and feedback
- Participation at Educational Opportunities
- Data from use of TUSDStats by parents

Data will be collected and analyzed to assess the effectiveness of the engagement initiatives for the African American and Latino families. The District will use student information systems such as TUSDStats and Grant Tracker.

## Recommendation 2: Building School Capacity (to Engage Families)

Based on the Review and Assessment, there currently is limited communication among schools and departments about what is being provided for families and the impact it is having on student learning. According to the research, schools should strengthen families' knowledge and skills to support and extend their children's learning at home and in the community by organizing a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

As part of a district-wide strategy to engage families in a learning-centric environment, the District will begin implementation of the Academic Parent Teacher Team (APTT) model developed by Dr. Maria Paredes (Creighton School District). Key components of this family engagement outreach model include building school capacity and structures which create opportunities and an environment of teachers and parents as partners in educating children.

a. In order to serve all families better, all District schools will:

- i. designate a family engagement point of contact
- ii. create a learning-centric environment to support the academic success of all students by implementing strategies such as the Academic Parent Teacher Team (APTT) model of parent engagement
- iii. provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT). These events may be held during parent conferencing and/or other times.
- iv. participate in district training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning
- v. provide information regarding parent education and resource opportunities in concert and coordination with Student Support and Partnership Centers

b. In order to better serve families of African American and Latino students, the District will:

- i. Hold quarterly events throughout the community. These sessions will inform parents of the programs and opportunities available for African American or Latino students, respectively. All family engagement staff and district Student Support Services staff assigned to schools will work collaboratively on these quarterly meetings. The focus of the parent quarterly sessions shall be to enhance and support relationships as well as the academic success of students especially identified as struggling, disengaged and/or at-risk of dropping out in an interactive engaging format. These quarterly events will include at least two types of documented additional outreach and support opportunities for Latino and African American students and their families and include topics such as:

- Advanced Learning Experiences
- Graduation, Matriculation & Student Retention
- College Preparation, Post-Secondary Matriculation & Retention
- Parent/Family Engagement Leadership & Partnerships
- Parent Teacher Conferences
- Academic Parent Teacher Teams
- Individual Data Talks with students and parents to review student test scores and/or graduation requirements.
- Parental Stats Informational sessions that explain how to navigate the Parental Access Account.
- Arizona College and Career Readiness Standards Informational sessions

c. In order to better serve families of African American and Latino students, all District certificated staff and administrators will receive training in Supportive and Inclusive Learning (SAIL) Environments, Partnering with Families Module that provides specific strategies to address engagement of African American and Latino families.

### Recommendation 3: Engaging Families

Based on the Review and Assessment of the District, the majority of the family engagement efforts provided historically by the District have been focused primarily on family involvement in student activities rather than learning-centric family engagement. The Harvard Family Research Project found family engagement practices linked to learning have a greater positive effect on student outcomes. Providing learning opportunities discussed in Building School Capacity is vital to engage families in student focused learning.

The District is using the Multi Tiered Systems of Support (MTSS) model to implement different types of family engagement. In order to remain consistent, the District will follow a tiered model for family engagement and support.

Type 1 family engagement involves general outreach to all families, with a focus on African American and Latino students and families, occurring mostly at school sites and family centers at times that are accessible to families. Type 1 family engagement includes activities such as: parent training, quarterly informational events, parent education and resource opportunities; and using multiple media to connect with families.

Type 2 family engagement involves specific outreach to the families of African American or Latino students who are struggling, disengaged, and/or at-risk of dropping out. Type 2 family engagement includes specific activities related to the needs of the identified students as documented on the District's Student Equity and Intervention Request for Service form.

#### **Family Engagement – Type 1**

- a. All schools will provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents

will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT).

- i. Training for implementation of this model will be required – Proposed Training would be Train the Trainer Model.
  - ii. All schools in concert and coordination with Student Support and Partnership Centers will provide information regarding parent education and resource opportunities.
- b. Quarterly events will be held throughout the community. These sessions will inform parents of the programs and opportunities available for African American and Latino students.
  - c. Accessibility - In order to maximize parent participation, the sessions will take place at various times and may be connected to student related or community events within a positive supportive environment, particularly for families of African American or Latino students.
  - d. Scheduling - Event dates will be coordinated through the District Family Engagement Director and/or Family Engagement Coordinator.
  - e. Multiple media - Develop and use social media structures to connect with students and families in contemporary fashion. This may include Facebook, text messaging, mobile/smartphone applications (i.e. TUSD's Parent Link), media-based parent training and events. Family engagement opportunities and outreach may include:
    - webinar sessions for parent trainings linked to school websites
    - math websites for parents such as Khan Academy
    - strategies for parent student interactions in newsletters
    - inspirational texts or quotes for families to discuss
    - parent access to TUSDStats
    - administrative newsletter and website communications for parents and students

### **Family Engagement – Type 2**

The District's African-American and Mexican American Student Services Departments, in conjunction with site administrators, Family Engagement Staff, and Title I staff, are primarily responsible for coordinating targeted parent outreach for African American or Latino students identified as struggling, disengaged, and/or at-risk of dropping out.

1. Families of students identified as struggling, disengaged, and/or at-risk of dropping out will receive outreach from District staff most closely aligned to students' identified demographic or academic need as possible.
  - a. Site staff including Title I family engagement, teachers, and other school staff will perform targeted outreach to families with students identified as struggling, disengaged, and/or at-risk of dropping out.
  - b. Site staff will use the District's Student Equity and Intervention Request for Service referral form provides another opportunity to coordinate and communicate specific

outreach needs (form available to site staff at <http://intranet/interventionform.asp>). To ensure more comprehensive support, the District will add Language Acquisition and Exceptional Education to the list of departments from whom service requests may be submitted.

2. Outreach to families of students identified as struggling, disengaged, and/or at-risk of dropping out will be conducted to encourage attendance and engagement at site and district quarterly events, and may include direct mailing(s), home visits, and/or phone calls to targeted families. This outreach will be coordinated between school and district resource staff including Title I family engagement & district support staff. These communications will meet the District's language accessible standards for families.

The District recognizes that there are challenges faced when engaging families of struggling students and/or families who are dis-engaged. The District plans to address these barriers with specific strategies as outlined in Appendix C:

#### Recommendation 4: Monitoring for Effectiveness

The Review and Assessment revealed there is no system to provide consistent access to programs or a way of evaluating the effectiveness of programs. Currently, the District's major method for tracking family engagement is through sign-in sheets that are submitted to the Title I Department. Research supports data collection systems as a necessary component of ongoing evaluation, planning and improvement. To track family engagement data, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

#### Recommendation 5: Expanding Student Services and Partnership Centers (District Family Centers)

The Review and Assessment revealed that the District's families come to the current family center sites to conduct very specific business. Staff members at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the comprehensive proactive family engagement that is needed to affect student achievement.

##### **a. Better Marketing of Student Services and Partnership Centers**

The District will ensure that all District staff are aware of the existence, and understand the role, of the Student Services and Partnership Centers within the community through the following:

- Staff Training
- Community Outreach

- Posters/Flyers in every school readily visible to families

**b. Targeted purpose of the Student Services and Partnership Centers**

The District will communicate the mission of the Student Services and Partnership Centers through multiple media. All Centers will have a baseline of services.

**C. Reorganizing Family Engagement Resources, Programs, and Practices**

Based on the recommendations discussed above, the District will reorganize current family engagement resources and programs to implement the best practices.

1. Resources

- Staff to implement the plan, including Title I staff, the Family Engagement Coordinator and other staff<sup>11</sup>.
- District Parent Communication System to communicate to parents about emergencies.
- District Advisory Council (DAC)
- Student Support Services
- Clothing Bank
- School and Community Services
- Child Find
- School Community Partnership Council (SCPC)
- Deployment of Computer Kiosks in each school providing families with easy access to TUSDStats Parental Account, applications, and other District resources beginning 2014-15. The kiosks will be part of the District’s effort to make each school site office welcoming and inviting where parents can drop in and connect with staff and resources.

2. Programs

- Parent Education will be offered throughout the District, and will include topics such as: English as a Second Language (ESL), Nutrition, Post-Secondary Education, Parenting, Leadership Classes, and Academic Parent Teacher Teams (APTT)
- Foster Ed – the District has entered into a partnership with FosterEd Arizona to increase the communication among foster families, teachers, CPS Specialists, and Mental Health providers. Traditionally this kind of engagement has been difficult for these high-risk students; but with the assistance of Social Media, teachers and school staff can communicate easily on subjects such as attendance, behavior, homework, how things are going, etc. In addition, FosterEd Liaisons will provide training for

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<sup>11</sup> The District will require all Family Center Staff to be trained in language-accessibility no later than September 1, 2014, and staff members will be supervised initially by the FEC.

foster families on how to advocate for their foster child in the educational setting and how to access the resources available care through our Student Services and Partnership Centers.

### **III. Plan to Expand and Develop New Student Service and Partnership Centers**

The following plan outlines how the District will expand its existing Family Center(s), and/or develop new one(s), and operate them for the benefit of the District's students and their families. The District Family Centers will be known as the Student Service and Partnership Centers (SSPC) and includes (A) the location of the Centers, (B) the creation and distribution of new or revised materials, (C) strategies to create welcoming environments and relevant educational activities, and (D) strategies for how principals and teachers can learn from families.

#### **A. Location of Centers**

##### **1. Centers in SY 2013-14**

In March 2013, the District initiated discussions to create and/or expand the SSPC (Family Centers) starting in the beginning of SY 2013-14, and to develop a District Family Center Plan. The initial proposal was to develop the first center at the District main offices and a second center at the site of Duffy Student Service Center. The District has made significant improvements to the original site, and opened a second site. The District currently offers support services, and provides information to families, at two locations. The first Center is School Community Services (SCS) at 1010 E. Tenth Street where approximately 10,000 families visit annually. The second Center opened in November 2013 at Duffy Student Service Center at 655 N. Magnolia Avenue. Family and Community Outreach serves approximately 4,000 students on site each year through the services of the Clothing Bank and another 1,000 are served through the Child Find program.

The initial plan was for the Centers to provide information, resources, support, and access to information for students and families. The existing sites already have a high volume of family and student traffic and the District's intent was to take advantage of this existing traffic to share information and resources with families who already are going to these offices for services. Both buildings have high visibility, are easily accessible, and provide access to other materials. The sites were to have computers for online access, access to open enrollment/magnet applications, information about schools and opportunities throughout the District, and other resource and support materials.

What has become apparent is that families come to the current sites to conduct very specific business. Staff members currently working at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the level of proactive family engagement the District envisions as necessary to affect student achievement.

## 2. Centers in SY 2014-15 and SY 2015-16

After a review of District demographic data, the District has determined a need to establish Centers in strategic locations in the community starting in SY 2014-15.

The District envisions the Student Services and Partnership Centers as a two year rollout. In school year 2014-2015 the District will create two additional Centers. One will be in the southwest area of the District where a large population of the district continues to grow. A Director of Student Support Services will provide administrative oversight for the Center. Concurrently, the District will establish a Center in an area in the proximity of South Tucson, where the highest percentage of students qualifying for free or reduced lunch attend school. The District will place another Director of Student Support Services on that campus for oversight.

In SY 2014-2015 discussions will take place in consultation with external expert(s), research and other information such as the district demographic study to determine the appropriate placements for the third and fourth additional Centers in SY 2015-16. In SY 2015-2016 these two Centers will be established based on the discussions and analysis of data with the external expert(s).

### **B. Creation and Distribution of New or Revised Materials**

Each Center will have a baseline of services that will be common to all and language accessible. Families will have full access to new or revised materials about programs and educational options throughout the district, such as:

- As described in the Outreach and Marketing plan an information guide will be provided to all families (see page 6 and 7 of Outreach and Marketing Plan)
- Student Assignment Options: School Choice; Open Enrollment; Magnet Schools; and Dual Language
- Transportation
- Advanced Learning Experiences (ALE's) (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs). The Advanced Learning Experience Access and Recruitment Plan describes ALE materials (pages 22 – 24)
- Guidelines for Student Rights and Responsibilities (GSSR)
- Curricular and Student Support Services, including Behavioral Support Services
- African American Student Support Services
- Mexican American Student Support Services
- Student Equity and Intervention
- Family and Community Outreach Department Brochure
- Culturally Relevant Courses
- Policies related to inclusion and non-discrimination
- Career and Technical Education (CTE)
- College and Career Readiness Resources
- Resources from local colleges and universities



- District Information Catalogue
- Exceptional Education
- Resources for Homeless, Neglected, and Delinquent Students
- Preschool Opportunities
- Before and After School Care
- Information about Grad Link2
- Community Schools
- Interscholastic Activities
- Dropout Prevention Services
- Educational Options for ELL Children

### **C. Strategies to Create Welcoming Environments and Relevant Educational Activities**

The District will provide the following resources to create a welcoming environment at the Centers:

- District staff members who can explain the many educational and support options available, and to help families navigate our school system
- A parent training room with media set up for presenting workshops
- Space for child care
- Computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats (Details of access to technology is provided in the District's Technology Condition Index pages 1 and 5).
- To address conditions of the technology gap where lower-income students and families do not have ready access to the technology, the District will provide training to families through the Family Centers on how to use certain technological tools (internet, TUSDStats, filling out FASFAs, etc.) to better engage with their child's school, teachers, etc.
- Space available for community resources and services
- Access to clothing with resources from District and community partners

District human resources may be reallocated and/or relocated and housed throughout the Centers, including Title I and non-Title I staff, with the ability and skill to provide proactive and language-accessible support for our families. In the past, these services have been school site specific and dependent on building collaboration with schools. While school-site-specific programs will continue to build and improve, the District envisions the SSPCs (Family Centers) as being open to all, with a community outreach philosophy. Evaluating the metrics to be determined based on community needs, the District will assess whether SSPCs (Family Centers) should be consolidated or relocated. The District will provide staff members and services within the communities we serve. The District will create a District calendar of educational opportunities that will be offered at convenient times for families. These workshops will be available at all Centers. Examples of topics for the educational opportunities are college enrollment process, bullying and cyberbullying, drug prevention, and gangs/gang culture.

The development and coordination of these Centers will allow community resources to provide support to families. The District Family Engagement Coordinator will help coordinate committee work such as District Advisory Committee and School Community Partnership Council to ensure district-wide diverse representation of schools and families. The District Director of Family and Community Engagement and the FEC will be the lead in recruitment and collaboration with community groups and non-profit organizations.

A part of this coordination will allow the same services to be offered at each of the centers on a rotating basis. For example, the District may offer an anti-bullying workshop at Center 1 for a week, and then offer it the following week at Center 2, and so forth. Rotating services will be provided as a consistent resource to all District families and students in locations convenient to them.

#### **D. Strategies for How Principals and Teachers can Learn from Families**

The District is committed to partnering with families to ensure the success of all children. In having partnerships with families, students, families and schools are aligned and working together to support learning. The overarching strategy for the District will be training on Supportive and Inclusive Learning Environments (SAIL). The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families (Details of the SAIL training is developed through the Cultural Responsive Pedagogy and Instruction Director). This training will be mandated for all district employees. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. The goal of the family engagement training is to provide tools for educators to welcome, build relationships, and offer information and experiences in which families are interested.

#### **IV. Sharing Enrollment Information with families (District's Marketing, Outreach, and Recruitment Plan).**

This Plan includes specific strategies to share enrollment information with families, including specific strategies for sharing enrollment information with African-American and Latino families. Specific recruitment strategies are described in detail in the District's revised Marketing, Outreach, and Recruitment Plan.

The Marketing, Outreach, and Recruitment Plan includes specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in mainstream and Spanish language media.

- Television ads and print ads featuring actual TUSD students, parents and teachers, with a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand.
- Direct mail campaign to highlight learning opportunities to African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

The director of student assignment, the Director of Family and Community Engagement, and other appropriate staff will collaborate to engage with community groups and community members to share information and involve local stakeholder organizations in the enrollment process. District staff will be trained to actively engage community members (with an emphasis on African-American and Latino families) to inform them about educational options available in the District.

The District will seek partnership with other organizations such as the City of Tucson, Pima County Libraries, Pima Community College, chambers of commerce, youth clubs, and others to display and distribute recruitment and promotional materials throughout the community, and to involve them in the enrollment process (as coordinated through the director of student assignment and the family engagement director). A list of possible organizations/sites is being compiled to determine if TUSD would be allowed to place materials at their sites. The number of sites that will actually be used has not yet been determined, but it must be kept to a reasonable number that can be monitored and stocked. The Family Center personnel will be responsible for keeping the chosen sites stocked.

## **V. Plan to Track Data on Family Engagement**

To track family engagement data effectively, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

- A. The District will conduct ongoing assessments and will use multiple forms of data including:
  - Surveys similar to the Harvard Graduate School of Education Pre-K-12 Family-School Relationships Survey. This survey will be used to measure change over time and evaluate the impact on student learning.
  - TUSDStats and Parent Link on parent usage including disaggregation of usage by African American and Latino families

- TUSD School Quality Survey
- Title 1 Family Engagement Documents
- School Family Engagement Activity Report
- Student Service and Partnership Center usage
- Feedback from Family Events and Trainings

B. Schedule of data collection

- Feedback form after each Family Event and Training
- Schools will submit Family Engagement Activity Report monthly
- Director of Family and Community Engagement reviews quarterly Family Engagement Data (by school and district-wide)
- District Parent Surveys will be analyzed annually
- The Director of Family Engagement and the Family Engagement Coordinator, in collaboration with an external expert, will review district data for effectiveness and make annual recommendations for possible revision of the Plan where appropriate to provide improvement.

## Appendix A: Process for Identifying Struggling Students

### Background:

In SY 2013-14, the District piloted automatic identification of students for interventions (using a system in Mojave called WatchPoint) based on criteria in three areas: 1) grades; 2) overall attendance; and 3) behavior. Based on the first semester data, analysis revealed that student identification based on the academic threshold of “two Fs” is over-identifying students, particularly at the high schools, while the “3 days of unexcused absences per week” threshold was only identifying very few students as having attendance problems. The changes to the discipline code enacted in 2013-14 also seemed to have reduced the number of out-of-school suspensions compared to previous years.

Based on this data, and on observing best practices in other school districts, the District will make the following changes to its practices for identifying students in need of intervention for SY 2014-15:

- 1) Use individual course absence data, not overall absence data, for middle and high school students
- 2) Combine the individual course absence data with the grades data and only automatically identify students who are failing a course **and** excessively not attending a course
- 3) Continue to use behavior data to identify students automatically
- 4) Explore adding other sources of data to enhance automatic identification, including benchmark and other standardized tests
- 5) Align automatic student identification with the MTSS (Multi-Tier System of Support) so the automatic identification will help to place students into either tier two or tier three support

The District will continue to refine the WatchPoint system to ensure that the data points are identifying “At Risk” students and interventions are being implemented.

Based on the Student Support Review and Assessment and other research (Kennelly & Monrad, 2007) (Heppen & Therriault, 2008), the District will implement specific supports and interventions for identified “At-Risk” students. The District will also focus specific supports and interventions for schools whose data supports the need for additional assistance. By targeting supports and interventions, the District will seek to meet the goals stated above.

**Appendix B: Strategies for Family Engagement Alignment**

<b>USP Activity</b>	<b>Complimentary Factors (IP) USP</b>	<b>Coordination</b>	<b>Timeline</b>
<p>Provide information to African American and Latino families and community members throughout the District about educational opportunities, enrollment options.</p>	<p>FACE Plan (TBD) VII.C.1.a.ii</p> <p>MORE Plan (IP: II.12) II.I.1.a-f, II.I.2</p> <p>CMP (Magnet Schools: Strategies and Processes for Integration. C.3. pgs.14-17)</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Martha Taylor (Director of Advanced Learning Experiences), Vicki Callison (Director of Magnet Programs), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources (informational guide), revise resources as needed, create distribution plan, implement distribution plan, and monitor progress. Collaborate in planning and implementing a community meeting and informational session regarding educational opportunities and enrollment options in geographically diverse District locations.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>
<p>Provide access at Family Centers to computers and staff support for families to complete and submit open enrollment/magnet applications online, and provide support to families to learn how to submit applications</p> <p>Recruit a racially and ethnically diverse student body to its</p>	<p>FACE Plan (IP: TBD) VII.C.1.f</p> <p>Student Assignment Plan, (IP: II.12) II.E.2, II.I.c</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review data (number of families requesting computer access to submit online application and number of families receiving support with application completion) and monitor progress of supporting families with applications.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>

magnet schools and programs through Family Centers and other recruitment strategies			
Provide information about free transportation to families	FACE Plan (IP: TBD) VII.C.1.a.ii  Transportation Plan (IP: III.4) III.A.5	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.	Begin October 6, 2014, ongoing quarterly
Provide training for school site principals to build and foster professional learning communities to develop strategies to encourage and provide space, resources, and support for constructive teacher-family interactions and how to learn from families regarding how to meet the needs of their children	FACE Plan (IP: TBD) VII.C.1.a.vii  Administrators and Certificated Staff Plan IV.I.4  PLC Training (IP: IV.28)	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Richard Foster, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) Richard Foster collaborate to ensure principal trainings include content as outlined in USP.	Begin October 6, 2014, ongoing quarterly
Provide information to African American and Latino families regarding Advanced Learning Experiences (ALE), including informational sessions on GATE, ACs, UHS, and the parent complaint process related to	FACE Plan (IP:TBD) VII.C.1.a.ii  ALE Plan Section (IP: V.4, V.9) V.A.II.d.i-iii, V.A.II.e	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement Coordinator (TBD), Helen LePage (GATE Coordinator), Martha Taylor (Director of Advanced Learning Experiences), Dean Packard (Principal, UHS), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) coordinate to distribute accessible	Collaboration meetings will begin October 6, 2014, and will continue as needed.  Distribution of materials will be on-going through the SY as needed.

ALEs		<p>materials describing the District’s ALE offerings by content, structure, requirements, and location. Collaborate in planning and implementing a community meeting and informational session regarding ALEs in geographically diverse District locations.</p> <p>Team will review the ALE parent complaint process and will revise if necessary. Team will disseminate information regarding this process at all school sites, Family Centers, District Office, and on the website.</p>	Information meeting will be offered in January/February before the registration process for the next SY begins.
Provide information to families regarding educational opportunities for their ELL children, including the availability of dual language programs and other programs designed for ELLs	<p>ALE Plan (IP: V.11) V.C.1</p> <p>FACE Plan (IP:TBD) VII.C.1.a.vi</p>	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Ignacio Ruiz (Language Acquisition Director), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.	Begin October 6, 2014, ongoing quarterly
Provide information to families regarding culturally relevant courses	<p>Student Support and Engagement Plan (IP: V.28-29) V.E.4.c, V.E.6.a.i-ii</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Clarice Clash, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to discuss how the District will inform parents of the courses, create a plan to inform, implement the plan, and monitor progress. Team will collaborate to organize an event (such as an Open House) to introduce families to the CRC courses and to provide information to families and the community about culturally relevant and responsive pedagogy.	Begin October 6, 2014, ongoing quarterly



Hold quarterly events for Latino students and families	Student Support and Engagement Plan (V.38) V.E.8.d  FACE Plan (IP: TBD) VII.C.1.a.v	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers.	Begin October 6, 2014, ongoing quarterly
Hold quarterly events for African American families and students (FACE Plan VII.C.1.a.v)	Student Support and Engagement Plan (V.32) V.E.7.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Jimmy Hart (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers	Begin October 6, 2014, ongoing quarterly
Provide parents with information about the college enrollment process and disseminate such information at the Family Centers.	Student Support and Engagement Plan  FACE Plan (IP:TBD) VII.C.1.e	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Parent University  Team collaborates in establishing and maintaining partnerships with local colleges and universities and in distributing relevant information regarding college enrollment at Family Centers.	Begin August 8, 2014, ongoing as needed
Provide language accessible training for all personnel involved in family engagement initiatives and implement the Multi-Tier System of Support (MTSS) Structure to address	Student Support and Engagement (IP: V.17) V.E.2.c  FACE (IP: TBD) VII.C.1.a.vii	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) review plan to implement the MTSS at schools and the language accessible training for all	Begin October 6, 2014, ongoing quarterly

family engagement at all schools.		personnel involved in family engagement initiatives.	
All elementary schools will provide informational sessions to parents at a minimum of once per semester regarding curriculum focus.	Student Support and Engagement (IP: V.17) V.E.2.c  FACE (IP: TBD) VII.C.1.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during informational sessions  School principals responsible for implementing informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
All schools will hold regular “Parent Academies” run by well-trained parent leaders to provide parents with the skills necessary to support their children’s academic success and to provide a forum for continuous feedback on District-related initiatives.	FACE Plan (IP: TBD) VII.C.1.e  Student Discipline Plan (IP: V.32, V.38) V.E.7.d, V.E.8.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during Parent Academies  School principals, Community Reps collaborate to implement informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
Provide Disciplinary Information Sessions to students/parents	Student Discipline Plan (VI.5-6) VI.D.1-2	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student	Begin October 6, 2014, ongoing quarterly

<p>Provide the Student Discipline Handbook and related documents to families in all major languages</p>	<p>FACE Plan (IP: TBD) VII.C.1.a.iv</p>	<p>Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance for site administrators to use when providing Disciplinary Information Sessions to parents/students (including strategies for documentation)</p> <p>School principals, Learning Support Coordinators, and Community Reps collaborate to implement informational sessions using guidance.</p>	
<p>Same Provide information to families regarding voluntary tutoring and extra-curricular opportunities for their children, including the availability of transportation</p>	<p>Extracurricular Plan (IP: VIII.2-4) VIII.A3-5</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Herman House (Director of Secondary Schools), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>

**Appendix C: Strategies to Address Family Engagement Barriers**

Challenges	Strategies to Address Challenges
<p>Some school sites and staff lack skills and dispositions needed to engage families as partners</p> <p><b>Target audience:</b> District staff and community leaders</p>	<p>District staff will receive training to increase their capacity to partner with families and adopt a strengths-based approach<sup>12</sup></p> <p>District staff will receive training to increase their skill in creating welcoming environments, learning from families, and to offer experiences and information that are relevant to families</p> <p>Engage community leaders to assist the district in providing culturally appropriate strategies</p>
<p>Families may have difficulty navigating the school system</p> <p><b>Target audience:</b> Families</p>	<p>District staff will be in place at school sites and at Family Engagement Centers that will be available to support families in navigating the school system</p> <p>District will provide robust and pervasive communication, including: website, ParentLink, surveys to allow parents to provide feedback, and strategies specific to families of students who are struggling through phone calls, emails, and home/work visits.</p>
<p>Families may need ideas and strategies about how to participate in their child’s</p>	<p>Family Engagement Centers will host regular workshops for families to learn</p>

<sup>12</sup> Widely used in the social service sector, a strengths-based approach “refers to policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems and pathology, to a positive partnership with the family. The approach acknowledges each child and family’s unique set of strengths and challenges, and engages the family as a partner” (retrieved from <https://www.childwelfare.gov/pubs/acloserlook/strengthsbased/strengthsbased1.cfm>, August 29, 2014)

<p>education and academic success</p> <p><b>Target audience:</b> Families</p>	<p>about strategies to support their child’s learning, with specific focus on math and literacy.</p> <p>Sites will provide training to parents twice per year regarding curricular focus.</p>
<p>Families may lack child care during events/trainings</p> <p><b>Target audience:</b> Families</p>	<p>District will provide child care during parent trainings offered at Family Engagement Centers</p>
<p>Families may lack access to computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats</p> <p><b>Target audience:</b> Families</p>	<p>Computer access available at Family Engagement Centers with staff available to assist families in navigating various online resources</p>
<p>Families may lack skills or knowledge on how to use certain technological tools (internet, TUSDStats, filling our FASFAs, etc.) to better engage with their child’s school, teachers, etc. to improve access to schools or to on-line communication</p> <p><b>Target audience:</b> Families</p>	<p>Parent trainings and staff available at Family Engagement Centers to</p>
<p>Families may lack access to community resources and services</p> <p><b>Target audience:</b> Families</p>	<p>Provide referrals and follow up to families as well as co-located resources at Family Engagement Centers</p>
<p>Families may need clothing for children</p> <p><b>Target audience:</b> Families</p>	<p>Continue and expand TUSD Clothing Bank</p>
<p>Families may need language-accessible support related to lack of facility with English</p> <p><b>Target audience:</b> Families</p>	<p>District will provide English to Support Student Learning to improve communication between parents and teachers to support student academic success</p>

<p>Families may lack access to organized educational opportunities at times that are convenient for them</p> <p><b>Target audience:</b> Families</p>	<p>Provide educational opportunities at Family Engagement Centers at times that are convenient for families, including courses offered by the district and community-based organizations</p>
<p>Families may lack access to information about the challenges that at-risk, struggling and/or disengaged students may face, such as bullying and cyber-bullying, drug prevention, gangs/gang culture</p>	<p>Provide educational opportunities and information at Family Engagement Centers, including courses offered by the district and community-based organizations. Calendar of opportunities will be available to all school sites as well as on the website.</p>
<p>Families may need knowledge about the college enrollment process</p>	<p>District will collaborate with local colleges and universities to provide parents with information about the college enrollment process and to offer an outreach event (Parent University)</p>