

Family and Community Engagement (FACE)

JUNE 2015 BOARD UPDATE

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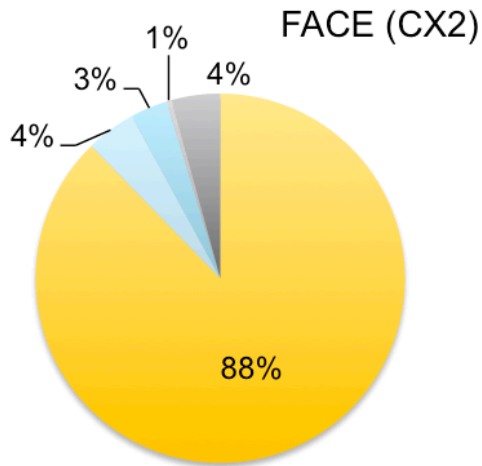
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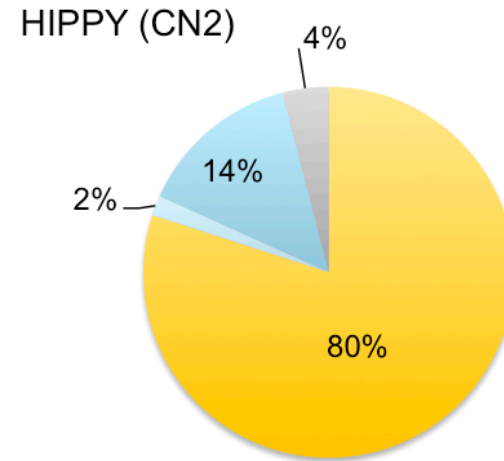
Family is a fundamental factor in shaping a child's success in school. That is why the Family and Community Engagement (FACE) department is dedicated to implementing proven best practices to support parents in advancing their child's learning. We focus on deepening the parents' understanding of how to foster learning and development so that the family can **support academics and literacy** at home. In addition, we work to strengthen the **partnerships between families, their schools, and the surrounding community** so that students have access to resources that support learning. Within HISD, FACE continues to build a **districtwide FACE support framework** to support professional development and effective family and community engagement in every school and every HISD department.

The Family and Community Engagement department is leveraging lessons learned to date to broaden our reach in 2015-2016 throughout the HISD community. All of the initiatives outlined below are scheduled to continue into the new academic year, with additions, adjustments, and improvements.

Budget



- Salaries and Benefits
- Contracted Services
- Reading Materials
- Supplies
- Capital Outlay



FACE (CX2)		HIPPY (CN2)	
Salaries and Benefits	\$808,579	Salaries and Benefits	\$600,000
Contracted Services	\$40,000	Contracted Services	\$13,000
Reading Materials	\$30,000	Reading Materials	\$107,000
Supplies	\$4,219	Supplies	\$30,000
Capital Outlay	\$39,122		
Total	\$921,920	Total	\$750,000

Scope of Work

Supporting Academics and Literacy

Academic Parent-Teacher Teams (APTT)

Academic Parent Teacher Teams (APTT) is a research-based program that has shown strong results in schools around the country. It is a new approach to parent-teacher collaboration - teams use traditional parent-teacher conference time to transform parents into genuine instructional partners. Every year the classroom teacher invites families to participate in three 75-minute team meetings and one 30-minute individual session.

- At the team meetings, teachers explain a single grade level objective, such as multiplication or reading fluency.
- Assessment results around that objective are shared with the entire group as a bar graph of all the student's scores, labeled by numbers. Parents receive their child's number and can anonymously identify their child's score in relation to the other children's scores in the class, and in relation to the class goal.
- Parents then set goals for their child's learning over the next 60 days.
- Parents learn simple games and activities that support learning to practice with their child at home.
- At the next meeting, teachers will report new assessment scores so parents can determine if their child reached the individual and class goals.

Teachers gain instructional partners, parents understand what their child needs to learn and how to support that learning, and students receive instructional support both at school and at home.

2013-2014 - Cohort 1 (Pilot)

- FACE facilitated the training of administrators and teachers, and supported the execution of the program in nine pilot schools.
- FACE invited all HISD elementary schools to participate in the pilot. Nine schools self-selected to participate: Durham ES, Fonwood ECC, Garden Villas ES, Patterson ES, Pugh ES, Sugar Grove Academy, Welch MS, Wharton K-8, and Whittier ES.
- APTT reached 995 parents and 709 students and worked with 37 teachers.
- At the 9 pilot schools, 995 parents or other adult caregivers attended one or more rounds of APTT meetings.
- In 22 out of 31 (or 70.7%) pilot classrooms, on one or more foundational skills in English Language Arts, average gains for students whose parents attended one or more APTT meetings were as high as or higher than average gains for students whose parents did not attend any APTT meetings.
- In 21 out of 27 (or 77.8%) pilot classrooms, on one or more foundational skills in Mathematics, average gains for students whose parents attended one or more APTT meetings were as high as or higher than average gains for students whose parents did not attend any APTT meetings.

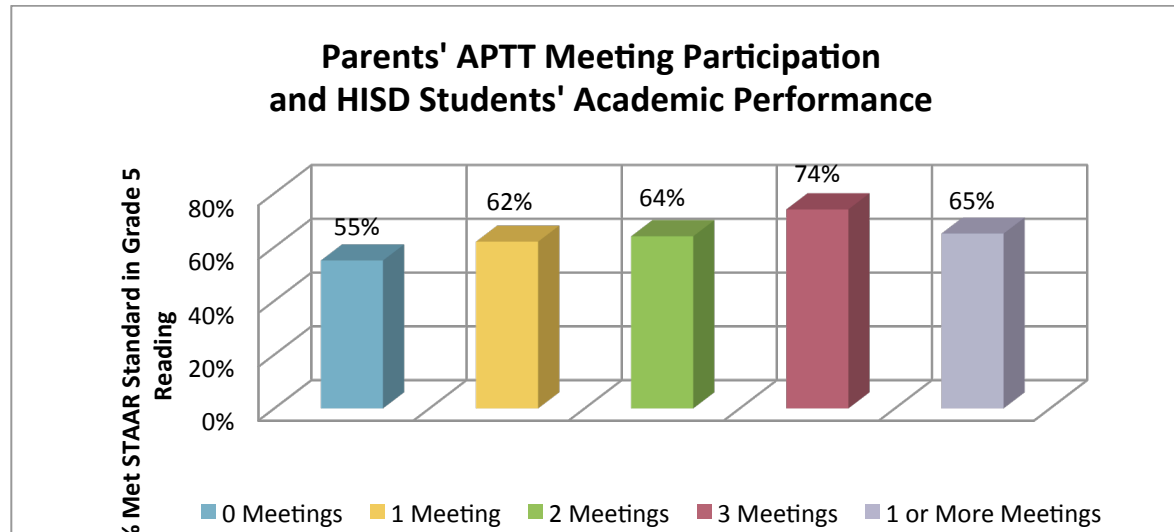
2014-2015 Cohort 2 (Expansion)

- The HISD Board of Education granted FACE \$1 million to contract WestEd consultants to support the expansion of APTT to 30 elementary schools to support the HISD Literacy by 3 Initiative in 3rd through 5th grades.
- Schools were chosen based on STAAR scores, attendance rates, Your Voice survey results, and number of initiatives and interventions already being implemented on the campus. After considering the force-ranked data provided by FACE, School Support offices made the last selection of these 30 schools.
- A list of Cohort 2 schools is at houstonisd.org/aptt. They included: Alcott ES, Bastian ES, Benavidez ES, Benbrook ES, Cook ES, De Anda ES, Eliot ES, Foerster ES, Frost ES, Gallegos ES, NQ Henderson ES, Herrera ES, Highland Heights ES, Hines-Caldwell ES, Kennedy ES, Looscan ES, Mading ES, Mitchell ES, Montgomery ES, Petersen ES, Piney Point ES, Robinson ES, Ross ES, Shadowbriar ES, Sherman ES, Smith ES, Tijerina ES, Wainwright ES, and Whidby ES; returning Cohort 1 schools included: Fonwood ECC, Pugh ES, and Wharton K-8.
- During Summer Leadership Institute (SLI) in August 2014, FACE trained 463 administrators (unduplicated event count) to support the expansion of APTT from its original nine pilot schools. School administrators and teachers were trained at the start of the year.
- In addition to the Cohort 2 schools, three pilot campuses continued the program in their schools: Fonwood ECC, Pugh ES, and Wharton K-8.
- APTT reached 6,169 parents (unduplicated count) and 4,623 students (unduplicated count) and it worked with 371 teachers.
- At the APTT schools, 2,442 students had parents or other adult caregivers who attended one APTT meeting, 1,399 students had parents or other adult caregivers who attended two APTT meetings, and 782 students had parents or other adult caregivers who attended all three APTT meetings.
- FACE staff facilitated additional APTT training for 48 teachers from three campuses who could not participate in the original training.
- FACE staff made several campus visits to welcome new principals who had not a chance to attend the training at SLI and held individual meetings with five principals of APTT campuses to review progress in implementing APTT.

A preliminary analysis from the HISD Research and Accountability Department indicates that:

- 52.1% of all students in APTT classrooms had an adult representative attend one or more of three APTT meetings.
- 24.7% of all students in APTT classrooms had an adult representative attend two or more of three APTT meetings.
- Participation in APTT contributes to an approximately 5% difference from 2013-2014 to 2014-2015 in HISD parent participation rates in parent-teacher conferences.
- 65% of Grade 5 students whose parent (or other adult caregiver) participated in any number of APTT meetings met the standard in STAAR Reading, compared to 55% of students with non-participant parents/caregivers.
- 62% of Grade 5 students whose parent (or other adult caregiver) attended one APTT meeting met the standard in STAAR Reading.
- 64% of Grade 5 students whose parent (or other adult caregiver) attended two APTT meetings met the standard in STAAR Reading.
- 74% of Grade 5 students whose parent (or other adult caregiver) attended all three APTT meetings met the standard in STAAR Reading.

An official research report on APTT is expected from the HISD Research and Accountability Department on or before August 31.



2015-2016 Cohort 3

- FACE plans to support APTT implementation at 10-15 elementary campuses during 2015-2016. As of June 1, 2015, 17 campuses have expressed interest: Askew ES, Cook ES, DeAnda ES, Eliot ES, Fonwood ECC, Gallegos ES, Herrera ES, Kennedy ES, Mitchell ES, Moreno ES, Piney Point ES, Pugh ES, Shadowbriar ES, Sherman ES, Tijerina ES, Wainwright ES, and Wharton K-8
- New schools would be Askew ES and Moreno ES; returning Year 1 schools would be Cook ES, DeAnda ES, Eliot ES, Gallegos ES, Herrera ES, Kennedy ES, Mitchell ES, Piney Point ES, Shadowbriar ES, Sherman ES, Tijerina ES, and Wainwright ES; and returning Year 2 schools would be Fonwood ECC, Pugh ES, and Wharton K-8.
- WestEd will provide training to new and returning administrators and teachers that will be implementing APTT during 2015-2016.
- Schools will have the option to contract with WestEd independently to receive additional support for implementation.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based and family-focused school readiness program for helping parents to prepare their preschool children for academic success. HIPPY empowers parents to teach their children at home with fun and easy activities. HISD provides HIPPY in English and Spanish free of charge for parents of three-, four-, and five-year-old children.

Home Instructors who are active parents from the community deliver the HIPPY lessons. These instructors are trained to cover a highly structured, 30-week curriculum in English or Spanish in the parent's home once a week in 30-minute lessons. Parents learn activities that include: reading stories together and answering questions about the stories, counting and grouping, learning sounds, increasing vocabulary, and identifying opposites.

The Research and Accountability department has reported that student cohorts who participated in the HIPPY program significantly outperformed all HISD peers in Kindergarten in both reading and math in the 2010-2011, 2011-2012, and 2012-2013 school years, and significantly outperformed all HISD peers in grades 1, 2, and 3 in both reading and math in the 2013-2014 school year.

2013-2014

- In 2013, HIPPY was granted \$750,000 to expand the program from nine schools.
- During 2013-2014, HIPPY reached 600 families at 35 schools with a staff of 35 home instructors.
- FACE held four HIPPY end-of-year meetings of families, staff, and community leaders, which 442 adults and a total of 1,300 persons attended
- A research report on HIPPY from the HISD Research and Accountability Department for 2013-2014 indicated that:
 - In 2014, on the Aprenda 3 Reading subtest, the 2010-2011 HIPPY cohort children had better results than their HISD peers, with differences in performance of 3.5 NCEs in Grade 1, 6.2 NCEs in Grade 2, and 10.6 NCEs in Grade 3.
 - In 2014, on the Aprenda 3 Reading subtest, the 2011-2012 HIPPY cohort children also had better results than their HISD peers, with differences in performance of 1.0 NCEs in Grade 1 and 9.1 NCEs in Grade 2.
 - In 2014, on the Aprenda 3 Mathematics subtest, the 2010-2011 HIPPY cohort children had better results than their HISD peers, with differences in performance of 5.8 NCEs in Grade 1, 7.7 NCEs in Grade 2, and 7.8 NCEs in Grade 3.
 - In 2014, on the Aprenda 3 Mathematics subtest, the 2011-2012 HIPPY cohort children also had better results than their HISD peers, with differences in performance of 5.3 NCEs in Grade 1 and 12.7 NCEs in Grade 2.
 - During 2013-2014, after 30 weeks in HIPPY, the average number of books to which a HIPPY child in the family's home had access increased from 25 to 41 – an increase of 16 books (or 64%).
 - During 2013-2014, after 30 weeks in HIPPY, the share of HIPPY parents who said that someone in the family read to their child every day in the past week increased from 20.0% to 34.7%.
 - During 2013-2014, after 30 weeks in HIPPY, the share of HIPPY parents who said that they or someone else in the family usually asked their child to read with them increased from 34.1% to 54.9%.

2014-2015

- The HIPPY staff moved to the East Field Office before the start of the school year in August 2014.
- During 2014-2015, HIPPY has reached 76 schools and 893 families with a staff of 43 part-time home instructors and four full-time coordinators and a lead parent tutor.
- Schools served included: Alcott ES, Almeda ES, Barrick ES, Bastian ES, Berry ES, Brookline ES, Burbank ES, Burrus ES, Cook ES, Coop ES, Crespo ES, De Anda ES, De Zavala ES, Dogan ES, Elmore ES, Farias ECC, Fonwood ECC, Garden Villas ES, Gregory Lincoln MS, Harris JR ES, Helms ES, Isaacs ES, Kashmere Gardens ES, Lantrip ES, Lorenzo ECC, Law ES, Lyons ES, Mading ES, Martínez RC ES, Mistral ECC, Mitchell ES, Northline ES, Park Place ES, Patterson ES, Port Houston ES, Roosevelt ES, Shadydale ES, Sherman ES, and TSU Charter Lab School.
- During 2014-2015, HIPPY also served families from: Browning ES, Cage ES, Carillo ES, Codwell ES, Cornelius ES, Cunningham ES, Durham ES, Eliot ES, Energize ES, Foerster ES, Foster ES, Franklin ES, Garden Oaks ES, Harris RP ES, Hartsfield ES, Herrera ES, Highland Heights ES, Jefferson ES, Kandy Stripe Academy, Ketelsen ES, King ECC, Lockhart ES, Marshall ES, McGowen ES, Montgomery ES, Osborne ES, Paige ES, Peck ES, Pilgrim Academy, Pugh ES, Reynolds ES, Robinson ES, Ross ES, Scroggins ES, Seguin ES, Southmayd ES, Tijerina ES, Windsor Village ES, and Young ES.
- FACE has conducted a total of 15,539 HIPPY home visits and an average of 598 home visits per week (through May 1, 2015).
- FACE has trained 43 part-time home instructors and four full-time coordinators and the lead parent tutor in the Visit Tracker database, the Bracken School Readiness Assessment, the Ages and Stages Questionnaire (ASQ-3), and the Ages and Stages Questionnaire-Social/Emotional (ASQ-SE)
- FACE held four HIPPY Advisory Board meetings, with 17 (October 2014), 20 (December 2014), 18 (February 2015), and 14 (April 2015) members in attendance.
- Held a local HIPPY Kick-Off all-day professional development day for 43 HIPPY staff (February 2015).
- FACE held four HIPPY Child Museum Field Trips, which a total of 578 families attended: 134 (Group 1), 153 (Group 2), 56 (Group 3), and 235 (Group 4)
- FACE held three of its four HIPPY end-of-year meetings of families, staff, and community leaders, which a total of 937 persons attended (483 adults and 454 children). Due to bad weather, the last HIPPY end-of-year meeting will occur at Austin HS on June 2, 2015 at 5:30pm-7:30pm.
- A research report on HIPPY for 2014-2015 is expected from the HISD Research and Accountability Department on or before August 31.

2015-2016

- HIPPY recruitment for 2015-2016 is ongoing. FACE has hired 48 home instructors and to target 112 schools (i.e., 76 existing, 36 new HHSC grant) and has pre-enrolled approximately 200 families. Hiring is projected to be complete by September 1 and families will begin receiving home visits in the same month.

Texas Home Visiting Program Grant

- Pending Board approval (as of May 12, 2015), FACE will implement a new Texas Home Visiting Program grant from the Health and Human Services Commission funded for 5 ½ years at \$5,880,967.
- The grant funds expansion of HIPPPY, introduction of Parents as Teachers to more HISD families, and coalition building to improve school readiness and sustain use of model home visiting programs for the long term.
- The new project will benefit 575 families in 36 HISD school communities – including all HISD TEA-designated PEG elementary schools.

Family Learning Academy (FLA), 2014-2015

The **Family Learning Academy** was originally developed to support the Linked Learning grant and connects parents and families to the tools and community resources they need to help their children graduate from high school, enroll in college, and pursue a rewarding career. During the Academy, Houston educators and community organizations shared resources, workshops, and tools in four different topic areas: College and Career, Learning at Home, Family Leadership, and Family Wellness. The Family Learning Academy consisted of two main types of events:

- **Super Saturdays** that kicked off the Family Learning Academy in the fall with a day of workshops and resource fairs at six different locations across HISD in October and November 2014.
- **Family Learning Academy Events** were six events held at locations across the district in February, March, April, and May 2015.
- During 2014-2015, Family Learning Academy events were focused primarily on 37 campuses, which had been identified in the Linked Learning grant proposal as Cohort 1; however, FLA services were open to all 283 campuses in the district.
- Representatives of all (or 100%) Linked Learning Cohort 1 campuses participated in one or more Family Learning Academy events, including: Bonner ES, Browning ES, Chavez HS, Cunningham ES, Davila ES, Deady MS, Eastwood Academy, Emerson ES, Field ES, Frost ES, Furr HS, Hamilton MS, Helms ES, Hogg MS, Holland MS, Lee HS, Lewis ES, Mading ES, Memorial ES, Milby HS, Ortiz MS, Park Place ES, Patterson ES, Piney Point ES, Pleasantville ES, Reagan HS, Revere MS, Rodriguez ES, Shadowbriar ES, Southmayd ES, Sterling HS, Stevenson MS, Thomas MS, West Briar MS, Westside HS, Whittier ES, and Woodson K-8.
- This was the first time that district-wide training was provided to families on a year-round basis.
- Website: <http://www.HoustonISD.org/FLA>.
- During the six FLA fall 2014 events, the host campuses were: Jones HS (October 4, 2014), Furr HS (October 11, 2014), Lee HS (October 18, 2014), Westside HS (October 25, 2014), Chavez HS (November 1, 2014), and Reagan HS (November 8, 2014).
- At its fall 2014 events, FLA reached 1,507 persons: 688 (or 45.7%) parents and 819 (or 54.3%) children; 103 unique HISD campuses were represented.
- At Jones HS, FLA reached 158 persons: 64 (or 40.5%) parents and 94 (or 59.5%) children; 27 HISD campuses were represented.

- At Furr HS, FLA reached 145 persons: 64 (or 44.1%) parents and 81 (or 55.9%) children; 19 HISD campuses were represented.
- At Lee HS, FLA reached 413 persons: 169 (or 40.9%) parents and 244 (or 59.1%) children; 28 HISD campuses were represented.
- At Westside HS, FLA reached 383 persons: 201 (or 52.5%) parents and 182 (or 47.5%) children; 17 HISD campuses were represented.
- At Chavez HS, FLA reached 160 persons: 74 (or 46.3%) parents and 86 (or 53.7%) children; 23 HISD campuses were represented.
- At Reagan HS, FLA reached 248 persons: 116 (or 46.8%) parents and 132 (or 53.2%) children; 16 HISD campuses were represented.
- FLA organized 95 workshops for its six Super Saturday events, which earned average ratings (on a 14-item survey, 1-4 scale) of 3.67 at Jones HS, 3.75 at Furr HS, 3.60 at Lee HS, 3.50 at Westside HS, 3.61 at Chavez HS, and 3.64 at Reagan HS.
- The six Super Saturdays involved a total of 27 community partners and 19 HISD department partners.

Family Learning Academy, Super Saturdays, Fall 2014				
	Campuses	Parents	Students	Total Attendance
Jones HS	27	64	94	158
Furr HS	19	64	81	145
Lee HS	28	169	244	413
Westside HS	17	201	182	383
Chavez HS	23	74	86	160
Reagan HS	16	116	132	248
	130	688	819	1,507

- During the six FLA spring 2015 events, the host campuses were: Sterling HS (February 26, 2015), Anderson ES (March 7, 2015), Stevenson ES (April 10, 2015), Hines-Caldwell ES (May 7, 2015), Piney Point ES (May 9, 2015), and Hattie Mae White ESC (May 16, 2015).
- At its spring 2015 events, FLA reached 817 persons: 398 (or 48.7%) parents, 317 (or 38.8%) students, 19 (or 2.3%) community members, and 73 (or 8.9%) teachers and other staff representing 48 unique campuses.
- The FLA Community Diversity Celebration (Sterling HS) reached 14 persons – 14 (or 100%) parents – and involved three translators as well as seven presenters from four unique community organizations.
- The FLA Hispanic Parent Summit (Anderson ES) reached 224 persons – 74 (or 34.8%) parents, 21 (or 9.4%) staff, 126 children (or 56.3%) and three (or 1.3%) community members – and involved 18 presenters from 13 unique community organizations.
- The FLA School Choice Forum (Stevenson ES) reached 108 persons – 97 (or 89.8%) parents, 10 (or 9.3%) staff, and one (or 0.9%) community members – and involved five presenters from HISD.

- The FLA District IX Community Meeting (Hines-Caldwell ES) reached 78 persons – 65 (or 83.3%) parents, 11 (or 14.1%) staff, and two (or 2.6%) community members – and involved five presenters from HISD.
- The FLA Summer Resource Fair (Piney Point ES) reached 190 persons – 69 (or 36.3%) parents, six (or 3.2%) staff, and 115 (or 60.5%) students – and involved 21 presenters from 14 unique community organizations.
- The District II Parent Leaders Summit (HMW-ESC) reached 203 persons – 79 (or 38.9%) parents, 25 (or 12.3%) staff, 13 (or 6.4%) community members, and 76 (or 37.4%) students – and involved representatives from 8 unique community organizations.

Family Learning Academy, Family Events Series, Spring 2015						
	Presenters	Parents	Students	Staff	Community	Total Attendance
Sterling HS	7	14	0	0	0	14
Anderson ES	18	74	126	21	3	224
Stevenson ES	5	97	0	10	1	108
Hines-Caldwell ES	5	65	0	11	2	78
Piney Point ES	21	69	115	6	0	190
HMW-ESC	8	79	76	25	13	193
	64	398	317	73	19	807

- The seven evaluated workshops held during Spring 2015 FLA events earned average ratings (on a 14-item survey, 1-4 scale) of 3.82 at Anderson ES, 3.64 at Stevenson ES, and 3.47 at HMW.

Family Learning Academy (FLA), 2015-2016

- FACE will work with community-based organizations to provide parent engagement activities to 37 Cohort 1 and 40 Cohort 2 campuses.
- The 40 Linked Learning Cohort 2 campuses will include: Attucks MS, Austin HS, Bastian ES, Benbrook ES, Briscoe ES, Burbank MS, Burrus ES, Clifton MS, Davis HS, De Zavala ES, Edison MS, Fleming MS, Foerster ES, Fondren ES, Fondren MS, Fonville MS, Gregory-Lincoln MS, Henderson, NQ ES, Highland Heights ES, Isaacs ES, Jackson MS, Janowski ES, Jefferson ES, Lamar HS, High School for Law Enforcement and Criminal Justice, Looscan ES, MacGregor ES, Marshall MS, McReynolds MS, Northline ES, Peck ES, Sam Houston MSTC, Scarborough HS, Tijerina ES, Washington HS, Welch MS, Westbury HS, Wheatley HS, Williams MS, and Worthing HS.

- In continued support of Linked Learning, FACE will use its grant budget allocation (\$100,000 in Year II) to work with community partners (vendors) that will provide workshops and direct service to parents at each Cohort 1 and Cohort 2 campus (77 campuses in total), provide strategic support to Linked Learning schools (e.g., outreach plans, calendaring of events, and tracking attendance and other data).
- For its Family Learning Academy Events, FACE will offer to host one family event per Board District over the course of the year, and will base each event on input from the Board member, FACE's previous experience in organizing family events, data from schools, and other considerations.

Strengthening School-Family-Community Partnerships

Professional Development Workshops

FACE has offered research-based professional development workshops and information sessions both at the central office and onsite at school campuses throughout the district.

- FACE has offered seven professional development workshops for campus leaders, teachers, and other school staff, which 1,032 persons have attended – compared to 1,006 persons in 2013-2014.
- Among the forums where FACE has made presentations were: the New Teacher Academy, Assistant Principal Cohort Meetings, and the Summer Leadership Institute, Houston Hispanic Forum, and several individual campuses.
- The professional development topics for which FACE provided services included:
 - Family and Community Engagement Research and Practice: Why Is Family and Community Engagement (FACE) Important at Your School?** – New Teacher Academy – nine HISD staff attended (August 2014) and Title I/Title II Training – 43 HISD staff and attended (February 2015)
 - Family Learning Academy: Family Learning Academy (FE0022)** – 58 HISD staff and six parents attended (September 2014)
 - Father Engagement: Helms ES-Dual Dads** – 139 HISD parents attended (September 2014)
 - School Attendance: How to Boost School Attendance (FE0003)** – seven HISD staff attended (July 2014)
 - Academic Parent-Teacher Teams:** APTT for APTT Expansion-Campus Principals (Day 1) – 434 HISD staff attended (August 2014) (unduplicated day count) and APTT for APTT Expansion-Campus Principals (Day 2) – 342 HISD staff attended (August 2014) (unduplicated day count)

Professional Development Modules

- FACE staff developed and placed online five professional development modules to assist capacity-building for FACE on HISD campuses: (1) Partnering with Parents to Build Literacy, (2) Building Father Engagement, (3) STAAR – Making a Difference by Supporting Children, (4) Preparing My Child to Succeed, and (5) Aligning School Events to Student Learning (Open House/Attendance).

- Professional development modules are at: <http://www.houstonisd.org/Page/112163>, <http://www.houstonisd.org/Page/120324>, <http://www.houstonisd.org/Page/110237>, <http://www.houstonisd.org/Page/111924>, <http://www.houstonisd.org/Page/104471>,
- FACE also has developed five professional development modules which have not yet been placed online: (1) Diversity: Creating a Positive Cultural Environment, (2) Enhancing Parent Connections with Effective Meetings and Presentations, (3) Strengthening Partnerships for Learning Through Effective Two-Way Communication, (4) FACE 101: Foundation of Successful Family and Community Engagement, and (5) How FACE Can Help Improve Attendance at Your School.
- During 2015-2016, FACE plans to offer 10 workshops on topics that build around its professional development modules.

Building Parent-Teacher Organizations

- FACE provided support related to parent organizations on 58 occasions to 35 unduplicated campuses.
- FACE provided support at 19 parent-teacher organization meetings, which 368 parents and school staff attended
- FACE developed a six-step resource for schools interested in forming a parent organization: (1) Recruiting Parent Leaders and School Staff, (2) Determining the Type of Organization – PTO or PTA, (3) Voting for Officers and Bylaws, (4) Establishing Legality, (5) Setting Up Finances, and (6) Incorporating Best Practices. Website for the resource: <http://www.houstonisd.org/ParentOrgs>.
- FACE facilitated the attendance at the PTO Today Expo held on April 9, 2015 in Conroe, Texas of 61 persons (57 parents and four HISD staff) from Burnet ES, Field ES, Henry MS, Herrera ES, Love ES, Reagan K-8, Roosevelt ES, Sam Houston MYSC, Sterling HS, and Stevenson MS.
- FACE sponsored membership in PTO Today for 50 HISD campuses in order to help parents find resources and activities related to parenting and to volunteering in public schools.
- FACE also has conducted and reported a census of parent organizations at all 283 HISD campuses to determine what types of parent organizations, if any, were in fact operating on which campuses.
- Website to support parent organizations: <http://www.houstonisd.org/parentorgs>.

Collaboration with Texas Parents-Teachers Association (PTA)

- FACE facilitated attendance of 65 persons – 55 parents and 10 HISD staff – from 23 HISD schools at the Texas PTA Summer Leadership Conference in August 2014.
- FACE provided support at two HISD campus PTA meetings, which 26 parents and school staff attended.

Community Resource Guide

To better support HISD families and campuses, FACE has revised and expanded a searchable Community Resource Guide (CRG).

- The CRG is designed to connect families and schools to the most relevant community resources.
- Its 240 pages offer 415 profiles of services available from 250 unique local organizations, which were sorted into 35 topics.

- Topics in the CRG include: After School Programs and Summer Camps, Alternative Education; Basic Needs (Clothing, Financial Stability, Food Assistance, Parent Location, and Shelter Assistance); Citizenship and Immigration Services; Community Centers; Community Youth Services; Computer Literacy; Cultural Enrichment; English as a Second Language (ESL) Services; Family Literacy; Family Mental Health Services; General Educational Development (GED) Services; Health-Related Services; HISD Family Services; Hotlines; Information and Referral; Learning Differences (Diagnosis, Assessment, and Treatment); Legal Aid; Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Ally (LGBTQIA) Services; Linked to Learning; Parent Education (General and Specialized Programs); Readiness for College and Careers; School Violence Prevention; Science, Technology, Engineering, and Mathematics (STEM) Enrichment; Speakers and Speakers Bureaus; Substance Abuse Prevention; Translation and Interpretation; Transportation; Tutoring Services; Vocational Training and Employment; and Youth Mentoring.
- Its area of focus is on Houston Independent School District (HISD) and on Houston, not on Harris County or some other broader geography.
- The CRG presents answers for a consistently defined set of questions, as well as contact names, local bus and light rail transit routes, and the non-English languages in which information and/or services are available.
- It indicates whether services are available onsite at public schools and it briefly describes such services.
- It is available to the public online at <http://bit.ly/1s6R3Cr>.

Media Coverage and Outreach

- FACE staff members have appeared in 11 interviews with the local print, online, and broadcast media, including ABC Channel 13, Univision Radio, Univision Channel 45, Telemundo, and HISD Communications.

Website and Social Media

- FACE extensively updated and expanded the department's website design and contents, to address the needs of as many HISD families and campuses as possible. Website: <http://www.houstonisd.org/FACE>.
- FACE's Internet pages and news articles have yielded 4,756 views total (as of May 17, 2015), and 4,574 new plays (compared to 2,220 plays as of the start of 2014-2015).
- FACE social media products have yielded 936 new plays on VIMEO (as of May 12, 2015) (compared to 1,889 as of the start of 2014-2015).
- FACE maintained an active Twitter account with 661 followers and has made 819 tweets in 2014-2015 compared to 349 followers in 2013-2014.
- FACE has had 8 articles or tip sheets about its programs published in local print and online media outlets.

Key Stakeholder List

- FACE updated its Key Stakeholder Email List to disseminate important information concerning FACE initiatives, resources, and opportunities via email.

- The list contains parent leaders, community leaders, school Title 1 Coordinators, Parent Representatives, Parent Liaisons, Secretaries, and Librarians.

Building a District-Wide FACE Support Framework

House Bill 5 (HB5): Community and Student Engagement Self-Assessment Tool

- As part of the HISD HB5 committee, FACE facilitated the annual revision of the self-assessment tool and created an on-line training workshop for all 283 campuses across the district.
- As part of the same process, FACE provided support on the phone or via e-mail support to campuses, while tracking training completion and overall ratings entry in Chancery.
- In order to attain to the *Texas Education Code §39.0545*, FACE joined forces with the Office of School Support, Office of Student Support and the Counseling and Guidance Office.
- FACE also facilitated sub-committee meetings that led to the launching of revised criteria per grade level in nine different categories: Fine Arts, Wellness and Physical Education, Community and Parental Involvement, 21st Century Workforce Development, Second Language Acquisition, Digital Learning Environment, Dropout Prevention Strategies, Educational Programs for Gifted and Talented, and Reporting of policy and Compliance.
- FACE provided HB5 documents, guidance, and support resulting in 263 (or 92.9%) of 283 campuses completing eLearn by deadline

Parent Leader Network

- FACE held one Parent Leader Network meeting, which 16 parent leaders attended.
- FACE held one Title I/Parent Representatives meeting, which 20 HISD staff attended.
- In addition, via central office sessions, Institute and Academy workshops, on-site training, site visits, one-on-one meetings, and technical assistance, FACE has provided extensive opportunities for professional development in parent organizing.

Cross-Functional Collaboration

- FACE has both hosted and participated in cross-functional meetings and partnerships with central office departments to ensure that engagement efforts across HISD are consistent and effective.
- FACE held two cross-functional meetings to support such multi-departmental and district-wide initiatives as HB5 and Linked Learning, which 36 persons attended.

Community Meetings

- FACE assisted with seven school redistricting and boundary change community meetings, which a total of 785 adults attended (700 parents, 74 HISD staff, and 11 community members). (February 2015 and May 2015)

- Locations of the community meetings and their attendance included: Waltrip HS (105 parents, 21 HISD staff, 0 community members); Revere MS (288 parents, 10 HISD staff, two community members); Attucks MS (nine parents, three HISD staff, one community member); Sam Houston MTSC (80 parents, 12 HISD staff, three community members); Tinsley ES (38 parents, 0 HISD staff, two community members); and Pershing MS (153 parents, 20 HISD staff, two community members).
- FACE also assisted with a New School Boundary Plans community meeting held at Sam Houston MTSC, which 36 persons attended (27 parents, eight HISD staff, and one community member).

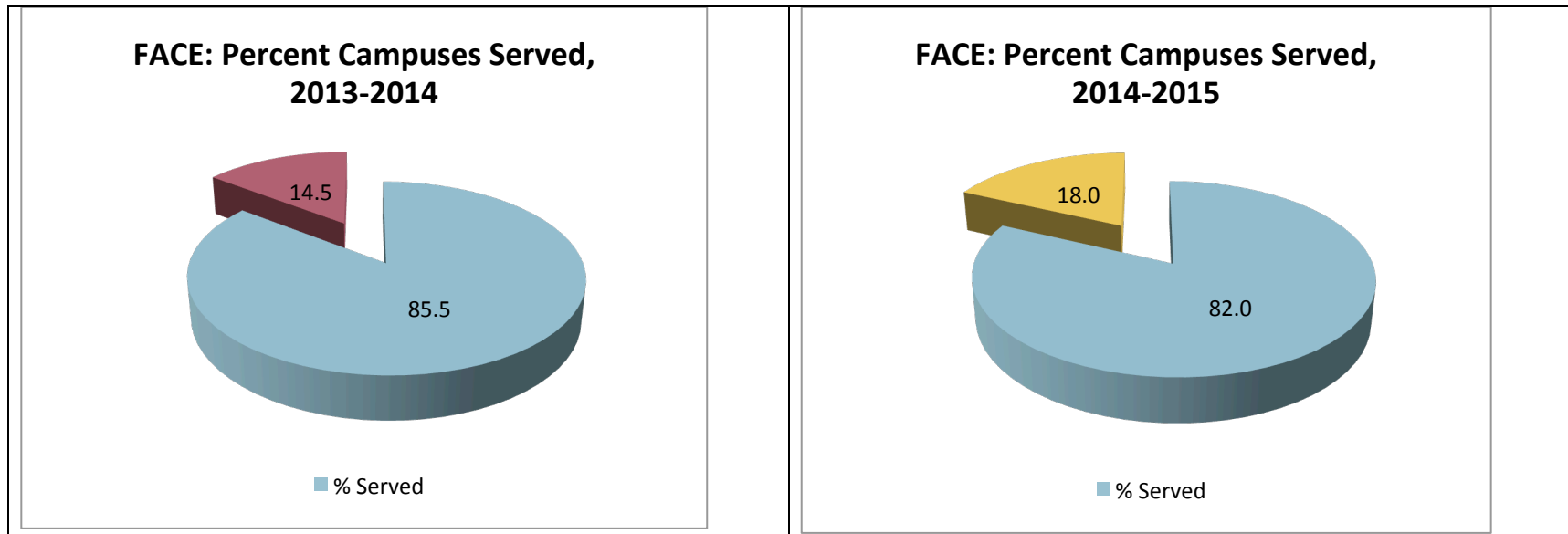
Accessible Tools and Modules

- All FACE workshop presentation modules (at <http://www.houstonisd.org/faceworkshops>), a searchable and revised Community Resource Guide (at <http://bit.ly/1s6R3Cr>) and other resources (at <http://www.houstonisd.org/facetools>) have been placed online for school and public use.
- An online FACE calendar (at <http://www.houstonisd.org/Page/60446>) has been created and maintained to notify the public of upcoming events related to involving parents and engaging families.
- A revised “Find Your FACE Specialist” tool on the FACE website (at <http://www.houstonisd.org/Page/98468>) has helped schools to identify their primary points of contact for services.

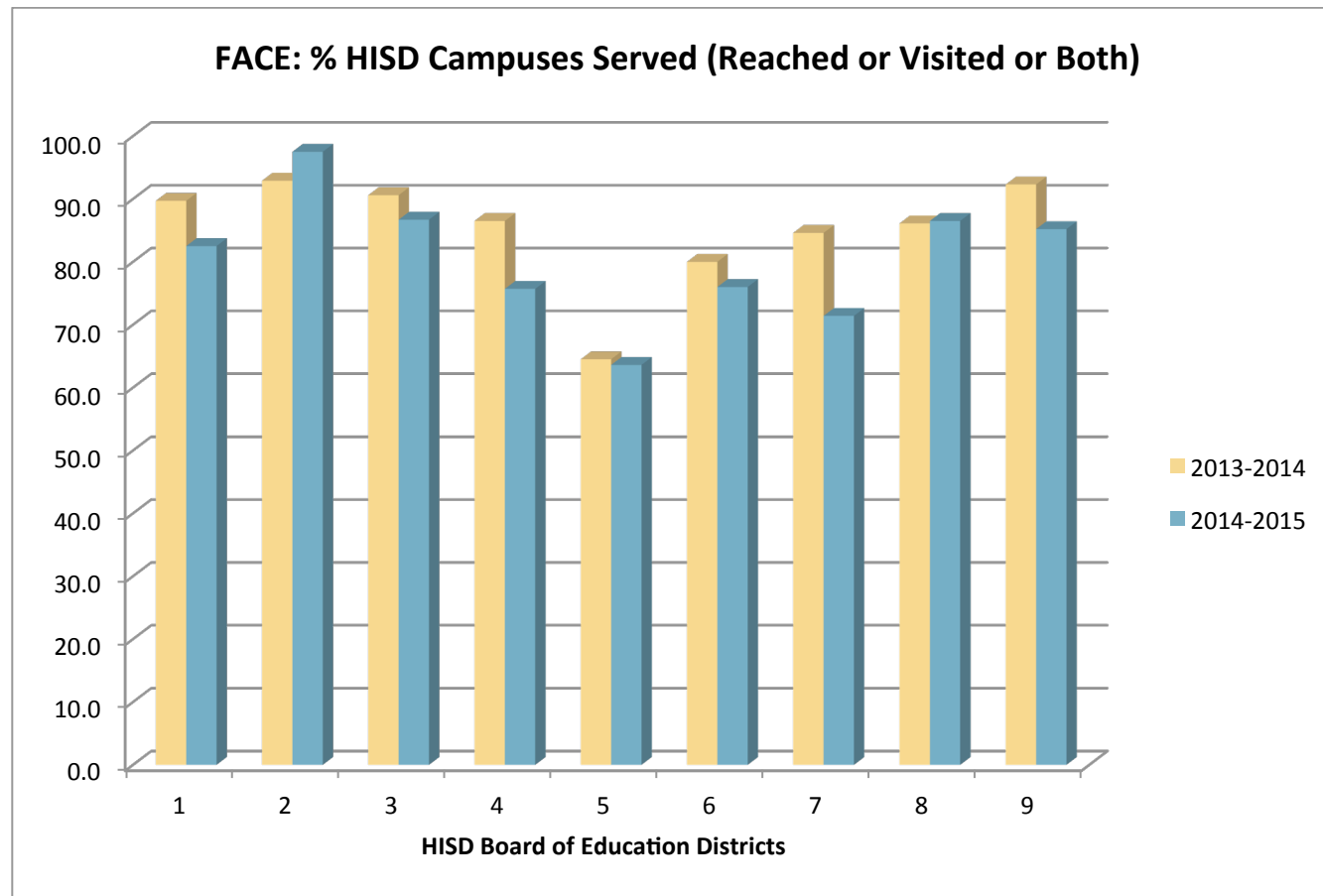
Accomplishments

From July 1, 2014 through May 19, 2015:

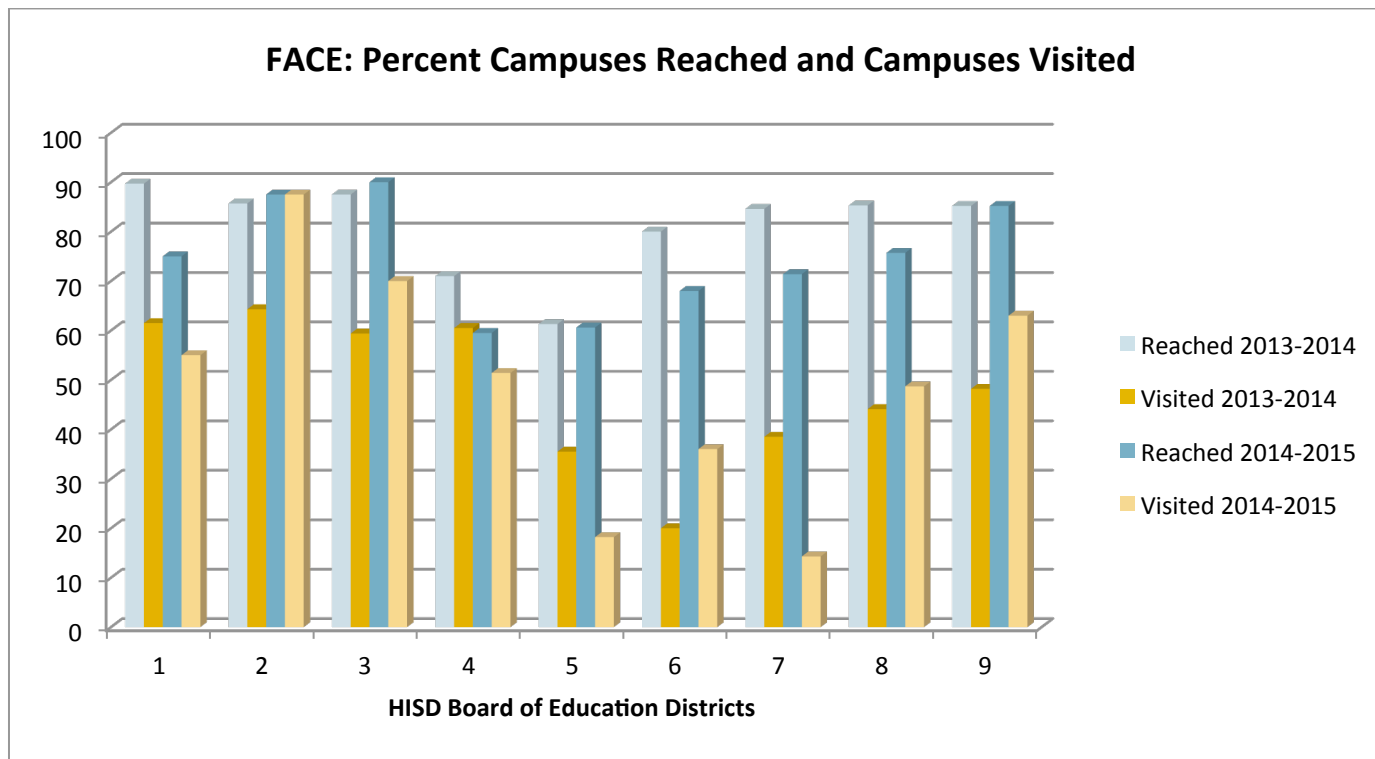
- 2014-2015: FACE has served 232 (or **82.0%**) of 283 HISD campuses.
- 2013-2014: FACE has served 241 (or **85.5%**) of 282 HISD campuses.



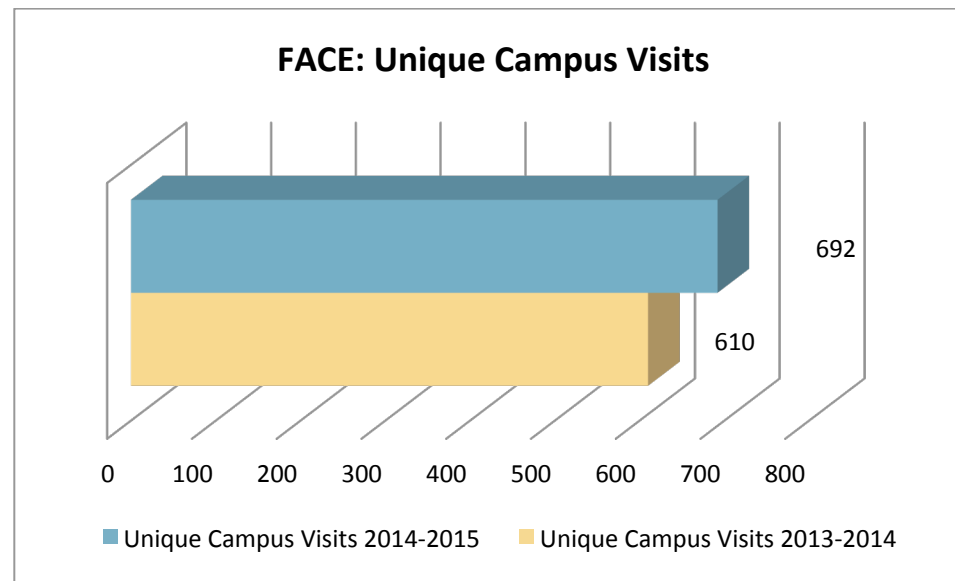
- 2014-2015: FACE has served (i.e., reached or visited or both) **60% or more** of campuses in every Board of Education (BOE) District — BOE 1 (80.0% served); BOE 2 (90.0% served); BOE 3 (86.7% served); BOE 4 (75.7% served); BOE 5 (63.6% served); BOE 6 (76.0% served); BOE 7 (71.4% served); BOE 8 (89.2% served); and BOE 9 (82.1% served).
- 2013-2014: FACE has served (i.e., reached or visited or both) **60% or more** of campuses in every Board of Education (BOE) District — BOE 1 (89.7% served); BOE 2 (92.9% served); BOE 3 (90.6% served); BOE 4 (86.5% served); BOE 5 (64.5% served); BOE 6 (80.0% served); BOE 7 (84.6% served); BOE 8 (86.1% served); and BOE 9 (92.3% served).



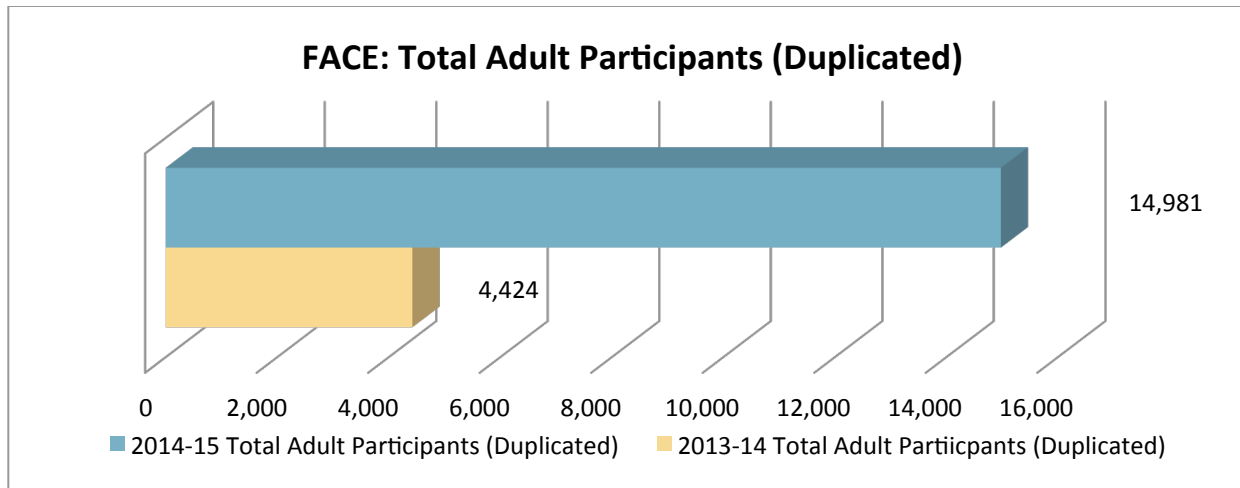
- 2013-2014: FACE trainings and presentations have reached **60% or more** of all campuses in every BOE District, and FACE staff members have visited **40% or more** of campuses in 5 of 9 BOE Districts — BOE 1 (89.7% reached, 61.5% visited); BOE 2 (85.7% reached, 64.3% visited); BOE 3 (87.5% reached, 59.4% visited); BOE 4 (71.0% reached, 60.5% visited); BOE 5 (61.3% reached, 35.5% visited); BOE 6 (80.0% reached, 20.0% visited); BOE 7 (84.6% reached, 38.5% visited); BOE 8 (85.3% reached, 44.1% visited); and BOE 9 (85.2% reached, 48.2% visited).
- 2014-2015: FACE trainings and presentations have reached **60% or more** of all campuses in 8 of 9 BOE Districts, and FACE staff members have visited **40% or more** of campuses in 6 of 9 BOE Districts — BOE 1 (75.0% reached, 55.0% visited); BOE 2 (87.5% reached, 87.5% visited); BOE 3 (90.0% reached, 70.0% visited); BOE 4 (59.5% reached, 51.4% visited); BOE 5 (60.6% reached, 18.2% visited); BOE 6 (68.0% reached, 36.0% visited); BOE 7 (71.4% reached, 14.3% visited); BOE 8 (75.7% reached, 51.4% visited); and BOE 9 (85.2% reached, 63.0% visited).



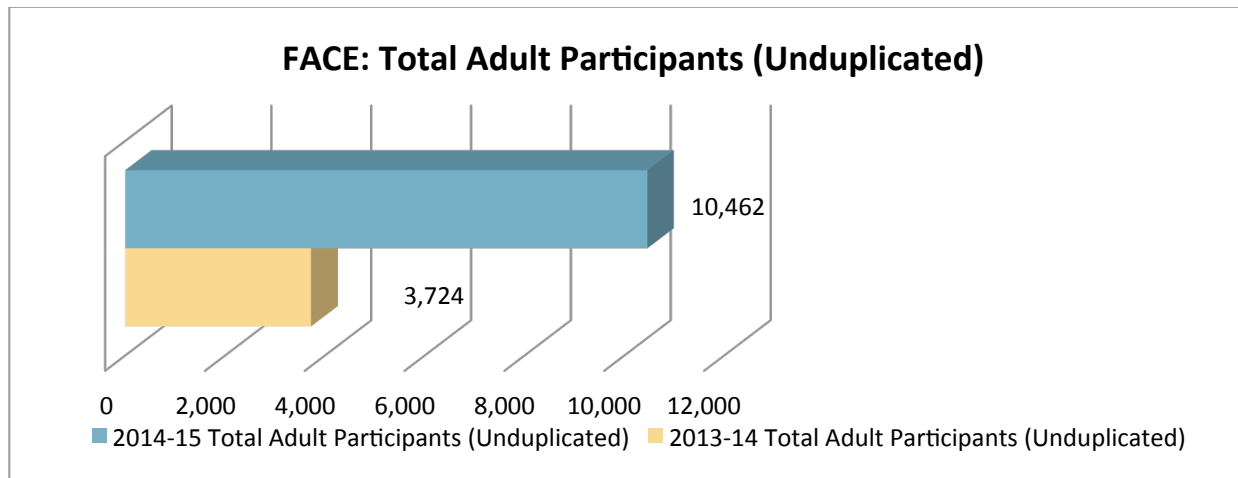
- 2014-2015: FACE has made 692 total onsite campus visits to deliver and/or support direct services at 152 unique HISD campuses.
- 2013-2014: FACE has made 610 total onsite campus visits to deliver and/or support direct services at 147 unique HISD campuses. Revise graphic below.



- 2014-2015: FACE trainings and presentations have had a total of 14,981 adult participants (31.5% duplicates) (as of May 29, 2015).
- 2013-2014: FACE trainings and presentations have had a total of 4,424 adult participants (15.8% duplicates).



- Unduplicated count of adult participants in training and professional development is 10,462 adults in 2014-2015, compared to 3,724 adults in 2013-2014. (These counts do not include each year’s parents participating in the HIPPIY program.)
- Unduplicated count for 2014-2015 consists of 8,946 (or 85.5%) parents, 1,044 (or 10.0%) staff, and 472 (or 4.5%) community members.



- 2014-2015: Of 14,981 adult participants, 1,535 (or 10.2%) have been staff, 12,920 (or 86.2%) have been parents, 231 (or 1.5%) have been community members, and 295 (or 2.0%) have been other (translators, volunteers, undisclosed) (as of May 29, 2015)

- 2013-2014: Of 4,179 adult participants, 643 (or 15.4%) have been staff, 2,735 (or 65.4%) have been parents, 190 (or 6.9%) have been community members, and 9 (or 0.2%) have been undisclosed.

FACE Participant Types				
	2013-2014		2014-2015	
Staff	643	15.4	1,535	10.2
Parents	2,735	65.4	12,920	86.2
Community	190	6.9	231	1.5
Others	9	0.2	295	2.0

FLA Quotations:

- “Mas programas de esto cerca de nuestra comunidad. Excellent program. Good job!” – Parent at FLA Hispanic Parent Summit
- “Que continuen ofreciendo estos talleres para padres. Muy agradecido.” – Parent at FLA Hispanic Parent Summit
- “Que hubiera mas talleres como este. Me gusto mucho.” – Parent at FLA Chavez HS Super Saturday
- “Gracias por todo. Toda la informacion fue excelente.” – Parent at FLA Furr HS Super Saturday

APTT Quotations (Family Pre-Survey):

- “Todo lo que hacen es excelente.” – Parent at Benavidez ES APTT Meeting
- “Mas actividades para los padres, para que se involucren con los maestros y asi podemos trabajar mas juntos.” – Parent at De Anda ES APTT Meeting
- “Have more APTT meetings instead of just 3 or 4.” – Parent at Eliot ES APTT Meeting
- “Tener mas juntas para aprender y ayudar a nuestros hijos.” – Parent at Eliot ES APTT Meeting
- “I think they are doing an awesome job.” – Parent at Eliot ES APTT Meeting
- “Lo que la escuela esta haciendo hasta horita esta muy bien.” – Parent at Eliot ES APTT Meeting
- “They’ve already done so much with these APTT meetings. Love this idea and concept.” – Parent at Foerster ES APTT Meeting
- “The APTT meeting is the ideal tool for my involvement in the academic learning for my child.” – Parent at Gallegos ES APTT Meeting
- “APTT is a great idea!!!” – Parent at Gallegos ES APTT Meeting
- “Que hagan mas conferencias como la de hoy.” – Parent at Kennedy ES APTT Meeting

- “Hacer juntas como esta para tener informacion sobre lo que los ninos estan aprendiendo y en ver en que necesitan ayuda.” – Parent at Mitchell ES APTT Meeting
- “Have more meetings like this to help parents learn different ways to help our student succeed.” – Parent at Montgomery ES APTT Meeting
- “Hacer mas reuniones como esta para informarnos.” – Parent at Montgomery ES APTT Meeting
- “I think APTT will help me more and I will be able to help my child” – Parent at Shadowbriar ES APTT Meeting
- “Have more meetings like these to be able to understand and better support my child’s education goals for this school year.” – Parent at Sherman ES APTT Meeting
- “Para mi es la mejor escuela y las mejores maestras que mis hijos an tenido.” – Parent at Wharton K-8 APTT Meeting

APTT Quotations (Family Post-Survey):

- “Hacer juntas como esta motivar a los ninos.” – Parent at Benbrook ES APTT Meeting
- “Estoy muy conforme con las reuniones que han echo Ms. Torres para poder ayudar a nuestros ninos en la casa y ojola y se hicieran para los demas grados, ya que ha sido muy benefecioso para padres y alumnus del grupo. Gracias.” – Parent at Benbrook ES APTT Meeting
- “Estoy muy conforme con las reuniones que hace la maestro para informar el progreso de neustros ninos y como podemos ayudarlos en casa. Gracias.” – Parent at Benbrook ES APTT Meeting
- “Yo como padre de familia quiero dar las gracias por todo lo que hacen por nuestros hijos es una escuela muy capacitada y tiene unos maestros muy exelentes. – Parent at Eliot ES APTT Meeting
- “Que le comuniquen mas a uno sobre todas las acitividades de la escuela para poder participar mas con ellos.” – Parent at Gallegos ES APTT Meeting
- “Huge improvement on the teacher to parent communication. Lovely teacher.” – Parent at Herrera ES APTT Meeting
- “Yo pienso que la escuela ha echo todo lo possible para que los padres nos involucremos somos los padres los que no respondemos. – Parent at Kennedy ES APTT Meeting
- “Reuniones con los padres semanales que nos informen del avanze de nuestros hijos, formas de como interactuar en casa con ellos y motivarlos a crecer en sus estudios. Informacion acerca de sus habilidades y necesidades, como metas para alcanzar.” – Parent at Mitchell ES APTT Meeting
- “Seguir motivando tanto a estudiantes como padres a involucrarse mas en la escuela.” – Parent at Montgomery ES APTT Meeting
- “Tener siempre las juntas de maestros y padres.” – Parent at Petersen ES APTT Meeting
- “Me siento involucrada con la educacion de mi hijo y se los agradozco.” – Parent at Piney Point ES APTT Meeting
- “Tener comunicacion entre padre y maestro saber cuanto a progresado el alumno en su aprendizaje y como ayudarlo en casa.” – Parent at Piney Point ES APTT Meeting
- “I appreciate everything done to have me involved in my child’s academic progress. They have helped me a lot.” – Parent at Shadowbriar ES APTT Meeting

- “Creo estan asiendo un trabajo fantastic y me siento content con los avances de esta escuela. Gracias.” – Parent at Sherman ES APTT
- “Creo que las juntas son excelentes para estar informados sobre el avance de mi hijo.” – Parent at Tijerina ES APTT
- “Siguiendo con las reuniones de maestros y padres de familia an sido de gran ayuda.” – Parent at Tijerina ES APTT