AISD Families as Partners project
Scope and commitment

Year 2 Cohort

# Overview

## Project Background and Description

OBJECTIVE: STRENGTHEN PARENT ENGAGEMENT: Building on the success of the Parent Leadership Academy, each of the original campuses (Hart, McBee, Padron, Read and Wooldridge) will continue to engage current parent leaders and expand to include new leaders train-the-trainer model, in which lay community members receive specialized training to share with peers. Parent Leaders will (1) participate in deeper learning and grow their capabilities, connections, cognition, and confidence; (2) engage with other community members and parents, organize and prioritize parent concerns, and conduct ongoing peer education on site-specific needs.

Ongoing training of staff will be embedded to sustain the promotion of effective family-school partnerships. During the first year, parents and staff will receive training and complete a multi-step process including one-on-one meetings and conversation circles. During this process parents and staff will built relationships and trust and together identify their areas of focus and begin to develop an Action Plan to address their hopes and dreams to support academic achievement. Home visits and community-based meetings will also occur in the first year.

## Project Commitment

* Principals will be asked to attend at least 5 principal/stakeholder meetings a year, attend Think Tank meetings at their campus (every 6-8 weeks) and meet with project staff and parents as needed to implement strategies and schedule staff development opportunities. They will also be asked for feedback on the project and may be asked to disseminate a staff survey.
* Offer time for at least 1 training per year for all staff, and approximately 6 hours of training from staff directly connected to the grant.
* Parent Support Specialist play a critical role in the project, they will be asked to attend monthly PSS cohort meetings, assist with planning and delivery of parent training and engagement, outreach and turnout. They will also help collect feedback from parents and staff, and enter parent attendance into eCST, as is already a part of their role. They will receive guidance from Year 1 PSSs and will be asked to help mentor Year 3 PSSs in the final year. PSSs will also be offered additional professional development opportunities and can be compensated to attend these opportunities through the FAP grant.
* Campus Bookkeepers/Timekeepers must work closely with project staff to enter supplemental and extra-duty pay, allocate make purchases with grant funds and submit receipts and invoices to project staff for record keeping.
* At least 90% of campus staff must attend at least 1 Families as Partners event/training per year.
* A small cohort of campus staff may elect to participate in the Think Tank, which will meet every 6-8 weeks. In addition, they will need to attend occasional strategy meetings specific to their area of interest. Typically, there have been between 6-10 staff on each Think Tank in addition to the principal.
* Campus staff may also be asked to support Parent Academies and other engagement events (presenting, providing childcare, etc.) and may be compensated for their time through the FAP grant.