Family and Community Engagement (FACE)

Denver Public Schools School Based Services
April 23, 2017
MULTI-GENERATION APPROACH

The Office of Family and Community Engagement (FACE) fosters a school community that is educated, engaged, and empowered to share the responsibility in creating thriving schools where every child succeeds.

OUTCOMES

Families show increased confidence and preparedness to support their children's learning. Families are empowered to participate in school activities and decision-making processes. Families have increased economic self-reliance. School personnel have increased confidence to actively engage families in student learning and in schools. DPS and community members collaborate in decision-making processes.
Denver Public Schools
Shared Core Values and Customer Service

- **Students First**: We put kids’ needs at the forefront of everything we do
- **Integrity**: We tell the truth, and we keep promises
- **Equity**: We celebrate diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all kids
- **Collaboration**: Together as a team, we think, we work and we create in order to reach goals
- **Accountability**: We take responsibility for individual and collective commitments; we grow from success; we learn from failure
- **Fun**: We celebrate the joy in the work and foster joy in students and a passion for learning to last their whole lives

Defining the shared values and, more importantly, living the shared values in everything we do as a team – working with students and the community, recognizing, hiring, decision-making – will help ensure that we do the best work on behalf of all of kids.
# Student and Family Support Services Survey

What is your relationship to Denver Public Schools?  
Out of 7,943 multiple choice responses

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/ guardian of DPS student</td>
<td>25%</td>
</tr>
<tr>
<td>DPS student</td>
<td>36%</td>
</tr>
<tr>
<td>DPS principal/ teacher/ employee</td>
<td>13%</td>
</tr>
<tr>
<td>Denver resident (no DPS student in my family)</td>
<td>12%</td>
</tr>
<tr>
<td>Member of the business or non-profit community</td>
<td>9%</td>
</tr>
<tr>
<td>Member of a faith organization</td>
<td>5%</td>
</tr>
</tbody>
</table>
## Student and Family Support Services Survey

What types of parent trainings or services would you like DPS to provide to families?

Out of 7,943 multiple choice responses

<table>
<thead>
<tr>
<th>Service</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child development and parenting classes</td>
<td>46%</td>
</tr>
<tr>
<td>Computer classes</td>
<td>48%</td>
</tr>
<tr>
<td>Classes that help with budgeting and finances</td>
<td>45%</td>
</tr>
<tr>
<td>Home energy conservation information sessions</td>
<td>27%</td>
</tr>
<tr>
<td>Citizenship classes</td>
<td>38%</td>
</tr>
<tr>
<td>Tax preparation</td>
<td>41%</td>
</tr>
<tr>
<td>English as a Second Language (ESL) classes</td>
<td>45%</td>
</tr>
<tr>
<td>Employment services (job search, resume writing, interviewing skills, etc.)</td>
<td>48%</td>
</tr>
<tr>
<td>Legal clinics (first time home buyer, wage theft, immigration, renter’s rights, etc.)</td>
<td>39%</td>
</tr>
<tr>
<td>GED classes</td>
<td>41%</td>
</tr>
<tr>
<td>None of the above</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Student and Family Support Services Survey

What types of services would you like DPS students to receive?  
Out of 7,943 multiple choice responses

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation/ bus pass</td>
<td>65%</td>
</tr>
<tr>
<td>Job search training</td>
<td>60%</td>
</tr>
<tr>
<td>Placement in an after school work experience</td>
<td>55%</td>
</tr>
<tr>
<td>College and career planning and scholarship application support</td>
<td>68%</td>
</tr>
<tr>
<td>Resource referrals (food, clothing, housing, etc.)</td>
<td>51%</td>
</tr>
<tr>
<td>None of the above</td>
<td>7%</td>
</tr>
</tbody>
</table>
# 2014 – 2016 Denver Public Schools Student Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Public Schools Graduation Rate</td>
<td>64.8% (4 year)</td>
<td>67.2% (4 year)</td>
</tr>
<tr>
<td></td>
<td>74.6% (5 year)</td>
<td></td>
</tr>
<tr>
<td>African American Male Graduation Rate</td>
<td>56.1%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Hispanic Male Graduation Rate</td>
<td>54.7%</td>
<td>58.5%</td>
</tr>
<tr>
<td>WIOA Degree/Certification, including Carry In</td>
<td>72%</td>
<td>77% (includes carry in)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*85% (DPS enrolled)</td>
</tr>
</tbody>
</table>

Targeting the hardest to serve youth, Denver Public Schools multi-generation approach removes their barriers to success and maximizes their potential to receive a degree or certification. Youth who received the full continuum of WIOA services from DPS (from enrollment through exit) achieve a degree/certification at a rate of 85 percent, 17 percent higher than their non-WIOA peers.

*In 2015 – 2016, 85% of WIOA youth enrolled and exited by DPS completed a degree/certification.*

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In 2014, 31 percent (43,000) of Denver children lived in families where no parent had full-time, year round employment.

Five-year estimates of unemployment rates illustrate the variation in employment by neighborhood.

Three Centers for Family Opportunity (CFOs) will be positioned in high needs communities to serve youth and families.
## 2016-2017 FACE School Based Services • Current Teams

<table>
<thead>
<tr>
<th>School Based Service Student Resources in Schools</th>
<th>School Type</th>
<th>Student Demographics</th>
</tr>
</thead>
</table>
| Regional Coordinators (Elementary Schools)        | District Run K-5th | • Serving 4 low-preforming Elementary and Turnaround schools  
| Power Lunch Reading Program and Summer Camp       | District Run K-5th and District Run 9th -12th | • Over 85% FRL students  
| Student Attendance Engagement - AmeriCorps        | District Run K-8th | • 65% of students below proficient in literacy, math and reading  
| Denver Math and Literacy Fellows Tutoring – SBS Collaborative Partners | District Run K-8th |  
| Regional Coordinators (High Schools)              | District Run 9th -12th | • Serving 10 low-preforming High Schools  
| Workforce Innovation and Opportunity Act (WIOA)   | District Run 9th -12th | • Over 87% FRL students  
| CareerConnect Work Based Learning – SBS Collaborative Partners | District Run 9th -12th | • 85% are below proficient in literacy, math and reading  
| Parents and Student First! Civic Engagement and Volunteering - AmeriCorps Education Awards | District Run K-12th | • Average 12th grade attendance rate is just above 80%  
| Center for Family Opportunity (CFO)               | District Run K-12th |  
| Parent Trainings and Resource Referrals           | District Run K-12th |  


Family and Community Engagement
Network of Multi-Generation Supports for Success

- Community Learning Circles
- Center for Family Opportunity
- Work-Based Learning
- Workforce Innovation and Opportunity Act
- AmeriCorps Programs - Attendance and Academics
- Parent Training and Seminars
- Power Lunch/Power Punch!
- School Partnerships
The Center for Family Opportunity (CFO) Training to Employment Pipeline is designed to increase diversity across DPS to build capacity for self-sufficiency within the community and reflect the demographic make-up of the city by providing classes to bolster skill sets in ESL, Spanish language, skills training and resume building.

With support from the CFO, parents have a variety of options for entry points:

- Food and Nutrition Services
- Transportation Services
- Construction Services
- Work-Based Learning Parent Trainings
- CareerConnect: DoTS Partnership
- Facilities Management
- Classroom Paraprofessional
- Extended Learning
- Each One Teach One
- University of Colorado Denver
The WIOA program removes barriers to a youth’s academic and career success through targeted case management. Case managers support post-secondary planning including college and technical school enrollment and support towards obtaining sustainable employment. Youth have the opportunity to obtain internships that prepare them for the workforce.

WIOA programming supports the “Whole Child” and is specifically used to aid youth in securing employment and supporting youth development in an academic setting. WIOA youth meet monthly with a case manager who provides intensive support to monitor youths progress towards individual, academic and career goals.
Pathways to Success and Self-Sufficiency

Internships
Participants have access to occupational skills trainings, educational advancement and financial empowerment services.

Training
Provides exposure and opportunity for career exploration and development.

Employment
Workforce Coordinators leverage partnerships with local businesses to place youth in long-term career opportunities.
### Performance Measures and Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Out-of-School Youth</th>
<th>Summer Youth Employment Program</th>
<th>In-School Youth</th>
<th>Center for Family Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased workforce skills</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Increased access to post-secondary opportunities</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Long-term employment</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Financial stability</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Reduced mobility</td>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Increased school readiness</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Reduced mobility</td>
<td></td>
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<td>•</td>
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<tr>
<td>Increased school readiness</td>
<td>•</td>
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<td></td>
<td>•</td>
</tr>
<tr>
<td>Financial stability</td>
<td></td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Increased literacy and math proficiency</td>
<td>•</td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Increased daily student attendance</td>
<td>•</td>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Increased access to health, social emotional and support networks for youth and families</td>
<td>•</td>
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<td></td>
<td>•</td>
</tr>
</tbody>
</table>
When Denver Fellow AmeriCorps member Naomi heard Mayra, one of her 4th grade students, mention it was hard to focus on homework because it was so cold this winter, she reached out to the school’s Community Engagement Specialist, Janelle. Janelle, with support from her AmeriCorps member, was organizing a Family Literacy Night to provide academic and family resource supports for parents and invited Mayra’s family to attend.

After Mayra and Antonio, her father, finished the Literacy Night family activities, Janelle paid the family’s past due energy bill of $700, preventing it from being shut off, through a partnership with Energy Outreach Colorado. Antonio was also excited to learn about part-time AmeriCorps opportunities to serve his community and earn an education award to help him get back to school and earn his degree.

Once enrolled as an AmeriCorps member, Antonio was regularly seen serving at Greenlee Elementary and the Center for Family Opportunity, recruiting other parents to connect with resources to improve and build social capital.

Janelle also helped him enter the Teacher Career Pipeline, helping his dream of becoming a teacher a reality. His daughter’s teachers began reporting her increased engagement and interest in school. Naomi, the Denver Fellow AmeriCorps member, certainly noticed when Mayra shared, “It makes me so proud to see him in the building!”.

Multi-Generation Supports in Action
Veronica enrolled as a WIOA Out-of-School Youth (OSY) with Family and Community Engagement (FACE) with the goal of increasing her employment status from part-time to full-time with Denver Public Schools (DPS) and attaining her GED. Veronica’s Youth/Family Advocate, Maggie, discovered that she is interested in working in DPS classrooms as a paraprofessional. As a result of this goal setting and ongoing relationship building, Veronica and her Youth/Family Advocate went to work developing her plan and SMART goals for long-term goal attainment.

Veronica enrolled in GED classes housed at the CFO, conveniently located near her home. She will also enroll in the Parent to Paraprofessional training, which offers training and professional development for those interested in becoming classroom paraprofessionals. Concurrently with her training, she will participate in financial coaching through mpowered to ensure that she and her family are set up for long-term financial success as she moves into a new role with DPS.

After Veronica receives her GED and paraprofessional training, she will be supported by the Goodwill Industries workforce coach to develop her resume and prepare for her interview.

Following her hiring as a paraprofessional, the CFO staff and Youth/Family Advocate will continue to work with Veronica to ensure she is continuing with her career and educational development and support her with any future goals like purchasing her own home or receiving a college degree.
Maria, a senior at George Washington (GW) High School, struggles to concentrate on her academic career due to economic challenges at home. In her world, every hour in the classroom translates to food that doesn’t get to the table to support her siblings.

Maria participated in the AmeriCorps attendance program at GW, and during that time the GW Regional Coordinator Angela identified Maria as a potential candidate for the WIOA program during her senior year. As a WIOA participant, Angela thought it would be beneficial for Maria to attend a financial literacy workshop at the Center for Family Opportunity and Maria attends with her mother, Anita. Anita is an English Language Learner and has had some trouble obtaining steady income to support her three children. After completing the financial workshop, Anita signed up for the English as Second Language (ESL) course. After completing ESL, she moved into the ESL for Nutrition Services course and utilized that to gain employment at a neighborhood elementary school.

Back at school, Angela introduced Maria to the Community and Civic Engagement Internship program, where Maria chose to pursue a paid internship at her school, focusing on Community Learning Circles. She excelled at engagement and Angela recommended she apply to the AmeriCorps program for the next year. As an AmeriCorps member, Maria built her skills and utilized connections with local nonprofits to positively impact her community, earning an education award to further her education.
Javier hoped to graduate from Abraham Lincoln High School in southwest Denver, but plans didn’t work out. When his family became homeless, Javier dropped out during his senior year to take a low-paying fast food job. He is the oldest child in a single parent household with three younger siblings.

During a school family event for a younger sibling, Javier’s mother learned about the services available at the Center for Family Opportunity (CFO), located in the sibling’s school. She and Javier opted to receive employment services and financial literacy classes at the school, in one convenient location.

Through the intake process, Nicole, the CFO Youth/Family Advocate learned that Javier had dropped out of school and was able to enroll Javier as an out-of-school WIOA youth with our collaborative partner, Urban Peak. Nicole helped set up a meeting with Javier to review options for homeless youth, including, long-term employment and ways to earn his diploma. Leveraging the available employment pipelines, Nicole could help Javier find a job with DPS Facilities. Javier was excited to land a position at the same elementary school his younger sibling attends. He is now making more money than he did in fast food, enjoys stable housing and is learning about promotional opportunities in the DPS Facilities department. His supervisor also strongly encourages him to get his GED and take advantage of the financial literacy courses at the Center for Family Opportunity along side his mother, who also attends classes.

Javier continues to meet with Nicole and is now proudly on his way to passing his GED exam and is looking forward to enrolling in a culinary program at Emily Griffith Technical College.
Overview and Concept of Multi-Generation Approach

Multi-Generation approaches offer a means to improve the lives and wellbeing of low-income families by providing high-quality services to children and their caregivers at the same time (Chase-Lansdale & Brooks-Gunn, 2014). In multi-generation programs, services are designed to be complementary and reinforcing, addressing both child and parent goals. They often include quality early childhood education, job training and wrap around family support services (King et al., 2013). By simultaneously serving children and parents, multi-generation approaches have the promise to measurably improve outcomes for both children and parents, break intergenerational cycles of poverty and improve long-term economic prosperity (Mosle et al., 2014).

To improve educational outcomes for children, interventions must foster safe and supportive learning environments both at home and at school (Chase-Lansdale & Brooks-Gunn, 2014). Combining classroom interventions with other environmental supports that are reinforced by peers, family members, school personnel, health professionals and other community members will increase the likelihood that interventions will lead to desired outcomes (Greenberg et al., 2003).

Office of Family and Community Engagement (FACE)

April 25, 2017
Office of Family and Community Engagement (FACE)

Educating • Engaging • Empowering

The Family Empowerment Team:
Building the Capacity for Academic Partnership

Presentation to Achieve and the Coalition Support Network
Theory of Change: Moving schools to high impact activities so that academic partnership transforms outcomes

Applying Research to Practice

Lower impact on student achievement

- Parent coordinators
- Parent volunteering
- Fundraisers
- Parent resource rooms
- Potlucks
- Student performances
- Generic school newsletters

Back to school night

Higher impact on student achievement

- Parent training events
- Goal-setting talks
- Parent-training events
- Regular, personalized communication
- Weekly data-sharing folders
- Parent-teacher conferences
- Positive phone calls to home
- Home visits
- Interactive homework, trips, and tools for home learning
- Classroom observations or mini-lessons

Source: Karen Mapp, Harvard University
Academic Partnership: families and educators working together for the success of the student, school and district

- Families and Parents working with school staff to understand student performance and advocating to ensure success of their student.

- Families and Parents working with school staff and leadership to understand school performance and advocating to ensure success of their school.

- Families and Parents working with others to understand district performance and advocating to ensure the success of their district.
What are the fundamental beliefs that guide our work?

Empathy

The Right to Know

Authentic, Relationship-Driven Partnerships
Guiding Principles for Working with Schools

**Mutual Accountability**
We take responsibility for realizing our vision of authentic and meaningful academic partnership as part of our Denver Plan 2020 goals and work with our partners to create shared ownership of this vision.

**Amplifying Agency**
We believe everyone has innate gifts, talents and expertise that we must leverage and lift up to provide high impact support for our families and communities.

**Adaptive Service**
We provide differentiated support, rooted in best practice family engagement strategies, and based on partners’ needs, context and progress to achieve.

**Purposeful Presence**
We know for every meeting, event, and interaction, why we are there and what we want to take away.
Effective Engagement: A foundation of trusting relationships that leads to academic partnering

Source:
The Five Roles: Ways that parents and families work together to support students

- Communicate high expectations
- Advocate for the child
- Guide the child’s education
- Support learning
- Monitor the child’s performance

Source: Flamboyan Foundation
Our Programs: Focusing our efforts across levels to ensure success and alignment of programming

Our programs represent a broad scope of research-based strategies that align to academic outcomes.

- Parent Teacher Home Visit
- Parent Leadership Development
  - Parenting Partners
  - Parent Engagement Guide
  - Parent Leadership Institute
- FACE Family of Networked School Support Staff
- Academic Standards Events
- Community Progress Monitoring
- School Governance

Regional Activities

- Superintendent Parent Forum
- ELA-DAC
- District Accountability Committee
- Empowerment Index
Family Empowerment—Our Teams

- Academic Partnership
- Engagement Operations
- Systems Integration
- Strategy Development
Home: Parent Teacher Home Visit Program

To learn more: homevisit.dpsk12.org
Home: Parent Teacher Home Visit Program

PTHV Monthly Cumulative Totals

<table>
<thead>
<tr>
<th>Month</th>
<th>SY14-15</th>
<th>SY15-16</th>
<th>SY16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>27</td>
<td>114</td>
<td>528</td>
</tr>
<tr>
<td>August</td>
<td>528</td>
<td>1142</td>
<td>1524</td>
</tr>
<tr>
<td>September</td>
<td>3531</td>
<td>2642</td>
<td>1680</td>
</tr>
<tr>
<td>October</td>
<td>1680</td>
<td>3716</td>
<td>2500</td>
</tr>
<tr>
<td>November</td>
<td>2500</td>
<td>4852</td>
<td>3096</td>
</tr>
<tr>
<td>December</td>
<td>3096</td>
<td>5954</td>
<td>4497</td>
</tr>
<tr>
<td>January</td>
<td>4497</td>
<td>6427</td>
<td>4938</td>
</tr>
<tr>
<td>February</td>
<td>4938</td>
<td>6834</td>
<td>5587</td>
</tr>
<tr>
<td>March</td>
<td>5587</td>
<td>7434</td>
<td>6453</td>
</tr>
<tr>
<td>April</td>
<td>6453</td>
<td>8169</td>
<td>8944</td>
</tr>
<tr>
<td>May</td>
<td>8169</td>
<td>9353</td>
<td>9369</td>
</tr>
<tr>
<td>June</td>
<td>9369</td>
<td>6179</td>
<td>6185</td>
</tr>
</tbody>
</table>

Legend:
- SY14-15
- SY15-16
- SY16-17
Home: Parent Teacher Home Visit Program

PTHV by Ethnicity

- Hispanic: 69%
- White (Not Hispanic): 16%
- Black (Not Hispanic): 9%
- Asian: 3%
- Native Hawaiian or Other Pacific Islander: 0%
- American Indian or Alaskan Native: 0%
- Multiple Races: 3%
Community Progress Monitoring is a **best practice** for all schools. School leaders already engage in multiple elements of CPM through communication methods such as newsletters and flyers. Ongoing Communication, like emails, robo-calls, and flyers, are a **best practice** for all schools. Progress Conversations are events where school leaders share data face-to-face with families. As a **best practice**, all schools are asked to host at least three Progress Conversations.

All schools are **required** to share their School Performance Framework results between late October and early November.

*We do not track individual attendance at schools, yet service to ELA families was made a priority through our approach to supporting schools with multi-language materials, interpretation supports and scheduling logistics, as requested.*
CPM Data - Sharing SPF Data

- The CPM – SPF process began August 2016
- First Meeting - 10/18/2016
- Last Meeting - 12/6/2016

Most schools held meeting last week in October and into first two weeks in November
School: Academic Standards Night

30+ events currently reported this year
More than 2,000 parents have attended an Academic Standards Night
Governance Structures for Community Involvement

Overview

All schools in the Denver Public School system must have certain governance structures to ensure that families and communities have a voice in their schools. These structures are designed to help promote community involvement and strengthens schools. They are also required by state and federal law.

This website is designed to provide school administrators with recommendations and resources to ensure they not only easily meet compliance requirements, but also use these structures to build powerful ties with families and the community.
The most helpful information I learned was about the approach DPS is taking to elevate its shared values to help our children.

--Family Leadership Institute participant
## District: Superintendent Parent Forum

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Total Participants (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2016</td>
<td>Denver Plan: Great Schools in Every Neighborhood &amp; Bond/Mill Overview</td>
<td>249</td>
</tr>
<tr>
<td>10/26/2016</td>
<td>A Foundation for Success: Early Literacy &amp; Bond/Mill Overview</td>
<td>265</td>
</tr>
<tr>
<td>12/08/2016</td>
<td>College &amp; Career Ready (Graduation Changes)</td>
<td>131</td>
</tr>
<tr>
<td>02/09/2017</td>
<td>Whole Child, Healthy Child Agenda</td>
<td>334</td>
</tr>
<tr>
<td>05/02/2017</td>
<td>Closing the Opportunity Gap</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>979</strong></td>
</tr>
</tbody>
</table>

- Overall unique participants: 326*
- Parents of ELA students: 133* of those were ELA, or reported as ELA
- The remainder were non-ELA families or not identified as ELA

*Numbers reported through first three forums
## SELF

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Parenting Partners</td>
<td>14 schools 139 parents</td>
<td>12 schools 72 &gt; parents **</td>
<td>25 schools 300 parents</td>
</tr>
<tr>
<td>Parent Engagement Guide</td>
<td>260 parents</td>
<td>72 parents (Does not include TOT trainers)</td>
<td>200 parents</td>
</tr>
<tr>
<td>Parent Leadership Institute</td>
<td>6 trainings 53 parents</td>
<td>15 parents ***</td>
<td>500 parents</td>
</tr>
</tbody>
</table>

## School Governance / Community Progress Monitoring

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PTHV staff Trainings</td>
<td>39 PTHV sessions 1313 staff trained 50 schools</td>
<td>33 PTHV sessions 1136 staff trained 79 schools</td>
<td>2,000 staff trained 99 schools</td>
</tr>
<tr>
<td>PTHV Visits</td>
<td>6301 Visits</td>
<td>9300 Visits to date</td>
<td>12,000 visits 4,000 second visits</td>
</tr>
<tr>
<td>Academic Standards Events</td>
<td>2 PTLT’s 136 at Amesse 236 at Valverde</td>
<td>12 Events 300 parents</td>
<td>70 Academic Standards Events 3,500-7,000 parents</td>
</tr>
</tbody>
</table>

## Regional Activities

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Superintendent Forum</td>
<td>5 SPF – 1922 participants</td>
<td>6 SPF - 2,112 participants</td>
<td>5 SPF for 3,000 participants</td>
</tr>
<tr>
<td>ELA DAC</td>
<td>5 w/SPF and 4 standalone fro 490 parents</td>
<td>6 w/SPF and 1 standalone for 744 parents</td>
<td>Refocused on Parent Leadership training</td>
</tr>
<tr>
<td>DAC</td>
<td>SIAC non compliant with Board</td>
<td>15 Active members</td>
<td>30 Active members</td>
</tr>
<tr>
<td>Empowerment Index</td>
<td>Nonexistent</td>
<td>Pilot with CRM</td>
<td>Baseline BOY and EOY data to measure</td>
</tr>
</tbody>
</table>
Commons Resource Hubs for School Staff to Access

http://thecommons.dpsk12.org/Page/624
Community Driven School Design: Turnaround Year 0

Turnaround Planning Year or “Year Zero”

Interim Principal
- Leads and supports school success during transition year
- School continues to receive support and improve

Future Principal
- Builds relationships with students, parents, staff and community
- Designs turnaround plan
- Engages with community
- Begins leading in 2016-17

Benefits
- Process involves the community
- Allows enough time to ensure thoughtful decision-making
- Long-term principal able to build relationships with school community and be part of creating positive change
- Success in previous schools
Redesign Update: Timeline

- July: Community design team launch
- Aug: School redesign Draft 1 complete
- Sept: School design final draft complete
- Oct: Hiring window opens
- Nov: Begin plan implementation
- Dec: Retain & hire the best possible staff
- Jan: Develop redesign plan collaboratively
- Feb: Prepare to implement
- Mar: Develop competencies for successful school leadership + turnaround

- Listen + learn from community members
There are countless lessons to be gleaned from our experience this year. Below are three lessons that rise to the top.

1. The link between community engagement & school design is critical

2. Trust is foundational & it takes time to build

3. A strong plan is necessary but insufficient – it will take exceptional people to implement
Tiered Support: Priority, Intensive and Strategic Support

1. Valverde
2. Harrington
3. Schmitt
4. Goldrick
5. Greenlee
6. Amesse
7. Cheltenham

Priority
- Barnum Elementary School
- Beach Court Elementary School
- Bear Valley International School
- Bruce Randolph MS
- Castro Elementary School
- Centennial School
- Charles M Schenck (CMS) Community School
- Cole Arts and Science Academy
- Colfax Elementary School
- Columbine Elementary School

Intensive & Strategic
- DCIS at Ford
- DCIS at Montbello MS
- Denver Public Montessori MS
- Eagleton Elementary School
- Fairview Elementary School
- Garden Place Elementary School
- Gilpin Montessori Public School
- Hallett Fundamental Academy
- Henry World School
- Kepner
- Kepner Beacon
- Lake International School
- Manual High School
- Math and Science Leadership Academy
- Noel Community Arts HS
- Noel Community Arts MS
- Oakland Elementary School
- Palmer Elementary School
- Stedman Elementary School
- Trevista ECE-8 at Horace Mann
- West Early College
- West Leadership Academy MS

Year 0 Turnaround Schools
Office of Family and Community Engagement (FACE)

Family Constituency Services

We are a team who is compelled to break down barriers and support school communities to be welcoming and inclusive of all partners in advancing student success.
Guiding Principals for Our Work

• We are committed to recruiting and retaining a diverse staff that is highly skilled and committed to engaging and ALL DPS families and community members.

• We are intentional in creating strong, positive family-school relationships by encouraging healthy dialogue and fostering the development of a supportive and equitable experience within our school communities.

• We empower our stakeholders with all of the tools necessary to be critical partners as important decisions are made for our schools.

• We will use culturally competent practices when providing services to parents, schools and community members, and are committed to staying up-to-date with relevant professional development and best practices.

• We see conflict as an opportunity to engage and deepen relationships.
Conflict is...

The solution seems obvious -- if she doesn't want cat hair on her clothes, she should stay off the furniture.
Family Constituency Services Initiatives and Programs

Our Goal: To create strong, positive family-school relationships by encouraging healthy dialogue and fostering the development of a positive and equitable experience within our school community.

- We work with families and staff to resolve concerns, educate families and school staff on DPS policies and initiatives, connect families with district resources, and facilitate skill building opportunities for families and staff.

Our services include:

- Manage the Family and Community Helpline
- Trainings for school leaders and staff such as conflict management,
- High quality service and de-escalation trainings for front–office staff
- One-on-one coaching on conflict management and communication
- Conflict mediation
- Meeting facilitation

You can refer our families to our Constituency Helpline @ 720-423-3054.
Family Constituency Services

**Tier I**
- General inquiries
- Policy clarification
- Calls triaged to other departments

**Tier II**
- Constituency concerns
- Mediations
- Parent and Staff Coaching

**Tier III**
- Warning and Restriction Letters
- BoE Policy Appeals
- Public Complaints of Discrimination or Harassment
Family Constituency Services Process and Reporting

Who connects with us and how?
- Families and Community Members
- Building and Department Leaders
- Superintendent’s Office and BoE
- Colorado Department of Education

What is the process?
- Addressing concerns
- Coaching
- School-community supports
- Trainings

Reporting
- Database and analysis
- Process Improvement

✓ You can refer our families to our Constituency Helpline @ 720-423-3054.