

HOPE SF Education Engagement Strategies Evaluation

This report was developed by First Five and the Health Equity Institute of San Francisco State University in December, 2016.

The learnings come from various data collection methods including First Five’s Contract Management System (CMS), Parent Success Stories, Parent Action Plans, training evaluations and interviews with staff. Recommendations were developed based on the learnings and are meant to inform future Education Liaison work in HOPE SF communities.

Methods

- Interviews with Peer Parents
- Interviews with SFUSD Family Liaisons
- Interviews with HOPE SF staff
- Analysis of CMS data
- Analysis of Parent Action Plans and Success Stories
- Training curriculum pre/post evaluations
- Training sign-in sheets
- Informal conversations and feedback with Education Liaisons about programming
- Observations of program managers and trainers

Summary of Education Strategy

A central piece of the HOPE SF education strategy is to create and sustain integrated neighborhood education supports for families with school-aged youth. Long-term outcomes for this strategy include increasing the high school graduation rate and the percentage of residents who meet the economic self-sufficiency standard. Short-term success is reflected in kindergarten readiness, and school attendance rates. The Education Liaison program is one approach in this larger strategy.

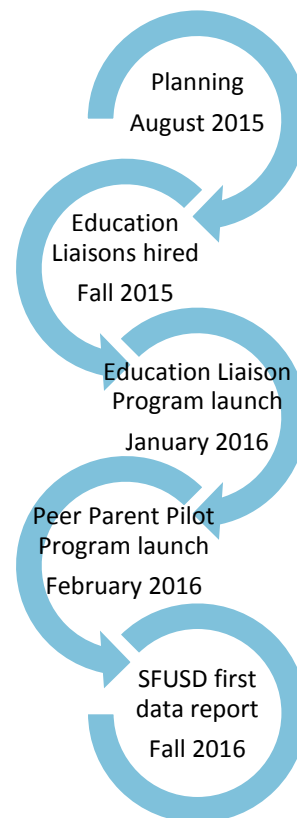
HOPE SF Education Liaison program focuses on increasing school engagement and reducing chronic absenteeism in each HOPE SF community. HOPE SF Education Liaisons are staff members at Family Resource Centers (FRCs), funded through First 5, the Department of Children, Youth, and their Families, and the Human Services Agency. The Education Liaisons partner with schools to increase engagement with families, help families navigate school service systems, and implement activities that encourage and support HOPE SF parents and their children to be successful in school.

Partnerships

HOPE SF aligns all funding, strategy, and implementation efforts for the overall education strategies.

First 5 San Francisco (First 5) leads the implementation of the Education Liaison program. Activities and supports are centrally

Program Milestones



managed and coordinated through First 5's Family Support Program Officer. Additionally, First 5's Evaluation Officer co-managed the development of the Education Liaison Project's logic model.

High Expectations, a consultancy run by Executive Director Teneh Weller, has been involved in the development of HOPE SF's education programs since 2013. High Expectations assisted in creating the Family Engagement teams at each of the 8 HOPE SF schools, as well as the co-development of the Education Liaison program and the Pilot Peer Parent Program. High Expectations also provided professional development for the Education Liaisons, Peer Parents, and auxiliary staff and leadership from the 8 HOPE SF schools.

The San Francisco Foundation (TSFF) funded & co-designed the pilot Education Liaison program at the four HOPE SF sites. TSFF is also funding the Peer Parent Program pilot at the Potrero Terrace & Annex public housing site, as well as the Pilot's evaluation.

The Department of Children, Youth, and their Families (DCYF) funds two full-time Education Liaison positions at separate FRCs.

San Francisco Unified School District (SFUSD) supports the additional time & efforts of Family Liaisons at each of the 8 HOPE SF schools. SFUSD also provides data on the academic performance and attendance rates of HOPE SF students.

San Francisco State University's Health Equity Institute, in partnership with First 5, serves as the project's evaluator.

Programs

Education Liaisons at each of the 4 HOPE SF sites are supervised by a Family Resource Center or onsite organization. Education Liaisons aim to increase parent engagement in their child's school, help to improve child attendance, and support relationship building between schools and their local HOPE SF community.

- Bayview YMCA, Hunters View
- Urban Services YMCA, Potrero Terrace & Annex
- APA/Vis Valley Strong Families, Sunnydale
- Urban Strategies (non-FRC), Alice Griffith

Peer Parent Pilot is managed by the Urban Services YMCA in Potrero. Peer Parents are directly supervised and supported by the Potrero Education Liaison. The intention of this program is to further engage HOPE SF parents and children in the Education Liaison program, while supporting residents in professional development opportunities. Peer Parents support the activities of the Education Liaison in the schools and in the FRCs. The Peer Parents receive intensive training on early childhood development and community based work, with the hope of furthering their own personal and professional goals.

Data tracking

In May 2016, it became clear that more data from SFUSD was needed to understand the impact of the Education Liaison program. A request was made for data about HOPE SF children in SFUSD schools in order to understand who these education programs were reaching and what these children's outcomes are. During the summer 2016, a data sharing and consent process was formalized supported by the San Francisco City Controller's Office. The first report from SFUSD came out in fall 2016. SFUSD will be providing regular data updates to HOPE SF and Education Liaison program staff to help inform the direction of the strategy. These reports will contain individual student and school-wide data about:

- Attendance rates
- Behavior interventions
- Academic Success Indicators

Education Liaison Training and Program Planning Sessions

Teneh Weller, Executive Director of High Expectations, facilitated the trainings and ongoing program planning processes with the Education Liaisons and Peer Parents.

Education Liaison Training + Planning Summary	
Total # of sessions	6
Total # of attendees	58
Attendees	Education Liaisons, Family Liaisons, SFUSD staff, HOPE SF staff, FRC staff, parents

Starting in January 2016, Teneh facilitated trainings and program planning sessions with the Education Liaisons.

The focus of the sessions were to understand strategies for Education Liaison programming, support activity and event planning, provide opportunity for various partners to convene, and develop goals and Action Plans for each Education Liaison. A full summary of the training sessions can be found in Appendix A.

During these sessions, school Family Liaisons and housing site Education Liaisons developed Family Engagement Action Plans to improve attendance outcomes for chronically absent students. Each team went through the cycle of inquiry to develop the plans. The schools did not have clean attendance data for the housing students but were able to, based on general HOPE SF data, develop plans for universal supports to students. All schools (Education Liaisons and Family Liaisons) chose to focus on the same goal, to decrease absences by at least 5% and decrease tardies by at least 50%. All schools indicated that there is a lack of trust between families and school staff and decided to focus on supporting stronger partnerships. Most schools also decided to support families in identifying specific barriers to school attendance and help each family develop an action plan to support increased outcomes. During these sessions, 5 HOPE SF Family School Action Plans were developed for Visitacion Valley, Malcolm X, El Dorado, Dr. George Washington Carver, and Dr. Charles Drew.

Based on new data provided by SFUSD in fall 2016 about where HOPE SF students went to school and their attendance, Teneh engaged with the Education Liaisons to further develop their goals and Action Plans to incorporate this new information. In this process, the Education Liaisons further defined goals for each family participating in the program and an added focus on tracking academic achievement along with attendance rates. Finalizing the 2017 Action Plans is in development now.

Peer Parent Training

Peer Parents for the pilot program were hired and started training in February 2016. Teneh facilitated 5 sessions between February-September 2016 for the Peers and their training and support is ongoing. The training sessions focused on supporting the Peers as parents themselves and developing skills and confidence of the Peers to implement their work in the community. Peer Parents experience many of the same barriers and challenges to attendance success as the families they serve. With that in mind, their trainings primarily focused on supporting the Peers in making changes in their own child's attendance and academic success. Peers then gained skills in teaching what they learned to other parents participating in the program. The Peer Parent training session topics covered (a full summary of session content, see Appendix B):

- Making a Vision a Reality
- A Focus on Literacy
- Family-School Action Plans
- Stress Management
- Building Positive, Goal-Oriented Relationships with Families & School Staff
- Supporting Increased Home + School Partnerships
- Supporting Families in Reaching Attendance Goals

Overview of Participation and Program Activities

Participant Type	Total
Number of Parent Participants:	108
Number of Child Participants:	93
Total:	201

In total, around 200 parents and children were engaged in Education Liaison program activities in 2016. Alice Griffith had the largest number of participants because their Education Liaison had been in that role since 2014 and has been able to build a larger client/participant base over the years. Sunnydale, one of the second largest group of participants. A majority of the parents across all sites were African-American, followed by Hispanic/Latino and Pacific Islander/Samoan. Potrero Hill had the most significant Hispanic/Latino participation. Most parents were fluent in English, but around 24% were identified as either somewhat fluent or not fluent in English. Children under the parent's care were mostly between the ages of 6-13 years old. For a full breakdown of participants, please see Appendix C.

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Ethnicity	Total
<i>African American:</i>	136
<i>Hispanic/Latino:</i>	30
<i>Asian:</i>	4
<i>Pacific Islander/Samoan:</i>	16
<i>White:</i>	4
<i>Multiracial:</i>	7
<i>Unknown:</i>	4

Parent Participation	Total
<i>Participants Receiving Individual Contact Only:</i>	27
<i>Participants Receiving Group Activities or Workshops Only:</i>	22
<i>Both Individual Support and Workshops:</i>	59
Participant Total:	108

Education Liaisons provided support for participants that ranged from structured group activities to informal one-on-one time with just parents. While some parents were only engaged in either individual contact or workshops, a majority of parents utilized both types of services from Education Liaisons. For a full list of program participation, please see Appendix D. Peer Parents in Potrero supported the community activities of the Education Liaison, such as the Coffee Conversation events at school and general outreach to other parents in the community. In addition

to the activities and supports for participants, Education Liaisons attended their training and planning sessions and various Education Strategy meetings with HOPE SF. They also were responsible for program data collection and tracking (Education Liaisons at Potrero Hill, Sunnydale, and Hunterview entered data into CMS).

Types of activities or supports provided by Education Liaisons were:

- Host workshops about attendance and academic success
- Host Reading Clubs for parents and children
- Support onsite school social events for parents and schools staff to meet (Coffee Conversations, Breakfast Clubs, etc.)
- Attend regular onsite school meetings about attendance (SST, SARB/SART, Truancy Court or IEP meetings)
- Attend parent/teacher conferences
- Participate in PTA meetings and functions
- Plan and implement education and attendance events in the community
- Developing Action Plans with parents
- Formal and informal one-on-one support with individual children and/or their parents (computer lab time, outreach/connection during other events, phone calls, house visits, etc.)

Learnings

Parent Action Plans

Across all sites, 20 parent participants developed action plans focused on their child's academics or attendance and their own ability to support their child's overall school success. A total of 69 goals were developed by parents. Goals focused primarily on: parent/caregiver housing (14); parent/caregiver employment/continuing education (14); child school attendance (10); child's overall school success (10); parent/caregiver's involvement in school (6); and health/mental health/family relations (6). Several goals were long-term or ongoing in nature, but of the 62 goals where immediate or short-term progress was feasible, 42 or 68% have already been achieved and another 16 or 26% are anticipated to be achieved in the next 3 months. All in all, progress on some or all goals was noted for 18 out of 20 parents (90%).

Parent Success Stories

Education Liaisons shared several "Success Stories" about parents and their children while in this program. A similarity across all stories was the impact of the improvement of parent wellness on their child's success with attendance and academics. This connection supports the idea of Education Liaisons working with both parents and children on attendance and academic success. One parent shared how their experience with depression and stress made it difficult to support their child, but having the support of the Education Liaison to address stress has helped them to support their child in getting to school on time. Another father has had ongoing, regular support from an Education Liaison for his children and they have had consistent attendance at their school for the past year. One of the most striking stories focused on one of the Peer Parents. She was initially engaged by the Education Liaison because her daughter had poor attendance at her school. Through working with the Education Liaison, she learned more about the impact of attendance on academic success and learned strategies on how to support her child in getting to school on time regularly. Eventually, she was encouraged to apply to be a Peer Parent in order to further support her goals and so she could share what she learned with other parents. Recently, her child has received an award from her school about her improved attendance and her success in class. This Peer Parent has now been hired on full-time with Urban Services YMCA. Much of Education Liaison work is intensive support for the parents, and there are stories of how supporting the parents (managing stress, assisting in job searches, linking to case management) has had a positive influence on their ability to support their own child. This level of support for some parents has been time consuming for Education Liaisons though, and there needs to be a better understanding of the impact of this level of individual support in future evaluations.

Challenges of implementation

Education Liaisons and other frontline staff desire to be more integrated into the school teams and aware of the larger education strategies

Staff including the Education Liaisons, Family Liaisons, and Peers Parents expressed confusion over the strategy focus and who the target population was for the program. These frontline staff desire more clarity on who are all the stakeholders/partners in implementing this program and their roles and the relationship between the Family Liaisons, Education Liaisons, and school staff who work on attendance. Changes in funding support impacts the availability of Family Liaisons to work on events with Education Liaisons, and there is not a policy or understanding on how this partnership should function when this happens. School staff are not always clear on the roles of Education Liaisons and Peer Parents and with staff turnover every year, it is difficult to build those relationships and networks each year. Some Education Liaisons and Family Liaisons work cohesively, some are not able to because of limited time or they are not matched at their

school sites. There remains to be confusion on how these two programs should work together and what are they supposed to accomplish each year.

Education Liaisons expressed challenges in ongoing data collection, tracking, and reporting. Education Liaisons do not all use the same system (one site is part of another organization and did not have access to the same data management system). This causes difficulties in tracking the same goals and outcomes. Education Liaisons also expressed not having enough time to enter data or need more training on how to use the system. First Five trained 3 of the Education Liaisons on using CMS and the categories/fields to fill out are not complete and reflect the work being done. Some Education Liaisons fell behind in reporting and First Five staff did need to spend considerable time supporting them to catch-up. Some of the Education Liaisons were on time with reporting, but still commented on how much time it took them each week and desired more clarity on how to use the data to support their work.

Peer Parent Pilot

Number of Peer Parents *	5
Gender	5 females
Race/ethnicity	4 African American 1 Hispanic
Age range	25-47 years old
Years lived in Potrero Hill (range)	1.5-25 years
Education	1 High School Graduate 1 some vocational college 2 some college
Previous community based work experience	3 no previous experience 1 experience in community-based work
* One Peer Parent left program in summer, new Peer Parent hired in fall	

All 5 Peer Parents were women, one Peer left during the spring and a new Peer started in the fall. They all have different types of experience working and living in the community, but all have children currently attending either Starr King or Daniel Webster Elementary School. Most have not had previous community based work, but a couple of them have worked with children before outside of the Potrero community.

Some of the Peer Parents were identified to apply because their child had attendance issues and this was seen as a way to support them in making changes. Other Peer Parents were identified as leaders in the community or already active in Education Liaison activities.

The purpose of the Peer Parent Pilot was to further expand the reach of the Education Liaisons into the community while supporting the professional and personal development of the Peers themselves. Peers supported the implementation of Education Liaison activities by staffing events and activities, doing phone reminders to parents, and conducting general outreach in the community about program activities. Peers also acted as “greeters” to children as they came to school to help them build a connection to a supportive adult onsite. Peers were located both in the FRCs and onsite in the schools.

Peer Parent Pilot Activities	Total
<i>Development of Orientation/training Curricula for Peer Parents</i>	3
<i>Number of scheduled Peer Advocates Orientation and Meetings completed</i>	15
<i>Number of unduplicated Peer Parent participating</i>	8
<i>Number of duplicated Peer Parents participating</i>	44
<i>Number of scheduled family activities in which Peer Advocates had a meaningful role.</i>	12
<i>Number of education workshops/groups in which Peer Advocates had a meaningful role.</i>	18
<i>Total number of school meetings in which Peer Advocates had a meaningful role.</i>	25

Peer Parents serve as a bridge and consistent “friendly face” to parents and children in their community

Peer Parents’ primary activities are outreach, reminder support for parents, supporting activities in the schools. They are at Daniel Webster and Starr King throughout the week to staff activities and greet students as they come to school. Most of them are also stationed in the front office, so students and parents see a familiar face when they come to the school. While Peers commented that this seems “little” in terms of work, they believe they have an impact on children and parents coming from their community into an environment that may not be perceived as supportive. Their see their consistent presence in the schools helps to build trust

“How can I help? Just my presence, period, just there as a parent and as a peer parent and advocate. Just the presence, that's all I can say. Your presence is very important, to know what's going on at the school, be involved in the school and ways that you can help your child be more productive at the school and in school, for their education.” – Peer Parent

Peer Parents found the trainings to be beneficial in preparing them for their role

Overall, the trainings were well-received and Peers felt that the information was interesting and relevant. Teneh as a trainer seemed to resonate with the Peers also. Peers adopted the training skills and topics into their own lives and being able to practice the skills during the sessions helped them prepare for their work and at home. Some Peers expressed a desire for more topics (CPR, working with children with learning or behavioral disabilities) as well as more training for on the job skills such as outreach techniques.

“I loved the training. They're very helpful. They give me a birds eye view of what's actually going on around what we're doing and what's going on in the inside of what we're doing. Things I didn't know because coming from a parent point of view to know what's going on around me and inside the schools is more informative than anything” – Peer Parent

In the short time Peer Parents have been active, they have experienced tremendous personal and professional growth

Skills and knowledge development

Peers gained skills in parenting (reading at home techniques, strategies in getting to school on time) and communication and outreach strategies (how to approach parents, how to contact teachers). Peers also learned about child development and the link between attendance and academic success. The trainings gave them skills on how to interact with different types of children.

“I just thank you all for giving me that experience and the opportunity to be able to do this and better myself. Because it did better me. I was kind of shy, I was tensed a little bit. I didn't really want to talk. I was nervous. But it opened me up, it opened me up, put a smile on my face every morning. You know, and I got something to do every morning, constantly, daily.” – Peer Parent

Setting goals and aspirations

Many of the Peers took on these roles because they are passionate about supporting children in their community and they wanted to gain skills and support other parents. Through their short time in the program, many have now set goals related to having a career in education, early childhood development, and counseling. Some of them want to pursue higher education degrees.

“The Peer Parenting has put me where I thought I wanted to go a long time ago. It's in the path through the children. So, as I'm learning more - and like I said, I want to learn more and apply it. I want to maybe go back

to school and learn how to actually, you know - get a degree where I can actually sit with the kid by myself or, you know, like a peer counselor..." – Peer Parent

Changes in attitude

Peers spoke about how their own children are looking up to them now, they are seen more as role models than before and they feel more motivated to be effective parents. One Peer Parent now has a full time job with the YMCA and feels that would not have happened without the support of the Education Liaison and her confidence in doing this work. Peers feel empowered by being able to help other parents and being a role model for all children at the school.

"I'm still learning more and more every day. And so far I think being a Peer Parent is very, very good. It's like motivating me more and lifting - just lifts my spirits. So, now I get up and I get to focus on something positive, and I'm helping the community. I'm helping the schools, the connection with the children." –Peer Parent

"So, I want to lead by example, you know.... Be that leader, you know. Never be a follower. Be responsible, independent, and trustworthy."- Peer Parent

Changes in practices at home

Peers spoke about how their own children are doing better in school and their own attendance is improving since becoming a Peer Parent. They are actively practicing what they learn in the trainings – reading more at home, watching less television, getting to school on time is now a priority. Peers make sure they have a relationship with their child's teacher and attend parent/teacher conferences. This also applies to all children and youth in their households, regardless of what school they attend. One Peer has made it a priority to help her eldest child focus on getting into college and is using what she learns in this program to help them.

"Well, I was actually one of the parents recommended for the program because my daughter was coming to school late. And now, her attendance has improved herself, and just this week she made "Owl of the Week" in her class. So, it was, like, - every week on Monday they pick one kid from one class that did just extra, extra good the week before. And so, when she got it, I was really -I was really happy. So, she's doing really good." – Peer Parent

Peer Parents desire more support in attaining professional goals and in managing the stress of their new positions in the community

Soft skill development for the Peers has been ongoing and much time is dedicated to this by the Education Liaison. There are daily check-ins about tasks and confirming that they are able to go to the activity. Peers desire more support on learning how to work and communicate professionally with school staff. While Peers have participated in many trainings and feel prepared for their jobs, there is not much structured support around professional goal attainment outside of the Education Liaison. Peers also spoke about stress they experience as residents and also now as Peer Parents. There is a desire for stress reduction support and counseling to deal with job-related and personal stress. Even with all the progress made with their own children, Peers still struggle to implement all the practices they have learned and continue to need similar supports that parent participants need as well. Currently, the Education Liaison is the main source of support for the Peers, which has a large impact on the stress experienced by the Education Liaison as she takes on this supportive role in addition to her other job duties.

"Sometimes it hard for us to even get up. So, as Peer Parents, sometimes we do need counseling, ourselves. We need support, ourselves." – Peer Parent

"So, it's, like, we're supporting, but we need support ourselves." – Peer Parent

*“Ms. Betty, she’s a good support. She’s a very good support system. Just being there and able to talk to her.”
– Peer Parent*

Programmatic implementation challenges

Peers expressed a desire for more hours and flexibility to work with parents and children. They feel that they can be used more and make deeper connections if they have more time to be with the participants. Additionally, they want more structure and clarification on weekly schedules and job duties.

While Peer Parents generally feel welcome in the schools they work in, they express feeling misunderstood and undervalued by school staff

Overall, working at the school has been positive in building relationships with teachers and school staff. Peers generally had positive feelings about the schools before they started the program, and now they are able to deepen and leverage those relationships as Peers. For the most part, Peers work well with the teachers and staff. Peers have experienced issues though with getting data from school staff about children with attendance issues and don’t always feel welcome in the office. Some express that relationships are strained with staff who do not understand who the Peer Parents are and their role, leading Peers to feel misunderstood and unrecognized as working professionals. In general, they perceive that the Peers are not formally recognized as contributing to the school and can be an integrated part of the schools.

“I think more support coming from a higher level to see us - “Okay, this is what they’re doing.” You know, more communication. Then see, “Okay, this is working. Okay - and this is proof that it’s working.” So, cooperation with each other, you know, communication with each other, from staff to peer parents, peer parents to staff, and supervisors and teachers. That’s definitely needed.” – Peer Parent

Recommendations

Provide more intentional support for Peer Parents to meet their professional goals and stress management

As with other Peer to Peer strategies in HOPE SF, there needs to be a more intentional and structured effort to support Peers as residents and staff who can experience secondary trauma from their work. Trainings on stress management are ways to introduce the topic and have Peers begin to think about stress impacts, but more is needed on an ongoing and regular basis. Time and resources built in to Peer work schedules for them to get the type of support needed (counseling, therapy, case management, etc) is one way of supporting Peers in their work. Additionally, supporting the professional development of Peers beyond trainings and soft skills is necessary. Peers have expressed going back to school or getting child development certificates, and having a way to support them making these strides should be incorporated into their programming.

Support for Education Liaisons to prevent provider burn-out and secondary trauma
Education Liaisons and other staff who work onsite intensely with residents are at risk of burn-out in a short amount of time. Onsite program staff experience stress while on the job from being in traumatic environments and experiencing traumatic stress through their clients/participants. Some programs in HOPE SF have built in supports for staff such as flexible personal days and supporting celebrations and recognition of accomplishment. Supporting the Education Liaisons with time and resources for self-care practices can help to alleviate stress and trauma they experience so they can continue to do this work.

Clarify role of Peer Parents at the schools

Peers have experienced some issues at the schools with staff and teachers not being clear on their role there. This can even be expanded to misunderstandings of the roles of HOPE SF Education Liaisons in the schools as well. With staff and teacher turnover at the schools, building working partnerships from scratch every year is a challenge. Supporting opportunities for staff and Education Liaisons and Peer Parents at the schools to be familiar and understand each other is important in continuing this work within the schools. Having a “kick-off” or “meet and greet” with all the staff and Liaisons in the beginning of the year facilitated by the principal in each school has been suggested as a way to communicate with the school staff on the role and purpose of the Education Liaisons and Peer Parents.

Support regular communication between stakeholders

There are numerous partners involved in making this work possible and successful. Ongoing and regular communication is necessary, especially as data is produced monthly that may steer or change the direction of the target population or activities. It has been suggested by staff that a monthly meeting on the same day with the same people would be helpful in making sure all partners are on the same page and that they are all responding to the data quickly.

Build in support and systems for regular and ongoing data collection

There were many successes this year in setting up data collection and reporting. Much progress was made with SFUSD in getting monthly reports and setting up CMS to make sure program data is captured accurately and regularly. Ensuring there is adequate resources to keep these systems and communication of the data ongoing is necessary. Onsite staff is burdened with entering data and if not done regularly, can lead to a large build-up that needs to be entered. Structuring time during the week that can only be used for data entry would help to alleviate this workload.

Appendix

Appendix A – Education Liaison Content Map

	Description	Objectives	Agenda
1	<p>January 22, 2016</p> <p>In this training, participants focused on developing an Education Liaison Work Plan that described their day-to-day tasks. They looked at the HOPE SF goals and determined how they were going to accomplish those goals between January and June of 2016.</p>	<p>As a result of this training, Education Liaisons will:</p> <ul style="list-style-type: none"> • Know what other sites are doing to engage families in attendance and reading success • Know what are the shared family engagement activities, tasks and deliverables for February-May 2016 • Know how to plan activities/events for families that build capacity and are linked to learning • Understand the core beliefs and practices that lead to positive, goal-oriented relationships 	<ol style="list-style-type: none"> 1. Program Spotlight 2. Spring Program Timeline 3. Clarifying Education Program and Participants 4. HOPE SF Education Liaison Program Work Plan (February-May 2016) <ol style="list-style-type: none"> a. Family Engagement Events/Activities b. Family Engagement Tasks c. Professional Development d. Evaluation and Documentation 5. Family Engagement Challenges and Strategies for Success 6. Next Steps
2	<p>February 12, 2016</p> <p>During this training, Education Liaisons planned a family engagement event to enroll families in the HOPE SF Education Program and prepare families for parent-teacher conferences. Workshops also included strategies for improving attendance.</p>	<p>As a result of this training, Education Liaisons will:</p> <ul style="list-style-type: none"> • Understand how to plan successful family engagement events that include each of the essential Process Conditions (from the US Department of Ed – Dual Capacity-Building Framework for Family-School Partnerships): <ul style="list-style-type: none"> ○ Linked to Learning ○ Relational ○ Developmental ○ Collaborative ○ Interactive 	<ol style="list-style-type: none"> 1. Check-In and Review Notes from 1.22.16 2. Completing the HOPE SF Education Liaison Work Plan (February-May) 3. Planning Successful Engagement Activities <ol style="list-style-type: none"> a. Process Conditions b. Planning Your Agenda 4. Planning for February 2016 Workshops and Activities <ol style="list-style-type: none"> a. HOPE SF Education Program Enrollment <ol style="list-style-type: none"> i. Overview or Flyer ii. Enrollment Forms (Compact) iii. Consent Forms b. Attendance Meeting with Families <ol style="list-style-type: none"> i. Attendance Works Video c. Parent Teacher Conferences <ol style="list-style-type: none"> i. Making the Most of Parent-Teacher Conferences ii. Family-School Action Plan

<p>3</p>	<p>February 18, 2016</p> <p>In this training, Education Liaisons and SFUSD Family Liaisons came together to plan for a joint family engagement event/activity. HOPE SF and SFUSD teams looked at attendance data, reviewed root causes, developed a theory of action and SMART goal and decided on a joint activity.</p> <p>Teams also identified the strengths, resources and expertise that they bring to this work. This resulted in a shared document.</p>	<p>As a result of this training, Education Liaisons and SFUSD Family Liaisons will:</p> <ul style="list-style-type: none"> • Understand how to design a joint family engagement activity/event designed to increase attendance outcomes among families living in HOPE SF housing • Understand the role that the District, Schools and Housing Sites bring to the work of increasing attendance outcomes among families living in HOPE SF housing 	
<p>4</p>	<p>March 11, 2016</p> <p>In this training, Education Liaisons focused on strategies for building strong relationships with their school sites. We discussed the challenges that occur when trying to partner with schools to improve attendance for HOPE SF families.</p>	<p>As a result of this training, Education Liaisons will:</p> <ul style="list-style-type: none"> • Understand how to build positive partnerships with school sites • Feel confident in completing the tasks on their HOPE SF Work Log • Better understand how to support families in engaging with the school. 	<ol style="list-style-type: none"> 1. Check-In and Review 2. Completing the HOPE SF Education Liaison Work Plan (March-April) 3. Building Partnerships with Schools <ol style="list-style-type: none"> a. Challenges in Partnering with Schools b. Strategies for Successful Partnerships c. Promoting School Events 4. Summer Program Enrollment Planning <ol style="list-style-type: none"> a. Outreach strategies b. Disseminating resources 5. Enrolling 20 Families into Education Program
<p>5</p>	<p>April 12, 2016</p> <p>In this training, SFUSD Family Liaisons and HOPE SF Family Liaisons reviewed their Family Engagement Action Plans and planned for their upcoming family engagement attendance events. They clarified the role of the HOPE SF Education Liaisons and shared resources to support increased attendance.</p>	<p>As a result of this training, Education Liaisons will:</p> <ul style="list-style-type: none"> • Better understand what is expected of the HOPE SF Education Liaisons • Understand how to develop family engagement activities for families that lead to increased attendance 	<ol style="list-style-type: none"> 1. Teams share their experience with site visits and celebrate wins 2. Planning for upcoming events 3. Sharing resources (school, housing, District) 4. Clarify expectations of HOPE SF Ed Liaisons and SFUSD Family Liaisons <ol style="list-style-type: none"> a. Role b. Expectations c. Frequency

6	<p>June 13, 2016</p> <p>This end of the year meeting focused on reflecting on the school year and planning for an attendance event at their housing sites over the summer.</p>	<p>As a result of this training, Education Liaisons will:</p> <ul style="list-style-type: none"> • Feel confident in their ability to plan, facilitate and evaluate a family engagement event that is linked to learning, attendance and improved relationships 	<p>Agenda:</p> <ol style="list-style-type: none"> 1. Welcome and Community Builder 2. Planning Successful Family Engagement Events during the Summer 3. Completing the HOPE SF Education Liaison Work Plan
7	<p>October 21, 2016</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify the Universal, Targeted, and Intensive Strategies each site will use to increase attendance and literacy outcomes for HOPE SF students in grades K-5. • Identify the tools, resources, and skills that Ed Liaisons need in order to support the implementation of the Universal Strategies. 	<p>Agenda:</p> <ol style="list-style-type: none"> 1. Welcome 2. Community Builder 3. Review the Logic Model 4. Our Families 5. Determining Our Outcomes - The Know, Feel and Do

Appendix B – Peer Parent Content Map

	Description	Objectives	Agenda
1	<p>Making the Vision a Reality</p> <p>In this first training, Peer Advocates discuss their role as Peer Advocates.</p> <p>They learn how to create a vision statement for their child’s future. They will understand how to take actionable steps towards reaching that vision for their child and how school success supports their hopes and dreams. We also discuss the impact of school attendance on academic achievement.</p> <p>Peer Leaders will understand how to support other families in developing and implementing vision statements for their children and how to take actionable steps towards making that vision a reality.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Develop a vision statement for their child’s future and understand how to share that vision with their child and teacher • Feel confident that they can guide other families in developing a vision statement for their child and provide strategies for making their vision a reality • Understand the impact of school attendance on academic achievement • Feel confident that they are able to take actionable steps towards making their vision for their child a reality 	<ol style="list-style-type: none"> 1. Welcome and Introductions 2. Community Builder – Our Common Hopes and Dreams 3. Understanding the Role of Peer Parent Advocates 4. Our Vision for Their Future 5. Making the Vision a Reality 6. Attendance and School Success 7. Our Success and Challenges 8. Evaluation and Wrap-Up
2	<p>A Focus on Literacy</p> <p>This interactive training builds the capacity of the Parent Advocates to support reading success at home. We use key Common Core strategies to ensure that families are reading at home with their child in a way that improves their fluency, comprehension and writing skills.</p> <p>Peer Advocates will identify opportunities to encourage other families to support reading success at home.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand how to support their child’s reading success at home • Confident that they can support their child’s reading success through partnerships with school staff and the use of learning at home strategies 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – My Story of Perseverance 3. Common Core Reading 4. Fluency 5. Reading Comprehension Strategies 6. Evaluation and Wrap-Up

<p>3</p>	<p>Family-School Action Plans In this training, Peer Advocates learn how to develop a positive relationship with their child’s teacher and partner with them to ensure academic excellence. The Peer Advocates then learn how to develop a Family-School Action Plan where the student, teacher, and parent develop strategies for academic improvement (particularly in the area of attendance). They understand the importance of advocacy and how to effectively advocate for their child’s success. Peer Advocates identify the barriers that prevent them from being involved in their child’s education and brainstorm strategies to overcome those barriers.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand how to connect with their child’s teacher to set up the action planning meeting and complete a Family-School Action Plan (for attendance) • Know how to identify the barriers they face in getting their child to school and develop SMART Goals for their child’s attendance success • Feel confident in initiating and facilitating a conversation with their child’s teacher • Complete a Family-School Action Plan with their child’s teacher within one-month of workshop 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – Candy Confessions 3. Review – Attendance and School Success 4. Developing a Family-School Action Plan for Attendance 5. Developing Attendance SMART Goals to Improve Student Outcomes 6. Strategies for Successfully Implementing Your Family-School Action Plan 7. Evaluation and Wrap-Up
<p>4</p>	<p>Stress Management In this training, Peer Advocates understand what stress is and how to alleviate stress in their lives. They determine their personal stress triggers and what to do when they occur. Peer Advocates are introduced to self-nurturing techniques. They understand the damaging affects that stress has on the body.</p>	<p>As a result of this training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Know how to identify their stressors in life and how to develop a plan to eliminate those stressors. • Understand the damaging effect stress has on the body. • Parents will understand how to help their children deal with their feelings. • Learn self-nurturing techniques. • Feel confident that they are able to identify their stressors and develop a plan to eliminate those stressors. • Develop a plan to eliminate stressors in their lives. 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – The Things That Bring Me Joy... 3. Saying “No” to Stress 4. Helping Our Children Deal With Stress 5. Stress Management and Our Success as Peer Advocates
<p>5</p>	<p>Building Positive, Goal-Oriented Relationships with Families & School Staff (Part 1) In this training, Peer Advocates receive strategies for building relationships with families and school staff that lead to increased partnerships. They understand how to maintain professional relationships built on mutual trust and respect.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand how to build strong relationships with families and staff that support increased partnerships and increased student outcomes • Understand how to maintain professional relationships built on mutual trust and respect • Know how to use effective communication skills when they have challenging interactions with families or staff 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – Communication with a Smile 3. What is a Goal-Oriented Relationship? 4. Communication that Leads to Trust and Respect 5. Evaluation and Wrap-Up

<p>6</p>	<p>Building Positive, Goal-Oriented Relationships with Families & School Staff (Part 2) In this training, Peer Advocates receive strategies for building relationships with families and school staff that lead to increased partnerships. They understand how to maintain professional relationships built on mutual trust and respect.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand how to build strong relationships with families and staff that support increased partnerships and increased student outcomes • Understand how to maintain professional relationships built on mutual trust and respect • Know how to use effective communication skills when they have challenging interactions with families or staff 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – My Hope for this Year 3. Building Trusting Relationships with Professionalism 4. Importance of Confidentiality 5. Building Goal-Oriented Relationships 6. Evaluation and Wrap-Up
<p>7</p>	<p>Supporting Increased Home-School Partnerships In this training, Peer Advocates will receive tools and resources to support other families in improving their relationships with school staff. They will understand the resources and tools that are available in the school, District and community to support increased partnerships between home and school. They will understand how to share these tools and resources with other families using effective communication skills.</p>	<p>As a result of the training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand the importance of strong home-school relationships in a child’s academic success • Know how to encourage strong partnerships between home and school with the families they support • Know the tools and resources that are available in the school, District and community to support strong attendance and academic success • Know how to advocate for the tools and resources their child needs to reach academic and attendance success • Feel confident in sharing with other families the tools and resources their child needs to reach academic and attendance success 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – Stronger Together 3. The Impact of Strong Home-School Partnerships 4. Our Role in Supporting Strong Home-School Partnerships 5. Resources that Support School Attendance and Academic Success 6. Sharing Resources with Families 7. Evaluation and Wrap-Up
<p>8</p>	<p>Supporting Families in Reaching Attendance Goals In this training, Peer Advocates will understand how to support families in setting and reaching attendance SMART Goals for their child. They will receive a set of strategies that families can implement to support strong attendance. They will practice sharing those strategies through role-playing exercises in preparation for parent workshops. As Peer Advocates gain confidence in developing Family-School Action Plans, they will support other families in creating and implementing their plans.</p>	<p>As a result of this training, Peer Advocates will:</p> <ul style="list-style-type: none"> • Understand how to guide families in setting attendance SMART Goals and identifying strategies for achieving attendance goals • Feel confident in supporting families in creating SMART Goals and identifying the strategies families can implement to achieve those goals • Feel confident in guiding families to tools and resources that support strong school attendance 	<ol style="list-style-type: none"> 1. Welcome and Review 2. Community Builder – Attendance Works Activity 3. Family Engagement Strategies for that Support Improved Attendance 4. Communicating the Impact of School Attendance on Academic Success 5. Supporting Families in Reaching Attendance Goals 6. Evaluation and Wrap-Up

Appendix C – Participant Demographics

FRC:	Bayview YMCA Huntersview	APA Visitacion Valley Sunnydale	Urban Strategies Alice Griffith	Urban Services YMCA Potrero Hill	Total
Number of Parent Participants:	14	31	45	18 (4 are Peer Parents)	108
Number of Child Participants:	26	43	0	24	93
Total:	40	74	45	42	201
Number of Children in Parent's Care (Total):	28	43	115	38	224
<i>Number of Children 0-5:</i>	6	5	15	9	35
<i>Number of Children 6-13:</i>	19	36	73	22	150
<i>Number of Children 14-17:</i>	3	2	27	7	39
Ethnicity					
<i>African American:</i>	37	53	29	17	136
<i>Hispanic/Latino:</i>	0	6	8	16	30
<i>Asian:</i>	0	3	0	1	4
<i>Pacific Islander/Samoan:</i>	1	8	6	1	16
<i>White:</i>	0	0	1	3	4
<i>Multiracial:</i>	1	2	0	4	7
<i>Unknown:</i>	1	2	1	0	4
Parent Language Fluency					
<i>Not Fluent</i>	0	3	2	3	8
<i>Somewhat Fluent</i>	0	2	12	2	16
<i>Fluent</i>	14	26	23	13	76
Language					
<i>English (Parents):</i>	14	24	30	11	79
<i>English (Children):</i>	26	33	0	18	77
<i>Spanish (Parents):</i>	0	2	6	7	15
<i>Spanish (Children):</i>	0	3	0	6	9
<i>Cantonese (Parents):</i>	0	2	0	0	2
<i>Cantonese (Children):</i>	0	1	0	0	1
<i>Samoan (Parents):</i>	0	3	8	0	11
<i>Samoan (Children):</i>	0	5	0	0	5
<i>Unknown (Parents):</i>	0	0	0	0	0
<i>Unknown (Children):</i>	0	1	1	0	2
Referred by Child Welfare					
<i>Parents:</i>	3	3	N/A	2	8
<i>Children:</i>	3	2	N/A	0	5

Appendix D – Program Participation

FRC:	Bayview YMCA Huntersview	APA Visitacion Valley Sunnydale	Urban Strategies Alice Griffith	Urban Services YMCA Potrero Hill	Total
<i>Participants Receiving Individual Contact Only:</i>	6	11	3	7	27
<i>Participants Receiving Group Activities or Workshops Only:</i>	2	16	0	4	22
<i>Both Individual Support and Workshops:</i>	6	4	42	7	59
Participant Total:	14	31	45	18	108
<i>Avg. Number of Workshop Sessions Attended:</i>	4.4	1	2.7	1	
Workshop Participant Total	8	20	42	11	81
<i>Avg. Number of Individual Contacts/hrs:</i>	Ave hrs: 1 Ave contacts: 2.4	unknown	20.5 *	Peer Parent Ave: 31 Other Parents: 8.2	
<i>Range of Individual Contacts/hrs:</i>	hrs: 30mins-2hrs contacts: 1-4 contacts	unknown	3hrs-60 hrs *	Peer Parent Range: 28-34 Other Parents: 5-14	
Individual Contact Participant Total	12	14	45	14	85
Child Service Participation					
<i>Avg. Number of Clubs Attended:</i>	9	4.4	3.4	17.3	34.1
<i>Session Range</i>	1-12 sessions	1-15 sessions	1-6 sessions	1-20 sessions	
Children Participating in Clubs:	25	43	14	24	106

* Note: Data from Alice Griffith includes 2014-present; contact numbers are therefore higher

Appendix D cont.

FRC:	Bayview YMCA Huntersview	APA Visitacion Valley Sunnydale	Urban Strategies Alice Griffith	Urban Services YMCA Potrero Hill
Trainings				
<i>Number of duplicated staff attending Trauma Informed training</i>	2	0	3	5
<i>Number of staff attending Family Support Training</i>	5	3	4	12
<i>Number of staff attending Parent Cafe Training</i>	NA	NA	2	2
<i>Number of staff attending Attendance Works and DA'S/Truancy Court: Understanding Truancy & Ed Code Law</i>	1	1	5	7
<i>Number of meetings with HOPE SF, First 5, and/or Teneh Weller</i>	6	10	16	32
Activities and workshops				
<i>Number of scheduled family activities completed</i>	5	4	31	40
<i>Number of scheduled education workshops/groups completed</i>	6	6	18	30
School Meetings				
<i>Number of meetings EL staff hold with School Personal to plan and coordinate Ed Liaison activities at the school site</i>	10	22	38	70
<i>Number of SST, SARB/SART, Truancy Court or IEP meetings attended by EL/Peer Parent (Potrero Hill Only)</i>	7	30	10	47
<i>Number of parent-teacher meetings attended by EL/Peer Parent (Potrero Hill Only)</i>	3	14	8	25
<i>Number of PTA or other school-based parent leader meetings attended by EL/Peer Parent (Potrero Hill Only)</i>	6	4	17	27
<i>Number of other school-based group meetings attended by EL/Peer Parent (Potrero Hill Only)</i>	6	5	19	30

* Note: Alice Griffith site did not input data into CMS so their program activities are not included in this table