

# Family & Community Engagement Programming & Support Guide

FACE



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Family & Community Engagement

IMPLEMENTING  
FAMILY & COMMUNITY  
ENGAGEMENT  
IN HILLSBOROUGH  
COUNTY PUBLIC SCHOOLS

*Division of Diversity, Equity and Inclusion*

# Table of Contents

## **SECTION 1**

### **Purpose**

Overview / Strategic Initiatives

FACE Leadership Contacts

## **SECTION 2**

### **The Research Basis to Family Engagement**

Family Engagement Research

## **SECTION 3**

### **FACE Supports & Services**

Program Implementation Matrix

## **SECTION 4**

### **Volunteer Services**

Visitor and Volunteer Management

## **SECTION 5**

### **Title I Essentials**

Allowable Expenditures

Family Engagement Documentation

Title I Annual Meeting

Title I Compacts

Parents' Right to Know

Guidance for Utilization of Title I Funded Personnel

## Overview / Purpose of the Guide

The Family and Community Engagement (FACE) Department welcomes you in working alongside our Team in support of our families and the community. The purpose of this guide is to bring awareness to the supports and services offered to our students, schools and families. This guide is intended for district, school administration, teachers and staff and offers a high-level overview of useful information aligned to our strategic priorities, and other state and local policies, procedures and/or practices. This resource is not inclusive of all supports. Services are flexible and driven by current needs.

Within the Hillsborough County Public School System, we are grounded in supporting families at the highest level and our **FACE Team** is your lead resource, for district-wide family and community engagement.

Our *objective* is to establish strong collaborative structures between our schools, families, and community to increase student performance, and improve family-child-school relations. As we lead, manage and support family engagement initiatives, we will prioritize our work around the following three *strategic initiatives*:

### 1. EDUCATE

Increasing educational support, family efficacy, leadership and advocacy through high quality, ongoing parent education courses and other opportunities.

### 2. EMPOWER

Building the capacity of school staff by creating and offering trainings, tools, tips & technical assistance that strengthens sustainable engagement strategies.

### 3. ENGAGE

Cultivate community partnerships that support families, education, and student achievement through community resources, collaboration and in-kind donations.



**Family & Community Engagement  
Departmental Contacts**

<b>Contact</b>	<b>Area of Responsibility</b>	<b>Contact Information</b>
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# The Research Basis



## Why Family & Community Engagement Matters

## Family Engagement Research

According to the Flamboyan Foundation, family engagement is defined as collaboration between families and educators that accelerates student learning. We implore all educators, teachers and leaders, to challenge themselves to reach a full and better understanding of authentic parent and family engagement, and the influence it has on student learning.

Below are key findings and **research snippets** to support and encourage educators' growth mindset, in relation to family and community engagement:

- Family engagement activities and initiatives are impactful if the activities are relational, developmental, interactive, collaborative, and linked to learning.
- Effective family engagement activities increase student's academic performance.
- Teachers who have developed a co-partnership with their students' parents and linked family engagement efforts to learning have observed increased learning gains in their student's academic performance.
- Partnerships help build and sustain public support for the schools and families.
- Teachers can benefit from family and community partnerships, and partnership opportunities can help schools meet the requirements of the law.
- Involvement that reflects academic socialization has a strong positive association with achievement. *Academic socialization* includes communicating parental expectations for education and its value or utility, linking school-work to current events and fostering educational and occupational aspirations.
- Of the different components within parent engagement programming, the most effective components to improving student academic achievement were those that involved strong teacher-parent partnerships, regular teacher-parent communication, and shared reading and homework.
- By partnering with communities (e.g. businesses, faith-based organizations, and community centers), families and schools can maximize their efforts to support student success.
- Increased family engagement in schools is strongly associated with:
  - Faster rates of literacy acquisition among children
  - Increased rates of students engaging in secondary education programs
  - Increased attendance rates among students, and
  - Decreased rates of school dropout among youth

# Family & Community Engagement Supports & Services



## Programming Implementation Matrix

Initiative	Description	Frequency	Intended Participants	FACE Lead Facilitator
Black History & Heritage Project	Provide opportunities and resources to highlight how our district celebrates and recognizes African American heritage and the contributions of national & local pioneers.	Ongoing	Students Families Schools Community	Henry C. Washington Jr.  Mercedes Brown
Community Engagement Roundtables	Work in partnership with schools, district staff, external partners and other officials to combat unwanted behaviors amongst youth.  Teams will identify and offer peaceful, solution-oriented strategies designed to engage youth with positive alternatives within our schools, and the community.	Ongoing	Schools Families Students Community	Henry C. Washington Jr.  Jessica De La Prida
<b>FACE</b> Ambassador Learning Labs	Provide updated information, proven practices and professional development to school-based FACE leads for building and sustaining effective family-school partnerships to include but not limited to:  Program Goal Setting Ambassador Mentoring Event Planning & Implementation Branding Your School Becoming Natural Allies with Families Engaging Your School's Community Family Engagement as a School Improvement Strategy Building Your Bank of Family Resources	Monthly	FACE Ambassadors	Angela Fullwood
<b>FACE</b> Book Study Series	Facilitate Family Engagement Book Studies.	Upon Request by School	School Teams	Angela Fullwood



	Professional learning designed to deepen the understanding of inclusive partnerships with families and communities; discover concepts and strategies to engage families and communities; reflect on personal assumptions and values; and assess & implement authentic family engagement actions within schools.			
<b>FACE</b> Title I Mini Sessions	Provide Title I specific training/technical assistance for school staff responsible for oversight of carrying out activities required by the Title I, Part A Every Student Succeeds Act (ESSA) to involve families in the academic achievement of their students.	Monthly	Title I FACE Ambassadors	Angela Fullwood
<b>FACE</b> Professional Learning Series	Offer site-based professional development designed to strengthen understanding & practices related to:  <b>Family Friendly Schools</b> <b>Non-Traditional Engagement</b> <b>Community Relations</b> <b>Mentoring Programs</b> <b>Visitor and Volunteer Management</b>  <b>....and more!</b>	Upon Request by School	School Teams	Angela Fullwood  Lanita Lucas  Henry C. Washington Jr.  Jessica De La Prida  Debra Blossom  Mercedes Brown
Family Opportunity Centers - Outreach Collaborative	In collaboration with the Delia P. Sanchez and Ernest E. Just Family Opportunity Center Teams, provide parent support assistance.  Work alongside partners to provide specialized supports and resources for parents, families and students.	Ongoing	Students  Families	Henry C. Washington Jr.  Jessica De La Prida
Hispanic History & Heritage Project	Provide opportunities and resources to highlight how our district celebrates and recognizes Hispanic/Latinx heritage and the contributions of national & local pioneers.	Ongoing	Students  Families  Schools  Community	Jessica De La Prida  Mercedes Brown

<p>Mentoring and Positive Impact Initiative</p>	<p>Create a <b>positive impact youth initiative</b> designed to equip students with the social, academic, and solution-oriented skills to contribute to their communities and the world.</p> <p>Students will have opportunities to engage as leaders as they learn more in regards to life skills, frustrations management, anxiety reduction strategies, enhanced conflict-resolution, early career exploration, interpersonal success and cultural and recreational experiences.</p> <p>Activities may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>▪ Adult - Student Mentoring</li> <li>▪ Student - Student Mentoring</li> <li>▪ Group Relations Session(s)</li> <li>▪ Student Listening Tours/Focus Groups</li> <li>▪ Role Models of Excellence Project</li> <li>▪ Individual or group projects</li> <li>▪ Career shadowing</li> </ul>	<p>Ongoing</p>	<p>Students Schools Community</p>	<p>Felita Lewis Henry C. Washington Jr. Jessica De La Prida</p>
<p>Parent Engagement District Advisory Council (<b>PEDAC</b>)</p>	<p>The PEDAC will focus on providing an opportunity for parents, community members and district staff to discuss parent and family engagement practices throughout the district and to build and sustain strong, positive partnerships.</p> <p>Members will also have the opportunity to engage in Parent-to-Parent Mentorship.</p>	<p>Quarterly</p>	<p>Families Community</p>	<p>Felita Lewis Angela Fullwood</p>
<p>Parent School Partnership Program (PSP)</p>	<p>Provide a 12-week leadership seminar to help Spanish speaking parents gain knowledge in navigating the educational system, effectively communicating, and understanding their rights and responsibilities.</p>	<p>Ongoing</p>	<p>Families</p>	<p>Jessica De La Prida Mercedes Brown</p>

Pasos al Futuro Program	Offer a series of workshops (in Spanish) to help Spanish speaking parents with navigating the college journey/experience.	Ongoing	Families	Jessica De La Prida Mercedes Brown
Power Hour Bilingual Virtual Parent Academy	Provide FREE virtual parent education webinars.  Pillars: Student Achievement Advocacy & Leadership Personal/Professional Growth Financial Literacy	Ongoing	Families Schools Students Community	Angela Fullwood Mercedes Brown
TA TEAMS	Provide “ <b>T</b> echnical <b>A</b> ssistance” opportunities to engage in personalized (one-on-one) family engagement support sessions, technical assistance & non-evaluative feedback on FACE strategic initiatives, federal and state essentials, strategies that work, and utilizing family and community engagement as a school improvement strategy.  On-site support and regional sessions are also available.  School based supports may also include, but not be limited to:  <ul style="list-style-type: none"> <li>▪ Program Goal Setting – <i>Linked to Learning</i></li> <li>▪ Onsite Coaching</li> <li>▪ Mentoring</li> <li>▪ Event Planning <i>Before, During and After</i></li> <li>▪ Data Tracking</li> <li>▪ Digital Resources</li> <li>▪ Newsletter/Communication Ideas</li> </ul> Let’s connect!	Tuesday and Thursdays  Upon Request by School	School-Based Administrators  FACE Ambassadors  Any staff member interested in learning and growing in this area of work.	Angela Fullwood Mercedes Brown

# Volunteer Services

*Visitor and Volunteer Management*



The **Volunteer Services Department** is committed to working with volunteers and community partners. We serve as the liaison to link volunteers and community partners with our schools.

**Volunteer Services** oversees the **on-boarding eligibility process** of all district volunteers (over 45K annually), as well as training, volunteer programs and processes, such as the Florida Department of Education's awards and programs.

### **Functions**

- Florida Department of Education District Coordinator (Assistant Department Manager)
- Visitor and Volunteer Management - establish policies, procedures and protocols for volunteers and community partners based on national, state and local laws and statutes; district policies and safety procedures, Department of Education (DOE) and best practices
- Volunteer Application Management: Application process/procedure and protocol
- Application Processing/Review (district-wide)
- Determine eligibility for volunteers based on HCPS Hiring Guidelines
- Provide training and customer service support for district offices, school administrators, Community Volunteer Coordinators (CVC), support staff, volunteers and community partners
- Department of Education Golden/Silver School Award and Five Star School Award – certification process/recognition
- HCPS Volunteer School Awards Recognition
- Special Groups/Programs – Great American Teach-In, Faith Based Partnerships, Tony and Lauren Dungy Literacy Program, Law Week Program, Mentor partners/programs, All Pro Dad, Attorney Advocacy, Physical Education and Enrichment Programs, After-school enrichment programs, etc.
- Volunteer/Community Partner training, Faith-Based Partnerships training, Community Volunteer Coordinator (CVC) training, Visitor and Volunteer Management system training

## **Volunteer/Visitor Management & Safety**

Oversight and management of the District's visitor and volunteer management system (**Raptor**) processes and procedures related to visitor, volunteers and/or community partners.

- Protocol, process, procedure and systems
- Oversight of any school volunteer or community organization - any non-paid individual who gives time to a school or school staff member while performing assigned duties (School Board Policy 2430.02).

## **The HCPS volunteer program involves parents and the community in the education of our youth**

- Volunteers provide support for teachers and staff
- Volunteers help students enjoy learning
- Volunteers increase self-esteem of students by enabling them to become successful learners
- Volunteers and Community Partners assists schools by providing support that meets the needs of the school and the needs of the students in order to enhance their educational experiences.

Hillsborough County Public Schools (HCPS) requires **all** volunteers and community partners to complete the HCPS Volunteer Application **annually**.

## **Goals and Priorities**

- Continuous growth and enhancements to the volunteer management system
- Develop/Implement Parent Volunteer Reconsideration Practices
- Establish protocols and procedures to remove barriers from minority and/or marginalized families that limits their ability to engage in volunteer activities
- Capacity building via training opportunities - develop and implement additional training tools
- Expand Speaker and Enrichment Program Resource Directory

Please visit the Volunteer Services website for additional information [Volunteer Services website](#)

# Title I Schools



## The Essentials of Parent & Family Engagement

## **Allowable (and Suggested) Expenditures**

Parental involvement expenditures are to show alignment with the Title I Parent and Family Engagement Plan (PFEP) and School Improvement Plan (SIP) goals, incorporating both formal and informal input gained from families through surveys, committees, and other methods.

Allowable and recommended expenditures for parental involvement include:

- Brochures/ Resources for parents that assist them in helping their child(ren) academically
- Workshops that build parent capacity, family connections/relationships, staff trainings etc.
- Refreshments for a parent activity, if, there is a parent training component
- Transportation to an activity that is academic in nature... if this is a barrier for participation
- On-site child care for parents attending the activity...if this is a barrier for participation
- Printing materials specifically related to parent involvement, i.e. flyers, compacts, etc.
- Postage for parent communication

## **Parent and Family Engagement Documentation**

Title I, is monitored annually by the Florida Department of Education (FDOE) and/or the United States Department of Education (USDE). Documentation (evidence) of parental involvement activities at each Title I school must be provided to demonstrate compliance with state and federal requirements. Some examples of parent and family engagement documentation include:

- Agendas from parent and family engagement activities/meetings
- Sign-in sheets from parent and family engagement activities/workshops
- Minutes from meetings with parents
- Advertisement of parent and family engagement events (marquee, website, flyer, agenda sticker, etc.)
- Parent Survey Results

## **Title I Annual Meeting**

Per Federal Statutes and the Department of Education, each Title I school is required to host a **STAND ALONE** Title I Annual Meeting to inform parents about the Title I program. During the meeting the



parents will receive information about the school's Title I budget, Parent's Right to Know, Compacts and how to be engaged in the decision making process. **The Back to School Night/Open House, may not be used in lieu of, or in conjunction with, the Title I Annual Meeting.**

### **Title I Compacts**

The Compact is an agreement between the parent, school and student. The school-parent-student compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve. Each school should use survey data and other relevant information to individualize the Compact to meet the needs of parents, students, and school's goals.

### **Parents' Right to Know**

Title I schools are required to inform parents of their rights and that the school/district will provide the information to each parent as requested. Two specific requirements are to:

- Inform the parent that the district will provide, upon request, certain information on the professional qualifications of the student's classroom teachers (and paraprofessionals) providing services to the child.
- Inform the parent that the school will provide to each individual parent, timely notice that the parent's child has been assigned to, or taught, for four or more consecutive weeks by a teacher who is not highly qualified.
- Inform the parent that the school must provide to each individual parent information on the level of achievement of the parent's child in each of the state academic assessments.

As a part of the Title I Parent's Right to Know, we encourage you to have students sign the signature sheet to document that they received the Parent Notification Letter. The letter and the completed student signature sheet will be documentation for the Title I Audit Box.

## **Guidance for Utilization of Title I-Funded Parent/Family Engagement Liaison**

In addition to the HCPS job description, if this position is funded, in whole or part using Title I funds, the following duties and responsibilities shall also be a function of the person's work:

- Assisting in the development of parental engagement goals and strategies for the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and the Compact based on the school's Comprehensive Needs Assessment (CNA), including parent survey results.
- Recruiting parents and community members to serve as school volunteers and mentors.
- Monitoring the implementation of the PFEP.
- Collaborating with administrators, teachers, parents, students, support staff, and community partners to support the goals of the SIP, PFEP, and Compact.
- Arranging and maintaining a visible and easily accessible Parent Engagement Center to ensure accessibility to Title I and community resources and information for families.
- Maintaining documentation of parent engagement activities for the school's Title I audit box and submitting monthly support documents.
- Supporting and assisting with Title I parent engagement activities including school based parent trainings and workshops (i.e. Title I Annual Meeting, transition activities), community outreach events, and ongoing parent communication.



*Thanks for ALL that you do!*

# Follow Us!

Website:

[www.hillsboroughschools.org/face](http://www.hillsboroughschools.org/face)

Twitter: @HCPS\_FACE



YouTube Channel: HCPS Family & Community Engagement



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Division of Diversity, Equity & Inclusion