



Social Venture Partners Portland Investee Final Report

Investee: Parental Engagement Program (PEP)

Investee Contact(s): Christine Aanderud, Principal, Clark Elementary; Sharon Allen, Principal, Kelly Elementary

SVPP Lead Partner: Kirsten J. Day

Investment Period: Three years

Annual Operating Budget: Not available (public schools)

Investee Mission and Vision:

PEP is focused on creating a sustainable partnership model to improve elementary school performance at low-income schools in the Portland area and reduce the achievement gap by building stronger parental involvement in these schools through collaboration of businesses, community groups, parents and school leaders.

Both Clark and Kelly Elementary are Title 1 Schools located in SE Portland with significant (35%+) minority populations spread amongst many different ethnic groups. Both schools are headed by terrific leaders who are very motivated to improve student performance and reduce the achievement gap.

SVPP Investment and Objective:

SVPP's goal is to provide funding and volunteer power to build a strong community of engaged parents at each school in order to increase student achievement. The aim is to define a model for community building that can be replicated and sustained across a large number of schools. The specific elements of the program include:

Creation of a School Advisory Board at each school comprised of the principal, teachers, parents and community members such as SVPP. The School Advisory Board works with the principal of each school on strategies to build community partnerships to facilitate school improvement. The focus is also on building a core group of committed parents who will gradually form the basis of an active parent organization at each school.

Sponsorship and coordination of a range of outreach activities and events to draw parents into the school.

Results & Accomplishments:

Creation of PEP model. SVPP and Portland Impact together created a parental engagement program model to be used to leverage PEP to other schools in the Portland public school district (PPS) and beyond. Currently, this model employs AmeriCorps volunteers and school site employees from the Schools Uniting Neighborhoods (SUN) program administered by Portland Impact to replicate the parent engagement coordinator. Through the AmeriCorps grant and additional funding from Portland Impact, this PEP model has been replicated at eleven other Portland schools, with funding secured for these PEP programs through the end of the 2009 school year and a new three-year AmeriCorps grant pending. In addition, PPS has applied for a federal Twenty-First Century grant to fund half-time parental engagement coordinators at four Portland schools using the PEP model. The current version of this PEP model is attached to this Final Report.

Enhanced School Advisory Board concept. SVPP developed an enhanced School Advisory Board concept at both Kelly and Clark having the following qualities:

- An action-oriented Board willing to actively implement ideas and programs.
 - A Board comprising at least five non-school related individuals to ensure continued momentum and success for the Board over the years as transitions within the Board occur.
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Recruitment of for-profit business and other community members are of particular importance to ensure fundraising and other support of the school.

- A Board having coordination and participation of the SUN site coordinator which is imperative to facilitate success of new programs and ideas at the school.

At Kelly, the efforts of the School Advisory Board led to creation of a new "family room" at the school which provides computers for parental use along with other resources and services. At Clark, the School Advisory Board provided the guidance and participation for the three school-wide event nights discussed below.

"Sea change" in parental involvement with schools. Both the school leadership and the SUN coordinators at both schools reported that the incorporation of PEP and the enhanced School Advisory Boards led to a "sea change" in parental involvement within the classrooms and other areas of the schools. The number of parent volunteers at Kelly tripled over the three-year SVPP investment period. The evolution of PEP at Clark led to a school reading night with local children's book author Eric Kimmel and the distribution of books to participating students, a school math night where Riverdale school students came to Clark and participated in various activities, and a school science night at OMSI which included participation by Portland State University students and attendance of approximately 300 – 400 people from Clark. In each instance, Clark teachers incorporated the upcoming events into their curriculum to further enhance the impact these events would have on the Clark families.

Volunteer Partners/Friends of SVPP and their Key Contributions:

Sara Allan: Initial investee co-lead for PEP and episodic volunteer at Clark literacy nights during first year of investment.

Sharon Barthmaier: Clark School Advisory Board member and episodic volunteer at Clark literacy nights.

Alan Crouch: Leader of PEP/School Advisory Board at Clark Elementary; currently working with Portland Impact bring the PEP School Advisory Board model to other Portland public schools.

Kirsten Day: Investee lead for PEP and co-coordinator of development of the PEP model based upon the Kelly PEP program.

Ralph Leftwich: Clark School Advisory Board member, leader of technology enhancement efforts and chess club, and participant in soccer club at Clark.

Sarah Quist: Fundraiser for various Clark School Advisory Board projects.

Boyce Smith: Leader of fundraising efforts for Clark School Advisory Board and episodic volunteer at Clark literacy nights.

David Smith: Assisted in development of metrics for Kelly PEP program.

Les Soltész: Leader of PEP/School Advisory Board at Kelly Elementary and co-coordinator of development of the PEP model based upon the Kelly PEP program.

Katrina Wheeler: Kelly School Advisory Board member during first year of investment.

Portland Impact: Employed the Kelly PEP coordinator and provided support to the PEP program and School Advisory Boards at Kelly and Clark through the Schools Uniting Neighborhoods (SUN) program administered at both schools.



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Total Impact: (see Total Impact Notes attached)

Category	Year	Since Inception
Value of volunteer hours from partners and friends	\$	\$66,258
SVPP direct financial contributions (grants)	\$	\$65,000
Indirect contributions – donations from partners, friends, businesses, co-investments, in-kind because of introduction by SVPP	\$	\$56,000
Projected operational impact from SVPP-supported projects/initiatives	\$	\$235,000
Totals	\$	\$422,258

Summary:

Please see attached final reports and metrics from Kelly Elementary and Clark Elementary (please see PEP quarterly reports for data from prior investment years).

Investee Comments:

Coordination and cooperation between the school's principal, SUN coordinator (if available), teachers, community businesses and school parents is necessary in order for the success of any parental engagement efforts and/or School Advisory Board. The goal is to develop an over-arching culture of family involvement within the school. In order to achieve this goal, continuity and familiarity in engaging with the parents is imperative. Transitions in leadership, whether it be the SUN coordinator, the parental engagement coordinator, the principal or otherwise, need to be timed appropriately to allow parents to assimilate to the new person taking over the particular position, perhaps through an overlap period between the current person and the new person taking over the particular position.

While the employment of school parents in facilitating the parental engagement process is an important goal, all school/Portland Impact members at both Kelly and Clark made clear that it must be the right person for the job or the results could be chaotic and disruptive to the other parents in the school.

Portland Impact SUN Community Schools
Parent Engagement Program Proposal
Parents as Partners in Student Learning: Best Practices in Action

Research shows schools that are successful in engaging families from very diverse backgrounds share three key practices:

- ✓ Focus on building trusting collaborative relationships among teachers, families and community members;
- ✓ Recognize, respect, and address families' needs, as well as class and cultural differences;
- ✓ Embrace a philosophy of partnership where power and responsibility are shared.¹

More specifically the research identifies best practices for parent engagement programs. Research shows programs that include the following are more successful and linked to higher student achievement:

- ✓ Directly link parent involvement to student achievement and engage families in developing specific knowledge and skills to support their children's learning at home
- ✓ Create a welcoming environment
- ✓ Address specific parent and community needs
- ✓ Focus on developing trusting and respectful relationships
- ✓ Work with families to build their social and political capital
- ✓ Develop the capacity of school staff to work with families¹

Portland Impact's Parent Engagement Program is a critical component of its SUN Community Schools and is aligned with the best practices described above. The primary goals of the program are:

- 1) to develop a shared understanding and collaboration between parents and school staff
- 2) to increase parent participation at school, and
- 3) to increase parents' ability to support their child's education outside of school

Evaluation data of the intensive program at Kelly Elementary SUN Community School (staffed by part-time Parent Engagement Coordinator and fulltime AmeriCorps member) demonstrates that we are taking many strides in reaching these goals. The 2006-07 school year evaluation shows improvements in the following areas:

Parent Attendance – There was an average increase in parent attendance at events of 36% from 2005-06 to 2006-07. There was also an increase in the average number of parents who dropped in to the school's parent room, from 25 per week in 2005-06 to 35 per week in 2006-07. Additionally, parent-teacher conference attendance increased from 78% in 2005-06 to 95% in 2006-07.

Volunteer Recruitment – The number of approved parent volunteers increased from 66 in 2005-06 to 111 in 2006-07, with an increase of Latino parents from 6 in 2005-06 to 14 in 2006-07. Parent volunteers logged a total of 2,134 volunteer hours.

Latino Parent Leadership – A Latino Parent Group was formed and 26 Latino parents participated in 12 meetings during the 2006-07 school year. Meeting topics included conflict resolution, parent's rights in the school, understanding school structure and processes, homework help and event planning. The group planned and implemented the Latino Heritage Festival and were involved in the planning and implementation of the Around the World Celebration.

Parent-Teacher Connections – 18 volunteer room parents for 10 Kelly classrooms acted as liaisons for teachers and other parents during the 2006-07 school year. In addition, there were an average of 6 additional parents volunteering per classroom. Teachers also reached out to help parents during the 2006-07 school year by facilitating two curriculum nights addressing math and reading curriculum. These workshops were held in English and Spanish.

¹ Henderson, Anne T., & Mapp, Karen L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools.

The AmeriCorps Parent Engagement Program implemented at all eleven Portland Impact SUN Community Schools saw the following positive results in the 2006-07 school year:

- SUN AmeriCorps members held 140 family events (including family events, parent meetings, and parent classes). Of these events, 65 were new at their respective sites, while the remainder were expanded or enhanced through the members’ service.
- SUN AmeriCorps members organized and participated in 265 individual meetings with parents.
- Attendance at Parent-Teacher Conferences in November 2006 averaged 78.9% across the elementary and high schools in our program (no baseline for comparison).
- 83.8% of parents surveyed indicated that they *sustained or increased their level of involvement* with their child’s school compared to last year. 41% specifically indicated that they were more involved compared to last year.
- Overall, 59.3% of parents surveyed indicated that they were satisfied with their level of involvement, and another 24.9% indicated that they would like to be more involved in the future.

As mentioned above, research shows that all of these outcomes lead to improved academic performance for students. To be successful parent engagement needs to be incorporated into the work of all staff at a school. Although it is a Community School best practice to have a staff person dedicated to parent engagement efforts, it is more critical that there are intentional strategies in place that build and sustain positive working relationships school-wide. Currently Portland Impact has a combination of fulltime AmeriCorps members and part-time paid staff who implement parent engagement programming. In order to better achieve our outcomes and sustain our efforts, Portland Impact proposes that parent engagement efforts at its SUN schools are overseen by the SUN Site Coordinator in partnership with the school Principal and that the strategies utilized are implemented by a combination of staff, as described in the chart below.

Strategy	Staff Responsible
Coordinate social events and activities that bring parents to the school	AmeriCorps member
Coordinate educational classes and activities that help parents develop skills	AmeriCorps member
Create and facilitate opportunities for parents and teachers/administrators to have conversations, build relationships, and discuss concerns	SUN Site Coordinator
Create and facilitate opportunities for parents to participate in leadership and decision-making roles	SUN Site Coordinator
Work with school staff to create a more welcoming school environment	SUN Site Coordinator
Work with school staff in creating more effective communication structures and strategies	SUN Site Coordinator

This division of responsibilities allows many of the relational and systems issues to be addressed by the SUN Site Coordinators who have the skills to navigate these challenging situations and the level of authority to move the work more quickly. This also allows the AmeriCorps members to focus on bringing parents and community into the school and coordinating activities and events, which more align with their skill sets. In order to implement this proposal, AmeriCorps members would also need to assume more responsibility with coordinating after school youth activities which would free up the time of the SUN Site Coordinator to focus more on a systems level.

If the above changes in programming are implemented, Portland Impact expects to see not only improvements in parent engagement at the parent level, but also at the school system level, which will lead to stronger outcomes for parents and students and a more stable and sustained effort.

Evaluation

The following annual goals and objectives will be measured utilizing event logs and a parent survey.

Goal 1: Increase parent involvement at school

Objective 1A: Provide 25 family events serving 2,500 parents

Objective 1B: Engage in substantive conversations with 250 unduplicated parents
Objective 1C: 65% of parents surveyed will report a satisfactory level of involvement in their child's school

Goal 2: Increase parent involvement in their child's education outside of school

Objective 1A: Provide 11 parent informational workshops on ways parents can support their child's education at home, serving 200 parents

Objective 1B: Engage in substantive conversations with 250 unduplicated parents

Objective 1C: 65% of parents surveyed will report a satisfactory level of involvement in their child's education outside of school

Goal 3: Increase parent/school collaboration

Objective 1A: Provide 11 parent/teacher events serving 200 parents and teachers

Objective 1B: Support 22 parents in taking on collaborative leadership roles in the school

Objective 1C: 65% of parents surveyed will report satisfactory communication with school personnel

Funding

Because of the presumptive mobility of a school community, sustainable funding that allows the Parent Engagement Program (PEP) to continue from year to year is critical to ensuring continued engagement by the most marginalized parents in a schools community. The direct cost per site of Parent Engagement Program is approximately \$25,000 per year, presuming an AmeriCorps member is in place.

Current sources of funding contributing to the Parent Engagement Program in Portland Impact's 10 schools include the City of Portland's Children's Investment Fund, Multnomah County General Funds through SUN Community Schools, PPS Title funding at the building level, fees received from classes and various individual, foundation and corporate donors solicited by Portland Impact.

A sustainable funding structure is best created at the District level. For this reason, Portland Impact has approached PPS with regard to (1) replicating the program throughout all District SUN sites in 2009-2010 and (2) utilizing District Title I dollars to pay the out of pocket expense of \$12,000 per site, beginning with eleven (11) sites in 2008-2009 and expanding in 2009-2010. (The remainder of the \$25,000 per year is paid by AmeriCorps grant.) This funding structure is a cornerstone of the model we are attempting to create.

Title I dollars have historically been left "on the table" at PPS. Under the No Child Left Behind Act, Title I schools (i.e. those schools where students who qualify for free or reduced price lunch constitute more than 50% of the student population) are required to conduct outreach to and engage those parents who are most disenfranchised from the school. Yet with the increasing demands placed upon faculty and leadership, little time remains to fulfill this responsibility. SUN staff, including AmeriCorps, are focused upon parent needs and relationships, and do not carry the onerous academic and authority mantle of faculty. They are a logical partner to the school in the parent engagement process. (Often, they are already members of the school community as parents or neighbors.)

Minus a sustainable source such as PPS' Title dollars, other foundations that have invested in parent engagement and who might be interested in funding a replication project include: The Collins Foundation, The Ford Family Foundation, The JELD-WEN Foundation, Meyer Memorial Trust, Bill and Melinda Gates Foundation, Paul G. Allen Foundation, The James and Marion L. Miller Foundation and The Oregon Community Foundation, to name a few. However, foundations are NOT a sustainable source of funding, typically funding for no more than one or two years and preferring innovative projects to ongoing programs.

Timeline

Portland Impact proposes a 4 year replication project, as follows:

	2008-2009	2009-2010	2010-2011²	2011-2012
Number Schools	11	20	20	20
Total Budget	\$250,000	\$500,000	\$510,000	\$520,200
AmeriCorps	\$139,000	\$280,000	\$285,600	\$291,312
Other (e.g. Title)	\$111,000.	\$220,000	\$224,400	\$228,888

² Assumes 2% COLA increase in federal grant per year and similar increase in expense.

SVPP/PEP TOTAL IMPACT NOTES

1. **Volunteer hours from partners and friends = \$66,258**
2. **SVPP grants = \$65,000**
 - 2.1. 2005/06 = \$30,000
 - 2.2. 2006/07 = \$30,000
 - 2.3. 2007/08 = \$5,000 (remainder from Intel match and direct partner grants)
3. **Indirect contributions = \$56,000**
 - 3.1. 2007/08 base contribution to PEP = \$20,000 (\$10,000 from individual SVPP partners and \$10,000 matching grant)
 - 3.2. Partner grants/Intel matching of these partner grants = \$4,040
 - 3.2.1. Q4 06 - Intel matching grant to Clark = \$880 (A. Crouch and R. Leftwich)
 - 3.2.2. Q4 06 - Direct grant to Clark by R. Leftwich = \$330
 - 3.2.3. Q4 06 - Intel matching grant to Clark for R. Leftwich's grant = \$330
 - 3.2.4. 2007/08 – Crouch grant to Clark = \$500
 - 3.2.5. 2007/08 – Intel matching grant to Clark for Crouch grant = \$500
 - 3.2.6. 2007/08 – S. Quist book grant = \$1,500
 - 3.3. Intel matching grants for volunteer hours = \$1,030
 - 3.3.1. 2007/08 – L. Soltesz = \$210
 - 3.3.2. 2007/08 – A. Crouch = \$820
 - 3.4. 2007/08 – Book drive at SVPP annual meeting = \$500 (approx. 100 books @ \$5/book estimate)
 - 3.5. Q1 06 – Architect's time for planning Kelly family room = \$2,200
 - 3.6. Q3 07 - Work on Kelly room (labor) = \$10,000
 - 3.7. 2007/08 – Renovation of Kelly family room (materials only) = \$3,170
 - 3.8. R. Leftwich volunteer hours outside of actual PEP program = \$15,060

SVPP/PEP TOTAL IMPACT NOTES

3.8.1. 2006/07 - R. Leftwich volunteer hours for Clark chess club, soccer club = \$4,940 (247 hours @ \$20/hour)

3.8.2. 2007/08 – R. Leftwich volunteer hours for Clark chess club, soccer club (based upon estimate from R. Leftwich total hours) = \$6,480 (324 hours @ \$20/hour)

3.8.3. 2006/07 – R. Leftwich volunteer hours for Clark technology project (offshoot of School Advisory Board but separate from actual PEP program at Clark) = \$1,580 (79 hours @ \$20/hour)

3.8.4. 2007/08 – R. Leftwich volunteer hours for Clark technology project (offshoot of School Advisory Board but separate from actual PEP program at Clark; based upon estimate from R. Leftwich total hours) = \$2,060 (103 hours @ \$20/hour)

4. Operational Impact = \$235,000 plus impact for which tangible method of valuing not available

4.1. Q1 06 – New playground for Clark = \$35,000

4.2. Q3 06 – AmeriCorps grant received by Portland Impact for parental engagement programs based upon PEP model at Kelly = \$150,000

4.3. Q4 07 – New playground for Kelly = \$50,000

4.4. Q4 07 – Children's author Eric Kimmel night for Clark [no tangible method for valuing available; SAB volunteers hours spent on this project calculated and included under Volunteer Hours]

4.5. Q2 08 – OMSI night for Clark supported by PSU (02/19/08); over 300 people attended; students from OSU and PSU taught exhibits and demonstrations [no tangible method for valuing available; SAB volunteers hours spent on this project calculated and included under Volunteer Hours]

4.6. Q3 08 – Math night for Clark (04/15/08) [no tangible method for valuing available; SAB volunteers hours spent on this project calculated and included under Volunteer Hours]

4.7. 2007/08 – Preparation for Clark move to Binnsmead (scheduling neighborhood walk; wish list for PPS support; potential donation from Opus NW for portion of wish list) [no tangible method for valuing available; SAB volunteers hours spent on this project calculated and included under Volunteer Hours]

Kirsten Day

From: Christine Aanderud [caanderud@pps.k12.or.us]
Sent: Monday, June 02, 2008 2:50 PM
To: Kirsten Day
Subject: Fwd: Re: data for Reading, Science and Math parent involvement events

Kirsten,

Joel has been capturing total number in attendance, and not by ethnicity.

Chris

>>> Joel Todd 6/2/2008 2:35 PM >>>
Chris

Reading- Adults: 178 Students: 150
Math- Adults: 82 Students: 154
Science- Adults: 113 Students: 182

I don't have demographic info. what specifically do you need?

Joel C. Todd
Clark SUN Site Manager
(503) 442-9962

>>> Christine Aanderud 05/30/08 12:55 PM >>>
Joel,

Can you please email attach the data for the reading, science and math family involvement events this year. Total attendance, and demographic data.

Thanks,
Chris

2007-08 PARENT ENGAGEMENT PROJECT SUMMARY

The Parental Engagement Program (PEP) at Kelly Elementary has been extremely successful. Student's success academically and socially is the long term outcome of the PEP program. The primary strategy to achieve that has been through best practice supported parent engagement. Having the opportunity to have funding for a position to focus on involving more parents has had a tremendous effect on the families and students at Kelly and has laid the foundation for years to come. As of August of 2008, the position will be funded through a federal 21 Century Community Learning Center (21CCLC) grant.

The model that created provided the ability to engage more parents in their child's education and educational environment and the best practice research clearly demonstrates a strong direct correlation between parent involvement and student achievement. We have also found that having this position within the SUN framework was key to the success that we have experienced because the SUN program provides support and direct linkages to families within the school. We are confident that this model can be replicated in schools. A natural starting point within Multnomah County is within schools that have SUN programs. Portland Public Schools has indicated interest and through the 21CCLC grant previously mentioned, has funded and expanded the program to four schools in Southeast Portland.

The first year of the program the Parent Engagement Coordinator was supervised by the school Principal. To help address the need for volunteers and to engage parents, the parent engagement coordinator created a volunteer interest form to send home in the school packets sent home the 1st day of school. The PEP Coordinator followed up by calling people who completed the form when volunteers were needed at the school. By the end of the 1st year we had 66 volunteers on the approved list with 25 initiated by PEP Coordinator.

In the 2nd year, the PEP Coordinator position became fully under the supervision of the SUN program. When the PEP Coordinator needed volunteers they would turn to the Portland Public Schools approved volunteer list, SUN's volunteer list, as well as the 06-07 interest forms to contact families. As students registered for the SUN after-school program the PEP/Extended-day Coordinator would talk with parents about helping assist in SUN classes or to help at our events. In year two, we gained over 60 volunteers.

In the 3rd year we created a volunteer and event opportunities booklet to add to the 1st day packet based on the idea that the more information one has, the more comfortable a person feels about their environment and are more inclined to try something new. By creating this booklet we were able to give parents information about volunteer opportunities and events in detail, as well as letting them know what their time commitment would be. This booklet increased volunteerism by 50%.

We went from 41 approved volunteers to 162 on the list since the inception of this project. This is an increase of 296%. There are another 148 volunteers that participated in SUN activities and events that were approved by Portland Impact. To date there are a total of 310 volunteers that have helped the Kelly Community with SUN extended-day

activities, SUN family events, classroom responsibilities, Kelly/PTA events and field trips.

A highlight of the program has been the creation of room parents. The room parent concept provides teachers with help to lessen the daily work load, gather volunteers for classroom events or field trips and to be the liason between the classroom and all families in that class room. This concept was created in the 1st year of the project but we were only able to implement in the 2nd year of PEP. One of the challenges was having to win the support of the teachers. Many of the teachers felt that having a person to help them would only create more work for them. SUN staff worked to alleviate the teacher's concerns and educated them on how the system could work and lighten their load. We informed them that we would create a room parent guide, provide orientation and training. As a result of some of these challenges, we were not able to get full participation last year. In 06-07, 10 classrooms participated, with 28 room-parents total in the school. This year we were able to get all teachers to participate, with 51 room-parents total. Each classroom had at least one room parent and some had three or four. This concept is working well. Teachers occasionally forget and still calling the Parent Engagement Coordinator looking for volunteers but in order to ensure continued success when the program ended, we continually reminded teachers about their room parents. We would provide them again with the contact person and phone number of the room parent.

Another area of focus was Latino families. Kelly's Latino student population is our highest population of students with scores below benchmarks. It was important for the PEP project to target these families in order to better serve those students. In the first year we started a Latino Parents Group. We were able to engage many parents initially. The SUN team put together a Latino Heritage Festival. A few families donated food and we gathered other donations from the community. We also enlisted the services of a Latino parent to DJ the event. Another parent not only was able to get her nephew's band to play, but her whole family came and made quesadillas with fresh on the spot homemade tortillas. However, we found that volunteer interest dwindled as the year went on. Despite that, in the Spring of 06 five parents painted a world map out on our playground.

In our second year, we put together a more structured meeting agenda and enlisted the help of a woman from the Portland Schools Alliance. The group discussed a variety of topics including Conflict Resolution/Communication, Rights of Parents within PPS and How to Help your Student in Math and Reading. This group was instrumental in the success of our Latino Heritage Festival. They gathered volunteers, made decorations and helped with craft projects. The food was amazing. The Latino moms took over the kitchen and were able to serve 100+ Kelly community members. PEP also presented an Around the World Celebration to the school encompassing all of the cultures unique to Kelly. The Latino group wanted to be responsible for representing Mexico at the Celebration. They gathered items for the display table; came up with two craft ideas to teach the students and donated desserts for that evening.

In our third and final year we continued the group and presented topics that the group felt was important to them. The PEP Coordinator also began teaching ESL classes and beginning computer skills to the group. Providing this information and the skill building opportunities, these parents continued to feel comfortable within the school

setting and gained a greater confidence level. In continuing with our mission to engage and empower parents, an administrative structure for the group was created including Co-Presidents, Co-Resource Coordinators, Co-Community Coordinators and a Leadership Committee comprised of five parents. This group has designated a person to attend PTA meetings to share the thoughts, concerns and ideas of the Latino group, get the information presented by the PTA board and return to report to the group. The goal is to have these parents join the PTA and become contributing members. They will still meet as a group to continue to focus on the areas that are important to the Kelly Latino community.

The following is a report of the parents who were provided assistance through SUN’s Parent Engagement program and the assessment results for their children this year. There were 30 students assessed last year, but only 25 to report on this year due to families relocating. Also we will be providing metrics for the Latino students whose parents have been involved in the Latino parents club, ESL and computer classes as well as received assistance and volunteered at events.

Students tracked through 06-07 & 07-08 school years (25)	Beginning of the Year Reading Assessment	End of the Year Reading Assessment
Below Benchmark	15	5
Meeting Benchmark	4	5
Exceeding Benchmark	6	15

Latino students tracked through 07-08 school year (21)	Beginning of the Year Reading Assessment	End of the Year Reading Assessment
Below Benchmark	17	11
Meeting Benchmark	4	6

Exceeding Benchmark	0	4
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Some other highlights: Attendance at school conferences went from 75% to a 96% of parents attending their student's conference in 2007-2008 school year.

PTA membership increased from 16 members in 2005-2006 to 53 members in 2007-2008

of drop-ins to our community room went from 20-25 a week to 40-45 per week.

Student attendance went from 92.5% in 04-05 to 92.7% in 07-08. This percentage should be higher, however, students who were tardy were counted as absent. This was the first year that PPS has assessed attendance in this manner. The goal is 95% attendance and we will continue to work on this.

Lastly, the Kelly School advisory board was created. this board has accomplished many things in the past three years including getting a reader board for the school in order to better communicate with families, enhancing the atmosphere and the welcoming atmosphere of the SUN community room by getting carpeting ,computers/computer stations and furniture donations, expanding the food pantry and its sustainability, connecting the school with someone to help the staff understand effective fundraising for a new playground, which was installed June 2008.

Parent Engagement Project
2007-2008
Kelly Elementary SUN School

The Parent Engagement Project (PEP) has played an integral role at Kelly Elementary School for the past three years. Best practice research demonstrates an increase in parental involvement leads to an increase in student academic success.

PEP Goals 2007-2008

I. Volunteer Recruitment

- **Increase Latino parent volunteers on the Portland Public Schools approved volunteer list by 10%**

In 2008, the number of Latino parents on the approved volunteer list increased from 14 to 31 (121%).

- **Increase the total number of volunteers on the PPS approved list by 20%**

At the start of September 2007, there were 111 parents on the approved list and our goal was to increase by 22 more parent volunteers. As of June 2008, the number of parents on the approved list increased from 111 to 162 (46% increase).

- **60 new volunteers initiated by the Parent Engagement**

As of June 2008, 102 new volunteers have been initiated by the Parent Engagement Coordinator in the 2007-2008 school year.

- **50 unduplicated volunteers**

As of June 2008, there were 310 unduplicated volunteers in SUN Extended day activities and family events, SMART, classroom support and Kelly events.

- **90% volunteer attendance rate**

Overall volunteer attendance rate was 95%. As of June 2008, there were 6623.29 hours were spent in SUN Extended day activities and family events, SMART, classroom support and Kelly events.

- **Will identify and establish 1 room parent for all the classrooms in 07'-08' to strengthen connection between teachers and parents**

For 2007-08, all the classrooms had least 1 room parent and 17 of those 19 classrooms had 3 or more room parents. There were 51 room parents at Kelly Elementary School.

- **Will find five volunteers for each classroom**

There was an average of 4-5 volunteers per classroom. There were a minimum of 3 parent volunteers in one classroom while there were 5 to 7 volunteers in other classrooms.

II. Latino Parent Group

- **13 meetings in 07'-08'**

There were 13 Latino Parent Group meetings in the 07'-08' as of June. Meetings had covered a wide range of topics including parents' rights in the school, financial aids, immigration, parents' rights in the school, leadership, events and social activities planning.

- **Latino Parent Group will do two community service projects for Kelly**

The group completed three service projects for Kelly Elementary. The group planned and executed a workshop "DMV Legislation Informational Meeting" which targeted families that have been affected by the legislation. The leadership committee

organized a movie night for the Latino families to recruit and increase involvement within Latino families. They also served the Kelly community during the Around the World Celebration by helping organized the event. Lastly, the group organized a workshop in collaboration with Adelantes Mujeres on financial savings.

- **20 unduplicated participants**

There were 25 unduplicated participants in the Latino Parents Group.

IV. Parent Stories

Maribel

We first met Maribel, a Mexican immigrant, and her family through the SUN extended-day classes where her daughter and son had attended for the past few sessions. As she felt more comfortable within the school community, Maribel sought Christmas assistance during the winter holiday season. We invited her to the first Latino Parents meeting in November of 2007 and later she joined the leadership committee of which she is now the co-president. She is also engaged in numerous programs that we offer such as ESL and Computer classes and the Latino Parents Club. Maribel has been essential in helping the club organize several projects, such as the Saving Program, DMV Legislation Informational Meeting and Latino's Movie Night for Latino communities. Not only has she played an important role within the club, she has also an essential community member. Her involvement has helped create a comfortable environment for other Latino families within the school. Maribel assisted teaching a SUN class during the winter 08' session, helped organize the Mexican table during the Around the World Celebration and volunteered to serve food at our Fall and Winter SUN celebrations.

Dolores and Jose

When the Parent Engagement Coordinator began teaching ESL classes during the winter term of SUN school, Dolores and Jose, both Mexican immigrants, signed up and attended all the classes to learn more English and to sharpen their skills. Through the classes, the couple learned about the Latino Parents Club and later joined the leadership committee. They have been actively involved with the club and have helped organize several projects, such as the Saving Program, DMV Legislation Informational Meeting and Latino's Movie Night for Latino communities. Both took a lead in organizing the DMV Legislation Informational Meeting by calling Latino families to invite them to the meeting. Dolores and Jose also helped organize the Mexican table during the Around the World Celebration and Dolores demonstrated her techniques on how to make Mexican flowers for Kelly families. Their son, Jorge, continues to be involved in SUN classes this year as he has for the past two years. Having his parents involved in ESL,

computer and the SUN “Reading Begins with You” classes, has helped the family learn together. As a result, Jorge has improved so much during this year that he is transitioning out of ESL next year.

V. PTA

- **27 new members for 07’-08’, 6-8 attendees per meeting, quarterly meetings with the PTA board**

The PTA has increased its members by 27 in 2007-08. Attendance at monthly meetings has remained low despite efforts to attract parents (e.g. Guest speakers, pizza, etc.). SUN staff has suggested that the PTA should create a position on the board for a volunteer coordinator to help recruit volunteers for events. The board has, at this time, chosen to create a volunteer committee to help recruit for events which in turn will help connect more parents to the PTA.

VI. Celebration Events

- **Will plan and facilitate six events in 07’-08’**
 - i. Fall SUN Celebration
 - ii. Winter SUN Celebration
 - iii. Around the World Celebration
 - iv. Spring SUN Celebration
 - v. Lead Prevention
 - vi. Family Field Day

- **Will increase attendance by 20%**

There was an average of 5% increase in attendance.

06'-07'		07'-08		% Increase		
•	Fall SUN celebration	320	•	Fall SUN celebration	310	
•	Winter SUN celebration	300	•	Winter SUN celebration	315	5%
•	Spring SUN celebration	290	•	Spring SUN celebration	290	
•	Around the World Celebration	175	•	Around the World Celebration	230	31%

VII. Living Room Drop-in

- **Increase baseline by 15 per week**

The average number of drop-ins to the living room in the 05'-06' school year was 25 per week. For 07'-08', we have an average of 8-9 drop-ins per day (40-45 per week).

With the addition of the food pantry and support of GBD Architects, we anticipate this number to continue to increase.

Conference attendance

- **96% attendance**

The baseline for the 05'-06' school year was 75%-78% attendance and 06'-07' was 95%. This school year, conference attendance has increased to 96% attendance.