

**INITIATIVE #3:*****Develop a Family and Community Engagement Strategy*****Primary Objective:**

- Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Language Learners

**Secondary Objective:**

- Build trust and capital with parents and community
- Parents know what to do to help their child(ren) be successful in school
- The community understands how best to contribute to the success of the plan

**Measures of Success:**

- Parent and community member participation rates increase
- Student attendance rates improve and mobility decreases
- Partnerships including private and public sectors increase
- Satisfaction rates and trust from parents and community members increases
- A parent/community network exists and develops into parents teaching parents

**Challenges:**

- The issues impeding parental trust and participation may vary greatly from district to district within the state and from language/cultural group to group.

<b>Year 1 Action Steps</b>	<b>Year 2 Action Steps</b>	<b>Year 3 Action Steps</b>	<b>Year 4 Action Steps</b>
Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication & encourage parent participation.	Districts finalize their plans for the implementation of best practices for parent communication & partnership engagement” Initial action steps are implemented.	Districts fully implement their plans for increasing parent communication & participation & annually seek parent & staff feedback on plan effectiveness.	Continued district-wide implementation & refinement of parent communication & engagement plans.
			With input from district leaders a list of “best practices for partnership engagement” is published, distributed & adopted state-wide. At the annual ELL conference districts volunteer to present their models based on the best practices.

<b>Year 1 Action Steps</b>	<b>Year 2 Action Steps</b>	<b>Year 3 Action Steps</b>	<b>Year 4 Action Steps</b>
Districts gather base line data on the current rate of parental participation in district training opportunities	Districts continue gathering base line data on parent participation levels in training opportunities.	As programs of promise are replicated participation rate data continues to be gathered and examined to inform future decisions.	Districts continue to gather participation rates & encourage the expansion of successful parent education programs. Focus on: developing understanding of bilingual program and how to support child’s education as well as providing ELD and technology training for parents.
	Programs identified as being successful begin to be replicated at other school sites within each district.	Programs of Promise are expanded to other sites and wherever possible funding is provided to support these programs.	Districts continue to gather participation rates & encourage the expansion of successful parent ed pro-rams. Focus on: developing understanding of bilingual program and how to support child’s education as well as providing ELD and technology training for parents.
At the state-level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.	Input from needs assessment results is reflected in district and state plans for improving parent communication and partnerships.	Districts and state level support providers revisit and revise the needs assessment document as necessary and results are utilized for plan revisions.	Districts and state level support providers revisit and revise the needs assessment document as necessary and results are utilized for plan revisions.
	After careful review of the needs assessment results, districts identify programs and their essential elements that have demonstrated promise and communicate this information to stakeholders inclusive of ODE.	Districts and state encourage replication of “models of promise” through allocation of available resources and support.	Continued encouragement of replication of “models of promise” through allocation of available district and state resources and support.

<b>Year 1 Action Steps</b>	<b>Year 2 Action Steps</b>	<b>Year 3 Action Steps</b>	<b>Year 4 Action Steps</b>
Needs assessment is administered and results compiled by each district.	Annual needs assessment conducted as part of system for parent input & program evaluation.	Annual needs assessment conducted as part of system for parent input & program evaluation.	Annual needs assessment conducted as part of system for parent input & program evaluation.