



Middle School Family Engagement Partnership 2017-2018 Application

Flamboyant Foundation is pleased to announce opportunities for middle schools to engage in the **Middle School Family Engagement Partnership (MSFEP)**. Through this partnership, Flamboyant Foundation will support middle schools to implement family engagement strategies that positively impact student outcomes. The partnership focuses on high impact family engagement strategies that

- **Build trusting relationships** between teachers and families to create a welcoming school
- **Engage families as partners in their student’s academic success** through sharing academic information with families and working with them to monitor their child’s progress.

Middle school leaders who want to prioritize family engagement as a school improvement strategy, ultimately building a sustainable school culture where *all teachers and families* collaborate deeply and meaningfully, are encouraged to apply. Flamboyant Foundation provides support in the form of teacher training, leadership coaching, resources, and funding to improve family engagement.

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What does the Middle School Family Engagement Partnership look like?

Overview of MSFEP Strategies

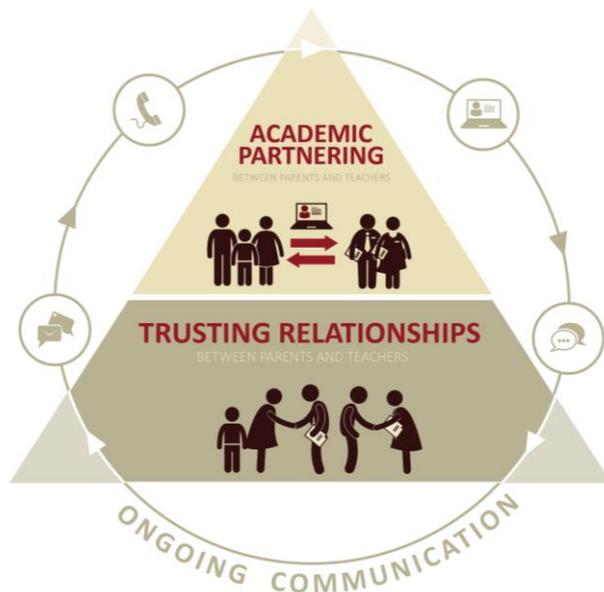
Change defines children's middle school years. Adolescents undergo physical changes during puberty; they change socially as their peer group grows more important; they change intellectually, developing abstract thinking skills. With these changes, adolescents demand more independence and autonomy. Despite these changes and need for independence, **research confirms that parent engagement in middle and high school positively impacts students' academic achievement, school attendance, high school graduation, and college matriculation.**¹

As a result of adolescent development, the roles that parents play in their child's education also change. In elementary school, parents directly support their child's learning and advocate for their child. In middle school, parents act more like coaches, encouraging adolescents to take responsibility for their education. Research highlights that impactful types of parental involvement during students' teenage years include (1) communicating high educational expectations and the relevance of education to the student's life, interests, and future opportunities; (2) monitoring the child's progress and coaching the child to advocate for him/herself; and (3) guiding the child's future decisions.² Through the Middle School Family Engagement Partnership (MSFEP), schools will implement strategies that honor adolescents' growing independence and support families to play impactful roles.

What Do Teachers Do?

The Middle School Family Engagement Partnership (MSFEP) supports educators to engage in three family engagement practices, which are designed to achieve the outcomes above:

1. Build trusting relationships between teachers and families;
2. Engage families as partners in their students' academic success; and
3. Maintain consistent, academic communication with families.



In the first year of the partnership, teachers will focus on building strong relationships with families in order to create a foundation for all future family engagement work.

Teachers will also begin academic partnerships with families by consistently sharing academic information so families can communicate high expectations and monitor their child's progress. Strategies implemented in the first year of the partnership include:

- **Home visits:** Teachers initiate trusting, one-on-one relationships with students and their families. School leaders will think strategically about how to support teachers to initiate trusting relationships with all families, supporting teachers to overcome barriers and obstacles.

¹ Sanders, M., Epstein, J., & Connors-Tadros, L. (1999). Family Partnerships with High Schools: The Parents' Perspective. Center for Research on the Education of Students Placed At Risk, 32.

² Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). Family Involvement in Middle and High School Students' Education. Harvard Family Research Project, 3.

- **Ongoing Communication:** Teachers will maintain relationships and provide opportunities for parents and teachers to share academic information and partner in support of student learning by engaging in ongoing communication. School leaders will think strategically about how to support teachers to communicate with families so all families have the information that they need to successfully support their child.

More information about the home visiting and ongoing communications can be found in Appendix A, starting on page 8.

Once a school has successfully implemented these initial strategies, in future years of the partnership, schools can opt to implement student-led conferences (SLCs). Through SLCs, students lead academic conversations with their family and teacher, becoming independent, self-reflective learners. During SLCs, teachers and families partner by co-constructing academic goals with the student. **Schools who plan on implementing SLCs after their first year in the partnership will participate in a planning year in school year 2017-2018.** Activities for the planning year include:

- Observations of SLCs at partner schools during the first and second round of conferences;
- Participation in a series of professional developments about SLCs; and
- Construction of a plan to roll-out and implement SLCs at the school in the following year.

More information about SLCs can be found in Appendix A, starting on page 10.

What Do Leaders Need to Do to Help Teachers Implement These Practices Impactfully?

School leaders play a crucial role in the MSFEP. To help distribute leadership, a school-based Family Engagement Leadership Team (FELT) will be established, which includes the principal, other administrators, and “Teacher Leads.” This team is responsible for

- Setting clear vision and expectations and assigning roles;
- Motivating others to achieve and improve;
- Managing the implementation of program components; and
- Developing teacher family engagement knowledge, skills, and mindsets.

More information about the FELT team and the role of Teacher Leads can be found in Appendix D, starting on page 15.

What Partnership Supports Does Flamboyant Provide?

Flamboyant Foundation staff collaborates with partner schools through the following support structures:

- Coaching and professional development for the Family Engagement Leadership Team (FELT);
- Training, tools, templates, and best practices for teachers;
- Data systems for tracking and continuous improvement; and
- Funding.

More information about the goals of the partnership, FELT and teacher responsibilities, and Flamboyant Foundation supports can be found in Appendix B, starting on page 12.

Why should you work with us to engage families?

About Flamboyan Foundation



Many challenges surround our efforts to improve outcomes for children: systemic inequity, poverty, and scarce resources. In the face of such daunting barriers, it is difficult to find what works, let alone to influence wider change.

Flamboyan Foundation believes that people solve problems. We improve outcomes for children when we refine and apply our collective wisdom to affect change, whether at the individual or system level.

Working at the intersection of education, government, strategic philanthropy and the non-profit sector, we equip people with tools and inspiring experiences that change beliefs and practices, ultimately improving outcomes for children.

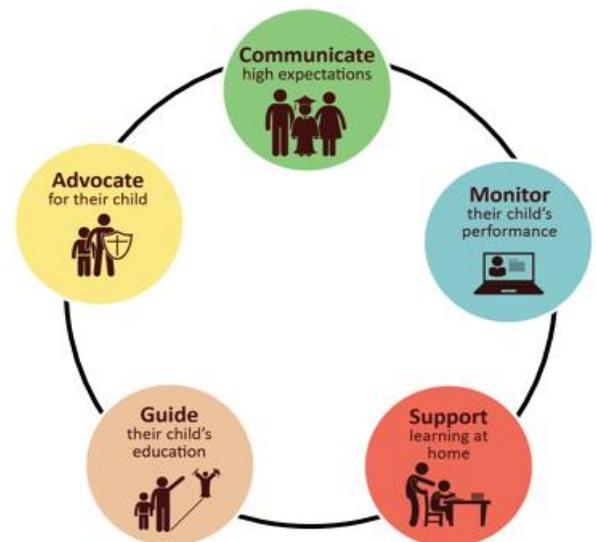
In D.C., we help educators transform student learning through partnership with families. Our efforts are having meaningful and proven impacts on student achievement, teacher effectiveness, and parent involvement. Johns Hopkins University researchers found that DCPS students who received home visits had better attendance and reading comprehension scores than similar peers who did not receive home visits. In surveys, teachers affirm that family engagement helps them feel more supported in the classroom and that it motivates students to learn, while parents report that family engagement has given them a renewed sense of empowerment and clarity on how to effectively support their child's learning.

Our Approach

A strong body of research shows that family engagement matters for student and school success. Students do better in school and in life when their families are engaged in their education, and schools are higher-functioning and higher-performing when they partner with families.³

Family members can be involved in their child's education in many ways – from fundraising to checking their child's homework. But research suggests that, when it comes to predicting student achievement, there are five roles that families play that are most important for helping children succeed.

Using the five roles as a guide, Flamboyan Foundation defines effective family engagement as **the partnership between**



³ W. Jeynes, A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement, *Urban Education*, 40(3), 2005, 237-269. N. Hill and D. Tyson, Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Academic Achievement, *Developmental Psychology*, 45(3), 2009, 740-763. Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q., *Organizing Schools for Improvement: Lessons from Chicago*. The University of Chicago Press: Chicago, 2010. Henderson, A., & Mapp, K. L. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX, 2002: Southwest Educational Development Laboratory.

educators and families that improves student outcomes and supports schools to implement strategies that engage families to support student learning. Specifically, Flamboyant Foundation believes that effective family engagement

- Ensures families have the school partner and information they need to bolster student success
- Is founded on a trusting relationship between families and educators
- Creates a balance of power in the relationship between educators and families
- Requires educators to examine their assumptions about families
- Pays attention to how issues of systemic inequity affect student success
- Is focused on outcomes and results

This understanding of family engagement, as well as an assets-based approach that acknowledges families are experts about their child's learning and development, is essential to engaging *all families*.

Our Impact

As a result of Flamboyant's work with middle schools, teachers have reported positive impacts on school culture and student engagement and performance. Similarly, parents have reported that they better understand their child's progress and how to support learning.

Teachers from our partner middle schools say...

- "It has made a huge positive impact on our school culture. Parents and families feel welcomed and the lines of communication are strong!"
- "Students knew that the line of communication was open between teachers and parents, which motivated them to progress academically."
- "It helped to develop deeper relationships with my students, which in turn, helped with their participation and performance."

Parents from our partner middle schools say...

- "I really appreciate the time taken out by [teacher's name] and all of the effort he put in to help me understand my child's needs and strengths."
- "I am pleased with the open communication that my child's advisory teacher has with me and my child."
- "I really appreciate the SLC program for working with [student's name] and helping me understand my daughter's academic goals and where she might need help."

How do I apply?

Selection Criteria

Middle schools interested in improving their family engagement by developing partnerships between educators and families can apply by completing Part 1 of the application. Throughout the application process, Flamboyan Foundation and the school will evaluate the school's readiness to participate in the MSFEP. Schools will be chosen as partners based on the following criteria:

- **Commitment to Family Engagement:** Leadership team wants to prioritize using effective family engagement as a school improvement strategy for the foreseeable future.
- **Strength in Leadership Reflection:** Leadership team is reflective and knowledgeable of teacher skill and will.
- **Teacher Efficacy:** The leadership team and teachers are open to trying new teacher-focused strategies to improve family engagement.
- **Structures to Facilitate FE:** The school has in place or is willing to put in place the following structures:
 - *Advisory or Homeroom-* Advisory/homeroom assigns a small cohort, generally 15 or less students, to a teacher. Although advisory/homeroom have many purposes, one explicit purpose of advisory/homeroom would be to facilitate family engagement work. The advisory/homeroom teacher is the students' point person at school and connects the school community to their families. Secondly, once a school implements SLCs, advisory/homeroom also provides a space for students to build reflective habits and prepare for conferences.
 - *Weekly grade-level meetings-* Grade-level meetings allow teachers who instruct the same group of students time to collaborate, reflect on data, share information, and implement family engagement strategies. Content teachers and advisory teachers who instruct the same students must sit on the same grade-level team and attend meetings. Content teachers regularly share academic information with advisors that they can share with families. Advisors share information about students and families with the team so that all teachers can better instruct students and engage families.

Selection Timeline

Middle School Family Engagement Partnership Application is released.	February 1
Principal completes part 1 of the application, submitted electronically .	due February 21 by 12:00 pm
Semi-finalist schools are notified about application status and next steps.	February 27
Principal and administrative team participate in a 60-minute interview and a school visit with Flamboyan Foundation.	March 13 - 24
Schools are notified about application status and next steps.	March 28
Principal and administrative team participate in a 60-minute finalist interview with Flamboyan Foundation.	March 29 – April 7
Schools are notified of acceptance into the partnership.	April 11

Application Process

Part 1: Please complete this [online survey](#) by **12:00 pm** on **Tuesday, February 21**.

Short response questions:

1. Why does your school want to make family engagement a focus over the next several years? How does family engagement connect to your school's priorities and vision? What do you hope to accomplish through your family engagement efforts, specifically what student or parent outcomes would you like to see?
2. *Prior to answering question #2, please familiarize yourself with Flamboyan's approach to family engagement, reading pages 4-5.* Describe your core beliefs about families and/or family engagement. Give an example of how this belief has manifested in your actions and the actions of the school staff, citing specific evidence and actions where possible.
3. *Prior to answering question #3, please familiarize yourself with (1) the definition of effective family engagement found on pages 4-5 and (2) the primary strategies of the MSFEP, reading pages 2-3 and Appendix A (pages 8-11).* What are your school's primary family engagement strategies? How do they align to the description of effective family engagement? Have they been successful? How do you know? Please include qualitative and/or quantitative evidence.

Part 2: Schools who advance to the semi-finalist stage will complete part 2 of the application.

Participate in a 60-minute interview at the school: The principal and the school's administrative team will participate in a 60-minute interview with Flamboyan Foundation.

Teacher Survey: Flamboyan Foundation will provide the school with an electronic survey to administer to their staff. Flamboyan is interested in learning more about the experiences and family engagement strategies of teachers at your school. We value teachers' input and will use it to assess the readiness of your school for entering the partnership and for assessing the supports that are appropriate for your school. Results from the teacher survey will be shared in advance of the 60-minute interview and discussed during the interview.

Parent Voice: Flamboyan values hearing the voices of those most impacted by the work and believes that family engagement work at the school should be responsive to families' needs. Prior to the principal interview, Flamboyan asks that the school leader interviews 3 families with diverse backgrounds and experiences with the school to better understand what is and isn't working. Flamboyan will discuss the results of the family interviews during the 60-minute principal interview.

Part 3: Schools who advance to the finalist stage of the selection process will participate in a final interview.

Participate in a 60-minute finalist interview: During the finalist interview, the principal, the school's administrative team, and prospective Teacher Leads will discuss the partnership in detail and review the partnership's Expectations Agreement.

Submit a draft calendar for school year 2017-2018: Page 13 outlines the time required to effectively implement high impact family engagement strategies. The school will submit a draft master calendar for school year 2017-2018 that includes time blocked for family engagement.

Appendix A

Home Visits

In order for educators to partner effectively with families, they must have positive, trusting relationships with them. This is particularly true in contexts where families are distrustful or disengaged from the school. During a home visit, teachers, students, and parents come together as equal partners to form a trusting relationship, which becomes the basis for collaboration to support student learning. The relationship-building model of home visiting supported by Flamboyant Foundation was created by the Parent-Teacher Home Visit Project (PTHVP) in Sacramento, California.

Evaluations of the PTHVP show that visits have increased parental involvement in schools, improved teacher-parent relationships, and positively impacted students' academic achievement. An evaluation conducted in 2007 found that twelfth grade students at Luther Burbank High School in Sacramento who received a home visit passed their exit exams and graduated at higher rates than students who did not. The evaluation concluded also that home visits at these key moments, like when students enter 6th or 9th grade, increased academic performance for middle and high school students.⁴ Home visits, especially those conducted in sixth grade before the transition to middle school, are critical not only to form relationships between teachers, parents, and students but also for setting families and students up for academic success.

Locally, a 2015 external evaluation of home visiting practices by Johns Hopkins University found that students whose families received a home visit had 24% fewer absences and an increased likelihood of becoming proficient in reading fluency and comprehension than students whose families did not receive a visit.⁵

What it looks like

- Advisory teachers visit students on their roster.
- Students and families are present at the home visit.
- Advisory teachers get to know students and families, ask about their hopes and dreams for the future, and discuss communication preferences and norms.
- Advisory teachers log home visits and share what they learned with the grade level team.
- Advisory teachers follow up after the home visit to thank the family and share what they learned.

Core Components

- 1. The purpose of home visits is to build relationships.** The focus of home visits is to meet and learn about students and families and to put teachers and parents on equal footing as partners to support the child. Home visits are not the time to communicate school-wide expectations like dress code, homework policies, and behavior management systems. Unlike expectation-setting home visits or disciplinary visits, relationship-building home visits create trust and respect between teachers, parents, and students.
- 2. Teachers visit students and their families on their advisory roster.** Studies show that students who feel connected to a member of the school staff have better attendance and higher grades in school.⁶ Forming a

⁴ Tuss, P. (2007). Evaluation of the CAHSEE Home Visit Pilot Project.

⁵ Sheldon, S., & Jung, S. (2015). The Family Engagement Partnership: Student Outcome Evaluation.

⁶ Brown, D.F. (2001). Value of Advisory Sessions for Urban Young Adolescents. *Middle School Journal*. Vol. 23, No. 4, pp. 14-22

relationship between advisory teachers, parents, and students at the beginning of the year establishes this one-on-one connection and promotes student success.

- 3. Teachers share what they learned about the student and family with the grade level team.** Advisory teachers report the key learnings from the home visit to the grade level within a month of the visit. This allows other teachers to learn about families and students so that they can better engage families and instruct students.
- 4. Home visits are not conducted on school grounds.** When teachers meet with families outside of school, teachers break down families' mistrust and uncertainty about schools. Furthermore, teachers learn more about students' interests and life experiences when they meet them in the home.
- 5. Home visits are voluntary for teachers and parents.** In order to build strong, trusting relationships, both teachers and parents must feel respected and valued. Forcing families to host teachers in their home doesn't build trust. Forcing teachers to visit families when they don't want to do so is counterproductive to building respect.
- 6. Home visits are scheduled in advance and conducted in pairs.** Scheduling in advance is a sign of respect and shows that teachers value parents' time. Furthermore, scheduling in advance and conducting visits with a partner ensure teachers will be comfortable and safe.

Ongoing Communications

Schools must think critically about what information families need and how they get this information, whether it is through individualized communications from teachers, an online gradebook, schoolwide messages, or other methods.

The overarching goal of ongoing communication is to equitably engage families so that all families have a relationship with the school and the necessary information to support their child.

What it Looks Like

As mentioned above, the goal of ongoing communication is to equitably engage families so that all families have a relationship with the school and the necessary information to support their child. Flamboyant and the school will be tracking progress through teacher and parent surveys. That being said, what communications looks like and how schools will accomplish their goals is school-determined, with the support of Flamboyant. Decisions made by the school include:

- Through what avenues are parents receiving information? Who is responsible for what?
- What are the ongoing communication expectations? Are there mandatory parent-teacher communications? Is communication solely determined by the teacher?
- How will ongoing communication be tracked and monitored? How will school leaders assess if families are being equitably engaged?

Core Components

Research on family engagement, and our experience working with teachers who are successful at engaging families, suggests that most effective communication meets the following criteria:

- 1. Positive and Proactive:** Research shows that to develop a trusting and meaningful relationship with others, people need to hear five positive pieces of information for every, one negative piece of information.⁷

⁷ Losada, M., & Heaphy, E. (2004). The Role of Positivity and Connectivity in the Performance of Business Teams: A Nonlinear Dynamics Model. *Am Behav Sci American Behavioral Scientist*, 47(6), 740-765.

Furthermore, teachers need to proactively communicate rather than only communicating in response to concerns.

2. **Frequent and Consistent:** A 2000 study conducted found that more frequent, flexible, and proactive communications between school and home greatly increased parent involvement at school and at home.⁸
3. **Academically-focused:** Communication about student learning leads to student success. In a seminal review of 51 studies on family engagement, Henderson and Mapp (2002) found a positive association between family engagement programs that help parents support learning at home and student achievement.⁹
4. **Differentiated to meet families' needs and preferences:** Communication is only effective if families receive and understand it. Teachers who use what they learn about families through home visits, parent surveys, and other family engagement strategies to customize the delivery method, literacy level, language, and content of their communication, have more success getting families to respond to their outreach.
5. **Two-way:** When teachers communicate with families, they should invite and seek feedback and responses. Teachers will know much more about the impact and effectiveness of their communication efforts if they hear what families are thinking or doing as a result of the communication. Moreover, actively soliciting parent responses also consistently demonstrates to parents that teachers value their expertise on their children.

Student-led Conferences

Student-led conferences (SLCs) are an opportunity for students, families, and teachers to discuss students' academic progress and develop concrete action steps for all stakeholders to support them. SLCs replace traditional parent-teacher conferences and are led by the student. In addition to engaging parents in the academic progress of their child, SLCs allow older students to reflect on their academic performance, set goals, and advocate for the support that they need to meet these goals. This empowers secondary students to take more ownership of their education.

In 2004, a research study investigated the impact of SLCs at four middle schools in Washington, Texas, California, and Oregon. At each of these schools, SLCs replaced traditional parent-teacher conferences. After at least two years of implementation, the study found that¹⁰

- All participating schools reported improved state standardized test scores after implementing SLCs.
- All four schools reported a decline in disciplinary problems.
- Teachers reported that they planned lessons and units more purposefully.
- Parent participation in SLCs increased to a 92% minimum.
- The schools reported a positive school environment and reduced parent-teacher conflict.
- Over 94% of students reported that they revised and edited their work. 58% of the students reported that they always did this, and 36% said that they did this as a result of participating in SLCs.

⁸ Feuerstein, A. (2000). School Characteristics and Parent Involvement: Influences on Participation in Children's Schools. *The Journal of Educational Research*, 94(1): pgs. 29-39.

⁹ Henderson, A., Mapp, K., Johnson, V., & Davies, D. (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York: The New Press. Henderson, A. & Mapp, K. (2002)

¹⁰ Tuinstra, C., & Hiatt-Michael, D. (2004). Student-Led Parent Conferences in Middle Schools. *School Community Journal*, 14(1), 59-80.

What it looks like

- Students reflect on their grades and academic progress weekly in advisory and/or content classes.
- At the end of the quarter, students reflect on their quarterly progress (1) by analyzing their grade reports and diagnosing strengths and weaknesses or (2) by evaluating their mastery of standards and using an aligned, summative assessment to explain strengths and areas for growth. Additionally, students reflect on benchmark assessment scores, attendance, and/or behavioral data. Based on this information, students identify a goal for the upcoming quarter and determine action steps to accomplish the goal.
- Students organize reflections in a portfolio.
- Students prepare for and practice the SLC conversation with peers and teachers.
- Students present their portfolio during a 20-minute conference with their family and advisory teacher.
- Prior to conferences, teachers discuss class-specific information and student progress. After conferences, teachers share students' goals and action steps during grade-level meetings.

Core Components

- 1. Students are explicitly taught how to analyze and reflect upon their academic performance.** Reflection must be a habit for middle school students that is honed through explicit teaching, modeling, and multiple opportunities for practice. Building students' reflective thinking will produce thoughtful SLCs.
- 2. Advisory and content teachers have open and frequent communication.** In the conference, the advisory teacher represents the other grade-level staff. As a result, teachers must communicate regularly about student progress and the teaching in their classes so that advisory teachers are well prepared. After conferences, the team must share student goals and next steps so all teachers can hold students accountable to their plans for academic improvement.
- 3. Individualized communication from the school and students invites families to SLCs.** Advisory teachers, along with students, individually invite families through personalized invitations and reminder calls/text messages.
- 4. Advisors follow-up with families after the conference to update them on progress that students are making towards their academic goals.** Together, teachers, students, and families celebrate success, problem-solve challenges, and determine how to continue to support the student.

Appendix B

What Do We Seek to Achieve and How Will Flamboyant Support?

Flamboyant Foundation believes that building relationships with families, consistently communicating with families, and partnering with families to support students' growth produces positive results for all stakeholders. Through the MSFEP, partner schools will use family engagement as one lever to ensure that all students are meeting grade-level standards and are academically and developmentally prepared for high school.

In order to achieve these outcomes and goals, Flamboyant Foundation collaborates with partner schools by providing the following support structures:

- **Family Engagement Leadership Team (FELT) coaching and Professional Learning Communities (PLCs).** Our coaching model is not “one-size-fits-all,” and we believe people can solve their own problems when they are able to identify root causes and key barriers to goals, and develop solutions to overcome these challenges. Flamboyant Coaches believe in sharing what we know, thought-partnering, continually reflecting, and helping school leaders and staff to grow. In the first year of the partnership and less frequently in later years, administrators and Teacher Leads on the FELT participate in twice-monthly coaching meetings.
- **Teacher training, tools, templates, and best practices.** Flamboyant Foundation will provide teacher training for effective family engagement practices: relationship-building home visits, ongoing communication, and Student-led Conferences (SLCs). Additional tools, templates, and frameworks will be used throughout the year to reflect and develop an action plan.
- **Data systems for tracking and continuous improvement.** All school leaders and teachers at partner schools will have access to an online family engagement platform. Alongside their Flamboyant Foundation Coach, school leaders will also use data to monitor progress and to reflect and determine professional development needs of teachers.
- **Funding.** To support high quality family engagement work, Flamboyant Foundation will fund practices that align with the year-one measures of success:
 - **Home visits:** Flamboyant Foundation will compensate eligible employees for home visits conducted according to the PTHVP model and outside of contractual hours. Typically, staff are paid commensurate with overtime pay.
 - **Teacher Lead stipends:** Teacher Leads are champions of family engagement work and help the school leadership manage the day-to-day implementation of the partnership. To compensate the time they devote to improving family engagement, Flamboyant Foundation will fund up to three Teacher Leads per school (one for each middle school grade level) at up to \$2,000 each, totaling \$6,000 for Teacher Lead stipends per school.
 - **Family engagement incentives funding:** Flamboyant Foundation will provide partner schools with between \$750 and \$2,000, depending on the size of the student body and the length of the school year, to support schools to reach their goals. This funding can be used to (1) encourage increased positive relationships and academic partnering between families, students and teachers and (2) recognize and reward staff, students, and/or families for their hard work.

To help sustain this work and allow Flamboyant Foundation to fund family engagement at a greater scale, each year partner schools are asked to contribute to the overall costs from their school budgets. School contribution costs typically range from \$3,000-\$7,000 and will vary depending on how long a school has been a partner and how much support they need from Flamboyant to achieve their annual goals.

Appendix C

Partnership Calendar

This calendar outlines a preliminary scope and sequence of partnership work. A more detailed calendar of program expectations and activities will be distributed in the Spring to selected partners. *All items in italics are for schools interested in rolling out SLCs in SY 18-19.*

Month	To Attend or Host	To Do
April	New School Kick-off: Flamboyant hosts a partnership kick-off for all new schools.	Middle School Family Engagement Partnership Agreements Due
May	School-Based Launch Meeting: School hosts a launch at their school to kick-off the new initiative with their staff.	Staff, student, and advisory rosters for school year 2017-2018 due
June	Building and Sustaining Relationships Training: School hosts a training to prepare all staff members to conduct home visits. This training will be facilitated by Flamboyant teacher and parent trainers.	Teachers start home visits over the summer
July	Summer Planning Retreat: Flamboyant hosts a planning retreat for all schools' FELTs to plan for successfully implementing family engagement practices with the start of the school year.	
August	Building and Sustaining Relationships Training (for late hires): Flamboyant will offer a few additional, centralized trainings for staff members not trained in the spring.	
September	Ongoing Communications Training: School hosts a training to prepare all staff members to effectively communicate with families.	
October	School-Based Debrief of home visits: School hosts a PD where teachers can debrief the quality and impact of visits conducted early in the school year. <i>Intro to Student-led Conferences: Flamboyant will host a leader PD for all FELTs interested in launching SLCs in SY 18-19.</i>	Quarter 1 home visit logging deadline
November	Quarter 1 Progress Check-ins: FELT and Flamboyant coach will analyze and reflect on family engagement data from the first quarter. <i>FELT observes SLCs at Partner Schools</i>	Parent Mid-Year Surveys Due
December		Teacher Mid-Year surveys conducted School contributions due
January	<i>SLC Planning Retreat #1: Flamboyant hosts a retreat for FELTs to discuss their visions for SLCs and the content of the portfolio</i>	Quarter 2 home visit logging deadline
February	Mid-Year Progress Check-ins: FELT and Flamboyant coach will analyze and reflect on family engagement data from the first half of the year.	

Month	To Attend or Host	To Do
	<i>FELT observes SLCs at Partner Schools</i>	
March	<i>SLC Planning Retreat #2: Flamboyant hosts a planning retreat for FELTs to integrate the conferencing model into existing systems or design new systems to support SLCs and plan for messaging the shift to students, families, and teachers</i>	
April	Quarter 3 Progress Check-ins: FELT and Flamboyant coach will analyze and reflect on family engagement data from the third quarter.	home visit logging deadline
May		Expectations Agreement for school year 2018-2019 due Advisory rosters due for school year 2018-2019 Notify Flamboyant Coach of changes to FELT
June	School-Based Re-Launch Meeting: School hosts a re-launch at their school to kick-off the partnership for school year 2018-2019 and prepare teachers to conduct home visits over the summer.	Teacher End-of-Year surveys due Parent End-of-Year surveys due home visit logging deadline

Appendix D

What is the FELT?

The FELT, or Family Engagement Leadership Team, is the team that plans family engagement efforts, supports its implementation, collects and reflects on family engagement data, synthesizes learning, and continually thinks about improving the schools family engagement work.

Who is on the FELT?

The school leader is a critical member of the team as he/she sets vision, communicates expectations, and monitors the progress of the family engagement school improvement effort.

Flamboyant recommends that the school leader selects implementers of the work, often Teacher Leads, to join the FELT. These individuals should be champions of family engagement and able to support project management. The number of Teacher Leads that serve on the FELT will depend on the scope of the work; however, most schools select 2-3 Teacher Leads to support the family engagement work. Additionally, consider other influencers at the school who should advise the family engagement work and sit on the FELT. This could include individuals like the Director of Student Services, a Dean of Culture, grade level administrators, or a representative from the PTA/PTO.

Who should I select as Teacher Leads?

Teacher leads play a critical role in helping the school leader manage the family engagement efforts. The people chosen to be Teacher Leads should be excited about family engagement, strong and well-respected leaders, reliable, communicative, and champions of the work. As visible members of the FELT and a public “face” of the partnership, Teacher Leads must also demonstrate professional integrity at all times.

The qualities of a Teacher Lead

- Strong teachers;
- Data-driven;
- Collaborative;
- Open to/eager for feedback and development;
- Positive;
- Solution-oriented problem solvers;
- Respected among staff; and
- Trusted by the principal.

The skills of a Teacher Lead

- Demonstrated ability to foster positive relationships with students’ families;
- Demonstrated ability to articulate how family engagement supports goals in the classroom and school;
- Ability to motivate others through the use of data, sharing stories of impact, and goal-setting;
- Ability to project manage, developing systems and structures to manage logistics such that they maximize transparency, efficiency, and effectiveness;
- Comfort backwards planning and/or action planning to manage a schoolwide project;
- Ability to elevate teacher voice to influence program implementation decisions;
- Ability to support leadership decisions in the face of dissent or when decisions are not universally agreed upon;
- Ability to manage the responsibilities required as a Teacher Lead in addition to normal teaching duties; and
- Comfort presenting content to adults in a professional development setting.

Appendix E

Frequently Asked Questions

1. How can I learn more about the partnership?

We are happy to meet with schools individually to answer questions and share more about what the MSFEP entails. Please contact us at partnersupport@flamboyanfoundation.org with any additional questions.

2. What is the time commitment for my school and who should be involved?

The partnership will require focused energy and attention, follow-through, and support from school leadership. Feedback from our current partner schools underscores that this partnership is a heavy lift, but principals agree that it is worth the effort. The exact time commitment will vary based on your school context, number of students and teachers, and leadership style.

3. How many MSFEP schools are there and how many schools will be selected?

We currently work with 5 D.C. middle schools, and we anticipate selecting up to four additional schools.

Name of School	Year as Partner	School Leader's Name	Email Address
Brookland Middle School	2	Norah Lycknell	norah.lycknell@dc.gov
Eliot-Hine Middle School	2	Isamar Vargas	isamar.vargas@dc.gov
Jefferson Academy	4	Greg Dohmann	greg.dohmann@dc.gov
Kelly Miller Middle School	3	Kortni Stafford	kortni.stafford@dc.gov
Paul Public Charter School	1	Danielle Singh	dsingh@paulcharter.org

4. Who makes the selection decisions?

Flamboyan Foundation will select partner schools. At any point in the process, Flamboyan Foundation may contact other organizations or individuals to provide additional context on the school's ability to meet the partnership criteria.

5. Who should complete the application?

Our experience from prior years shows that the most competitive applications were completed by principals or other staff members with very heavy input and oversight by principals.

6. What is the deadline and how should applications be submitted?

All MSFEP Middle School Family Engagement Partnership applications should be submitted before Tuesday, February 21 at 12:00 pm. All first round applications should be submitted [online here](#).

7. Who should I contact if I have any questions?

Please contact Justin Jones, Senior Managing Director of DC Family Engagement

Email: partnersupport@flamboyanfoundation.org

Phone: 202-315-2410