



WELLS FARGO ASHLEY PARK MOVEMENT SCHOOL

Partnership Narrative

This document is the result of a partnership between Wells Fargo, Ashley Park, Movement School, and SchermCo during the 2018-2019 school year. It includes the process, findings, early outcomes, and suggested next steps. ➔

Submitted by SchermCo



A LETTER FROM THE TEAM

Dear Wells Fargo, Ashley Park, and Movement School:

The second year of this partnership provided even more wins for both families, scholars, and the west side of Charlotte. This resource is provided to document key data and learnings from the 2018-2019 school year.

To Wells Fargo - Thank you for your continued leadership, investment, and belief in public education.

To Ashley Park and Movement School - Thank for your commitment to family empowerment and providing the best education possible for your scholars. The willingness and work ethic of your team to go above and beyond is remarkable.

We hope this data and insight truly captures the power behind this project. Here's to more.

Onward,

Greg, Ana, Lori, Jonathan, and Katie
SchermCo

Use

This document was created to provide relevant insight and data from this project throughout the 2018-2019 school year. It includes the process, findings, and early outcomes, and suggested next steps. Each school, as well as Wells Fargo, are encouraged to leverage the following content and share it with related stakeholders.

At the time of this writing¹, scholar academic data and attendance data from the 2018-2019 school year is not final. Thus, this document will include early indicators and trends as it relates to student-level outcomes. We anticipate receiving a completed update from the Urban Institute by October 2019.

Additionally, we've also created a Family Empowerment Toolkit to serve as a condensed and action-orientated document designed to package and share the learnings and tools for immediate use. It may be advantageous to leverage this document as well as the Toolkit simultaneously to maximize efforts as it relates to family engagement and empowerment.

¹ April 5, 2019



Table of Contents

6	Executive Summary
7	2018-2019 Recap
9	Process
11	Pillars
13	Results
17	Early Learnings + Considerations
19	Budget
21	Onward



“This research consistently confirms that **family engagement** is one of the most powerful predictors of children’s development, educational attainment, and success in school and life.²”

² Kapur, Ambika, and LaVerne Srinivasan. Joining Together to Create a Bold Vision for Next Generation Family Engagement. The Carnegie Corporation, 23 Oct. 2018, www.carnegie.org/media/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf.

Executive Summary

The first full year of this partnership allowed both schools to take the learnings from the 2017-2018 pilot and further build towards high levels of family³ engagement and empowerment in 2018-2019. These learnings and structures will be crucial for any school or community-focused organization as they consider ways to better support their families.

First, it was important to clearly differentiate between family engagement and family empowerment. With support from the Urban Institute, these terms were defined as:

- Family engagement: “a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children’s learning and development⁴”.
- Family empowerment: “to give power and ownership, to make more confident, especially in advocating for one’s child(ren)”.

Second, both schools worked towards accomplishing two key goals:

- Goal 1: Charter and district schools can work together to test ideas, share resources, and offer family nights to support and empower their families.
- Goal 2: Increase family engagement and empowerment to build stronger relationships between the schools and families, and improve scholar outcomes.

Third, three key pillars of the project were continually leveraged to ensure these goals were accomplished:

- Professional Development + Collaboration: The use of tailored and consistent sessions with each school’s Family Empowerment Committees (FEC) and school leaders
- Data: The use of a unique data tracking system as well as survey and family exit ticket at the end of each family night
- Community Partners: The use of 30+ community partners that aligned with the requests and needs of each school community to support the family nights

Lastly, the results. Through March 2019, 16 family nights have been offered. In total, 3,098 people have attended family nights across both school communities. More specifically, 236 or 46% of Ashley Park families attended at least one family night and 247 or 62% of Movement families have attended at least on family night. Beyond the attendance at these nights, additional and positive qualitative responses have been collected from families and school staff regarding family nights.

³ The terms “family and families” are used throughout this document in place of “parent or parents” because both schools decided it was more encompassing and representative of their communities.

⁴ 2010 National Family, Community and Engagement Working Group

2018-2019 Recap

Representatives from Ashley Park, Movement School, SchermCo and the Wells Fargo Social Responsibility Group of Charlotte met in July 2018 to review the learnings and results from the pilot phase of this project and discuss next steps. At that meeting, it was agreed that this collaborative effort would continue throughout the 2018-2019 school year. Specifically, each school, in partnership with SchermCo, would host 10 family nights in an effort to better engage and empower families.

It is important to note that the decision to implement the family night model was in response to feedback and insights from both school communities and families. It was evident from the post surveys distributed at the end of the pilot phase that families had two very clear requests:

- Families wanted to view their school as a resource for their entire family
- Families wanted more skills and resources to better support their scholars at home

Families also noted that they faced barriers such as transportation, food, and childcare when attending any school-based events. This insight, coupled with perspectives from school leaders and teachers further clarified the need for family night type events to support family engagement and empowerment.

Both school communities wanted these nights to have a specific theme and feel more special than a traditional open house. Thus, it was decided that each family night would guarantee that families would have access to at least one new academic and community resources to support their families.

There were two distinct goals set for this phase of the partnership:

- Goal 1: Charter and district schools can work together to test ideas, share resources, and plan events to support and empower their families.
- Goal 2: Increase family engagement and empowerment to build stronger relationships between the schools and families, and improve scholar outcomes.

These goals were measured by a number of qualitative and quantitative data including pre and post surveys, stakeholder interviews, and student-level data. The outcomes and other data trends can be seen in the accompanying report from the Urban Institute.

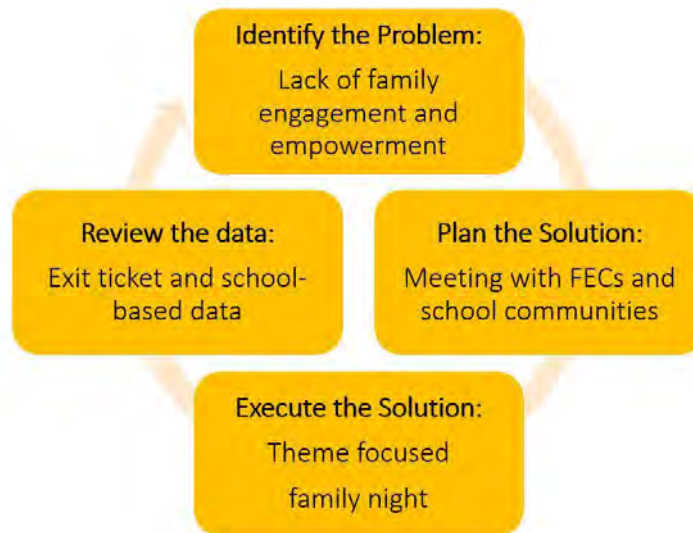
Work began almost immediately following the July 2018 meeting with Wells Fargo. The table below provides a summary of key activities and highlights that took place from July-November 2018 in preparation for this year's project.

July	<ul style="list-style-type: none"> ● Met with Wells Fargo and agreed to move forward with the second year ● Initiated planning efforts for year 2
August	<ul style="list-style-type: none"> ● Meetings were held with each of the school's FEC committees to review the findings from the pilot phase and chart a course for the 2018-2019 school year. These meetings were critical in order to get buy-in and outline a plan for the year of family nights ● Finalized 2018-2019 project plan ● Conducted Family Night #1 at Ashley Park
September	<ul style="list-style-type: none"> ● A lunch meeting was held with both school leaders to confirm the scope, goals, and context for the year. This was the first of seven monthly meetings that would take place with the school leaders in order to discuss updates, data, and share resources for each school community. ● Confirmed evaluation partnership with the Urban Institute ● Confirmed documentation partnership with Loyd Visuals ● Conducted the logic model meeting with both schools and parents ● Conducted Family Night # 1 at Movement ● Conducted Family Night #2 at Ashley Park ● WTVI completed their interviews for their November 2018 special
October	<ul style="list-style-type: none"> ● The Carnegie Corporation of New York released a challenge paper titled, "Next Generation of Family Engagement"⁵. In partnership with the Global Family Research Project, this challenge paper outlines innovative practices and research regarding the importance of family engagement. Further, this paper also suggested five high leverage areas of investments: <ul style="list-style-type: none"> ○ Community Initiatives ○ Capacity Building and Professional Development ○ Data Pathways ○ Public Policy Change ○ Public Communication and Engagement Strategies
November	<ul style="list-style-type: none"> ● November was an eventful month for the project. The 9-minute WTVI feature was released on November 6, 2018, and captured footage from the initial family nights of 2018 as well as interviews with the school leaders and families from each school ● Both FECs met in November to share data and resources from the first few family night events as well as jointly plan the first collaboration family night for later in the month ● Feast of Freedom took place on November 17, 2018, at Movement School. It was a community event with over 30+ partners that also served as a joint family night event for both schools. The event and collaboration were later featured in EdNC - an award-winning journalism and public policy organization that writes about critical issues affecting education in North Carolina

⁵ Kapur, Ambika, and LaVerne Srinivasan. *Joining Together to Create a Bold Vision for Next Generation Family Engagement*. The Carnegie Corporation, 23 Oct. 2018, www.carnegie.org/media/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf.

Process

An emphasis was placed on a continuous improvement cycle to ensure all parties were clearly focused on the appropriate actions and that they aligned to the overarching goal of supporting family engagement and empowerment. The following continuous improvement cycle⁶ and related aspects were utilized throughout this project and at the beginning of each month as upcoming family nights approached.



This particular cycle is broken down into four specific aspects, as identified in the visual above.

- **Identify the problem**
 - Both school communities identified the need and desire to better support family engagement and empowerment
- **Plan the solution**
 - It was determined that implementing a family night model would provide an opportunity for both schools to offer requested resources and services for families. Both schools leveraged the post-survey data from the 2017-2018 school year to further develop the family night model
- **Execute the solution**
 - Each school hosted and executed monthly, theme-based family nights throughout the 2018-2019 school year
- **Review the data**
 - At the conclusion of each family night, each school reviewed family exit ticket data coupled with school data and related trends to review feedback and plan the forthcoming family night

⁶ Planview Leankit, Leankit, 15 Apr. 2019, leankit.com/learn/lean/3-key-concepts-of-lean-process-improvement/.

Shifting towards the day to day execution of the project, it was critical that a clear process was followed in order to maximize efficiencies and communication for all parties. There were a number of moving pieces as it relates to the planning and execution of each family night.

The table below outlines a sample month and the major actions⁷ taken each week to provide a better sense of the process that was followed:

Week 1	<ul style="list-style-type: none"> ● Analyze attendance and exit ticket data from AP family night (previous month) ● Meet with Movement's FEC to finalize planning for the upcoming family night ● Distribute first round of RSVP's to Movement families ● Weekly email sent to all stakeholders regarding actions and events for the upcoming week
Week 2	<ul style="list-style-type: none"> ● Distribute first round of RSVP's to AP families ● Finalize community partners and resources for Movement's family night ● Distribute second round of RSVP's to Movement families ● Weekly email sent to all stakeholders regarding actions and events for the upcoming week
Week 3	<ul style="list-style-type: none"> ● Conduct Movement family night ● Distribute second round of RSVP's to AP families ● Finalize community partners and resources for AP's family night ● Weekly email sent to all stakeholders regarding actions and events for the upcoming week
Week 4	<ul style="list-style-type: none"> ● Joint meeting with both school leaders to share trends, data, and resources ● Conduct AP family night ● Analyze attendance and exit ticket data from the Movement family night ● Weekly email sent to all stakeholders regarding actions and events for the upcoming week

Three essential pillars emerged from this process that ensured the success of each family night.

⁷ This table is not comprehensive of all actions taken each month but rather a summary of key action steps.

Three Pillars

Essential to the success of this project and the overall process are the three main pillars that were leveraged throughout the year. These three pillars include:

- Professional Development + FEC Meetings
- Data + Data Tracker
- Community Partners

Professional Development and FEC Meetings

The first important pillar of this project was the monthly professional development sessions with the school leaders and FECs. These sessions were critical to ensuring there was time every month to meet, communicate, and collectively plan for the upcoming family nights.

The sessions with the school leaders, seven to date, were designed in a way for the school leaders to share insights from their perspective, resources, and key data with each other. This exchange of resources and ideas furthered the charter/district collaboration and allowed each school leader the opportunity to implement the key takeaways back into their school. Lastly, the school leaders were also able to use these times to discuss ways to better support staff members that were part of the FECs and their efforts.

The individual FEC meetings with each school, 16 to date, were also important. These monthly meetings allowed the FEC of each school to collectively meet, review data and feedback from the previous family night, and outline a plan for the upcoming monthly event. These meetings also allowed FEC members to discuss trends across grade levels and content areas in the context of planning for family nights. Thus, family nights were often leveraged as an opportunity to further support families and scholars based upon any pressing needs that were occurring during the school day.

Data + Data Tracker

The quantitative and qualitative data collected over the year was vitally important in responding to the needs and requests of families. Three main buckets of data were leveraged:

- Pre-survey
 - The pre-surveys were created by the Urban Institute and distributed to the families of both school communities in November 2018. These surveys built from the data collected during the pilot phase and were utilized to understand the feelings families had toward their school as it related to engagement and empowerment.
- Family night exit tickets
 - Another important grouping of data were the exit tickets that families completed at the end of each night. Families were asked to complete exit tickets at the conclusion of each family night to provide their thoughts from the event and provide any suggestions on what could be altered to enhance the upcoming events. This data allowed the school leaders and FECs to truly gain a better understanding of what families needed and wanted at each family night. Further, it was evident that families appreciated that the schools took the time to review and respond to their feedback. This insight from families, coupled with trends identified during the school and the time of the year were all factors in deciding the theme for the upcoming family night.
- Attendance
 - The attendance of each family was tracked in a custom data-tracker that allowed the FECs and school leaders to identify trends. This data was reviewed at each school leader and FEC meeting to understand the grade-level attendance of each event. After being reviewed, FEC members and other staff were encouraged to leverage the data and target their communication efforts to families that had not been consistently present at family nights.

Community Partners

- Community partners were also an essential aspect of each family night. To date, over 30 community partners ranging from local non-profits to health clinics have been leveraged to support these important events for the whole family. Insights from the family's exit tickets and the overarching theme for each family night determined the type of community partners that were represented at each night.

Results

This section includes key information regarding early results⁸ from the 2018-2019 school year⁹. To date, both schools have completed eight family nights. The following information will be focused on attendance data from family nights as well as grade level attendance trends from each school.

Ashley Park

2018-2019 Family Night Attendance Data - Ashley Park

Family Night	Theme	Families	Total
1	Open House + Academic Jumpstart	50	150 (estimated)
2	Latin America History	91	220
3	Social Emotional Health	19	60
4	Feast of Freedom	12	52
5	Holiday Show + Performing Arts	114	327
6	Literacy Night + Book Character Costume	69	209
7	African American History Celebration	85	264
8	Mardi Gras Math	33	106
Average		59	174
Total		473	1,388

It's important to note that a common theme from research and conversations with families throughout this project is that engagement and empowerment are more than simply attendance at events. With this in mind and given the magnitude of families served in this project, a few related notes are below:

- The three most recent family nights were better attended than the first three, 579 / 430
- Cultural themed night's (Latin American and African American History) were two of the three most well attended nights
- Literacy night was the 4th most well-attended family night

This data can likely be attributed to the consistency of holding these events on the same day, time, and week of each month for families to attend. Further, an emphasis was placed on the RSVP system during the second part of the year which included sending an additional notification to families as well as communicating and supporting families with transportation options to and from each family night.

⁸ As of April 5, 2019

⁹ Formal results will be included in Urban Institute's update and report in May 2019. A complete analysis of all data will be in Urban Institute's full report in October 2019.

2018-2019 Family Night Grade Level Attendance Trends - Ashley Park

Grade Level	Attended/Total ¹⁰	% of grade level
PreK/K	28/51	55%
1st	25/49	51%
2nd	34/56	61%
3rd	24/47	51%
4th	28/56	50%
5th	31/78	40%
6th	29/64	45%
7th	17/50	34%
8th	20/63	32%
Total	236/514	46%

The above table highlights that 236 or 46% of Ashley Park families attended at least one family night throughout 2018-2019. Additionally:

- An average of 59 families or 11% of Ashley Park families attended each family night
- More than 50% of PreK-4th-grade families attended at least one family night
- 61% of 2nd-grade families, more than any other grade level at Ashley Park, attended at least one family night

This data and related results can likely be attributed to leveraging the data tracker and reviewing trends and insights during the monthly FEC meetings. Perhaps the most important factor that contributed to these numbers is that AP created a safe and welcoming environment for families and their scholars.

¹⁰ Attended at least one family night in 2018-2019

Movement

2018-2019 Family Night Attendance Data - Movement School

Family Night	Theme	Families	Total
1	Vision + Goal Planning	40	120
2	Fall Back Into Reading	40	120
3	Feast of Freedom	33	116
4	Holiday Show + Performing Arts	156	568
5	Money Matters + Financial Planning	65	182
6	African American History Celebration	94	259
7	March Math Madness	68	189
8	Are You Smarter Than a Movement Maverick?	55	156
Average		68	213
Total		551	1,710

A few important highlights to note:

- The three most recent family nights were better attended than the first three, 604 / 356
- The cultural themed night, African American History, was the second most well-attended family night
- Math Madness and Money Matters were the 3rd and 4th most well-attended events

Similar to Ashley Park, the increase in attendance towards the end of the school year can likely be attributed to the scheduling, communication, and transportation systems utilized during this project. It should be noted again that each family night brings another opportunity to receive exit ticket data from families. This data allows the FEC to review family feedback and to immediately respond to their needs and make any necessary adjustments at upcoming family nights.

2018-2019 Family Night Grade Level Attendance Trends - Movement

Grade Level	Attended/Total ¹¹	% of grade level
K	90/117	77%
1st	60/99	61%
2nd	52/92	57%
3rd	45/90	50%
Total	247/398	62%

The above table highlights that 247 or 62% of Movement families attended at least one family night throughout 2018-2019. Additionally:

- An average of 68 families or 17% of Movement families attended each family night
- 50% of families from each grade level attended at least one family night
- 77% of Kindergarten families, more than any other grade level at Movement, attended at least one family night

Additionally, here are a few data points of significance from this project:

- 483/912 of unique families, 53%, attended at least one family night across both schools
- A total of 3098 adults and scholars have attended family nights
- 3000+ meals have been served during family nights
- 2000 books have been donated during family nights
- Families have taken 64 Lyft rides to attend family nights
- 30+ community partners and organizations have supported family nights

Lastly, each exit ticket also contained a question asking families why they attended each family night. The following responses were consistently ranked the highest:

- Face-to-face time with classroom teachers
- Academic and personal support with their scholar
- Opportunity to engage with other parents at school

¹¹ Attended at least one family night in 2018-2019

Early Learnings + Considerations

It's important to package and identify early learnings based on the initial data.

School leadership and mindset

The school leaders and their mindset towards family engagement and empowerment are essential to this or any initiatives related to school improvement. Having a key leader in the school building set the tone and create the space to improve family engagement and empowerment efforts enables other school staff to recognize the urgency and importance of this work.

Data

Leveraging quantitative attendance and survey data in conjunction with the qualitative feedback families provided both schools with very clear indicators of what was working and what aspects needed to be improved. Having this timely data every month allowed the FECs to analyze, review, and respond to the data in the most appropriate way. Further, the attendance data also allowed grade levels the opportunity to provide targeted strategies to encourage attendance at family nights as well as more specific conversations with families on how to best support their scholars.

Families will engage

It is clear that families will engage when school leaders and staff have the appropriate mindset about family engagement and empowerment. In addition to the right mindset, having data and responding accordingly to that data makes families feel welcomed in the school.

Families are seeking for more opportunities to engage with their scholar's teacher, gain resources and knowledge to support them at home, and connect with other families. It is clear that families want to better support their scholar as well as connect with other families at the school. Continuing to provide family nights and other opportunities for scholars and families to build community will only further support engagement and empowerment efforts.

Family engagement and empowerment is not holding quarterly open houses or creating a communication schedule of events throughout the school year. True engagement and empowerment are taking the extra step to ask questions, listen, respond to feedback and co-create opportunities for schools and families to work together - on behalf of scholars. When these conditions are present - families will engage.

Fun insights

There are a few additional insights we picked up through the school year that should also be considered.

- Scholars - don't forget about the scholars! Get their feedback early and often about what they'd like to see at family nights. Scholars are also the best recruiters of families.
- Consistency - Each school held their family nights on the same day and week each month (example: third Wednesday of each month, 5:30 pm - 6:30 pm). The consistent times and schedule allowed families to plan their months and weeks around upcoming family nights.
- Communication Schedule + RSVPs - Related to consistency, both schools found success in leveraging a consistent communication schedule to ensure there were multiple opportunities to alert families about upcoming family nights. For example, families were always notified at least 10 school days in advance of each family night and received four additional communications (call, social media, text) leading up to the day of the event. Also, families always received a one-page RSVP form for each family night related to the theme and activities of each night.

Considerations

- Time commitment and capacity - The data review, planning, and execution of each family night required additional hours and commitment from teachers and FEC members. Each school leveraged a variety of strategies to offset the additional responsibilities while keeping the capacity of its teachers in mind. This was not a major area of concern noted by teachers of either school but something that others should take into account.
- Differentiation of offerings - It's important to plan family nights for the entire family and school community. Kindergarten scholars and families will want academic and community resources that are separate from what 8th-grade scholars and families will request.
- Lack of community programming - A number of community partners were leveraged to distribute related resources and information, however, there appears to be a lack of consistent program offerings for families. Further, a wide array of programmatic options may not exist in Charlotte in that offer more than a workshop or one-time session for families focused on a specific skill or aspect.

Budget

The Wells Fargo Social Responsibility Group granted SchermCo \$175,000 to fully manage and lead this project for the 2018-2019 school year. \$88,200 of the grant was specifically earmarked for family night expenses. The following section entails budgetary information and updates. Guiding notes for this section include:

- The project budgeted was finalized in July 2018
- The Total column contains the projected budget for the 2018-2019 school year
- The next two columns, from the readers left to right, include the total spent to date as well as the projected total for the remaining family nights of the year

Family Night Budget Item	Total	Projected Average/Night	Actual Average	Total Spent as of 4/12/2019	Projected by 6/30/2019
Food	20,000	1,000	1,754	27,089	35,089
Teacher Stipends	5,000	250	250	5,000	5,000
Program Expenses & Supplies	15,000	750	554	7,683	11,083
Transportation	10,000	500	65	915	1,315
Security	5,000	250	0	0	0
Incentives	2,000	100	130	2,207	2,607
Volunteer Appreciation	1,000	50	50	0	1,000
Admin Support	5,200	260	90	150	1,800
Evaluation & Video Production	25,000	N/A	N/A	17,000	25,000
TOTAL	88,200			60,044	82,894

Further details about select budgetary line items are below:

Overall

- Projected 7% under budget for the project. It is projected that this project will be approximately \$6,000 or 7% under budget from the projected budget. If accurate and the work continues, these funds will be rolled over for 2019-2020.

Food

- Projected 57% over budget. Food costs were approximately \$15,000 over the projected budget. This was due to the large amounts of families and scholars that attended each family night. The projected budget estimated that food costs would run \$1,000 per night family night. In reality, food costs are estimated to be \$1,755 per family night. Remaining funds from under-budget line items were utilized to cover these costs. It should also be noted that food vendors Chick-fil-a and Jason's Deli provided to-go dinners for the majority of family nights. These vendors continually offered the most competitive prices and were often requested by families and school staff.

Programs Expenses and Supplies

- Projected 26% under budget, approximately \$4,000 under budget. These funds are for related program expenses and supplies for each family night. This also includes any programmatic fees for community partners.

Transportation

- Projected 87% under budget, approximately \$8,500 under budget. Lyft was used as the primary transportation vendor for families. A code was distributed for families to use Lyft in order to receive complimentary rides to and from each family night. A number of challenges were faced in regards to transportation that included accessing and vetting suitable vendors, insurance coverage, and technical capabilities. Although under budget, significant progress was made in finding suitable transportation options for families for future events.

Administrative Support

- Projected 80% under budget, approximately \$4,000 under budget. These funds include costs for child care at each family night. Excess funds were used to cover additional food costs.

Security

- Nil. Both school leaders agreed after the first few family nights that they would not have security needs. These funds were then leveraged to cover the additional food costs.

The full year of this family empowerment project provided a number of key insights and benchmarks for this work, including the aforementioned budget. This information should serve as a foundation and comparison point for these two schools and others in seeking to improve family engagement and empowerment.

Onward

The partnership between these two schools and communities continue to serve as an exemplar for others seeking to improve district/charter relations as well as find ways to support family engagement and family empowerment. Other school leaders, from both the district and charter sectors, have begun to think differently about the possibility of supporting each other based on this project. Further, both schools are leading the way in rethinking the design and strategy of their family engagement and empowerment efforts. Continuing these efforts will only deepen the relationships between both communities and create a more equitable place to live for families and scholars.



CONTACT US:

info@scherm.co

www.scherm.co

p: (704) 412-3221



@SchermCo



@SchermCo



@SchermCo



www.scherm.co