

Performance Impact Analysis  
 Family and Community Engagement Department  
 Proposed Department Structure Change  
 June 21, 2023

**I. Proposed Action**

The Tucson Unified School District proposes to create a more efficient and comprehensive model for providing Family and Community Engagement services. The FACE Department will continue with its primary responsibilities as outlined in the FACE Plan:

- (a) supporting, monitoring and conducting training for school-based family engagement activities, operation of family centers,
- (b) maintaining relationships with national family engagement organizations, and staying abreast of family engagement research and best practices, and
- (c) supporting the family and community engagement activities of other departments, as needed and requested.

The proposed change for the Family and Community Engagement Department is to be staffed with 4 program coordinators rather than 5 program coordinators who will continue to be responsible for providing family and community engagement support across all regions in the district as detailed above; however, many of the duties/responsibilities assigned to each program coordinator will be reassigned and some additional duties added to provide a more enhanced and efficient model of family and community engagement services.

The proposed change will assign a total of four program coordinators to the FACE Department. One (1) Coordinator will be assigned to Catalina and Palo Verde Family Resource Centers. One (1) Coordinator will be assigned to Menlo and Southwest Family Resource Centers. One (1) Coordinator will be assigned to our HEART Program/Community Outreach. One (1) Coordinator will be assigned to the Office of Community, School, and Business Partnerships.

Currently, FACE has twenty (20) FTE across four (4) Family Resource Centers (FRC) and the Duffy Clothing Bank, please see FTE break down below:

Position Title:	Funding Source	Number of FTE:	Vacancy as of 5/23	Proposed FTE
Program Coordinator	90/10 Title 1/910 (G)	5	1	4
School Community Liaison		5	1	5
Childcare (FTE)		3	0	3
Monitor/Custodian		4	0	4
Clothing Bank Specialist		1	0	1
Data Technician		1	0	1
Administrative Assistant		1	0	2

***Coordinator # 1 (Santa Cruz and Silverbell Regions)***

Coordinator focuses on the Menlo and Southwest family resource centers, scheduling and planning the classes, events and resources available to families through the centers and developing and communicating information about the centers to families, staff and the community including (a) information about student programs, courses, and services available through the District, (b) adult support services and training that help support student education in the home, and (c) substantive content to assist families in increasing engagement, from colleges, universities, and community services. This coordinator works with the school community liaisons at each family resource center, and school staff throughout the district on developing and coordinating family engagement training for school site and District staff, and plans and co-ordinates FACE department participation in District events at locations across the district.

***Coordinator #2 (Arroyo-Chico, Arcadia, and Pantano Regions)***

Coordinator focuses on the Catalina and Palo Verde family resource centers, scheduling and planning the classes, events and resources available to families through the centers and developing and communicating information about the centers to families, staff and the community including (a) information about student programs, courses, and services available through the District, (b) adult support services and training that help support student education in the home, and (c) substantive content to assist families in increasing engagement, from colleges, universities, and community services. This coordinator works with the school community liaisons at each family resource center, and school staff throughout the district on developing and coordinating family engagement training for school site and District staff, and plans and co-ordinates FACE department participation in District events at locations across the district.

***Coordinator #3 School, Community, and Business Partnerships***

Coordinator focuses on community engagement, developing partnerships with community organizations, including civic groups, charities, and other educational institutions. This coordinator also works with the school community liaisons at family resource centers and school staff to assist in developing and maintaining community involvement with schools and students in the district.

***Coordinator #4 Family and Community Engagement (Special Populations)***

Coordinator focuses family and community engage of special populations specifically Mc Kinney Vento and Youth in Care populations by scheduling and planning the classes, events and resources available to families through the centers and developing and communicating information to families, staff and the community including (a) information about student programs, courses, and services available through the District, (b) adult support services and training that help support student education in the home, and (c) substantive content to assist families in increasing engagement, from colleges, universities, and community services. This coordinator works with the McKinney-Vento (Heart Program) staff and school staff throughout the district on developing and coordinating family engagement special populations training for school site and District staff, and plans and co-ordinates FACE department participation in District events at locations across the district.

The four program coordinators as described above will share the responsibilities that the five funded program coordinators shared while ensuring the Family and Community Guidelines continue to be implemented with fidelity across all schools. The division of responsibilities as described above will allow for a more streamlined and focused approach minimizing duplication of efforts.

**Financial Implications:**

The 5<sup>th</sup> Coordinator position will be reallocated to creating two 1.0 FTE staff positions (administrative assistant and a community engagement specialist to support the Coordinator #3 as described above.

The current budget allocations for FACE Program Coordinators is .90 Title I Funding and .10 910(G) Funds. The anticipated budget will not require an increase in the overall FACE budget allotment.

The proposed implementation date is July 1, 2023

**II. Issues**

**Describe the problem or issue that the proposed change is intended to address.**

To increase and cast a wider net of community outreach, one FACE program coordinator will solely focus partnership development. This new FACE department structure will allow for one program coordinator to be dedicated to the development of Community, School, and Business partnerships with the support of two classified staff (administrative assistant) (school community liaison). This Community, School, and Business Partnership office will adopt the researched based collective impact framework to meet department objectives as defined by Tucson Unified School District Strategic Plan: Goal 5 Community Strength. Though this has been a focus of FACE Department, our community continues to grow as to the needs of our families, further impacted by the Covid pandemic.

**TUSD Goal 5 - Commitments:**

**5.1** Establishing annual school partnerships with businesses, colleges/ universities, health entities, military branches, and/or non-profit organizations.

**II. Objectives**

**Describe the objectives and rationale for the proposed change.**

It is the mission of TUSD's Family and Community Engagement Department to strengthen partnerships between the family, school, and community, which support achievement and prepare students for success in college and career.

Assigning a dedicated program manager to Community, School, and Business Partnerships will meet the following objectives:

- Focused Common Agenda – having a shared vision and definition of district resource needs across all involved organizations and using a joint approach to address. Instead of all program coordinators sharing the responsibility of outreach and development of partnerships, this

responsibility will now be the focus of the Coordinator for School, Community, and Business Partnerships.

- Shared Measurement – using the same measures across all involved organizations to assess the effectiveness of the partnership.
- Mutually Reinforcing Activities – coordinating differentiated activities that align school/district initiatives and partner priorities.
- Continuous Communication – creating a common vocabulary and maintaining ongoing communication among involved organizations.
- Database Development – development and managing of a database with partner profiles to ensure partnerships are equally and equitably shared across sites.

([www.glisi.org](http://www.glisi.org), 2023)

#### **IV. USP Program Background**

**Briefly describe the background and relevant operating history of the program or activity, as necessary to understand the proposed change's impact.**

The District's Family Engagement Department was designed to serve as an operating initiative of the Unitary Status Plan which is committed to equity, diversity and inclusion of the entire community that constitutes our district as outlined in FACE (Family and Community Engagement) Plan.

<https://deseg.tusd1.org/Portals/TUSD1/Deseg/docs/main/2391-1.pdf>

The department has been intentionally staffed to execute the FACE mission and Districts efforts to maintain and increase the overall level of family and community engagement in the education of students.

The FACE coordinators have primary responsibility for (a) supporting and conducting training for School Community Liaisons/Family Engagement Contacts, and monitoring family engagement activities, (b) operation of family centers, (c) maintaining relationships with national family engagement organizations and staying abreast of family engagement research and best practices, and (d) supporting the family and community engagement activities of other departments, as needed, and requested.

The program coordinators report to the director. Each coordinator is responsible for providing family engagement support to the schools in one region of the district. Each coordinator also has a responsibility for other areas of department operations.

Duties include, but not limited to:

**(See FACE PLAN pages 12-14 – FACE Department Staffing)**

#### **V. Impact Analysis**

##### **A. Impact on Effectiveness of USP Program or Activity**

- With the proposed change of two Program Coordinators each overseeing two Family Resource Centers, FACE staff will continue to do its due diligence in maintaining the number of FRC visits, students serviced in the Clothing Bank, and the number of classes/events offered.

- The proposed change would impact the number of school sites assigned to program coordinators for monitoring and support from approximately 17 to 34. In SY 21-22 , the FACE Department added 1.0 FTE - Data Technician to the team to share the responsibility for monitoring and supporting school FACE activities. Monitoring and support include review of monthly reports, review of data input into the district’s family engagement participation tracking system, reviewing school websites, training and instruction where needed, and fostering.
- The proposed change will and support the effectiveness of Key Performance Indicators (KPIs) for Goal 5: Community Strength (5.1, 5.3, and 5.4) as outlined in our Tucson Unified School District Strategic Plan.

**B. Impact on Other District Programs or Obligations under the USP**

1. Compliance:
  - The District does not anticipate any impact
2. Student Assignment:
  - The District does not anticipate any impact
3. Transportation:
  - The District does not anticipate any impact
4. Admin/Certified staff:
  - The District does not anticipate any impact
5. Quality of Education:
  - The District does not anticipate any impact
6. Discipline:
  - The District does not anticipate any impact
7. Family and Community Engagement:
  - The District does not anticipate any negative impact on the FACE Program and the four program managers along with the support staff will continue to implement the FACE Plan ensuring the goal of the plan which is to maintain and increase the overall level of family and community engagement in the education of students in the District. To the extent that any identifiable group appears to be underrepresented in family engagement activities, it is also a goal of the plan to focus efforts on that group to increase the relative level of participation of that group.
8. Extracurricular Activities:
  - The District does not anticipate any impact
9. Facilities and Technology:
  - The District does not anticipate any impact
10. Accountability and Transparency:
  - The District does not anticipate any impact

**C. Data Sources**

Aggregated FACE data collection included electronic tracking, sign-in sheets, and Excel documents as well as Parent surveys to understand and continue to meet the needs of our TUSD families and the community at large.

**D. Assumptions**

The assumption is that the proposed change in reducing the number of program managers from 5 to 4 and reallocating those funds to hiring two additional classified staff along with a reassignment of duties will allow for a more efficient model for providing family and community engagement services and activities. Consistent monitoring and evaluation of the FACE program and adherence to the FACE plan will allow EDI to tweak or make changes should there be any indication services have been minimized or negatively impacted.

## **E. Research Based Sources**

### ***Family and Community Engagement***

The Guidelines for Family and Community Engagement at School Sites were developed by the district's central Family and Community Engagement Department, in conjunction with Dr. Joyce Epstein, and the National Network of Partnership Schools research-based framework. Using these guidelines, schools file monthly reports on FACE activities with the District's FACE Department and use a District-designed tracking system to identify and report on family participation in FACE events at each school, enabling assessment of the degree to which those activities are successful in engaging all the school's constituent communities.

"Based on more than three decades of research on parental involvement, family engagement, and community partnerships, NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase involvement and improve student learning and development," explains Dr. Joyce L. Epstein, Founder and Director of NNPS (National Network of Partnership Schools).

[National Network of Partnerships; John Hopkins University](#)

[Collective Impact](#)

## **VI. Conclusion.**

In conclusion, the proposed change for the Family and Community Engagement Department is to reduce the number of Program Coordinators by one and revise their duties, roles, and responsibilities, in exchange for one (1) classified staff (office assistant) to execute and maintain commitments for Goal 5: Community Strength (5.1, 5.3, and 5.4) as listed on our Tucson Unified School District Strategic plan.

The proposed change will not limit or impact with the continuation of The TUSD's Family and Community Outreach Department's mission: To Strengthen partnerships between the family, school, and community, which support achievement and prepare students for success in college and career.

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