

## Standardized Template for Submitting a Best Practice

### I. Focus Area and Applicability

1. Applicable Segment: Enrolled Students in School District

- |                          |                 |                                     |                   |
|--------------------------|-----------------|-------------------------------------|-------------------|
| <input type="checkbox"/> | All             | <input type="checkbox"/>            | 25,001 – 50,000   |
| <input type="checkbox"/> | Under 5,000     | <input checked="" type="checkbox"/> | 50,001 – 100,000  |
| <input type="checkbox"/> | 5,001 – 10,000  | <input type="checkbox"/>            | 100,001 – 200,000 |
| <input type="checkbox"/> | 10,001 – 25,000 | <input type="checkbox"/>            | Over 200,000      |

2. Applicable Segment Type: School Level / Grade (May apply to more than one)

- |                                     |             |                          |                     |
|-------------------------------------|-------------|--------------------------|---------------------|
| <input checked="" type="checkbox"/> | All         | <input type="checkbox"/> | Post Secondary      |
| <input type="checkbox"/>            | PreK        | <input type="checkbox"/> | Workforce Education |
| <input type="checkbox"/>            | Elementary  | <input type="checkbox"/> | Choice              |
| <input type="checkbox"/>            | Middle      | <input type="checkbox"/> | Private             |
| <input type="checkbox"/>            | High        |                          |                     |
| <input type="checkbox"/>            | Other _____ |                          |                     |
- 

3. Applicable Topic Area: School District Process and Functional Areas

1. Student Achievement & Progression

- Accountability, Analysis, Reporting, & Testing
  - Curriculum
  - Educational Technology
  - Instruction
  - Mentoring
  - Monitoring
  - Response to Intervention
  - Teacher Development
  - Testing
  - Other \_\_\_\_\_
- 

2. Administrative & Support

- Budgeting
  - Facilities
  - Finance
  - Food & Nutrition
  - Human Resources
  - Recognizing and Rewarding High Performing Educators
  - Transportation
  - Other \_\_\_\_\_
- 

3. Leadership & Oversight

- Board
  - Communication
  - Community & Parent Engagement (Includes Volunteer Management)
  - Information Technology
  - Leadership Processes
  - Security and Safety
  - School Improvement Planning
  - Strategic Planning
  - Succession Planning
  - Other \_\_\_\_\_
-

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### 4. Title of Practice

*Engaging the Community in Education – The Whole Child Connection™*

### 5. Description of Best Practice. Please briefly describe the most important process changes.

*The Whole Child Connection™ (WCC) is designed to enable parents to determine areas of need through a web-based survey instrument, and then connect directly to those services and providers in the community. The WCC also aggregates all survey information and sorts it by school and other risk and demographic factors. School principals use the data to focus volunteers, parents, and business partners on quantified need areas. Data from the survey has helped improve the effectiveness of outreach, funding drives, and donations initiatives because needs are quantified, and the impact of contributions on results can be demonstrated. In addition to the number of parent hours tracked in the School Improvement Plan (SIP), we now also track the number of volunteer hours charged to areas of need which enables us to better determine the effectiveness of those hours. By encouraging all children to have a Whole Child Plan, risk factors for each child can be proactively addressed, thus enabling each child to be prepared to learn.*

## II. Why this is a Best Practice

### 1. Situation Before

*Prior to implementation of the Whole Child Connection™, the management of parent and volunteer hours was ad hoc, with the volunteers often deciding how they wanted to spend their time. The only measure used was the number of parent and volunteer hours. Although we always achieved our goal, we were not able to determine the quality or effectiveness of those hours. In addition, many children came to school each day with their basic needs unmet, thereby making it more difficult for them to learn once in school.*

### 2. Situation After

*The Whole Child Connection™ produces aggregated reports for children in each school. Results are shown by residential zip code, risk factor, demographic, and other factors. The principal reviews the reports and prioritizes the need areas based on fact. Parents, volunteers, and project teams identify which priority areas they want to work in. Information is also aggregated at the district level so that the superintendent and leadership team can more effectively engage community partners, such as the Sheriff, Health Department, and County Government, in areas of quantified need.*

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3. Benefits (Quantifiable if possible). Consider quality, cost, timeliness, and satisfaction as you describe the benefits and results achieved.

*Overall parent hours per school have increased by 23% from 2008/2009 to 2009/2010 year to date. Parent satisfaction with volunteer activities has increased from 52% Very Satisfied and 88% Very Satisfied + Satisfied to 78% Very Satisfied and 95% Very Satisfied + Satisfied. Twenty-three new Neighborhood Watch Groups have been created in our 86 school communities in 2009/2010 vs. 3 in 2008/2009. The percent of children with a Whole Child Connection™ Service Plan is 28% and targeted for 50% by the end of the 2009/2010 school year. A total of 10,160 WCC users have connected to 27,296 community services thus helping meet the needs of school children outside the classroom.*

4. Key Lessons Learned. Please note what conditions must be in place for the best practice to be effective.

*Increasing the quantity of parent and volunteer hours does not necessarily mean those hours will be used most effectively. To engage partners, parents, and volunteers with focus and enthusiasm, it is important to have data on where the needs are and to measure the results. Educators can effectively engage the community by using research-based data from the Whole Child Connection™.*

### III. For more information, contact:

1. First Name of Submitter (required)

*Christine*

2. Last Name of Submitter (optional)

*Davis*

3. Email of Submitter (required)

*davis.christine@brevardschools.org*

4. Phone Number of Submitter (optional)

*(321) 633-1000 x 796*

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5. Contributing Community/School District (required)

*Brevard Public Schools*

6. Submission Date (required)

*December 7, 2009*

Submit a best practice c/o:  
[info@bestpracticesonline.org](mailto:info@bestpracticesonline.org)

EXAMPLE