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**PARTNERSHIP FOR EDUCATIONAL SUCCESS 2002-03:  
IMPLEMENTATION AND OUTCOMES**

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***ABSTRACT***

*The Partnership for Educational Success (PES) is a collaboration between the Wake County Public School System (WCPSS) and Wake County Human Services. The primary goal of PES is for the agencies to work together to help students achieve grade-level performance. PES provides family-centered services to at-risk students and their families. In 2002-03 PES provided services to 269 at-risk students and their families. PES-funded staff also supported non-PES families, but no data was collected regarding these families. In 2002-03, over half of PES students scored at or above grade level before PES participation. These students may have been siblings of the primary referred students, who did score below grade level, although corroborative information is not available. Teacher survey data indicated that PES families are more involved with the school after PES participation. Test score outcomes of students in grades K-8 were inconclusive; results are similar to free and reduced-price lunch eligible students (FRL) as a whole. More data are necessary to provide a clear picture of the success of PES in meeting its academic goals.*

**SUMMARY**

The Partnership for Educational Success (PES) provides family-centered services to at-risk students and their families. The original goal of PES was threefold: to reach Goal 2003 (95% of students scoring at or above grade level at grades 3 and 8), to have 90% of incoming kindergarten students meet standards of readiness, and to increase collaboration between WCPSS and Human Services. The collaboration emphasized a common understanding that the family is important in education, and education is important for the family. These goals were accomplished by using school and human services staff to provide intensive, goal-oriented interventions to families of students who scored below grade-level on End-of-Grade (EOG) or K-2 assessment *and* have been identified by the PES team as having family issues that interfere with school success.

<b>Students served</b>	2001-02: 116 (6 schools) 2002-03: 269 (25 schools) Number of students served includes only PES students. Parent liaisons also served other families who were not “in PES.” Many PES students had already achieved grade level, but PES students include siblings of referred students.
<b>Budget</b>	<b>WCPSS: \$313,000; WCHS: \$438,000</b>
<b>Number of Parent Liaisons</b>	Nine across the 25 total schools
<b>Teacher Surveys</b>	70% of families attended conferences compared to few (if any) before PES 53% students improved in finishing homework 86% noticed student growth on literacy or math profiles (elementary)
<b>K-2 Achievement Outcomes</b>	The percent of PES students scoring on grade level increased at about the same rate as FRL students in kindergarten, more than FRL students in grade 2, but less in grade 1.
<b>3-8 Achievement Outcomes</b>	More students scored on grade level in reading on EOG exams after PES than before, although the change was not significant. About the same number scored on grade level in math on EOG exams before and after PES. Scale score growth for PES and FRL students in WCPSS overall was similar.

## CONCLUSIONS AND RECOMMENDATIONS

Results of teacher surveys suggested that families served through PES became more involved in school after service. However, more information is needed about all services provided through these funds, whether the students served have the appropriate academic needs, and whether positive academic outcomes are being achieved.

It will be important to obtain data regarding other parent liaison services provided and students served; although these services are not technically PES, the benefits of these services should be considered since the costs and funding are also.

The primary goal of PES is to bring students to grade level. Therefore, it is important to serve students who are initially below grade level. Many of the students served in PES in 2002-03 entered with EOG or K-2 assessment scores that were on or above grade level. However, since families are served as a unit, some of the students who began on grade level were siblings of the primary referred student. Sufficient data is not available to know for sure to what extent this explains service patterns.

Since the Evaluation and Research Department has had limited involvement with PES to date, no control or comparison group had been established. The achievement analyses performed involved simple comparisons to WCPSS and FRL students in the district overall. Analysis of this achievement data was inconclusive about the program’s impact on achievement. The feasibility of using a matched comparison group for 2003-04, and/or an experimental study of impact in 2004-05, should be explored with program staff.

## **PARTNERSHIP FOR EDUCATIONAL SUCCESS 2002-03: IMPLEMENTATION AND OUTCOMES**

### **INTRODUCTION**

The Partnership for Educational Success (PES) is a collaboration between WCPSS and Wake County Human Services. PES provides family-centered services to at-risk students and their families. The original goal of PES was threefold: to reach Goal 2003 (95% of students scoring on grade level at grades 3 and 8), to have 90% of incoming kindergarten students meet standards of readiness, and to increase collaboration between WCPSS and Human Services. The collaboration emphasized a common understanding that the family is important in education, and education is important for the family. These goals were accomplished by using school and human services staff to provide intensive, goal-oriented interventions to families of students who scored below grade-level on End-of-Grade (EOG) or K-2 assessment *and* have been identified by the PES team as having family issues that interfere with school success.

PES emphasizes increased family involvement in school as an intermediate goal, which mediates the academic outcomes of PES students. Studies have shown that parent involvement in children's learning can have a positive effect on students' achievement and reduce the school dropout rate (U.S. Department of Education, 1994). In addition, school and family partnerships are associated with positive student outcomes, including higher achievement as measured by standardized test scores (Eccles and Harold, 1993).

At the outset, PES emphasized service to students who would have been in grades 3 and 8 in 2003 to help meet goal 2003. The staff found that services were more effective in earlier grades, so in the 2002-03 school year more students in elementary school were targeted.

The structure of PES implementation in the schools has also changed. In 2001-02, all staff in the site team provided direct services to families. In 2002-03, the site team leader, often the school counselor, took a more administrative role. This person was responsible for coordinating services and team meetings, and was not required to be a family advocate. The program coordinator indicated that the process decreased the capacity of each school for serving families, but created a more effective system overall.

Staff members funded by PES also provided other non-PES families with services. These services were more short term in nature, and do not fall under the strict definition of PES. More information about these services is given in the section entitled "Other Services."

PES began with six schools and 116 students in 2001-02. In 2002-03 the program grew to 25 schools and served 267 students. There are 45 schools participating in PES in 2003-04 (see Attachment A for a complete list of schools).

## **IMPLEMENTATION**

### **Site Team**

Each school participating in PES has a site team that consists of a range of workers from both Human Services and WCPSS. Specifically, the site team included the following members:

- School Counselor
- School Social Worker
- Parent Liaison
- School Nurse
- Family Support Worker
- School-Based Mental Health Counselor
- Ready to Learn Center Staff
- Teacher
- Administrator
- SST Coordinator

The site team members are staff members who existed before PES, with the exception of the parent liaisons. The roles and responsibilities of each team member are listed in Attachment B. Parent liaisons are paraprofessionals allocated at a rate of about one for every three PES schools. The role of the parent liaison is to work with families, especially in regard to their relationship with the school. The parent liaison encourages family participation in school-related activities by preparing families for conferences, providing transportation, conducting parenting workshops, and linking families to existing resources in the community. About 20% of the parent liaison's time is spent with PES families, and the other 80% on other family-centered services.

Each school has one site team leader. Site team leaders attend additional regional advocate and site leaders meetings once every two months. They are provided with additional training, and given a forum to address structural barriers to serving families.

The site team leader facilitates the site team monthly meeting. This meeting serves two purposes: to determine appropriate student referrals for PES, and to collaborate to provide family advocates with the specific knowledge to most effectively serve the families. Although each PES family has one family advocate, the family benefits from the specific knowledge and expertise of each member of the site team.

### **PES Process**

The PES process begins with a student referral. There are many possible referral sources, including:

- Student Support Team (SST),
- PES Site Team,
- Other School Sources,
- Classroom Teacher,
- Self, or
- Community Partners.

Once the referral has been made, the PES site team chooses students to participate in PES based on meeting the following three criteria:

- student scores below grade level on end-of-grade tests,
- student's family has not had positive communication with the school, and
- the family has issues that are interfering with school success.

The parent liaison or other PES site team member then contacts the family to educate them about the PES process, as well as the SST process. The family then selects a member of the site team to be their family advocate.

The family advocate visits the family, and builds a relationship with them. The parent or guardian is then asked to sign a consent form to officially become a PES family. Any services provided to families that did not sign a consent form are not considered to be a part of PES. Services to these families, as well as other services provided by parent liaisons, are outlined below in the section entitled "Other Services."

Once consent is obtained, the family advocate assesses the strengths and needs of the family. The advocate and family create a plan collaboratively to address the needs or concerns facing the family and set a specific goal. The family plan often involves family support services, parent involvement, and participation in the referred student and school-aged siblings' education. In addition, a referral to Family Group Conferencing is made when appropriate.

The family advocate provides support when needed in the family's process of meeting their goal. Meetings occur about once a month, but occur more often at the beginning of the PES process. The family "graduates" from PES when the goal is met. In addition, the family should be able to navigate the educational and human services systems independently.

### **Family Group Conferencing**

Family Group Conferencing (FGC) is a strategy used to help families address their own issues utilizing existing resources. The FGC coordinator works with extended family and close family friends, clergy, school, human services, and other community workers involved with the family meet to collaborate on solutions to specific family issues. The focus of FGC is for the family to take ownership of the process. FGC involves a brainstorming session with all members contributing. The family then meets on its own to decide how to address the presenting problem. The Family Group Counseling coordinator and other workers then return to the discussion to make sure the decision is feasible given the resources available to the family.

### **Other Services**

#### ***Parent Liaisons***

In addition to PES, parent liaisons provide other services to families in their schools. The services they provide differ depending on the needs of the school and the administration. Although not technically a part of PES, these other services comprise about 80% of the parent liaison's time.

A large part of the parent liaison's role is to educate families about different issues related to the schools. For example, the parent liaison will talk to the family about Individualized Education Plan (IEP) forms and Free or Reduced-Price Lunch (FRL) forms. They will also talk to the family about what to expect at SST meetings, and what the SST will expect from the parent. The parent liaison may contact families of students who are being retained, or who scored below grade level on standardized tests. The parent liaison takes time to build a relationship with a family so that they feel comfortable being part of their child's educational process.

Parent liaisons also provide referrals to community agencies and human services. They also provide parenting workshops at the schools.

Finally, parent liaisons are a resource for the school. They provide training on cultural issues, and provide information on community resources.

Although these services are considered an important part of the role of the parent liaison, no data currently exists to report which students are being served, or to quantitatively assess the effectiveness of different services provided. This information is scheduled to be available for the 2003-04 school year.

### ***Community Engagement***

PES staff have spent time building relationships with community partners to provide PES support. PES has leveraged approximately \$200,000 in community partnerships, volunteer services, and in-kind contributions to support various education related activities. For example, these contributions have supported family events, workshops, preschool activities, and summer camps. These leveraging efforts contribute to the cost effectiveness of the PES program.

### ***Ready to Learn Centers***

PES partially funds the Ready to Learn Centers for children ages 0-5 and their families. There are six Ready to Learn Centers in Wake County. Ready to Learn staff are part of the PES team, and work closely with families who have preschool age children.

In addition to PES, Ready to Learn staff implement the Parents as Teachers program. Parents as Teachers is an in-home curriculum for families with pre-school age children. Ready to Learn staff also provide parent workshops, screenings, and kindergarten readiness assistance.

There were 49 children served by the Ready to Learn Center in 2002-03 who entered kindergarten in fall 2003. Of those students, between 43% and 86% were consistently observed by their classroom teachers to show each of the nine kindergarten readiness skills. Because of the lack of pretest and comparison group data, we cannot say whether these results are better than would have been obtained without the program.

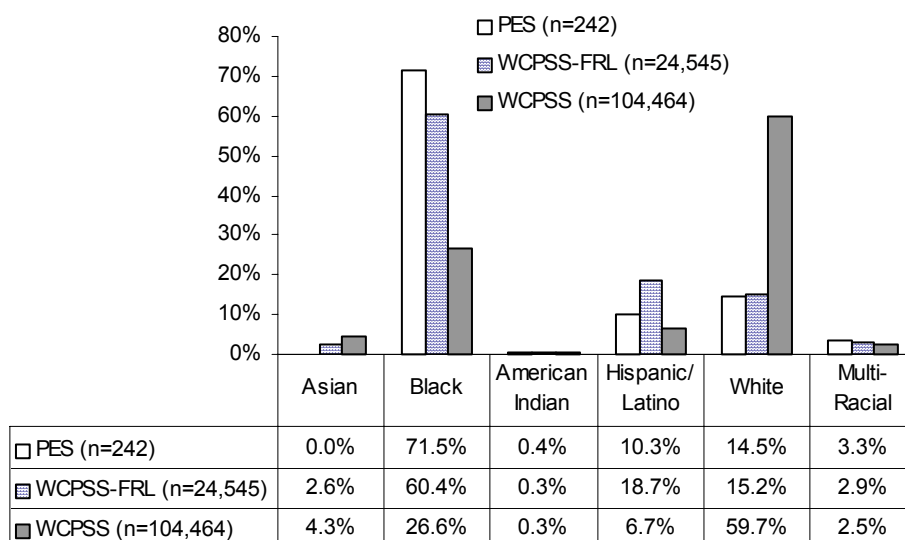
## **DEMOGRAPHICS**

In 2002-03, there were 269 youth from 126 families who participated in the full model of PES. Of those, 242 students in kindergarten through 12<sup>th</sup> grade had available demographic information using the May 2003 student locator database. The demographics of those students are represented in Figure 1 and Figure 2. Because most PES students (91.3%) were eligible for free

or reduced-price lunch (FRL), FRL students as a whole in WCPSS were also used as a comparison group.

A larger percentage of students who participated in PES were Black/African American students (71.5%) than both the general WCPSS population (26.6%) and all FRL students (60.4%). The percent of Hispanic/Latino students served by PES (10.3%) was larger than WCPSS as a whole (6.7%), but smaller than FRL students in general (18.7%). There were no Asian students served by PES. The percent of other racial groups served in PES were similar to both FRL students and WCPSS in general.

**Figure 1**  
**Racial Composition of PES Students Compared to**  
**WCPSS FRL Students and WCPSS Students Overall**



The percent of students served by PES that were Limited English Proficient (LEP) (4.5%) was much smaller than FRL students (13.7%), and about the same as WCPSS in general (4.5%). A higher percentage of PES students were students with disabilities (SWD) (32.2%) than both FRL students (22.6%) and WCPSS in general (14.4%). Of PES students, 91.3% were FRL.

**Figure 2**  
**Other Demographics of PES Students Compared to**  
**WCPSS FRL Students and WCPSS Students Overall**

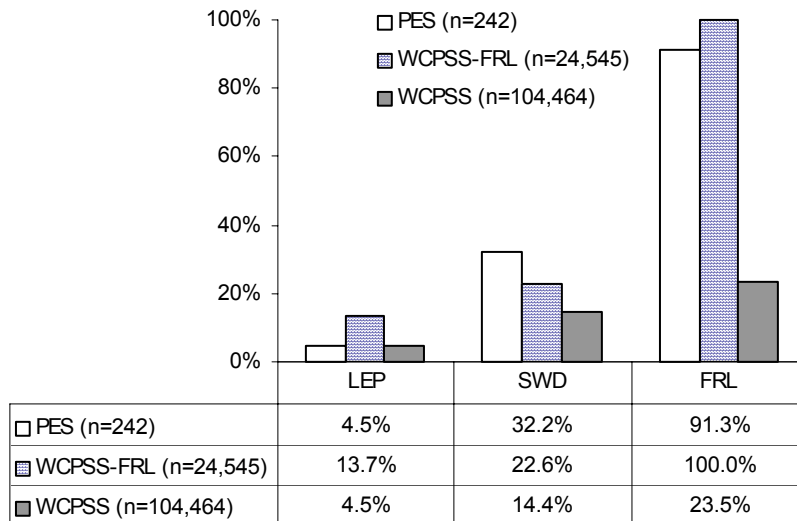


Figure 3 shows that over half of the students served in PES were in grades K-3, and only about 3% were in high school. Serving students in early grades was emphasized in 2002-03 because experiences in 2001-02 indicated that services are more effective when students are served at a younger age.

Figure 3 also shows how many students had both pre- and post-EOG (standard form) or K-2 Assessment scores available for achievement analysis. Overall, 63% had complete data available. PES students may not have pre- or post-test scores for a number of reasons. Some students may have been absent for one of the tests, some special education students received an alternate assessment, some LEP students were exempted from taking the exam, and some students may have moved into or out of the school system during the year. High school student data was not analyzed because sample sizes were extremely small.

PES was to target students scoring below grade level initially. However, of those served, about half started out at grade level. More information about students' pre- test scores is available in the "Outcomes" section.

**Figure 3**  
**Number of PES Students by Grade**

<b>Grade</b>	<b>Number of PES Students</b>	<b>Percent of PES Students</b>	<b>Number of PES Students with Pre and Post test scores</b>
Pre K	11	4.3%	
K	33	13.0%	21
1	45	17.7%	31
2	31	12.2%	19
3	34	13.4%	21
4	26	10.2%	22
5	25	9.8%	18
6	11	4.3%	4
7	16	6.3%	9
8	13	5.1%	7
9	3	1.2%	
10	4	1.6%	
11	0	0.0%	
12	1	0.4%	
Graduate	1	0.4%	
ID Missing	15	--	
<b>Total</b>	<b>269</b>	<b>100%</b>	<b>152</b>

**DATA COLLECTION**

The PES program staff members have been collecting and organizing their own data since the program's inception in 2001-02. Over the last two years, they have created and distributed surveys to parents and teachers. Recently, E&R has been charged with providing more quantitative data. We have used the information available from past PES efforts for this report, but plan to collect more outcome-based data for 2003-04.

Parent surveys over the last two years have not provided conclusive data. In 2001-02, the survey only asked open-ended questions, which yielded only anecdotal information. In 2002-03, the survey included some quantitative questions. However, there were only 38 parent survey responses. In addition, the family advocate gave surveys to parents in person at the end of the year. This method was necessary due to the low literacy rate of many families served by PES. Unfortunately, the surveys were therefore biased because the family advocate was present, as well as because the survey was only given to families still involved in PES at the end of the

school year. With these caveats, the results of the 2002-03 survey are provided in the results section.

Teacher surveys were collected in 2001-02 and 2002-03, and included quantitative information about parent involvement and student academic success. These results are also provided below.

Program staff members tracked students whose families participated in PES. These students test score data are reported as available. However, students and families served by parent liaisons that are *not* PES families have not been recorded up to this point. We hope to provide further information about these students in future reports.

## **RESULTS**

### **Parent Involvement**

In 2002-03, PES staff reported that 98% of identified families chose to participate in PES. PES engagement is a crucial first step, especially since the schools had not been able to engage these families in the past.

There were 128 teachers who responded to a teacher survey of PES children in the 2002-03 school year. Of the teachers, 84 of 120 (70%) responded that the parents or guardians attended conferences. In addition, 63 of 90 (70%) responded that the parents or guardians returned phone calls. Compared to the reported absence of teacher/parent contact prior to PES, this is a sizable increase in parent participation. In addition, the teachers reported that 12 parents volunteered, 31 attended school functions, and 11 observed the classroom.

In the spring of the 2002-03 school year, 37 parents responded to the PES parent survey; only 29.3% of the 126 families served. Of those returned, most were given to the parent by the family advocate at the end of the school year. As a result, these parent survey results are of limited value.

Overall, 35 out of 36 parents (97%) responding reported that they talked with their teacher about how the student was doing in school. In addition, 8 of these parents volunteered at the school, 19 attended events or performances, 13 attended parent meetings such as PTA, and 13 had observed the classroom. These survey responses indicate that the limited number of PES families who responded have become more actively involved in their child's school after participating in PES.

### **Academic Outcomes**

The ultimate goal of PES was to increase the students' academic achievement. This achievement was measured using standardized test scores, including the Kindergarten Initial Assessment (KIA), the K-2 Assessment, and reading and math EOG.

#### ***Kindergarten Initial Assessment***

One of the goals of PES was to increase the percent of students entering kindergarten ready to learn to 90%. Of the 269 students served in PES in the 2002-03 school year, six were enrolled in kindergarten in 2003-04 and have available fall KIA scores. For kindergarten students to be considered on grade level, they must know 6 or more print concepts in the fall. Of the six students, five (83%) scored above the expected guideline score of six on the Print Concepts

portion of the assessment. Of the WCPSS students receiving free or reduced-price lunch, only 55% scored six or above on Print Concepts, and of WCPSS students as a whole, 94.2% scored above guidelines. PES students scored an average Print Concepts score of 9.0 and FRL students scored an average of 7.7, while the average for WCPSS was 9.2. Because the number of PES students with data is a very small, these results should not be generalized to other students.

***K-2 Assessment***

For Kindergarten students to be considered on grade level, they must score 6 or more print concepts on the KIA in the fall, and 17 or more print concepts on the K-2 assessment in the spring. On grade level for students in Grades 1 and 2 is based on the previous year’s book level for pre-test, and their spring book level for post-test. A student is considered on grade level when they score a book level of 3-4 in Kindergarten, 15-16 in grade 1, and 23-24 in grade 2.

The PES outcomes using the K-2 assessment should be interpreted with caution given the small number of students in each grade. Students in PES who had both pre- and post-test data on the KIA or K-2 assessment showed mixed results in terms of increasing the percentage of students scoring at grade level on these measures. The percent of PES kindergarten students who achieved grade level on print concepts increased by 19 percentage points. In addition, the percent of grade 2 PES students who achieved grade level using book level scores increased by almost 16 percentage points. However, the percent of grade 1 PES students on grade level actually decreased. Compared to FRL students systemwide, PES student growth in the percentage of students scoring on grade level was more positive at grade 2, similar at kindergarten, and less positive at grade 1.

**Figure 4  
Percent of K-2 PES Students Scoring At or Above Grade Level  
Compared to WCPSS and FRL Students**

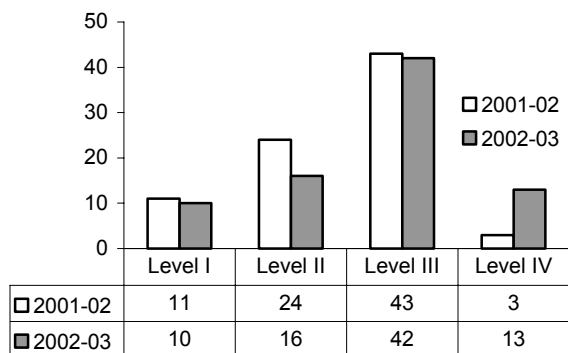
Grade		n	Pre	Post	Growth
<b>K</b>	<b>PES</b>	<b>21</b>	<b>38.1%</b>	<b>57.1%</b>	<b>+19.0%</b>
	FRL	1,697	53.7%	75.8%	+22.1%
	WCPSS	5,485	73.6%	88.0%	+14.4%
<b>1</b>	<b>PES</b>	<b>31</b>	<b>54.8%</b>	<b>48.4%</b>	<b>-6.4%</b>
	FRL	2,147	51.1%	63.1%	+12.0%
	WCPSS	7,321	75.6%	81.5%	+5.9%
<b>2</b>	<b>PES</b>	<b>19</b>	<b>42.1%</b>	<b>57.9%</b>	<b>+15.8%</b>
	FRL	1,931	62.3%	67.4%	+5.1%
	WCPSS	7,283	82.6%	86.1%	+3.5%

## EOG Scores

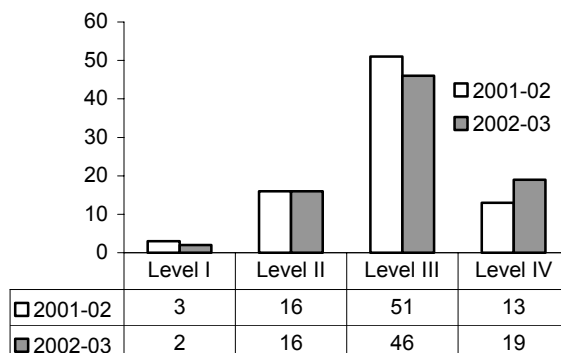
Figures 5 and 6 show the change in the number of PES students scoring at each level on the EOG exams for the 2002-03 school year, including students who have EOG scores for both the 2001-02 and 2002-03 school years. The percent of PES students scoring at or above grade level on the reading EOG increased 11.1 percentage points, from 56.8% to 67.9%, but increased only 1.2 percentage points in math. The increase was much smaller in math in part because 77.1% of the students scored at or above grade level previous to PES. Neither increase was significant using the chi-square test of significance. The number of PES students scoring Level IV increased in both reading and math. There were 11 more students scoring at grade level after PES participation on the reading EOG, but only one more student scored on grade level at the math EOG.

These results also show that of PES students with EOG scores both years, 56.8% were scoring Level III or above on reading, and 77.1% were scoring Level III or above on math before PES participation. This is contrary to the original intent of the program to serve only below grade level students. However, PES students include not only students referred to PES, but also their school-aged siblings. Whether some students who were scoring on grade level were targeted for service only due to family or other issues is unknown.

**Figure 5**  
**Percent of 3-8 PES Students At Each Level**  
**Reading EOG**  
**2001-02 and 2002-03 (n=81)**



**Figure 6**  
**Percent of 3-8 PES Students At Each Level**  
**Math EOG**  
**2001-02 and 2002-03 (n=83)**



EOG scale scores can only be compared to one another within a grade level, so PES EOG scale score increases are presented by grade. The number of PES students with available EOG scale scores for each grade was very small. Less than 10 students had scores in each of grades 6-8, so the results are not reported. Even the number of students with test scores in grades 3-5 is very small, so statistical analysis was not done, and results are not easily generalizable. FRL students, especially those students scoring Levels I or II on the EOG tests, often receive other services through the school system and in the community. Possible service by other programs, which could not be controlled for in this study, also makes it difficult to draw conclusions from test data

at this point. In addition, a comparison of PES students to FRL students in general does not account for the additional risks and needs the PES students have.

Given these caveats, Figure 7 illustrates that PES students showed equal or slightly greater absolute EOG scale score improvements compared to FRL students and WCPSS students overall.

**Figure 7**  
**Reading and Math EOG Scale Scores Spring 2002 & 2003**  
**PES Students Compared to**  
**FRL Students and WCPSS Students Overall**

Grade		Average Reading			Average Math				
		n	Pre	Post	Growth	n	Pre	Post	Growth
3	<b>PES</b>	<b>21</b>	<b>232.4</b>	<b>240.8</b>	<b>+8.4</b>	<b>21</b>	<b>233.4</b>	<b>248.6</b>	<b>+15.2</b>
	FRL	1,968	235.9	244.8	+8.9	1,967	235.8	251.4	+15.6
	WCPSS	7,646	242.3	250.9	+8.6	7,647	240.9	255.9	+15.0
4	<b>PES</b>	<b>22</b>	<b>139.9</b>	<b>146.7</b>	<b>+6.8</b>	<b>23</b>	<b>246.5</b>	<b>255.3</b>	<b>+8.8</b>
	FRL	1,769	144.9	149.8	+4.9	1,764	249.1	256.6	+7.5
	WCPSS	7,320	151.2	155.5	+4.3	7,352	254.9	262.0	+7.1
5	<b>PES</b>	<b>18</b>	<b>146.1</b>	<b>154.2</b>	<b>+8.1</b>	<b>18</b>	<b>252.7</b>	<b>259.1</b>	<b>+6.4</b>
	FRL	1,655	147.9	155.6	+7.7	1,669	253.8	259.8	+6.0
	WCPSS	7,264	154.6	160.1	+5.5	7,282	260.0	266.4	+6.4

Caution: Small sample sizes yield less reliable mean scores than of 40 or more.

## REFERENCES

Eccles, J.S., & Harold, R.D. (1993). Parent involvement during the early adolescent years. Teachers College Record, 94(3), 568-587.

U.S. Department of Education. (1994). Strong families, strong schools. Washington, DC: U.S. Government Printing Office.

**ATTACHMENT A  
PES Schools 2003-04**

**EASTERN WAKE SCHOOLS**

ELEMENTARY SCHOOLS

1. CARVER\*
2. HERITAGE
3. HODGE ROAD\*
4. KNIGHTDALE
5. LOCKHART
6. ROLESVILLE
7. WAKEFIELD
8. WAKE FOREST @ JONES DAIRY
9. WENDELL
10. WILDWOOD FOREST
11. ZEBULON

MIDDLE SCHOOLS

12. EAST WAKE
13. WAKEFIELD
14. WAKE FOREST-ROLESVILLE
15. ZEBULON

**SOUTHERN REGION SCHOOLS**

ELEMENTARY SCHOOLS

1. AVERSBORO\*
2. BALLENTINE\*
3. CREECH ROAD\*
4. FUQUAY-VARINA\*
5. HOLLY RIDGE\*
6. HOLLY SPRINGS\*
7. LINCOLN HEIGHTS\*
8. MIDDLE CREEK\*
9. RAND ROAD\*
10. SMITH\*
11. SWIFT CREEK
12. TIMBER DRIVE\*
13. VANCE\*
14. VANDORA SPRINGS\*
15. WEST LAKE\*
16. WILLOW SPRINGS\*
17. YATES MILL

MIDDLE SCHOOLS

18. EAST GARNER\*
19. FUQUAY-VARINA\*
20. HOLLY RIDGE\*
21. NORTH GARNER\*
22. WEST LAKE\*

HIGH SCHOOLS

23. FUQUAY-VARINA\*
24. GARNER\*
25. MIDDLE CREEK\*

**SOUTH CENTRAL SCHOOLS**

ELEMENTARY SCHOOLS

1. BUGG
2. FULLER
3. POE
4. WASHINGTON

MIDDLE SCHOOLS

5. CARNAGE

\* 2002-03 PES Schools

**ATTACHMENT B**  
**SITE TEAM MEMBER ROLES AND RESPONSIBILITIES**

Each member of the site team assumes the role of family advocate for his or her assigned families. In addition, each site team member functions as a professional consultant to the team on his or her specific area of expertise.

<b>School Counselor</b>	Provides counseling services to students relating to their education.
<b>School Social Worker</b>	Identifies resources and provides linkages to educational support services.
<b>Parent Liaison</b>	Encourages family participation in school-related activities by: <ul style="list-style-type: none"><li>• Preparing families for conferences, providing transportation, and conducting parenting workshops, and</li><li>• Linking families to existing resources in the community.</li></ul>
<b>School Nurse</b>	Serves as health resource. Identifies resources and links families to health services.
<b>Family Support Worker</b>	Provides family support services, such as housing, financial, or employment. Identifies resources and links families to community services. Facilitates and coordinates <i>Family Group Conferencing</i> .
<b>School-Based Mental Health Counselor</b>	Identifies and provides resource information regarding mental health services for children and families.
<b>Ready to Learn Center Staff</b>	Identifies and provides resource information regarding early childhood/school readiness services.
<b>Teacher</b>	Provides information relating to instructional or educational strategies.