

DEPARTMENT OF COMMUNITY & FAMILY ENGAGEMENT

COVINGTON INDEPENDENT PUBLIC SCHOOLS

AUGUST 2025

DEPARTMENT OF COMMUNITY & FAMILY ENGAGEMENT

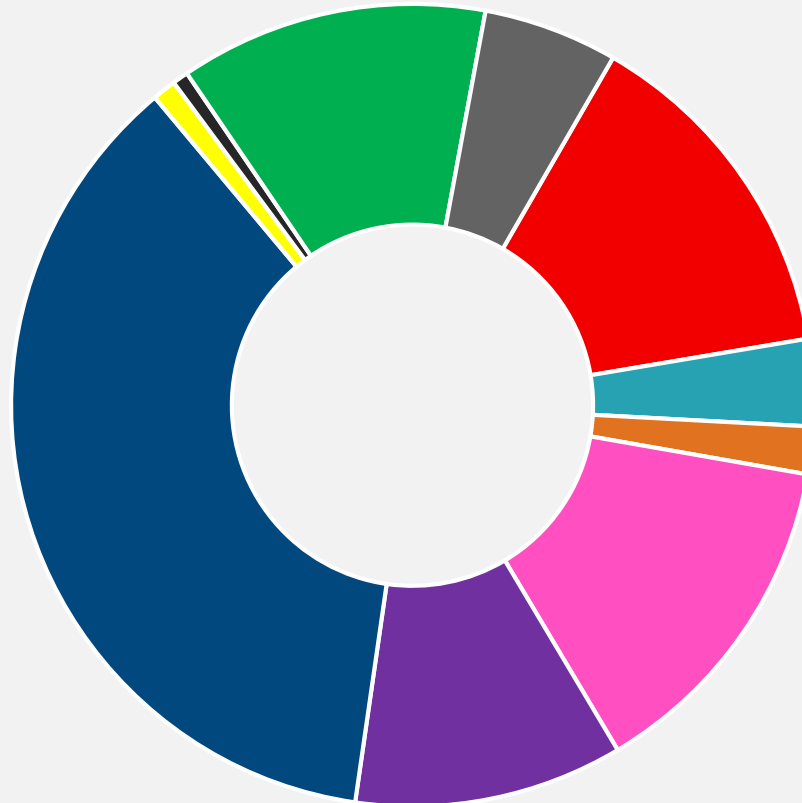
The Department of Community & Family Engagement (DCFE) collaborates across the district to implement enriching out-of-school time programming, foster meaningful mentoring relationships, and provide captivating family engagement opportunities.

These efforts are made possible through strong partnerships with dedicated volunteers, community organizations, and local nonprofits, including Partners for Change.

MENTORING

PROGRAM IMPACT & GROWTH

- LUNCH BUDDIES
- BUDDIES WITH BADGES
- AFTER SCHOOL BUDDIES
- HYBRID
- ONE TO ONE
- SCHOOL-BASED
- COMMUNITY-BASED
- REMOTE-BASED
- WORK-BASED
- BULLDOG BUDDIES (PEER)



- 314 mentoring matches, including peer mentoring
- 287 unduplicated students matched with an adult volunteer mentor
- 151 new mentoring matches
- Nearly 3,000 volunteer mentoring hours

MENTORING

PROGRAM IMPACT & GROWTH: ELEMENTARY



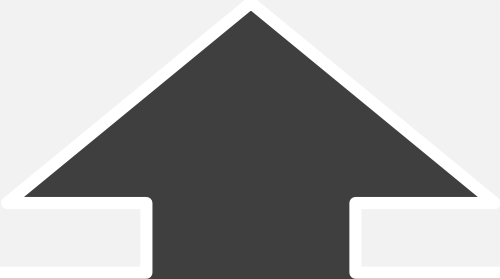
- Elementary-level matches increased **163%** since September 2022, ending the 24/25 school year with over 90 active elementary matches



- Buddies with Badges (partnership with CPD and CFD) grew to four schools in 24/25

MENTORING

PROGRAM IMPACT & GROWTH: WORK-BASED

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- Work-based mentoring grew to 35 active matches at the end of 24/25

High school students are paired one-to-one with mentors in their chosen career pathway, including:

- Law (DBL Law)
- Education (CIPS)
- Cultural Arts (Taft Museum of Art)
- Social Work (Brighton Center, ION Center, BeConcerned, etc.)
- Event Planning (Madison Event Center)
- Public Safety (Covington Fire Department)
- Business & Hospitality (Salyers Group)

MENTORING

PROGRAM IMPACT & GROWTH: BULLDOG BUDDIES

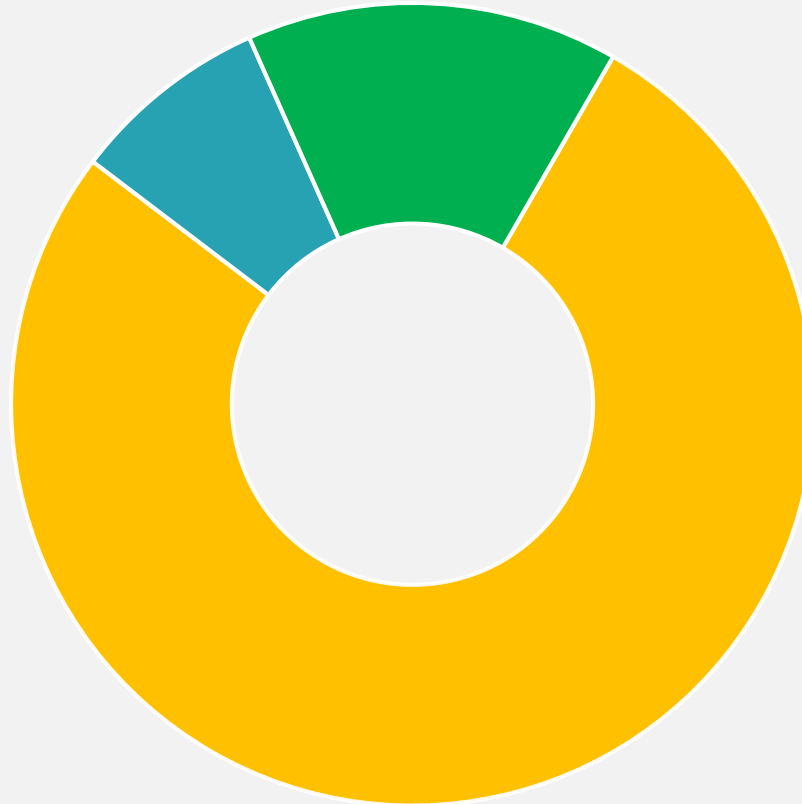
- High school juniors and seniors matched with students in grades 4-6 at two elementary schools and HMS
- Program to expand to two additional elementary schools in 25/26
- High school student mentors complete formal training on:
 - Five core SEL components
 - Confidentiality and ethical conduct
 - Relationship building and communication
 - Conflict resolution and active listening

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- Peer mentoring grew to 17 active matches (33 students) at the end of 24/25

MENTORING

PROGRAM IMPACT & GROWTH

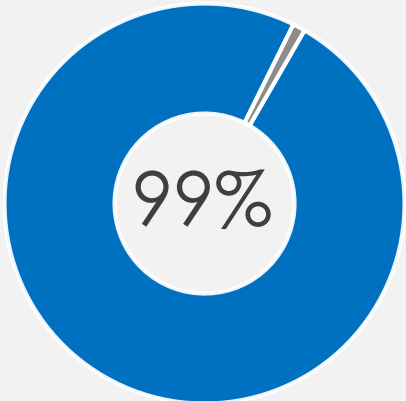
- COLLEGE/UNIVERSITY
- MILITARY
- WORKFORCE



- 77% of 2025 mentored graduates plan to attend a college/university
- 8% of 2025 mentored graduates committed to the military
- 15% of 2025 mentored graduates will enter the workforce

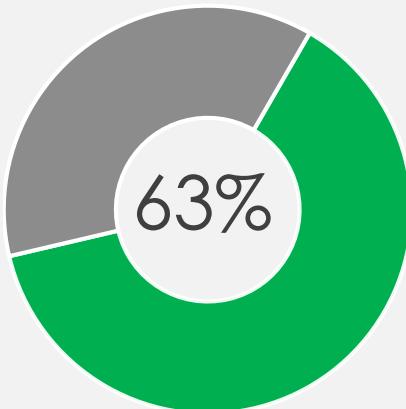
MENTORING

PROGRAM OUTCOMES



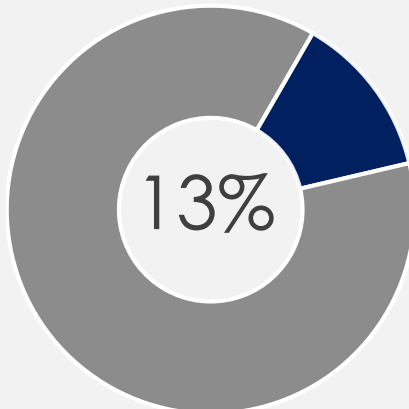
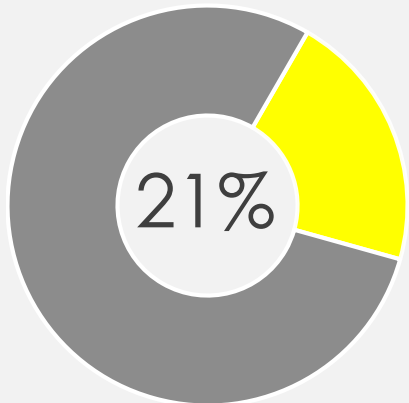
Among students mentored for one year or more:

- 99% had five or fewer behavior referrals, an increase from 78% in 22/23
- 63% achieved strong school-day attendance with 95% or higher attendance rate
- Average cumulative GPA of 2.9 (middle and high school students), an increase from 2.6 in 22/23
- 49% achieved 3.0 GPA or higher

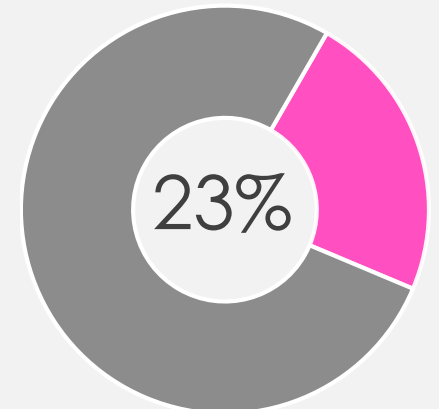
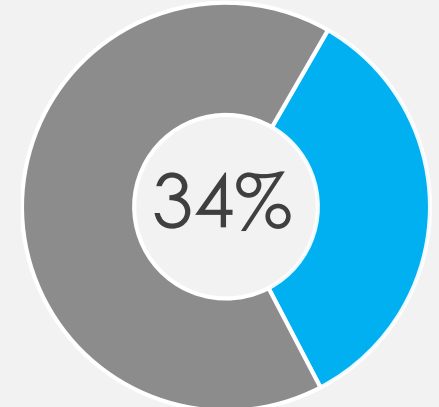


MENTORING

PROGRAM DEMOGRAPHICS & RECRUITMENT



- All indicate an increase from the previous year:
 - 21% of student mentees identify as Hispanic/Latino
 - 13% of student mentees are English Learners, supported by bilingual mentors and school staff
 - 34% of adult mentors are male
 - 23% of adult mentors identify as people of color
- Recruitment efforts focus on representation that reflects the diverse student body of CIPS
- Key partners in targeted mentor recruitment include Esperanza Latino Center of NKY and the Hispanic Chamber of Commerce

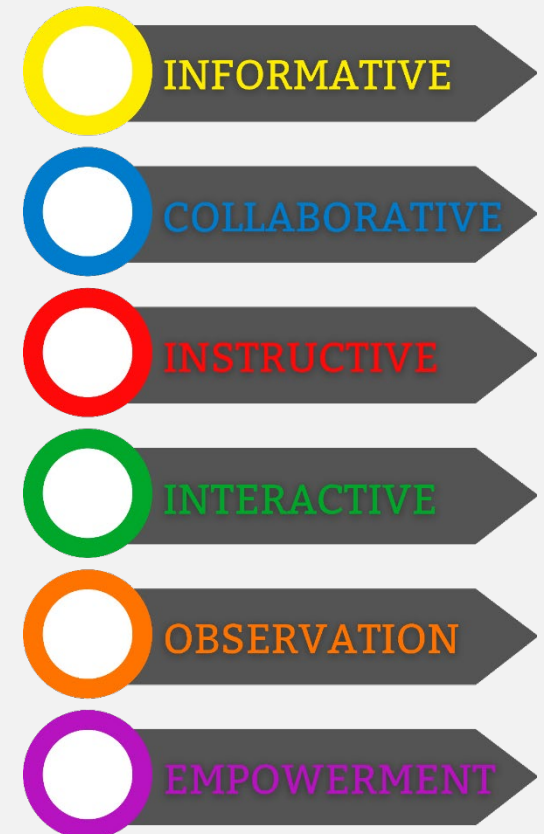


FAMILY ENGAGEMENT

CLASSIFICATIONS

To better serve the diverse needs of families, events are categorized into the following classifications:

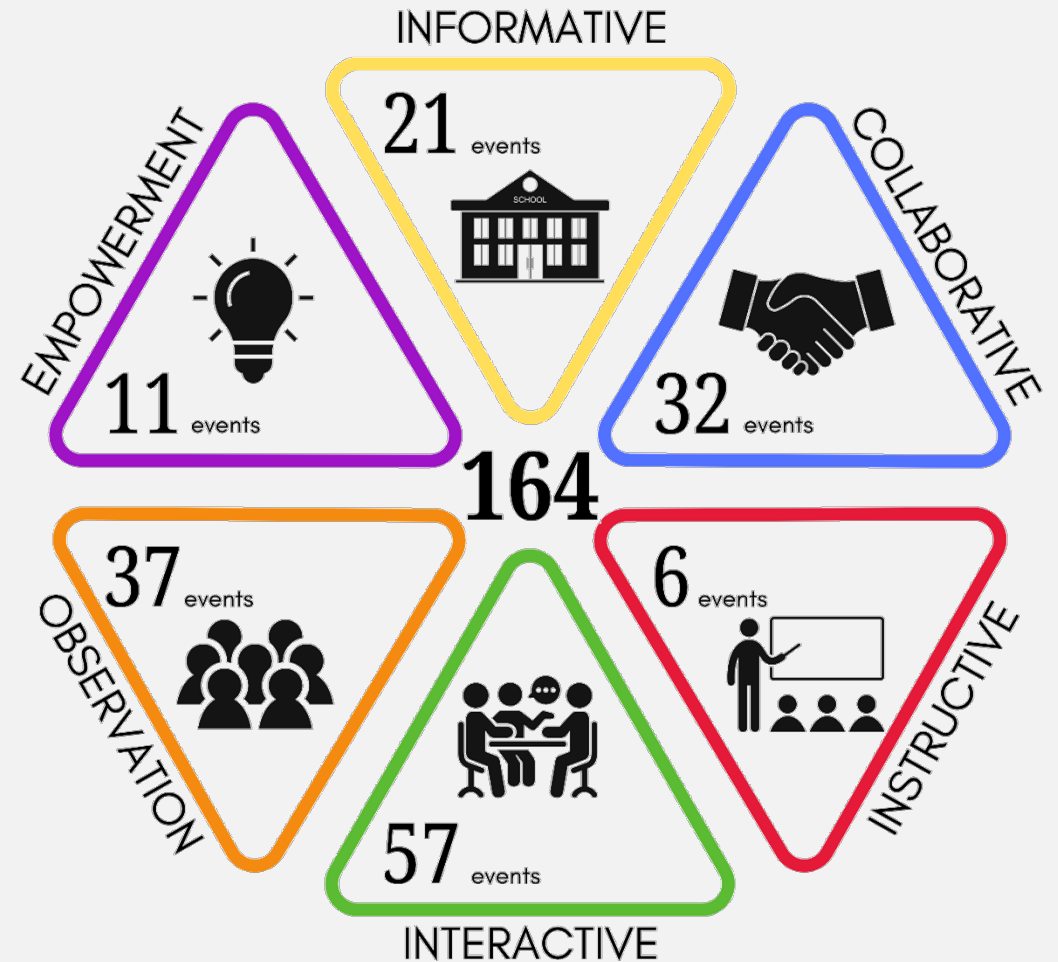
- **Informative:** Events designed to raise awareness and foster relationships between families and the school.
- **Collaborative:** Activities where parents, students, and teachers work together to build stronger connections and strengthen relationships.
- **Instructive:** Educational workshops and presentations aimed at enhancing learning for students and families.
- **Interactive:** Events that invite families to participate together in celebrating special occasions or holidays.
- **Observation:** Events where parents and family members observe significant milestones or achievements in their children's lives.
- **Empowerment:** Opportunities for parents to take on leadership roles, serve in a decision-making capacity, and advocate for their children and the school community.



FAMILY ENGAGEMENT

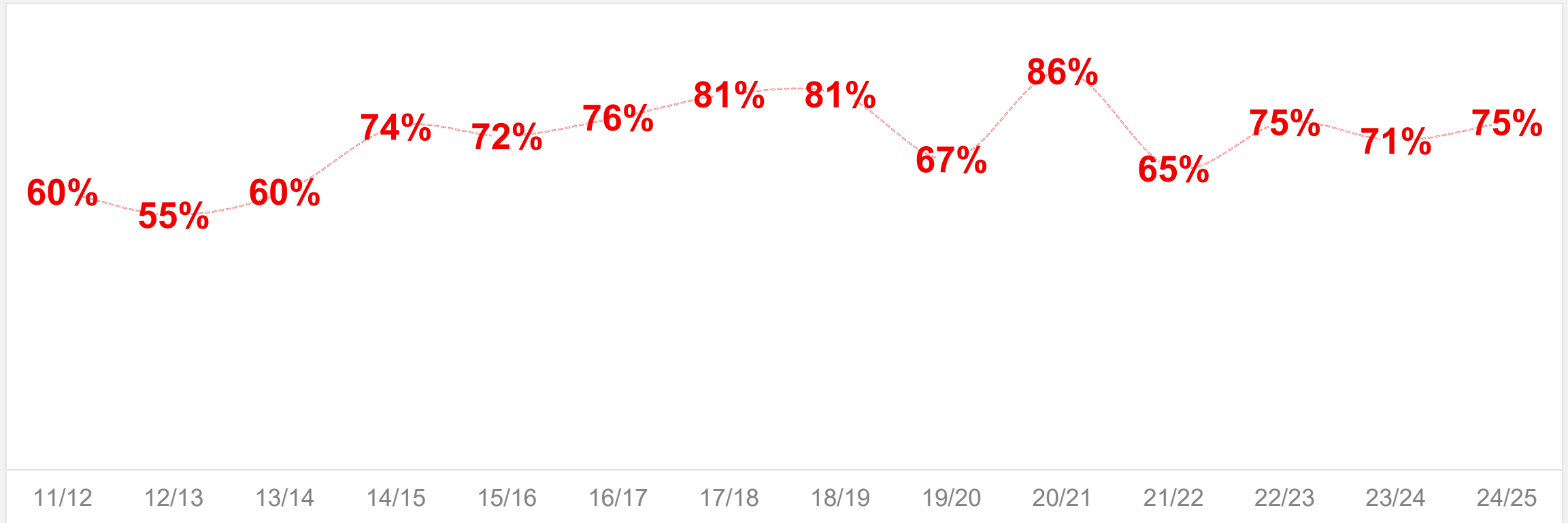
EVENT BREAKDOWN

- Total of 164 events in 24/25
- 75% of student population had at least one adult attend a district event during the school year (not including athletic games and practices)



FAMILY ENGAGEMENT

HISTORY OF PARTICIPATION



OUT-OF-SCHOOL TIME

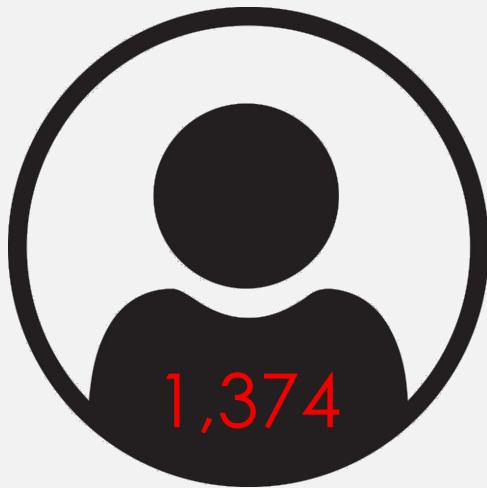
ENRICHMENT & EXPANDED LEARNING

- Programs offer variety of activities and clubs, including STEM, music, visual arts, drama, robotics, FIRST LEGO League, culinary arts, gardening, cosmetology, etc.
- All participating students receive extended learning through WIN (What I Need) academic time after school; acts as extension of school day
- Programs designed to support noncognitive skills, including teamwork, resilience, communication, and self-regulation, as well
- Strong partnerships are essential to sustaining high-quality afterschool programs
- All programs incorporate student voice and choice with rotating schedules, student advisory/leadership groups, program surveys, etc.
- Snack and a hot dinner offered daily through Nutrition Services

OUT-OF-SCHOOL TIME

PROGRAM IMPACT: BEFORE/AFTER SCHOOL

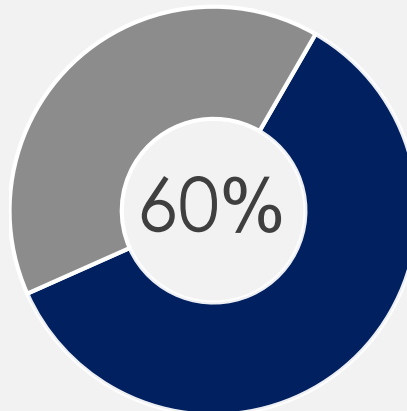
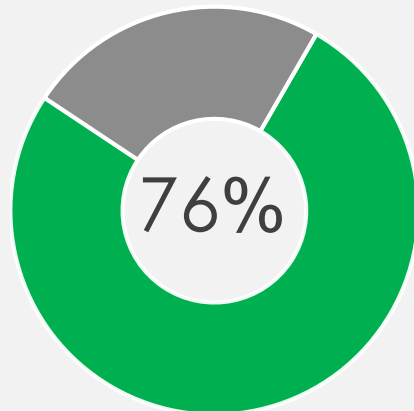
- 1,374 students (46% of K-12 population) served before and/or after school
- 522 students (38% of participants) considered “regular” attendees by attending 90+ hours of programming during the school year
- Average daily attendance across the district was 548



OUT-OF-SCHOOL TIME

PROGRAM IMPACT: CAMP COVINGTON

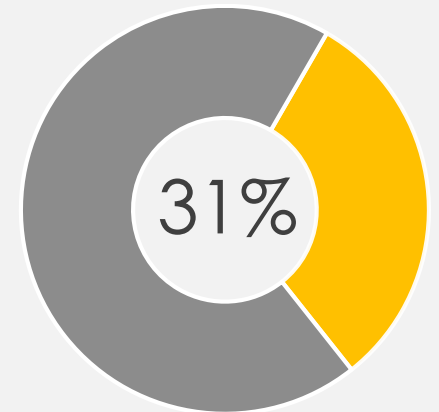
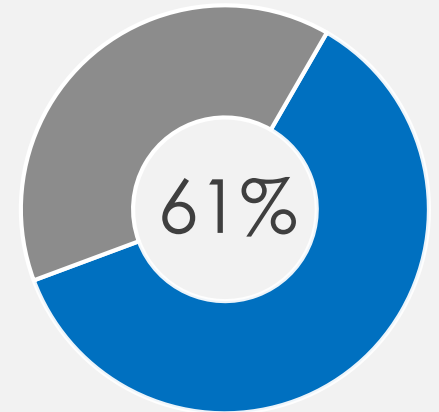
- 647 students served during summer programming across district, an increase of 14.3% from summer 2024 (n=566)
- 76% of elementary students attended 10 days or more of programming
- 60% of students considered “regular” attendees by attending 90+ hours (15+ days) of programming



OUT-OF-SCHOOL TIME

PROGRAM IMPACT: CAMP COVINGTON

- 61% of students achieved growth in math from pre- to post-test
- Of those with growth, 82% increased by 10% or more and 30% increased 30% or more
- At one school, every fourth and fifth grade student saw growth in math
- At another school, every fifth grade student saw growth in math
- 31% of students achieved growth in reading from pre- to post-test
- Of those with growth, 47% increased by 10% or more (with increases up to 48%)
- Multiple TLC students earned credits to advance to next grade level, with one student earning 5.5 credits



QUESTIONS?

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