Share Your Story - *Effective Parent and Family Engagement (PFE)*

This case study form is provided by the Title I, Part A and Learning Assistance (LAP) department at the Office of Superintendent of Public Instruction (OSPI) to gather descriptive information from K-12 schools on specific PFE strategies (i.e., larger LEA-wide initiatives or smaller projects involving one or more classrooms) that have helped to increase student academic outcomes.

Use this for activities that were funded with federal or state dollars *as well as* projects that were supported by local or other funding sources.

Next steps:
1. Complete all questions and save this document for your records.
2. Email completed form to Title1a@k12.wa.us
3. Story review by OSPI staff
4. Selected stories will be highlighted in the PFE newsletter and on the Title I, Part A PFE Website.

General Information   *(Replace the gray text with your specific data and narrative.)*

1.	LEA Name:	Quillayute Valley School District
2.	School Name	Forks Elementary, Middle and High Schools
3.	Project Contact:	Elena Velasquez, FPD and Principal Sandra Velasquez, Migrant Home Visitor and Family Service Advocate
4.	Project Contact Email:	Elena.velasquez@qvschools.org
5.	Brief Project Description:	During the Summer Migrant School Program the district checked out Chromebook and hotspots to students who participated in remote learning with a focus on improving English skills. Families had expressed frustration with being unable to help their child during remote learning in the spring and requested to learn how to use technology for learning. Migrant families participated in three (1.5 hr.) sessions of small group IT classes with a focus on three goals: 1. Gain confidence in using a computer 2. Use email for communication purposes 3. Gain skills in supporting learning at home Families completed a pre/post survey in regards to the three goals on a 5-point scale with the following results. • 0.8 increase in confidence in using a computer • 0.4 increase in use of email • 2.2 increase in supporting learning at home. By the end of the program families requested to keep their Chromebook through the end of the month in order to continue to use the tools for learning.
6.	Demographics:	Twelve (12) Migrant Families; Nineteen (19) Migrant Students

7. Which funds, if any, helped to support the project? (Check all that apply)	☐ESSA Title I, Part A (Parent and Family Engagement) ☐Learning Assistance Program (LAP) ☒Other - please specify: Title 1, Part C, Migrant Summer Education Grant ☐This project was (partially or fully) funded by local dollars.
8. Grades impacted:	K-10
9. Content areas reached with your PFE activities:	☒ELA ☐Math ☐Science ☐Social Studies ☐Arts ☐Other If Other, please specify

Initial Planning and Implementation – Sharing Your Story

10. The Setting	Quillayute Valley School District is located in a rural community on the Olympic Peninsula that serves approximately 900 brick and mortar students, 59 of whom qualify as migrant. The district is technology rich, however access to internet is limited to those who can afford to pay as there is only one major vendor in the area. Most of the migrant families do not have computers at home or internet access.
11. The Plot	It became apparent that our migrant families were at a disadvantage when school closed its door for in-person instruction due to COVID-19. We had enough Chromebooks and hotspots to provide to families, however families lacked the knowledge and skills to use the tech tools for learning at home. Our PAC officers met in late spring to provide the district with feedback and input regarding the challenges families were facing. Families expressed their frustration with not being able to connect their students to our school virtually and asked that we continue to support families through the summer so that students did not get further behind.

The district supported our family engagement plan by checking out Chromebook and hotspots to families and funding a migrant family service advocate/home visitor to help families learn skills for using technology for communication and learning.

Our home visitor met with families (using health and safety guidelines) to provide small group/individualized mini lessons. She taught them how to set up an email, how to use Class DoJo, Google Classroom, and other learning programs such as Brain Pop to access learning opportunities. She also taught families how to use Messenger Meeting Rooms (Salas) and Zoom, both of which they can use from their phones.

With just three focuses sessions families indicated that they felt more confidence in supporting their child at home. A huge indicator of success was the number of participants who attended a virtual back to school general PAC meeting at the end of August. Twenty-five (25) families participated virtually in a general PAC Zoom meeting where they had the opportunity to ask our superintendent questions in regards to our reopening plans! |
| 12. Key Characters | Sandra Velasquez, home visitor and family service advocate took a key role in scheduling and providing families with instruction by modeling and practicing the use of tech tools. Our summer school staff also were key people who collaborated with Sandra by referring students who were struggling with technology. |

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Evaluating Effectiveness	
13. Describe how this project supported effective academic outcomes.	**All families indicated an increase level of confidence in supporting their child with learning at home. As indicated above we had a great turn out at our back to school virtual meeting. It is hard to measure student academic outcomes, however we are getting more parents advocating for their children in assuring that they are provided with the technology hardware and software to engage in remote learning this fall.**
14. Which of the following instruments are you using to collect data? (Check all that apply.)	☐LEA or School Observation Tool ☐LEA or school Educator Survey ☐LEA or school Student Survey ☐OSPI's PFE Surveys ☐Other: We are using instruments that have been developed by other organizations: ____. ☒Other: We have developed our own local, site-specific instruments internally. Family surveys
15. List any known gains in student achievement and how you measured them.	**Outcomes (quantitative and qualitative):** Were there any student achievement gains? Other outcomes? How did you measure them? 1. **Participation: 12 migrant families and 19 students participated. This is a record number of migrant family engagement during the summer for our district.** 2. **Parent empowerment to support student academic life at school and at home: Families are more empowered than ever to advocate for their child's needs. In addition, we have noticed that participants in the sessions shared their learning with other families. We fostered parent leaders!** 3. **Student achievement gains: Students and parents wanted to continue to use the Brain Pop English Learning program beyond summer school. Of the students who we were able to complete a pre-posttest (only five due to COVID) two maintained their level and three increased their level by one point on a 5 point scale.**
16. Identify the essential conditions necessary for success of your project.	What were the essential conditions that made this project successful? 1. **Professional development for staff. Faculty have to gain proficiency in the tools in order to support families.** 2. **Patience and flexibility. Working with families who have never touched a computer required patience in order to lower anxiety.** 3. **Focused goals: Each session provided a specific target for families.** 4. **Small group: It was important to keep groups small in order to provide a 1:2 or 1:3 ratio for learning.** 5. **Include children whenever possible. Teaching the whole families fosters a growth mindset and provide children**

	with a sense that their parents are invested in their education.

Making Improvements

17. How would you change the way you **implement** this project in the future?	Without COVID we would offer more than three sessions. If we are able to have in person instruction by next summer, we will ask families to join their child at school and offer family sessions.
18. How would you change the way you **evaluate** this project in the future?	We may do a quick pre/post assessment instead of a survey. For example ask families to complete 5 to 10 tasks to check off (send an email to your child's teacher, open Skyward and check your child's attendance, etc.)

Sharing the Benefits

19. Sustainability Plans:	We will continue to provide technical education and support to families as needed as we reopen school remotely this fall. Our staff understands the challenges that families are facing and will prioritize internet connectivity to families most at risk first. In addition we will include technology education at general PAC meetings.
20. Recommendations for other schools:	1. **Provide professional development time for staff who work with families most at risk (such as migrant families) to become proficient at using the tools that the LEA is using.** 2. **Empower faculty who work with families by advocating for resources and building bridges with the tech department.** 3. **Believe that our families can learn the tools, even if language is a barrier. (Our home visitor speaks Spanish, but many of our families are primary Mam speakers.)**