

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:	Mount Vernon School District
2. School Name	K-12 buildings in Mount Vernon School District
3. Project Contact:	Dan Berard- Executive Director of Categorical Programs
4. Project Contact Email:	dberard@mvsd320.org
5. Brief Project Description:	<p>Under the leadership of the school board, the district identified family engagement as a priority strategy. We researched a variety of different engagement strategies and landed on an academy model. We utilized an americorps volunteer to assist in creating the initial scope and sequence. Each year we seek feedback from parents and staff to refine and enhance the experience and ensure that it is meeting the needs of our families. Parent Academy is six sessions of evening education classes taught to parents by parent teachers that instills leadership principles to families. Families will be empowered to become advocates for themselves, their children, and their communities as they engage in conversations centered on student achievement and community engagement.</p> <p>Parent Academy provides experiences to families that include education help, access to resources that help students and families be successful, social emotional guidance to ensure student confidence in academics and social environment, information to help families access grades, options for college and career planning, and opportunities to meet with school staff and other parents to help encourage a plan to ensure student successes.</p>

6. Demographics:	The population targeted and served are primarily families who do not historically access education and information in ways that districts are successful with. We serve primarily Bilingual and Migrant Families however the opportunity is open to everyone. We focus on encouraging families to become empowered and advocates for themselves, their children, and their communities.
7. Which funds, if any, helped to support the project? (Check all that apply)	<input checked="" type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement) <input type="checkbox"/> Learning Assistance Program (LAP) <input checked="" type="checkbox"/> Other - please specify: TBIP, Migrant, Title III <input type="checkbox"/> This project was (partially or fully) funded by local dollars.
8. Grades impacted:	Pre K-12
9. Content areas reached with your PFE activities:	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Other If Other, please specify: Family support, beyond graduation, Social emotional support.

Initial Planning and Implementation – Sharing Your Story

10. The Setting	Mount Vernon is somewhere in between urban and rural. we have about 6,500 students. Approximately 65 % of our families qualify for free and reduced lunch. We are one of, if not the only Latino majority district in the state. About 25% of our students are served in our Transitional Bilingual Instructional Program (TBIP) and about 50% of our students are multilingual. In addition about 1,500 of our students are qualified to migrant families each year. We have focused on a technology rich environment. We have a very proactive school board that has focused on the importance of family engagement and racial equity.
11. The Plot	The biggest planning challenge was to develop the curriculum (which we will share with you freely). When we researched programs that had similar characteristics they were typically purchased. We did not have money to purchase a curriculum so we utilized an americorp VISTA through a community partner agency to help us create the curriculum.
12. Key Characters	We identify parent leaders to teach classes in their home schools. We turn them into employees and hire them for their services. Each building has a Family Engagement Liaisons who supports our parent academies in the planning, organizing, communication, and implementation of our Program. We provide child care and a meal at each academy session. The experience concludes with a graduation ceremony typically attended by about 750 people that includes dinner, guest speakers, and a diploma ceremony. Participants also receive a college credit when they graduate.

Evaluating Effectiveness

13. Describe how this project supported effective academic outcomes.	This experience helps families to navigate the school system to understand how they can advocate for and support their child to be successful.
14. Which of the following instruments are you using to collect data? (Check all that apply.)	<input checked="" type="checkbox"/> LEA or school Educator Survey

<p>15. List any known gains in student achievement and how you measured them.</p>	<p>1. Participation Qualitatively our parents strongly indicate through pre / post surveys that they feel empowered to better support their students. The experience also cements a good communication flow between parents and their school.</p> <p>2. Parent empowerment to support student academic life at school and at home Over 5 years we have graduated 580 Parents and utilized over 90 parent facilitators. Outcome surveys support the empowerment of parents to support the success of their students.</p> <p>3. Student achievement gains Although we have positive qualitative information from teachers of participating students, we have not studied student achievement related to participation in our academy. This is on our list of things to modify in coming years.</p>
<p>16. Identify the essential conditions necessary for success of your project.</p>	<p>Each building has a bilingual liaison that helps to ensure the success of this program. In addition we have a district wide Slavic and Indigenous liaison as well.</p>
<p>Making Improvements</p>	
<p>17. How would you change the way you implement this project in the future?</p>	<p>We modify the content on a yearly basis based on parent feedback and the changing educational/ political landscape.</p>
<p>18. How would you change the way you evaluate this project in the future?</p>	<p>We need to analyze the academic success for students whose parents participate in the academies. We also need to see if we can correlate increases in family participation in areas like conferences and school events with our graduates. Our parent participation has increased dramatically since we began the academy model.</p>
<p>Sharing the Benefits</p>	
<p>19. Sustainability Plans:</p>	<p>The cost of this program is fairly minimal. We ensure we have appropriate grant funds available for identified costs. We also partner with community philanthropic organizations to support needed supplies and materials.</p>
<p>20. Recommendations for other schools:</p>	<p>Ensure that you get your department on board. This is easier with a team of committed people. Consider doing a district wide academy with the idea to branch it out to schools the following year. Most important - Families are the experts! Ask your parents what they want to know/experience and let that guide how you modify the curriculum to meet the needs they have identified.</p>