

## 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](mailto: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:	Finley School District
2. School Name	Finley Elementary, Finley Middle, River View High School
3. Project Contact:	Amy McLaughlin, Director of Special Programs
4. Project Contact Email:	amclaughlin@finleysd.org
5. Brief Project Description:	Reset Families is a fantastic parent and family engagement opportunity. Many districts may be familiar with Greg Benner, and he is one of the authors along with Sharon Aller and Angel Finsrud. Reset Families breaks generational patterns of coercive family interactions and replaces these with positive social and emotional learning strategies. It is a parent and family education program that aligns with PBIS and incorporates SEL. Parents and families receive instruction on creating a shared family vision, strengthening family connections, setting clear expectations, helping kids manage their own behavior, using restorative practices effectively, using consequences as teaching tools, and building relationships. Materials are available in both English and Spanish. The presentation manuals are easy to follow, and the program can be facilitated by parents and/or staff members. The program is set up to be delivered in a series of eight sessions, but it is very easy to customize and modify to meet scheduling needs.
6. Demographics:	Finley School District is a rural school district located in the Tri-Cities area. The student enrollment is approximately 881 students. Our enrollment by student demographics includes 50.2% Hispanic/Latino of any race(s) and 46% White. Our enrollment by student program and characteristics includes 21.5% English Language Learners and 81.2% Low-Income.

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 checked="" type="checkbox"/> Learning Assistance Program (LAP) <input type="checkbox"/> Other - please specify: <input type="checkbox"/> This project was (partially or fully) funded by local dollars.
8. Grades impacted:	Indicate all grade levels impacted by your PFE activities. P-12
9. Content areas reached with your PFE activities:	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input type="checkbox"/> Other If Other, please specify <b>SEL</b>

### Initial Planning and Implementation – Sharing Your Story

10. The Setting	Give your audience a sense of place. Is it an urban, rural, or suburban setting? Is it technology rich or barely equipped? Help others to imagine where you're coming from. Finley School District is a rural school district located in the Tri-Cities area. The student enrollment is approximately 881 students. Our enrollment by student demographics includes 50.2% Hispanic/Latino of any race(s) and 46% White. Our enrollment by student program and characteristics includes 21.5% English Language Learners and 81.2% Low-Income.
11. The Plot	What was the biggest planning challenge? What happened that was compelling? What was the source of tension or catalyst for change? How did you overcome these challenges? The biggest challenge was increasing parent interest and awareness. Getting the word out that classes were offered in both English and Spanish was crucial, and we needed bilingual staff members to make personal phone calls and/or do personal invites. We also partnered with 21 <sup>st</sup> Century, and they were amazing at furthering our advertising and parent outreach. 21 <sup>st</sup> Century staff also attended the evening events and assisted with translating, providing childcare, and providing instruction.
12. Key Characters	<ol style="list-style-type: none"> <li>1. We offered classes and materials in both English and Spanish.</li> <li>2. Our instructors were community members in addition to being staff members.</li> <li>3. Our partnership with 21<sup>st</sup> Century increased family engagement and support.</li> </ol>

### Evaluating Effectiveness

13. Describe how this project supported effective academic outcomes.	<b>How did this project support effective parent and family engagement practices, and led to increase student academic outcomes?</b> It aligns with PBIS and SEL. It gives parents tools to utilize at home that help the students to be successful at school.
14. Which of the following instruments are you using to collect data? (Check all that apply.)	<input type="checkbox"/> LEA or School Observation Tool <input type="checkbox"/> LEA or school Educator Survey <input type="checkbox"/> LEA or school Student Survey <input type="checkbox"/> OSPI's PFE Surveys <input type="checkbox"/> Other: We are using instruments that have been developed by other organizations: <span style="background-color: #cccccc; padding: 2px;"> </span> . <input checked="" type="checkbox"/> Other: We have developed our own local, site-specific instruments internally.

*This case study template was modified and used with permission from the Office of Educational Technology (OET) at the New Hampshire Department of Education.*

15. List any known gains in student achievement and how you measured them.	<b>Outcomes (quantitative and qualitative):</b> Were there any student achievement gains? Other outcomes? How did you measure them? Last year was our first year of implementation. We received very positive feedback from parents and families.
16. Identify the essential conditions necessary for success of your project.	<ol style="list-style-type: none"> <li>1. The elements in this program are research-based and aligned with both PBIS and SEL.</li> <li>2. Classes and materials were offered in English and Spanish.</li> <li>3. Training was provided for our presenters.</li> <li>4. Our partnership with 21<sup>st</sup> Century increased parent outreach and education.</li> <li>5. Our instructors did a great job connecting with families.</li> </ol>
<b>Making Improvements</b>	
17. How would you change the way you <b>implement</b> this project in the future?	This year, we are utilizing Communities in Schools to assist with parent and family outreach and instruction.
18. How would you change the way you <b>evaluate</b> this project in the future?	Last year, we collected feedback from the instructors and the attendees. I would like to collect feedback from teachers and administrators in the future.
<b>Sharing the Benefits</b>	
19. Sustainability Plans:	Returning instructors and partnerships with parents, 21 <sup>st</sup> Century, Communities in Schools, etc. help make this a sustainable opportunity for districts to provide for parents and families. The costs associated with this include compensation for planning, providing the instruction, providing childcare, conducting personal parent outreach/invites, and providing light refreshments. Greg Benner is working with CEE to develop modules which will make this opportunity even more accessible and cost-effective for districts to implement.
20. Recommendations for other schools:	I highly recommend this for parent and family engagement, outreach, and education opportunities. The authors hope to produce a Whole Families Series to complement the Whole Educator Series that you have become familiar with. Can't think of a more important time than now to move this ahead.