

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:	West Valley School District #208
2. School Name	District
3. Project Contact:	Minerva Pardo, Family Engagement Coordinator
4. Project Contact Email:	pardom@wvvd208.org
5. Brief Project Description:	We offer Kindergarten Readiness Nights for migrant and ELL children who have not received support to prepare them for Kindergarten. In addition, we offer a home visiting summer program where Monolingual families learn ways to support their children at school.
6. Demographics:	ELL and migrant students (20 students for each program)
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: migrant program <input type="checkbox"/> This project was (partially or fully) funded by local dollars.
8. Grades impacted:	PreK - 8
9. Content areas reached with your PFE activities:	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Other If Other, please specify STEM and SEL

Initial Planning and Implementation – Sharing Your Story

10. The Setting	We are a rural district with 5298 students enrolled where 58.2% are white, 34.4% Hispanic and 7.4% other groups. We have 8.5% ELL and 1.4% migrant students. Our population identifies as 46.9% low-income.
11. The Plot	One of the biggest challenges when planning is to incorporate the families Funds of Knowledge to the work we do either during our Preschool family nights or the Summer Home Visits. When we want to empower families to be their students first and most important teacher, we need to start by using what they have to support their children. It

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	has been instrumental to educate us all on the importance of starting with what they know, since it makes families feel confident and knowledgeable. It is a bit of a mindset shift for educators, but the benefits are huge. We work in collaboration towards a common goal which is build advocacy and leadership on migrant or ELL families.
12. Key Characters	The Kindergarten Readiness Nights cannot happen without the ESD105 migrant team support! They support my staff by putting together the activities for literacy, math, STEM, SEL, and Health! What a team! Also, one of WV instructional coaches puts the activities together for the migrant home visiting program. These have been for 3 summers in a row personalized plans for each of the students planning this class. And finally, our bilingual staff who build connections with families, support the work during the family nights and also conduct home visits during the summer.

Evaluating Effectiveness	
13. Describe how this project supported effective academic outcomes.	Both projects have the goal in mind to support families to become the first and most important teacher for their children. This is something that a lot of people say, but it takes team effort to have families know they have the power to lead and support their children’s education at an early age. When families are engaged in the academic process of their children, the outcomes are huge. We can assess the results at the end of each program by having parent’s feedback. They go from “I do not know how to help my child”, to “We play and learn together. I know I am helping him to be better prepared for school by building these skills”.
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: . <input checked="" type="checkbox"/> Other: We have developed our own local, site-specific instruments internally.
15. List any known gains in student achievement and how you measured them.	The qualitative data we get from families, as well as the WaKids results are proof of the success of these family engagement strategies. <ol style="list-style-type: none"> 1. Participation: 20 families per program 2. Parent empowerment to support student academic life at school and at home: Both program’s goal is to build leadership skills for families to support their student’s academics 3. Student achievement gains: Increase readiness and academic growth on ELL and migrant students.
16. Identify the essential conditions necessary for success of your project.	What were the essential conditions that made this project successful? We received the support of ESD Migrant Family Engagement Coordinator and the collaboration led to a successful implementation for the Summer Home Visiting Program. Also, the

	ESD105 Migrant staff has been instrumental support for the Kindergarten Readiness Program.
Making Improvements	
17. How would you change the way you implement this project in the future?	I would not change anything per se, but I'd continue learning about the strengths of Funds of Knowledge and share this with my district school staff.
18. How would you change the way you evaluate this project in the future?	I do not think I would make any change since it is the parent's feedback what gives me the most information on how to make changes and improvements to these two programs.
Sharing the Benefits	
19. Sustainability Plans:	These programs receive support from Title I and Migrant programs. The sustainability of the programs is high.
20. Recommendations for other schools:	Building leadership and advocacy skills on our families should be one of our main priorities for schools. When we know we can have our student's families as an ally we will see that our families will support our work and in the end their children's future. We should remember that parents need to learn how to help and support their children. It is not apathy or lack of interest coming from them, it is simply that they need our support. Families and schools want what's best for our students.