



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Best Practices for Using
Technology with
Multilingual Families*
Toolkit

2020

BEST PRACTICES FOR USING TECHNOLOGY WITH MULTILINGUAL FAMILIES TOOLKIT

2020

Gayle Pauley
**Assistant Superintendent of Special Programs
and Federal Accountability**

Prepared by:

Alyssa Ibañez, Title I, Part A and Learning Assistance Program (LAP) Program Supervisor

alyssa.ibanez@k12.wa.us | 360-725-6172

Guadalupe “Lupe” Ledesma, Migrant Education Program Supervisor

lupe.ledesma@k12.wa.us | 360-725-4464

Shannon Martin, Bilingual Education Program Supervisor

shannon.martin@k12.wa.us | 360-725-4476

Penélope Mena, Title I, Part A and Learning Assistance Program (LAP) Program Supervisor

penelope.mena@k12.wa.us | 360-725-6069

Minerva Pardo, West Valley Yakima School District Family Engagement Coordinator

pardom@WVSD208.ORG | 509-972-5547

Sylvia Reyna, Migrant Education Program Supervisor

sylvia.Reyna@k12.wa.us | 360-725-4474



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INTRODUCTION

We are relying on technology more than ever, and families are overwhelmed as remote and distance learning is becoming more prevalent in their children's lives. Parents are supporting their children with numerous unfamiliar platforms and communication tools. Multilingual families are attempting to navigate these online learning environments in a new language.

This toolkit is designed to help Local Educational Agencies (LEAs) create and maintain effective strategies with multilingual families. We explore and model best practices for the use of technology in teaching, as well as for assessing and communicating with diverse adults. The following guide is applicable for face-to-face, blended, and online instruction, and can also serve as a toolkit.

Parents know how important it is to have an opportunity to learn the platforms their children are using so they can better monitor their work and to be attentive to the learning of their children. Parents agree that both teachers and parents were caught off guard with online learning but working together they can support children in their academic goals.

Parent comments from the Migrant Education State Advisory Committee (SAC) 2020

NOTES

THE MULTILINGUAL ADULT LEARNER

Washington has approximately 20 percent of parents with children in the K–12 system living in a household where their primary language is other than English. Multilingual parents are learning to navigate Washington’s educational system and engage in their child’s education in the era of distance learning. Therefore, providing multilingual parents technology devices for use in today’s online learning environments needs careful consideration and planning.

- *What is the level of digital and technology readiness of your parents?*
- *What type of technology devices are parents using primarily to communicate with schools?*
- *How can we engage parents and children in meaningful online learning activities?*
- *Do you have bilingual staff to support and provided technology/digital supports to your parents?*
- *What professional development (PD) opportunities are available in your district for bilingual staff, teachers, and families that support the use of technology/digital tools for educational purposes?*

As your LEA creates a communication and technology strategy to provide services to parents, it should consider a variety of print and digital formats, as well as prepare staff to effectively manage their time and resources to efficiently assist multilingual parents. It can be a greater challenge for multilingual parents than for other adult learners due to their varied educational and cultural backgrounds, as well as the linguistic demands of the schools and communities in the 21st Century.

Knowles’ Six Key Characteristics of Adult Learners

1. The need to know
2. A responsible self-concept
3. A wealth of life experience
4. Readiness to learn
5. Orientation to learning
6. Motivation

Best Practices to Promote an Adult’s Readiness to Learn

- a) Create a safe, welcoming learning environment
- b) Establish a culture of empathy and respect
- c) Collaborate on the determinations of learning needs

- d) Identify objectives in instructional planning
- e) Ensure the practicality of all learning activities

A highly regarded adult learning model is that of David Kolb. Kolb believed that four different abilities were needed for successful adult learning:

- Concrete experience (awakening)
- Reflective observation (observing)
- Abstract conceptualization (practicing)
- Active experimentation (applying)



Kolb believes that each of these abilities is part of a learning cycle that repeats itself again and again.

Best Instructional Design Practices Based on Kolb's Learning Model

Abilities	The Learner	The Instructor
<i>Concrete Experience</i>	<input type="checkbox"/> must be interested in adding to his or her knowledge base	<input type="checkbox"/> awakens the learner's interest
<i>Reflective Observation</i>	<input type="checkbox"/> takes on new information, usually by watching or listening	<input type="checkbox"/> presents the new information
<i>Abstract Conceptualization</i>	<input type="checkbox"/> practices using the new knowledge	<input type="checkbox"/> facilitates hands-on activities
<i>Active Experimentation</i>	<input type="checkbox"/> applies the new knowledge	<input type="checkbox"/> provides a means of practical application

LANGUAGE ACCESS REQUIREMENTS

Under state and federal law, all parents have the right to information about their child's education in a language they can understand. These must be implemented in coordination with other state and federal program (note: Title IV regulations must be implemented before federal funds can be used). To familiarize yourself with these requirements; look at the information provided by the Equity and Civil Rights office at OSPI:

- [Interpretation and Translation Services](#)
- [Title 34, Nondiscrimination Under Programs Receiving Federal Assistance](#)
- [Chapter 28A.642 RCW, Discrimination Prohibition](#)
- [Chapter 392-190 WAC, Elimination Of Unlawful Discrimination In Public Schools,](#)

Companion OSPI Guides

The publications on [Supporting Multilingual Students/English Learners](#) and [Migrant Students Under Title I, Part C](#) are intended to provide school districts with guidance and strategies for providing continuous learning to these student populations during school facility closures. The publications were published on April 27, 2020.

Translated guidance:

- [Apoyo a los estudiantes multilingües/de inglés durante el cierre de las escuelas](#) (Publicado 14/05/2020)
- [Apoyo a estudiantes migrantes conforme al Título I Parte C durante el cierre de escuelas](#) (Publicado 15/05/2020)

KEY GOALS, NEEDS, RECOMMENDATIONS

1	<p>Foster Trusting Relationships. If families don't know where or how to access technology, it may be difficult for them to help their children with school activities and schoolwork. Also, managing several online learning platforms may add to the stress parents may feel while trying to keep their families healthy, specifically when they have more than one child in the school system.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Consistent, regular communication with families and students.<input type="checkbox"/> Consider creating an onsite and online school-parent communication guide for staff.
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	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly communicate the type of online curriculum to be taught, the type of assessments used, and the standards the child will need to meet. <input type="checkbox"/> When providing distance learning, consider having one LEA-wide online learning platform. It is more convenient to learn using only one platform. <input type="checkbox"/> Create easy to find online information about technology support. <input type="checkbox"/> Offer information and instructional packets to handout. <input type="checkbox"/> Have contact information readily available so parents know who to contact with technology questions. <input type="checkbox"/> Consider using local expertise, such as instructional aides to make learning connections with families, and check-in calls on instructional needs.
2	<p>Develop Digital Literacy. Some multilingual parents have minimal or no skill to navigate technology, and no keyboarding skills. In addition, they may have difficulty reading and writing in their home language. When planning or preparing online lessons for students or technology trainings, adjustments will need to be made to accommodate the needs of these parents.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Multilevel and differentiated instruction or planning. <input type="checkbox"/> Assess technology and digital readiness. <ul style="list-style-type: none"> o See sample Technology Surveys in OSPI’s Continuous Learning 2020 publication (Appendix C). o See page 31 of this toolkit, Template—Assessing Basic Skills for The Computer. <input type="checkbox"/> Creating activities where parents and children work and learn together. <input type="checkbox"/> Look for local parent leaders and create an advocate list. Encourage parents to contact other parents to learn, model, and practice activities together. <input type="checkbox"/> Include bilingual instructional guides with IT terminology in English. For example, computers and programs rarely have the keys in the native language of the speaker. <input type="checkbox"/> Consider using instructional aides to provide additional online supports before/after school or during the summer months for one-on-one personalized technology instruction.
3	<p>Consider Parents’ Resources. Ideally, we hope parents have the technology (Wi-Fi, hotspot and broadband access, computer, etc.) they need at home, but some do not. Some families’ only mode of communication is a phone or smart phone. After your LEA assesses the technology needs and readiness of your parents, it should plan to provide instructional supports in different formats.</p>

	<p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Design your instructional strategy based on families’ onsite or online access and adjust it accordingly (ex: instructional packets in paper format with clear distance learning instructions, and expectations for student and parent with no online access.) <input type="checkbox"/> Create guides in paper format, with snapshots and step-by-step instructions. <input type="checkbox"/> Consider using the text features to share documents or information with parents (according to Pew Research, 81 percent of Americans own a smartphone.) (See Appendix B—Support for Accessibility and Usage of Continuous Learning Guide).
4	<p>Make Online Activities Relevant. Some parents may not find online activities as relevant if it’s not related to their child’s education.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect it to their children’s learning, let them know schools use technology to share and monitor child’s progress and learning. <input type="checkbox"/> Link the learning to building their children’s skills and knowledge. <input type="checkbox"/> List the benefits of technology in our daily lives for work or personal use (e.g., discovering information about resources in their community to practice navigating websites).

BEST PRACTICES

Step 1 — Create a Safe, Welcoming Learning Environment

LEAs with successful programs have a variety of practices that are effective in welcoming parents and their families. These programs foster systems of support that are built upon trusting relationships, where parents are heard and know their concerns and needs will be addressed.

- Build Trust**

Notify parents in their primary language of school schedules. Post school schedule around community centers, local markets,

Tip 1 — Helping Our Families with Stress

Consider using the following co-regulation mindfulness technique with parents during online or onsite activities.

Set Your Seat: Alignment of the brainstem in the cranial base supports communication through the whole nervous system as well as flow of oxygen, blood, and cerebral spinal fluid to the brain. It also creates more room for your organs.

1. Stand up, as you are able.
2. Flip out your penguin tail, or tuxedo tails.
3. Sit back down.
4. Notice the changes.
5. Alternate tucking the tailbone and setting your seat to see how much difference it makes.

Figure 1 Taken from [Emerging Wisdom— EASE Keys](#)

churches or faith-based centers, use local leaders/community-linked staff to promote school onsite or online activities. Help parents understand how to help their children with their educational needs, schoolwork, and how to help build their intellectual and social capital.

Open Communication

Involve families in the planning and give opportunities to provide feedback on how they would like to participate. Allow parents to be openly expressive and encouraging to others during the activity or lesson.

Include a Bilingual Staff Point Person

Have a bilingual point person or staff that provides IT/technology support, answers questions, concerns, and can help throughout the process. Examples include reviewing the one-page guide on how to login, how to use the online program or platform, etc. If you don't have a bilingual staff, the LEA can use interpreters. For more information on requirements in translation and interpretation, please refer to [Equity and Civil Rights](#).

Use Parent Friendly Language

Create family friendly communication with simple and clear language, add graphics to enhance the description. Provide the option for families to request accommodations such as wheelchair access, sign language interpreter, or audio version of materials.

Timely Schedules

Give parents plenty of time to prepare to participate in the activity. Provide options for morning, afternoon, and evening sessions, to help with childcare preparations or have a plan to work around their home/work schedules.

Additional Recommendations

1	<p>When using a videoconference platform such as Zoom, assign a co-host so students can be admitted into the virtual meeting space. If the school cannot provide a co-host, please make sure to properly train staff on how to use the videoconference platform. The staff need to check the admittance feature often, so no student is left unadmitted into the video conference.</p> <p>(See OSPI Continuous Learning Considerations & Policy Issues for more information about using videoconferencing to support distance learning).</p>
2	<p>Send information in various formats, such as via mail, email, or text to parents and students.</p> <ul style="list-style-type: none"> • Provide a one-page guide on how to use the online learning platform, and if applicable, how to use a district provided device or personal computer.

Additional Recommendations

	<ul style="list-style-type: none"> • Consider creating a one-page guide for parents with tips to communicate with school and teacher, as well as a listing of some of the learning platforms used by your school or LEA. • Include the links so parents can click and learn more on how to use them or become familiar with or what they are.
3	Provide information or examples to staff on how to prepare families to get online.
4	Develop parent advocate roles (maybe in coordination with the Parent Advisory Committee (PAC) or community members) that can be contacted by parents if they need additional help, even if it's about setting up the computer and learning space. Many multilingual parents will need the guidance to support their children at home, so having another member of the community to help them will be beneficial to the school and the parent.
5	Be clear and consistent about school's expectations of students and parents, the type of instructional support the school will provide, and what parents' options are. For example: <ul style="list-style-type: none"> • Is distance learning optional? If not, will parents need to register their child? • Will learning packets be provided? How often? • Include instructions for communicating with teachers.
6	Maintain ongoing communication with parents. <ul style="list-style-type: none"> • Stay connected to parents/families on what is happening in the classroom. • Give parents a specific time they can expect a response to their emails, calls, or other form of communication. • Consider texting often. Some families' only forms of technology are a smartphone or cellphone.

Activity A

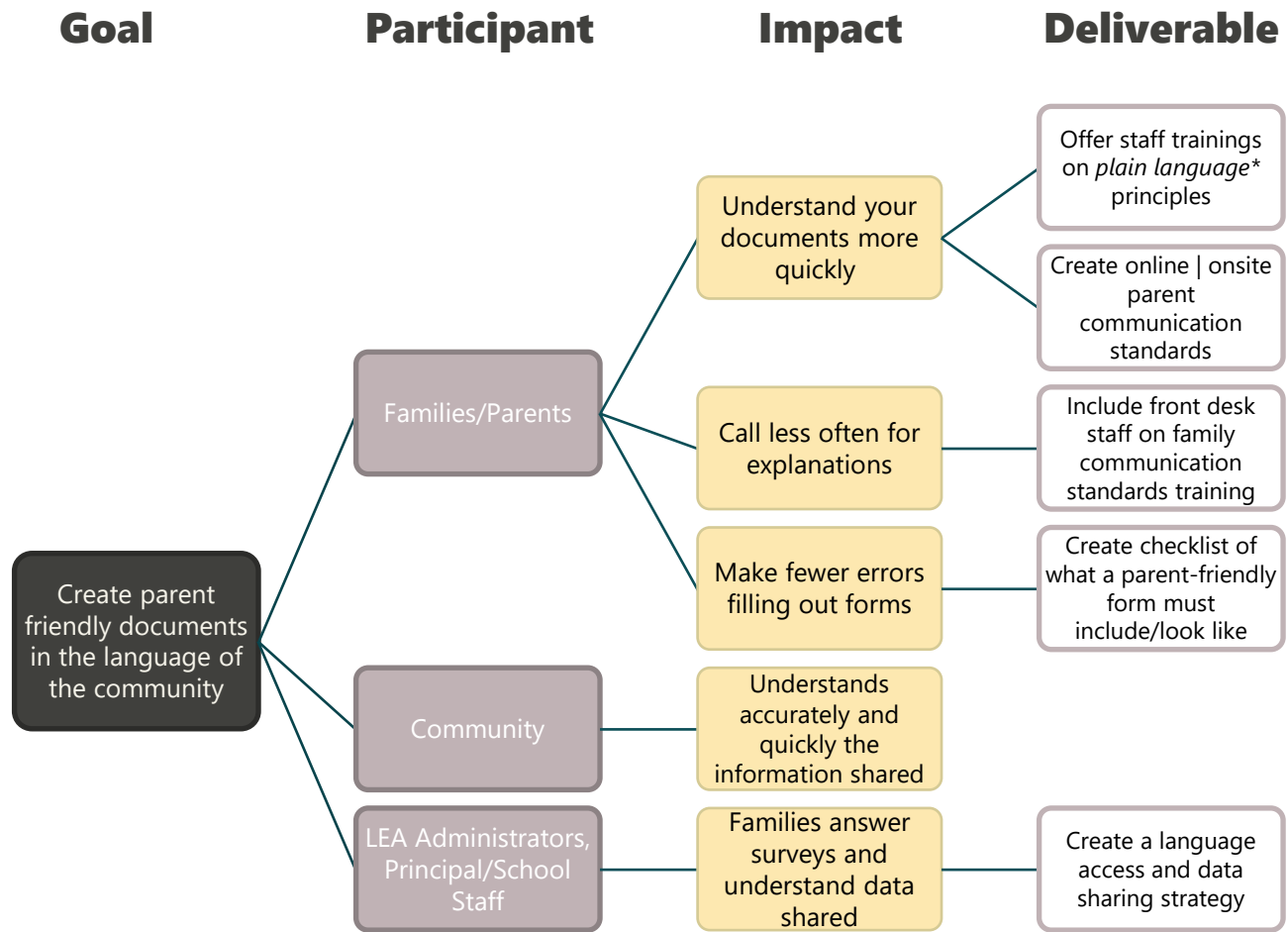
Identify a recommendation (goal) from Step 1 for which your staff would like to create an action plan.

Goal: <i>Why</i> are we doing this?		
<p style="text-align: center;">Participant</p> <p>These are the people who can influence the outcome.</p>	<p style="text-align: center;">Impact</p> <p>These are the impacts we are trying to create.</p>	<p style="text-align: center;">Deliverables</p> <p>These are the outcomes and structural activities.</p>

<ul style="list-style-type: none"> • Who can produce the desired effect? • Who can obstruct it? • Who are the partners or users of our services? Who will be impacted by it? 	<ul style="list-style-type: none"> • How should our staff behavior change? • How can they help us to achieve the goal? • How can they obstruct or prevent us from succeeding? 	<ul style="list-style-type: none"> • What can we do, as an organization or a delivery team, to support the required impacts?
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ADJUSTED FROM [IMPACTMAPPING.ORG](https://www.impactmapping.org)

EXAMPLE



*Resources

[plainlanguage.gov](https://www.plainlanguage.gov) | [plain talk Washington state](https://www.plaintalk.wa.gov) | [ADA.gov](https://www.ada.gov).

Step 2 — Establish a Culture of Empathy and Respect

Positive, respectful, and empathetic relationships between school staff and parents are the foundation for successful family engagement strategies.

Recommendations

1	Include parents who are representative of the student body in the strategic communication planning team, including members of Parent Advisory Committees/Councils (PACs). Ask for feedback from PTAs and PTOs. The parent voice brings different perspectives about technology applications in their daily lives, as well as how they use it.
2	Draw on families' Funds of Knowledge . LEA or school gives opportunities for families' cultural traditions, values, and practices to be respected. <ul style="list-style-type: none"> ▪ Child's ability to help parents with technology could help here (depending on the child's age), and it is a perfect opportunity to provide parents with relevant lessons where the child can connect the learning with their culture, or place of origin.
3	Provide opportunities for parents to share their concerns, ideas, and opinions during the activity. Encourage students/parents to work through difficulties when learning how to use new technology and that it is common for everyone to have issues when learning new computer applications or technology.
4	Design lessons and activities to provide parents and child with coaching, practice, and constructive feedback.
5	Allow practice time during the activity, so parents and child can receive feedback and coaching from peers, and the facilitator.

Activity B

What strategies could be used to help multilingual parents in the following situations?

Example of Situations				
Monitoring child's progress	Communicating with teacher(s)	Learning how to use a technology device	Enrolling their child in school	Advocating to principal/school board

Using information from Step 2, brainstorm strategies (online adjustments from onsite) for approaching the learning experience in each example situation. **Choose one instructor ability:**

Awaken Parent Interest

Hands-On Practice

Lecture/Teaching/Presentation

Real Life Application

Example Situations	Strategies
Monitoring child's progress	<p>Example Ability: Real Life Applications Strategies (online adjustments from onsite): 1) School offers online "Skyward Night" training for parents. 2) For multilingual parents, offer a class with a lower bilingual staff to parent ratio. This training could be on a different night or the school could include as an added hour on first Skyward night. 4) A translated training notification is sent in a timely manner. 5) This notification is posted around community centers, grocery stores, faith-based organizations, etc. where these parents attend. 6) Send notification in a variety of formats, text, email, etc.</p>
Communicating with teacher(s)	<p><i>Strategies (online adjustments from onsite):</i></p>
Learning how to use a computer	<p><i>Strategies (online adjustments from onsite):</i></p>
Enrolling their child in school	<p><i>Strategies (online adjustments from onsite):</i></p>
Advocating to Principal/School Board	<p><i>Strategies (online adjustments from onsite):</i></p>

Step 3 — Collaborate on the Determinations of Learning Needs

Before developing instructional lessons, technology trainings, or instructional guides, we recommend assessing the technology needs and readiness of your parents to make them relevant and useful.

Parent technology surveys should provide the LEA or school with data on the types of needs and concerns in the community, such as the type of technology used at home, use and access to Wi-Fi or the Internet, or if parents use only smartphones as a form of communication. Multilingual families’ needs may vary depending on the level of education, socioeconomic background, recent arrival status, and the technology availability from their country of origin.

Tip 2 — Helping Our Families with Stress

Consider using the following co-regulation mindfulness technique with parents during online or onsite activities.

Breath in the Back of the Lungs: Many cranial nerves run right behind the jaw including the vagus, the auditory nerve, the facial nerves, and the nerves that initiate digestion. There is also an auditory channel right above the soft palette. Engaging soft palette with ease in the jaw supports breathing in the central channel, digestion, and auditory processing.

1. Release your jaw. Feel the heaviness of the lower jaw and the weight of gravity. Imagine dropping a ball and how gravity effects the ball.
2. Find your Ahh -it is like a good yawn –feel the gentle engagement of the soft palette.
3. Take a few deep breaths and make the sound Ahh.
4. Notice the changes.

Figure 2 Taken from [Emerging Wisdom—EASE Keys](#)

Recommendations

1	Develop and implement an LEA-wide process for determining the technology needs and readiness of parents. Include in your planning team IT staff, Bilingual Education and Migrant Education staff, parent coordinators and liaisons, parent advocates, PTOs and PTAs, front desk staff, community organizations or CBOs, and other staff that work directly with multilingual families and students.
2	Use a variety of ways to survey parents, such as paper and digital formats. Consider providing a mobile version. <ol style="list-style-type: none"> a. Include questions in your survey about Internet access, Wi-Fi, and cellular hotspot familiarity. b. See sample Technology Surveys in OSPI’s Continuous Learning 2020 publication (Appendix C).
3	Rely on families’ Funds of Knowledge to gain access to their level of skills and knowledge on technology devices and platforms.
4	Consider providing instructional guides on how to login or use the device provided by the LEA or school. Although many parents may know how to use these devices, others, such as newcomer families, migrant families, and multilingual families may have different levels of technology needs.

Recommendations

	Offer technology information to parents in a language they can understand. Use interpreters and translators that are familiar with educational terminology. For more information go to: Equity and Civil Rights .
5	Provide trainings for instructional staff on how to assess the technology needs and readiness of their families, include where to find the surveys and how to use them.

Activity C

Key Concepts and Ideas from Step 3

Select two items you found useful in the recommendations above

Discuss the following questions in pairs or small group:

Do you have something similar at your LEA or school?

How can your LEA or school incorporate one or more of the recommendations?

Step 4 — Identify Learning Objectives for Instructional Planning

Create learning objectives that align to achievement goals, data gathered from parent surveys, and school's or LEA's needs assessments. Key questions to consider:

- How is planning a lesson that integrates digital literacy activities different from planning a lesson without technology?
- Are there any ways to assess what the student/parent can do

Tip 3 — Helping Our Families with Stress

Consider using the following co-regulation mindfulness technique with parents during online or onsite activities.

Orientation is Here and Now: Distinguishing detail, fine motor still, cross body function, and orientation in time and space are all aspects of ventral vagal, body in balance.

Point to things you see and name them out loud.

1. Touch different objects and textures.
2. Name the facts of what is. What is explicitly observable by all.
3. Bring your attention back to the here and now and track what is happening in the present moment. Notice cues that indicate you are safe or connected.
4. Bring your mind back to what actually happened.

Figure 3 Taken from [Emerging Wisdom— EASE Keys](#)

before planning activities that might be beyond their reach?

- How can parents be included in the child's activity?
- How should educators choose the technology to use in instruction?
- Reminder!** Include bilingual instructional guides with [IT terminology](#) in English. For example, computers and programs rarely have the keys in the native language of the speaker.

Recommendations

1	Consider students'/parents' abilities and what their needs are.
2	Identify what digital literacy skills students/parents will develop in the lesson.
3	Identify the activities that will lead to students or parents reaching the lesson objective.
4	Consider the technology that students/parents will use in the real world.
5	Clearly communicate types of online curriculum, school expectations, type of assessments used, and the standards the child needs to meet.

Activity D

What does the best practice below look like in onsite and online environments? **Choose one.**

- a) Making activities for parent and child relevant
- b) Building trust by communicating clear school/classroom expectations
- c) Providing technology information in a language the parent can understand
- d) Gathering stakeholder feedback about technology and readiness needs of parents
- e) Scheduled time during the activity for modeling, practice, and feedback

Letter

Onsite Environment

Online Environment

<p>a</p>	<p><i>Example: Instructor is ready with the following: warm-up of activity, introduces lesson, activates student/parent prior knowledge, does presentation practice (using technology if necessary), uses materials that are age appropriate, evaluates the knowledge and application of skills learned...</i></p>	<p><i>Example: Instructor is ready with the following: Prior to the online session/lesson/activity sends a one-page guide on how to use the platform in a language the parent or student can understand. Makes sure technology devices are the most often use by parents/child. Has protocols to admit student into video conference platform. Has them introduce themselves. Walks through online etiquette and the use of the chat feature. Uses age appropriate lesson...</i></p>
<p>Enter letter here</p>	<p>Write response here:</p>	<p>Write response here:</p>

Suggestions—Building Basic Skills Activities

Activity	Digital Literacy Skills	Digital Literacy Aspects	Application	Technology
<p>Learn the parts of a compute.</p>	<p>Identifies the mouse, monitor, start button, keyboard.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Basic Literacy Skills <input type="checkbox"/> Finding and communicating 	<p>Technology vocabulary</p>	<p>Laptop PC</p>
<p>Search for school website.</p>	<p>Use a mouse, open a web page, input addresses, refine searches.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Basic Literacy Skills <input type="checkbox"/> Creating & Communicating <input type="checkbox"/> Finding and Evaluating 	<p>Internet search engine</p>	<p>Laptop PC Smart Device</p>
<p>Monitoring student progress.</p>	<p>Using the LEA's family access system.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Navigation 	<p>Internet search engine</p>	<p>Laptop PC Smart Device</p>

Suggestions—Family Digital Literacy Activities

Grade	Activity	Description	Objectives	Application
3–5	What is inside my computer?	Students/parents draw a picture of what they <i>think</i> a computer looks like inside. Then student/parent can explore more!	<input type="checkbox"/> Explore the inside of a computer <input type="checkbox"/> Learn the function of each part of a computer <input type="checkbox"/> Learn the definitions of unfamiliar computer terms <input type="checkbox"/> Complete a worksheet of definitions of computer parts	Technology vocabulary
6–8	Word Processing Can Be Lots of Font!	A fun poem activity helps reinforce basic word processing skills.	<input type="checkbox"/> Explore some of the basic functions of word processing programs <input type="checkbox"/> Practice using those functions <input type="checkbox"/> Complete a worksheet about what they learn	Keyboarding Literacy vocabulary
9–12	Find your way through the World Wide Web.	Maximize use of a search engine, open a web page, interpret a web page, input data, follow links.	<input type="checkbox"/> Learn what a database is <input type="checkbox"/> Learn what a search engine does <input type="checkbox"/> Learn how to formulate search criteria for a search engine	Internet search engine and databases

IDEAS TAKEN FROM [EDUCATION WORLD](#) LESSON. ALSO SEE WASHINGTON'S [EDTECH K-12 LEARNING STANDARDS](#), 2018.

Step 5 — Ensure the Practicality of All Learning Activities

Lesson plans should incorporate interactive, relevant and meaningful information for multilingual parents, so they could apply their learning to helping their children with school related activities. Parents need to be able to see the relevancy of what they are learning. Guiding Questions:

- How is this activity going to offer parents the skill sets needed to help their students with the educational activities?
- How is the activity you are developing going to give them the information they need to master a task?

Recommendations

1	<p>When designing the lesson deliverables, keep in mind the content should be relevant. Parents/students need to see the value in the educational experience you're providing.</p> <ul style="list-style-type: none">• Students/parents practice new knowledge through different activities.• Practice is guided through materials.• Work as whole group, small group, pairs, or individuals.• Instructor models each activity, monitors progress, provides feedback.
2	<p>While you are writing each block of text or choosing graphics and images, think about how these are going to serve the primary learning goals and objectives.</p>
3	<p>Connect to the new content:</p> <ul style="list-style-type: none">• From personal experience.• From prior lessons.
4	<p>Repeat and remember:</p> <ul style="list-style-type: none">• Circle back to vocabulary.• Circle back to objectives.• Discuss how the strategy to use the technology impacts the student's or parent's life.
5	<p>Make sure the activity reflects both the language-learning and the digital literacy objective(s) of the lesson.</p>
6	<p>Create follow up exercises for students, tasks they can do on their own or with a parent, to reinforce learning.</p>
7	<p>The student should be able apply new learning. The parent should be able to apply new knowledge in helping his/her child with schoolwork and monitoring progress.</p>

Activity E

Individually list the following best practices in the correct actionable steps, then discuss in pairs or small groups what other ways your school or LEA can prepare to address the technology needs and readiness of parents. Have each pair or group share their findings.

Best Practices	Correct Actionable Steps	Other Ways to Plan or Prepare
A. Offer the multilingual parent translation and interpretation and/or bilingual IT support and training.	1. <i>Hint: F</i>	1. <i>Example: Create online/onsite communication standards and share with all schools.</i>
B. Create online lessons based on state academic standards and LEA's or school's needs assessment.	2.	2.
C. Assess/evaluate multilingual parent technology/readiness needs.	3.	3.
D. Develop a student/parent technology/readiness plan, include feedback from multilingual parents, PAC members.	4.	4.
E. Student and parent apply learning objectives and benefits of online activity in their daily lives.	5.	5.
F. Build trust by timely communicating to student/parent the type of online curriculum, the evaluation process, and the standards the child will need to meet.	6.	6.

TAKEAWAYS AND CONCLUSION

One of the most empowering ways to help multilingual parents is to support their self-directed learning.

When technology is used to support multilingual parents in the education of their children, it must be accompanied by training sessions and step-by-step instructions in a language they can understand. Offer various formats to provide companion instructional guides (handouts, videos, infographics, etc.). It is important for parents to have access to bilingual IT supports for using technology devices and platforms, to find useful and meaningful information when helping their children in school activities.

Takeaways

Build trusting relationships

Assess technology needs and readiness

Make it relevant to the education of their children

Use multiple formats to communicate information to families

Use step-by-step guides in parents' first language

Offer bilingual IT support throughout

Provide activities that encourage exploration

Consider parents experience and educational background

Offer immediate feedback

Create actionable deliverables

Practice makes perfect, allow time for parent and child to model

Use parent friendly content, formatting and text

Emphasize the benefits of technology

HOW STATE AND FEDERAL FUNDS MAY BE USED TO IMPLEMENT TECHNOLOGY STRATEGIES FOR PARENT AND FAMILY ENGAGEMENT

Below are strategies and examples that schools or LEAs may support with specific federal and state funds to implement online learning strategies for parent and family engagement. These do not represent all the strategies and activities that may be funded. Work with your LEA’s program directors to identify funds which may be used to support identified activities for your students and their families.

- Parent Trainings**—To assist their children with their learning, monitor their children’s progress, and engage in school and LEA activities.
- Software**—Software to help parent and child navigate instructional activities.
- Professional Development (PD)**—Professional Learning for staff on how to provide online instruction.
- Access (Devices and Hotspots)**—Hotspots or technology access to provide online instructional support during distance learning.
- Consumables**—To directly support with the instruction. For example:
 - Paper, glue, scissors for make-and-take projects aligned to the online academic learning.
 - Instructional kits, workbooks, reading materials included as part of the online activity.

<h2>Allowable Costs by Program</h2>
LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in each program, and support the students for whom they are intended.
<h2>For Systemic Supports and Capacity Building</h2>
Elementary and Secondary School Emergency Relief (ESSER) Funds
<i>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. For more information go to the ESSER Funds Q&A.</i>

Allowable Costs by Program

Office of Systems and School Improvement (OSSI)

Allowable expenditures for OSSI funds that support schools in improvement and districts with 2/3 or more schools in improvement could include instructional technology (including the purchase of hardware, software, and connectivity), instructional professional development (professional learning for staff to teach online), learning resources, curriculum and with many grants, supports specifically for English language learners. Please note that all expenditures must align with priority goals of the district accountability plan and/or the school's improvement plan and serve all students or student groups for whom the school was identified for targeted supports.

Title II, Part A

Title II, Part A funds may be used to support professional learning for all teachers, instructional paraeducators, principals and other school leaders (for definitions, see the Title II, Part A section of Part III, Federal and State Programs of this document), including how to effectively integrate technology into curricula and instruction.

Title IV, Part A

Under the Safe and Healthy Students focus, Title IV, Part A funds may be used for building family and community relationships. The goal in this area is to encourage programs and activities that foster safe, healthy, supportive, and drug-free school environments. A portion of funds to support one or more activities pertaining to the effective use of technology. (LEAs may not use more than 15 percent of the funds designated for supporting the effective use of technology content area to purchase technology infrastructure, including devices, equipment, software, and digital content.) For more information go to [Student Support & Academic Enrichment \(Title IV, Part A\)](#).

For Eligible Students Only

Learning Assistance Program (LAP)

In general, activities and technology purchases are allowable if it is to provide support to LAP-served students. For example, it can be an additional instructional support for a LAP served students, or it could be the software or platform needed for online credit retrieval courses ([LAP Q&A](#), question I17).

LAP Eligible Students:

- If you are seeking to support LAP-eligible students, then you may use the funds on this purchase if, (1) these students meet the entrance criteria for LAP interventions/supports, which requires them to be performing below grade-level standard in math or ELA OR at significant risk if an LEA wants to use your readiness to learn funds (5 percent of base funds), and (2) an LEA requires the technology to provide the intervention/supports they need. It's important that the technology—let's say, a laptop—is not a replacement for support but a tool for a LAP-funded teacher*

Allowable Costs by Program

to provide the support the students need. This guidance includes 8th grade transitions and graduation assistance WAC [392-162-080](#).

LAP Funds Consolidated in a Schoolwide Program (SWP):

- These funds become SWP funds and are more flexible. When using SWP funds for activities or to purchase computers, make sure that (1) the intent and purpose of all the consolidated funds are still being met; and (2) the purchase of these computers meets the needs of the students as described in your SWP plan. Then you may use any of those consolidated funds to supplement your purchase of the technology. Because of this new situation, you may need to update your SWP plans.

For LAP program questions LAP@k12.wa.us. For SWP Program questions contact Title1a@k12.wa.us.

Title I, Part A

Allowable activities mentioned above:

- Targeted Assistance Program (TAS) allowable only for eligible students and their parents. Include the need as part of your TAS program description.
- Schoolwide Program (SWP) allowable for all students and their parents. Must be included in the SWP plan.

For additional questions contact Title1a@k12.wa.us.

Title I, Part C

Title I, Part C, funds may be used for LEAs implementing a local program for one school year. LEAs must establish and consult with a Migrant Education Parent Advisory Council to assist with the planning, implementation, and evaluation of the local program in alignment with the Migrant Education State Service Delivery Plan.

In addition to the allowable activities above, program funds may be used to support identified social needs of migrant students to build confidence in their technology experiences. Family technology literacy support is also allowable as it assists migrant parents to strengthen their ability to advocate and support their children's needs.

Title III

Title I, Part A requires that each LEA that receives a Title I subgrant implement an effective means of outreach to parents of English Learners (ELs). The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents. (ESEA Section 1112(e)(3)(C)). [ESSA Title III Non-Regulatory Guidance \(Page 27\)](#)

Title III funds focus on activities that are designed to assist parents and families of ELs in helping their children to improve their academic achievement and language learning, and to support families' active participation in the education of their children. Funds may be used to support overtime for EL qualified staff to support bilingual parent engagement opportunities.

Allowable Costs by Program

State Transitional Bilingual Education Program (TBIP)

TBIP funds supplement basic education funds to provide effective English language development instruction to all eligible ELs. Technology expenditures that are directly related to the TBIP are allowable.

Individuals with Disabilities Education Act (IDEA), Part B

IDEA, Part B funds must be used only to pay the excess costs of providing a free and appropriate education (FAPE) to students with disabilities. This includes buying additional technology hardware, software, and/or alternate devices for students with disabilities and training on its use by school teams, students, and families. IDEA funds may not be used to purchase hardware and software that is purchased for all students or to pay for a portion of purchases for all students.

IDEA, Part B, Coordinated Early Intervening Service (CEIS)

LEAs may use up to 15 percent of their IDEA, Part B funds to assist students in grades K–12 who do not currently have an IEP, but who require additional academic and behavioral support. Talk to the district special education director prior to allocating or expending CEIS funds.

REFERENCES, GUIDES, BOOKS

References

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Pasakony, T. (2020, August 19). *Emerging Wisdom*. Retrieved from Get your EASE Keys:

<http://www.emergingwisdom.net/get-your-ease-keys/>

Guides

OSPI (2020). [Reopening Washington Schools 2020: District Planning Guide](#).

OSPI (2020). [Continuous Learning 2020](#).

OSPI (2020). [Supporting Inclusionary Practices during School Facility Closure](#).

More guides at OSPI's [Novel Coronavirus \(COVID-19\) Guidance & Resources](#).

Books

Conrad, R. & Donaldson, J. A. (2004). *Engaging the online learner: Activities and resources for creative instruction*. San Francisco: Jossey-Bass.

Merriam, S. B. (2001). *The new update on adult learning theory*. San Francisco: Jossey-Bass.

Merriam, S. B., Baumgartner, L., & Caffarella, R. S. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.

Rudestam, K. E., & Schoenholtz-Read, J. (2010). *Handbook of online learning* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

TECHNOLOGY RESOURCES

Organization Resource Type	Link to Resource and Language
AMSSA from BC, Canada Computer literacy—lesson plans and classroom activities	English
Colorín Colorado Family and teacher activities and resources	English Spanish
GCFGlobal Computer tutorials	English Spanish Portuguese
Highline School District Technology supports	Technology Support Multilingual Resources For Families
Immigrant Connections This resource is a collection of instructions in multiple languages	Multilingual Resources For Families Google Classroom, Zoom, Seesaw, Canvas, ClassDojo
Kennewick School District Remote learning resources	How-To Videos in different languages
Microsoft Digital literacy resources—videos and hardcopy in all top languages	Digital Literacy Resources in the following languages: Arabic, Bulgarian, Chinese, English, French, German, Hindi, Indonesian, Japanese, Portuguese (Brazil), Russian, Spanish, Vietnamese
Microsoft IT terminology	The Microsoft Terminology Collection
One America Computer literacy and build your skills workshops	Digital Literacy Assessment English Basic Computer Skills English Literacy Resources English
Open Education Resources (OER) Computer Skills	Computer Skills Curriculum For Adults English OSPI Continuous Learning Suggestions , Washington OER Project, English
OSPI Continuous Learning 2020 Guide	Appendix B: Technology Planning Guide for Continuous Learning Considerations & Policy Issues , English
Rochester School District	How to log into Zoom English

Organization Resource Type	Link to Resource and Language
LEA resources	Accessing Zoom on the phone English
Sunnyside School District Instructions on how to access devices	Distance Learning Resources English and Spanish
Switchboard Tutorial on various platforms	Multilingual Tutorials
Timberland Library Computer literacy trainings	English Español
Universidad Autónoma de México (UNAM) México Free trainings in Spanish (requires registration)	<p>Spanish</p> <p>Esta es la lista actualizada de cursos gratuitos de computación para novatos que ofrece la UNAM a través de su plataforma educativa:</p> <ul style="list-style-type: none"> • Curso 01: Cómo Aprovechar Las Herramientas Gratuitas De Google • Curso 02: ¿Cómo Proteger Mi Smartphone Android? • Curso 03: Aprovecha Al Máximo Tus Dispositivos Móviles • Curso 04: Aplicaciones Básicas De Windows • Curso 05: Mi Correo Electrónico • Curso 06: Cómo Elaborar Videotutoriales Efectivos • Curso 07: Seguridad En Internet • Curso 08: Trucos Para Grabar Y Mejorar La Calidad De Tu Video • Curso 09: Microsoft Excel • Curso 10: Microsoft Word • Curso 11: Microsoft PowerPoint
Wenatchee School District	Parent Resources English and Spanish
West Valley Yakima	<p>Google Classroom—Parent Guide English Spanish</p> <p>Parent Zoom Tutorial English Spanish</p> <p>More Parent Resources</p>

Template — Assessing Basic Skills for The Computer

Use this document to determine the skill level of students and parents, adjust to your needs if necessary.

Skills Needed	
Keyboarding	<ul style="list-style-type: none"><input type="checkbox"/> Can the student/parent use basic key functions: space bar, return/enter, shift, arrows, delete, backspace, tab?<input type="checkbox"/> Can the student/parent use numbers and punctuation keys?<input type="checkbox"/> Can the student/parent compose a response while simultaneously typing?<input type="checkbox"/> Can the student/parent keyboard/type at a rate enough for online work?
Mouse Operation	<ul style="list-style-type: none"><input type="checkbox"/> Can the student/parent use the mouse to point to an area or word on screen?<input type="checkbox"/> Can the student/parent use the mouse clicking options: left click, right click, double click?<input type="checkbox"/> Can the student/parent use the mouse to highlight and select text?<input type="checkbox"/> Can the student/parent use the mouse to manipulate selected text: cut, copy, paste?<input type="checkbox"/> Can the student/parent use the mouse to select an object or window by clicking on it?<input type="checkbox"/> Can the student/parent use the mouse to move a selected object or window by clicking and dragging to new location?<input type="checkbox"/> Can the student/parent use the mouse to open/close a pop-up window?<input type="checkbox"/> Can the student/parent use the mouse to select one or more radio and/or check button(s)?<input type="checkbox"/> Can the student/parent use the mouse to scroll (horizontally and vertically) using the scroll button?
Navigation Skills	<ul style="list-style-type: none"><input type="checkbox"/> Can the student/parent use the screen navigation commands (previous/next)?<input type="checkbox"/> Can the student/parent navigate multiple windows?<input type="checkbox"/> Can the student/parent navigate toolbars and drop-down menus?<input type="checkbox"/> Can the student/parent navigate screen tabs?<input type="checkbox"/> Can the student/parent use the undo and redo operations?<input type="checkbox"/> Can the student/parent mark a section/question as a "Flag for Review" and return to session/question as needed?

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Download this material in PDF at <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/parent-and-family-engagement-pfe/guides-resources-parent-family-engagement>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



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Chris Reykdal | State Superintendent
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