

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: | Grandview School District |
| 2. School Name | Grandview School District Schools PreK-12 |
| 3. Project Contact: | Luz Prieto, Executive Director of Federal and State Programs |
| 4. Project Contact Email: | lprieto@gsd200.org |
| 5. Brief Project Description: | To maximize learning supports and strengthen home- to –school connection and family engagement during distance learning, Grandview School District schools PreK-12 have collectively worked together in collaboration with all Federal and State Programs and community partnerships to put together Parent and Family engagement learning kits. District learning kits included parent and family engagement activities and resources in the following areas: Social and Emotional Learning, language supports for ELL learners, math and literacy activities, and early learning readiness (PreK-Kinder). Student learning kits were distributed prior to student summer breaks and at the start of the academic year, with a plan to distribute PFE and student learning support kits 2-3 times during the academic year. |
| 6. Demographics: | Grandview School District has approximately 3,731 students enrolled. Of that population, 32% of students are English Language learners, 11.2% qualify as Migrant, 84.7% are Low-Income and 15.4% of students qualify under Students with Disabilities. Approximately 650 ELL students were served, 210 Migrant students, and 1500 Low-Income students and 60 Students with Disabilities. All three district Title I Preschool classrooms were also served, totaling 54 preschool students. All district Kinder classrooms (100% enrollment) totaling 223 Kinder students were also served. |

| | |
|--|---|
| 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 checked="" type="checkbox"/> Other - please specify: Title IV- SEL support materials/resources <input type="checkbox"/> This project was (partially or fully) funded by local dollars. |
| 8. Grades impacted: | All grades Prek-12 were impacted by this project. |
| 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 Social and Emotional Learning activities, Tips for Parents to support Virtual learning in the home, Early Learning School readiness |

Initial Planning and Implementation – Sharing Your Story

| | |
|-----------------|---|
| 10. The Setting | <p>Grandview School District is located in Eastern Washington in a rural based community where 11.2 % of families are Migrant and work in agricultural work. 32 % of the students in Grandview qualify for the Transitional Bilingual Instructional Program. The dominant demographic of the district consists of 92.8% Hispanic students and 6.6% white. Nearly 85% of the student body qualifies as Low-Income, with district experiencing high percentages of poverty within the community. As a result, high percentages of students come to school with little to no school readiness experience and struggle with academic language. The student body is barely equipped in educational and technology based resources within the home.</p> <p>Many of the parents speak Spanish as their primary language. With the recent COVID school closures in Spring of 2020 and Distance Learning during Fall of 2021, parent and family engagement has been a challenge in addition to student interventions before or after school.</p> |
| 11. The Plot | <p>The district, community, students and their families have been impacted by the COVID pandemic in all aspects of their lives. It has placed many limitations on the academic and intervention supports that the district can provide to its families and the students of the Grandview School districts. Without the ability to meet face-face with our families and their students to provide the most rigorous and one-one individualized supports for our students, district schools had to plan an alternative way to continue to support parents with their child’s learning in the home. Taking into account the demographics and individual needs of every schools unique population, the schools (Prek-12) collectively worked together to assess the needs for their student populations and determined that putting together a learning support toolkit for parent and family engagement in the home, in addition to other virtual formats of connecting with families, could support the learning in the home as well as continue the academic supports.</p> <p>The district experienced many challenges with getting parents initially onsite to drive-thru for toolkit distribution times, and as a result, the district worked diligently to offer distribution times during day and evening hours to accommodate parent availability. In addition to the districts support, the district partnership with the Save the Children organization allowed for maximizing the distribution resources with safety and health related supplies for all of our community families.</p> <p>Many of the challenges were overcome by collaborating with other programs and resources to assist with a seamless distribution of learning support toolkits and resources for many of families in the community.</p> <p>The districts parents have been the greatest advocates for informing other parents of these distributions, which has been an invaluable resource.</p> |

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

| | |
|--------------------|---|
| 12. Key Characters | Collaboration of many programs and partnerships has been critical to the success of this story. The districts school staff, in addition to community partners have been essential in planning and distribution of learning toolkits for this project. School administration and instructional leadership teams were key in identifying the individualized learning support materials necessary for grade levels by school site to individualize learning support toolkits. District parent involvement teams were important in supporting coordination of resources, distribution teams and times for each school site. Parent advisory councils supported communication to other parents in addition to district social media network efforts. |
|--------------------|---|

| Evaluating Effectiveness | |
|---|--|
| 13. Describe how this project supported effective academic outcomes. | Learning Toolkit project supports the districts continued goal to reach parents and families in the home, in the community and at school. Given the unique circumstance with reaching families during the COVID pandemic, the district feels that providing learning support toolkits for families, will support dissemination of best practices for increasing engagement of those most economically disadvantaged parents and families. Learning toolkits can assist families in the home with continued support in helping them with their children. Materials in toolkits were identified to be able to be used with parent friendly direction and supports. This can lead to increased student academic outcomes as parents engage in monitoring the progress of their child in the home. Coordination of learning toolkits with essential academic needs in mind for each student group, will support parents in the home with activities to support learning in identified areas. Learning toolkits available in languages that parents can understand. |
| 14. Which of the following instruments are you using to collect data? (Check all that apply.) | <input checked="" 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. Parent Fall and Spring Surveys |
| 15. List any known gains in student achievement and how you measured them. | <p>Outcomes (quantitative and qualitative): Were there any student achievement gains? Other outcomes? How did you measure them?</p> <ol style="list-style-type: none"> 1. All schools PreK-12 participated in project and had access to learning toolkits, materials and resources. 2. Materials to support parents in monitoring student progress in academic areas were provided in toolkits, as well as resources and materials. Parents were able to use materials and supplies in toolkits to support students with key concepts and supports in the identified areas per grade level. Parents used toolkits to support virtual learning |

| | |
|--|---|
| | <p>activities alongside teachers through intentionally planned activities for students in grades Prek-5. With materials intended to be parent friendly, parents were empowered to be teachers of their students at home.</p> <p>3. Observation and anecdotal data collected from teaching staff indicated that parents and students were using toolkit materials in the home to support daily lessons in math and literacy, as well as social and emotional learning. Parent and teacher zoom/virtual meetings demonstrated integrated use of toolkit materials to model additional practice activities for students in the home.</p> |
| <p>16. Identify the essential conditions necessary for success of your project.</p> | <p>Essential conditions for the success of toolkit distribution:</p> <ul style="list-style-type: none"> • Administration and staff buy in of learning toolkits and their alignment with PFE activities and SIP improvement plans • Common and consistent goals related to activities for content of toolkits by grade level span • Coordinated funding to support targeted and supplemental needs for content of toolkits • Staff availability for district wide toolkit distribution times • COVID safety distribution drive-thru events |
| <p>Making Improvements</p> | |
| <p>17. How would you change the way you implement this project in the future?</p> | <p>For future planning, I would support all district schools in preplanning for quarterly distribution of toolkits to align with specific academic needs for a given timeframe during the year. I would ensure that each of the schools has a preliminary budget to plan with for purchasing toolkit support items. Also, I would ensure that more time in training and working with parents as part of possibly a “toolkits” orientation can take place so that toolkits are more accessible for parents and families. Conduct ongoing check in with parents using toolkit materials.</p> |
| <p>18. How would you change the way you evaluate this project in the future?</p> | <p>Continue to provide more frequent parent and family surveys in addition to teacher input to evaluate needs for toolkits and continued supports in the home. Ongoing evaluation tool would be necessary to support the progress monitoring of toolkits.</p> |
| <p>Sharing the Benefits</p> | |
| <p>19. Sustainability Plans:</p> | <p>Learning toolkits can be sustained but the supplies, resources and materials may be limited if funding is decreased. Staff is necessary to assemble and distribute learning kits. To sustain these efforts, schools would make their own learning kit packets and work with staff to coordinate distribution times for families and in accordance with current workday schedules. School staff would work with families on providing resources for them to access on their own.</p> |

| | |
|---|---|
| | <p>Schools can continue to provide ongoing parent trainings using model learning toolkit that contains items typically found in the home to support academic content areas.</p> <p>Additionally, district would continue partnership with private organizations and community partners to continue accessibility to resources for families that can still be distributed with academic learning toolkits.</p> |
| <p>20. Recommendations for other schools:</p> | <p>District recommends preplanning of budget to ensure that toolkit materials and supplies can be supported. Time for planning with school grade level sites for identification and alignment of essential learning support items for toolkits with parent friendly instructions and support activities for in the home in a language parents can understand.</p> <p>Develop common district wide distribution times for specific grade levels on different days (within same week) and during availability that meets parents' schedules.</p> <p>Plan for continued parent nights to support learning toolkits throughout the academic year.</p> |