

## FAMILY ENGAGEMENT FRAMEWORK WORKGROUP

JANUARY 26, 2021

2-5 PM | ZOOM

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### ATTENDEES:

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#### MEMBERS

- April Messenger
- Cherry Holmes
- Kurt Hatch
- Jeremiah Donier
- Megan Pirie
- Michelle Sorensen
- Jen Cole
- Hodan Mohamed
- Carolynn Perkins
- Penelope Mena
- Julieta Altamirano-Crosby
- Michelle Rolan
- Norma Purdom
- Dr. Ann M. Ishimaru
- Jan Brown
- Shanna McBride

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#### MEMBERS NOT IN ATTENDANCE

- Carrie Basas
- Laura Darland
- Michael Finley
- Will Hausa
- Denita Holmes
- Scarlet Wilson

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#### STAFF

- Mark Mckechnie
- Heather Rees
- Robin Howe

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#### NON-MEMBERS

- Sean Heans

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## LEGISLATIVE REPORT OUT

**Presenter:** Heather Rees, Research Analyst, OSPI

- [HB 1153 – public language access](#): built around Language Access Workgroup recommendations
  - Creates some staffing for technical assistance at OSPI
  - Language access program to be implemented by districts
  - Data collection for needs of families
  - Update to model policies
  - Continue workgroup for building out standards and credentials for interpreters
  - Bill was heard in education committee
- Parent Ambassadors – [HB 1213/ SB5237](#) is moving through Fair Start for Kids Act centered around early learning as a whole. For family engagement there is a section added for the oversight board operated by DCYF to have additional parent seats. Currently it asks to add 7 more with a range of parents representing various age ranges in the school system.
- Public broadband by Rep. Hansen for the whole state - HB1336

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## RESULTS OF SURVEY

1. Sample definitions ranked in order of accuracy and comprehensiveness.
  - Definitions 3 and 4 tied for the top spot
2. Please pick your favorite example definition or write in another option you like better.
  - Definition 2 and 5 tied for the top spot
  - Couple write in definitions: combining definition 1 and 3, and created one separate from examples.
3. List the words and phrases you like best and think are important to include in any definition of family engagement.
  - Key words: families, shared, health, family and partners
4. Common values and guiding principles of family engagement frameworks in the order of importance
  - Top rank: relationships are the cornerstone (trusting/restorative)
5. Essential elements of a framework in the order of importance
  - Top rank: building positive/trusting relationships

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## DISCUSSION IN BREAKOUT ROOMS

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### LARGE GROUP SHAREOUT

- [All notes can be found in the Padlet](#)
- Group 1 – Definitions of family engagement
  - Using clear and simple language
  - Do not include audiences for admin and educators but more towards everyone as a general population.
  - Makes you want to get involved in the community
  - Actionlike and visionary
  - Language of or with families rather than to or for families.
  - Equitable language in definition

- List of who is involved in family engagement, positions beyond the school setting.
- Debate between using student versus child – decided to use the term learner
- Not just focusing on academic performance
- Next steps: want a definition that is specific to Washington state, staff will put together a combined definition, or 1 or 2 drafts that cover all this language.
  - Create an interactive tool to refine the language
- Group 2 – Values and guiding principles
  - Top 3 encompassed a lot of what was on the list
    - Relationships are the cornerstone
    - Recognition of strength in all families/ Strengths based approach
    - Cultural and Linguistic competency/responsiveness
  - Shared power and responsibility were an added 4<sup>th</sup> value
  - Thinking through how values would be operationalized and placed them under the broader categories.
  - Equity as overarching value with cultural competency under it.
- Group 3 – Essential elements
  - Add integration of equity work, equity placed first
    - Needed to build the trusting relationships
  - Advocacy work and actionable equity actions
  - Strategies for specific groups – Remove terms ELL and tribes and instead add term BIPOC
  - Remove the word proficient
  - Talk about funding and have a panel with staff and parents involved to decide where money would go.
  - Add collective responsibilities with the community.
  - Tool box to inform parents of what goes on in schools and all those involved.
  - Being able to refer out to services in the community
  - Culturally appropriate staff who are trained to handle different cultural environments.
  - Do not use word citizen because it can be exclusive of immigrants and others.
- Broad Discussion:
  - Bigger conversation around power and what it means and who has it.
  - Swap the word power for communication?
  - Swap power with decision making?
  - Consider how words will be translated
    - Shared responsibility is most commonly used and well known as a language choice.

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## WORKPLAN FOR 2021

**Presenter:** Heather Rees, OSPI

- General phases have been created
- Extended exploratory phase
- Moving into focused research phase
- Members who are able to give information around specific groups are can present and give input around those areas or groups.
- Another topic: Legal issues or the topic of youth at-risk.

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PUBLIC COMMENT

- None

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DEBRIEF AND CONCLUDE MEETING

- OSPI staff will take all the responses from the group and will create some options to get feedback on.
- Some presentation options will be chosen with co-chairs for the next meeting.