

FAMILY ENGAGEMENT FRAMEWORK WORKGROUP

OCTOBER 27, 2020

2-5 PM | ZOOM

ATTENDEES:

MEMBERS

- Dr. Ann M. Ishimaru
- Cherry Holmes
- Denita Holmes
- Julieta Altamirano-Crosby
- Kurt Hatch
- Megan Pirie
- Michelle Rolan
- Michelle Sorensen
- Norma Purdom
- Hodan Mohamed
- Carolynn Perkins
- Jan Brown
- Shanna McBride
- Laura Darland
- Michael Finley
- Penelope Mena

MEMBERS NOT IN ATTENDANCE

- Will Hausa
- April Messenger
- Leilani Hamilton
- Carrie Basas
- Jen Cole
- Scarlet Wilson

STAFF

- Mark Mckechnie
- Heather Rees
- Maria Flores
- Robin Howe

NON-MEMBERS

- Danielle Eidenberg for Carrie Basas
- Sherry Nashburn for Jen Cole

AGENDA OVERVIEW AND INTRODUCTIONS

VOTE FOR CO-CHAIRS

- State Agency Co-Chair: Cherry Holmes
- Parent Co-Chair: Megan Pirie

IDENTIFYING KEY VALUES

- Report out
 - Group 4-Values for Family Engagement Framework:
 - Must-Build trust to create the partnerships
 - Meaningful to the community and families involved and built on feedback on what families need to be connected to their schools (school is inclusive of childcare, early learning, k-12, post high school).
 - Partnerships- role of parent/family and role of school/school system
 - Inclusive of different programs, types of learning, and settings.
 - Inclusive for all types of learners.
 - Child development stages aligned to school systems (from the budget proviso- Rep. Ortiz-Self)
 - Differentiate- accessible to all families, not just the “middle.”
 - Build staff capacity
 - Show the continuum or spectrum of family engagement- beyond just volunteering and traditional paradigms of engagement.
 - Transitions from school and home settings- address the transition and need for a “handoff” from one group of staff to the other (help family so they are not disoriented by navigating all the systems).
 - Group 1
 - Inclusion in equity
 - Grassroot experiences
 - Center BIPOC communities
 - Specificity of different culture groups
 - Expanding notion of family
 - Include educator responsibility and building educator capacity
 - Recognition that the broader impacts of trying to build trust and creating a welcoming environment for schools
 - Community networks as part of the conversation
 - Group 3
 - People from all different experiences and backgrounds. We hope that we can be able to see things from a perspective different from ours. Value our privacy and personal space. Advocate regardless of family structure. honesty in advocating. Value individuality. Leave preconceived notions at the door. Leave politics out. Operate with hope not fear, value choice of religion and respect individuality.
 - Group 2
 - Inclusiveness and when someone comes in with a question lets engage in conversation so a resolution can be made.
 - Address any type of inequities

- Represent all abilities of those that come to the “table”
 - Bring stories from the communities to build and learn to bring inclusiveness.
 - Making meetings accessible so that families can be heard, addressing child care, and technology adaption because all of these aspects can be barriers and restrict effective communication.
- Group Discussion – common themes
 - Group 1
 - Building trust
 - Focusing on equity for inclusivity
 - Building relationships
 - Don’t have preconceived ideas
 - Empathy for parents
 - Educator capacity
 - Leadership for decision making and expanding what leadership means
 - Leadership development needs to be expanded beyond the single educator to the building administration and then the district administration. Especially those who make policy.
 - Group 2
 - Hope and belonging will be shown when systems are working well.
 - Valuing individuality, build trust through listening to families and all students, providing privacy and space, outcome of hope and belonging as evidence of successful engagement.
 - More than one point of contact for parents and students.
 - Group 3
 - Meeting the basic needs by following Maslow's Hierarchy of needs before asking for families to engage or engaging them to help provide these needs.
 - Consistent communication
 - Group 4
 - Inclusivity, having a welcoming environment for all families.
 - Building trust with families and communities and vice versa.
 - Supporting meaningful partnerships with clear roles and expectation.
 - Accessibility in content and format so families are able to understand the framework.
 - Building staff and parent capacity to communicate and learn from each other and have mutual understanding and support.

PUBLIC COMMENT

- Megan Pirie: keep in mind things that keep parents from participating like police and mandated reporters.

OVERVIEW OF OTHER STATE MODELS

- Key group that started this work is the Council of Chief State School Officers (CCSSO) state consortium on family engagement. Created cohorts to sustain a birth to 20 family engagement frameworks for different states.

- Final report from cohorts at the end of 2020 that will give this group insight for ours to inform our work.
- Consortium states list of those participating – available on the Padlet
- Frameworks – documents that were published include: definitions, guiding principles, goals, best practices, standards, action plans, self-assessments, and timelines. (may want to include these aspects in our plan)
- National Association of Family, School, and Community Engagement (NAFSCE) provided support to the state consortium project and identified aspects needed to properly implement the state practices.
- Notes from Michigan’s framework:
 - Aligning with other frameworks, programs and initiatives that the state is supporting
 - How and when the workgroup will do stakeholder engagement
 - Support for the implementation of the framework
 - Guidance on language access
 - Primary audiences for the framework identified
- Discussion:
 - Where is our committees work in the national context?
 - What else do you want to hear from staff about the frameworks of other states?
 - Check the National PTA framework on family and community engagement
 - Bring more ideas around these questions and committee members also bring back observations about other states models.
 - Possibility of having NASFCE present or contract with to help assist with this
 - Incorporate parents who are homeschooling and what their vision is for participation from them in the educational system

WORKPLAN

- DCYF early learning engagement models in November – presentation
- PTA framework in November deeper dive on information (Cherry Holmes)
- Keep a small group and share out structure for the meeting and discuss the homework assigned
- Moving November meeting to December

DEBRIEF AND CONCLUDE MEETING

- Creating a broader understanding of group goals and objectives.
- Expand on knowledge around the frameworks that exist within Washington State and in other states.
- Establish homework for committee members in-between meetings.

NEXT MEETING – DECEMBER 02, 2020 FROM 2-5PM ON ZOOM