

FAMILY ENGAGEMENT FRAMEWORK WORKGROUP

DECEMBER 2, 2020

2-5 PM | ZOOM

ATTENDEES:

MEMBERS

- April Messenger
- Cherry Holmes
- Kurt Hatch
- Jeremiah Donier
- Megan Pirie
- Michelle Sorensen
- Carrie Basas
- Jen Cole
- Hodan Mohamed
- Carolynn Perkins
- Penelope Mena

MEMBERS NOT IN ATTENDANCE

- Laura Darland
- Michael Finley
- Will Hausa
- Dr. Ann M. Ishimaru
- Denita Holmes
- Julieta Altamirano-Crosby
- Michelle Rolen
- Norma Purdom
- Scarlet Wilson
- Jan Brown
- Shanna McBride

STAFF

- Mark Mckechnie
- Heather Rees
- Robin Howe

NON-MEMBERS

- Rachel Eifler
- Asosa Sailiai
- Faith Homes

- Sophie Mohamed

WASHINGTON STATE PARENT AND TEACHER ASSOCIATION FAMILY ENGAGEMENT MODEL PRESENTATION

- The center of PTA is family and community engagement.
- Training on diversity equity and inclusion using the family engagement models, it is recorded and meant to be used with a trainer, comes with a guide.
 - Audience reflection
 - School and PTA data is needed to understand the demographic in order to know who the PTA is representing and who is at the table.
 - Know your community
- How does the PTA and schools goal align? Is there alignment?
 - There is a hierarchy and council that connects the levels of the PTA.
- Possibilities for other parents?
 - Most benefits of PTA can be shared without being a member: advocacy, promote changes for the school, and richer PTAs fund enrichment programs. It depends on the activity and the level of support. One of the challenges is that PTA does need income to function and that is where membership fees come in.
- Diverse representation is a key part to work on for the PTA when building diversity, equity, and inclusion moving forward.
- Schools need to meet families where they are at. Putting out a “welcome” mat at the school might not always be enough. It may be uncomfortable but sometimes professionals need to take the first step into disadvantaged spaces. Do the work in the towns, neighborhoods, and villages where disadvantaged families live in order to understand complex challenges and needs as well as build trust with families.
- PTA National Standards for Family-School Partnerships: An Implementation Guide
 - Reaching out and communicating effectively with the community.
 - Speaking to people where they are and listening, and two-way communication to support student success.
 - Advocating on behalf of children and families is part of how PTA can make a difference in the school.
 - Sharing power – it has to be a shared experience to be effective.
 - There are no written barriers to participation because it is a volunteer organization.
 - Four I’s of family engagement: inclusive, individualized, integrated, and impactful.
- PTA cannot mandate past what the bylaws say.

DISCUSSION AND BREAKOUT ROOMS: REVIEW OF OTHER STATE MODELS

- Share overall thoughts on the models that you reviewed.
- Share what was useful/not useful
- Share out:
 - Breakout room 1
 - Logic model strategies and standards
 - Clear process that starts with the mandate, priorities, and goals and what resources and other things that would be applied to fill those roles.
 - Define roles at all levels

- Balance between mandate and expectation that is followed up with some flexibility.
 - Reduce vague language and building out the definitions
 - Taking vision all the way into practice
 - Different levels of intensity for strategies
- Breakout room 2
 - Dual capacity model
 - Sharing power
 - Enhance protective factors for youth
 - Implementation of family engagement will help the whole system
 - School should take first step for outreach
 - Should reflect desire and needs of community
 - School should be in a listening role
 - Restorative practice
 - Defining families broadly
 - Addressing transitions between grade levels
 - Cross connections between different supports
 - Integration with higher-ed
- Breakout room 3
 - Birth to high school or beyond
 - Easy to read
 - Inventory of peoples needs
 - Families first as advocates
 - NAFSCE framework included
 - Pennsylvania and Mississippi are favorites
 - Visuals as well for descriptions
 - Not too prescriptive so it can be adapted for each districts population and needs
 - Common goals and principals
 - Complimenting to existing legislation and guidance for state and federal programs
 - Culturally responsive
 - Sustainable framework- plan, resources, and overall funding
 - Defined roles, rubric or guide

DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES: EARLY LEARNING FAMILY ENGAGEMENT MODELS

- Building a framework that is responsive to what families are experiencing and the demographic of Washington State.
- Families are critical to kindergarten readiness.
- When you strengthen families, you strengthen the community.
- Core pillars of family engagement in an early childhood landscape
 - Families
 - Brain development
 - Whole family
 - Strength-based
 - Two-generation
 - Individualized

- Racial equity
 - Social connections
- Socio-ecological model to show what is between us and the child for supports and barriers.
- Best practices:
 - Relationships: enhance family capacity, voluntary, family-driven goals and priorities, connection to resources, and safeguards in place.
 - Racial equity and cultural responsiveness
 - Taking framework and adjusting to serving community
- Whole family focus: individualization, horizontally, time, co-investment, and networking.
 - Mobility mentoring – help to build the health of the family.
- Families are being invited in to do discovery and play with their child.
- Contact with families and giving them knowledge before they enter in the K-12 system.
- Family voice in governance and planning
 - Parent advisory groups
- Does the parent advisory group for DCYF go across all programs?
 - Yes, it started with the department of early learning and it has grown from there.
 - This is also a feedback loop for DCYF where parents can bring items that need to be addressed.
- 3.4% of students are experiencing homelessness and its double for those in communities of color

PUBLIC COMMENT

- None

DEBRIEF AND CONCLUDE MEETING

- Overview of workplan – defining family engagement in January and build out the rest of the months
 - Homework will be sent out after the holiday for the members to work on
 - Choose remaining topics from the ideas we have listed
 - These are recommendations not the final result for the framework such as a toolkit.