

Welcome!



Washington Office of Superintendent of
PUBLIC INSTRUCTION



We will be **recording** so we can post this video on YouTube.

We should be **starting in a few minutes!**

Subscribe!

[Youtube.com/waOSPI](https://www.youtube.com/waOSPI)



A photograph of a man and a woman, likely a family or community members, smiling and looking at a document together. The man is on the left, wearing a blue sweater, and the woman is on the right, wearing a patterned sweater. They are both looking at a document held by the man. The background is slightly blurred, suggesting an indoor setting like a school or office.

New Video Series

Authentic Family and Community Engagement for Continuous Improvement



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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

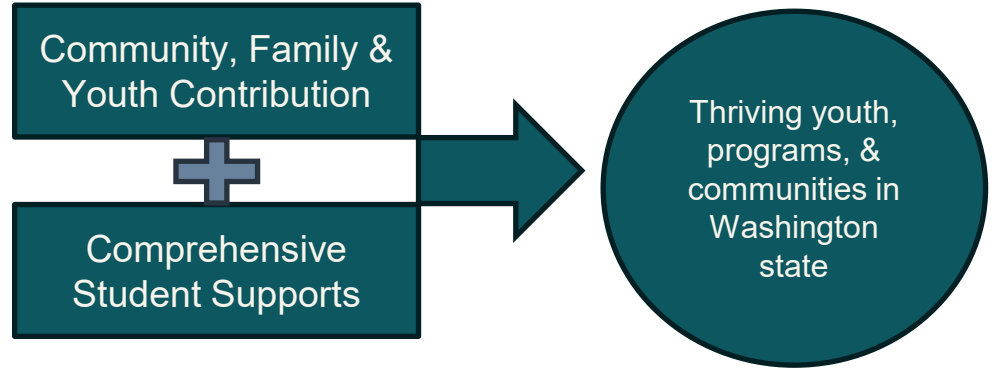
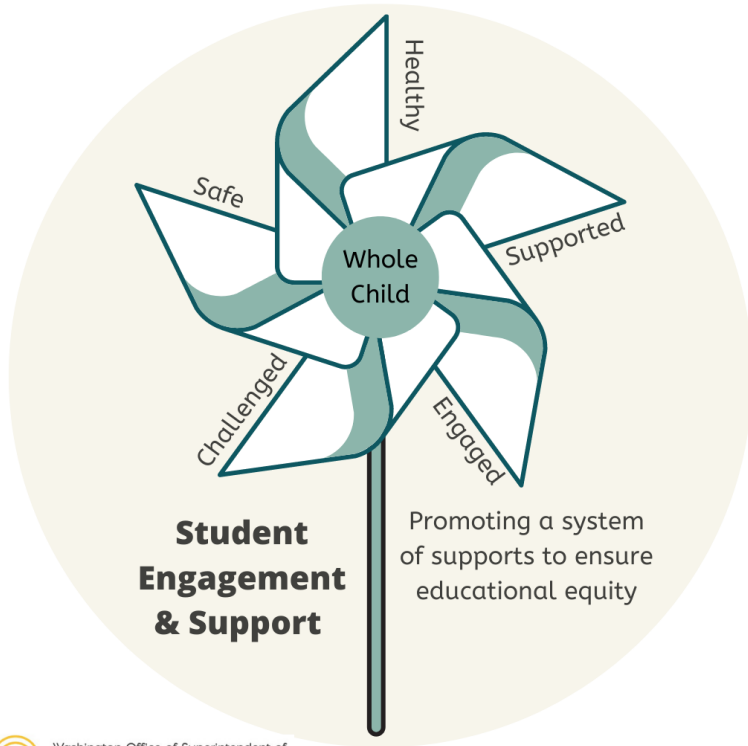
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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The Purpose of the Series: Whole Child Initiative



Objectives

1

Introduce Authentic Family & Community Engagement Modules

2

Explore Removing Barriers & Building Bridges Using Module #3

3

Alignment to Title I & LAP

4

Leave you with a resource & a desire to incorporate Authentic Family & Community Engagement

Creating the Series

We spent **14** hours learning from community stakeholders.

6 Community organization leader interviews

4 District/school leader interviews

2 Teacher interviews

1 Student focus group

1 Parent interview



Creating the Series Cont.

What did we seek to learn?

1. Why is family and community engagement important?
2. What is your vision for effective, impactful, and authentic engagement?
3. What opportunities are there to develop relationships and partnerships?
4. What conditions need to be in place to develop relationships and partnerships? What conditions get in the way?
5. Tell us about an impactful partnership, what actions led to this success? Tell us about a partnership that was not impactful, why was it not successful?



What we heard:

"Many of the students who are disengaged are disengaged for a reason (housing and food insecurity). Need better connections with care providers."

- *Community organization leader*

"I believe the youth have answers for most of the questions that are affecting them. Give them space and make sure they are in leadership roles and on task forces."

- *Student focus group participant*

"If done well, we'd be working smarter not harder. This would effectively take some things off our plates because we'd allow those partnerships with community members to cut into some of the things, we feel we have to take care of on our own. Instead of researching for things we can use that the rest of the country is having success with, we'd tap into the resources we have here from the people already here, which in the long run would be far more impactful because I feel we'd be more connected with it. I've said it before, but if done well this would have us working like a well-oiled machine."

- *Pasco Schools Educator Feedback*

"Leveraging all staff and authentic family engagement could have a significant impact on a school. By prioritizing and establishing authentic engagement as a school-wide priority, all members of the school community can work together to create a more supportive environment for students. When families are engaged in their child's education, students are more likely to succeed academically, socially, and emotionally. This is because when families are involved, they are better able to support their child's learning both at home and at school. In addition, when all staff members are involved in family engagement efforts, there is a greater sense of community and shared responsibility for student success."

- *Lopez Island Educator Feedback*



Question:

How have you sought to integrate community and family engagement in your current work?



Feels Like



Looks Like



Sounds Like



MODULE 3: Removing Barriers & Building Bridges



Module #3



Resource Toolkit: How does your school assess barriers to engagement?

Pgs. 8-10

Does your school have methods to collect data from families & caregivers?

What obstacles do families & caregivers face to school engagement?

What obstacles do community partners face to school engagement?

Self-Reflect: Where would you place your school?



Impact on Decision-Making

INFORMING

Providing balanced, objective information about new programs, and updates during implementation.

CONSULTING

Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Sharing how feedback has influenced decisions.

INVOLVING

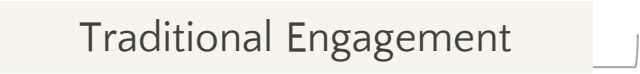
Working with the community to ensure aspirations and concerns are considered at every stage. Sharing how their involvement has shaped decisions.

COLLABORATING

Enabling community members to participate in all aspects of planning and decision-making for new programs.

INCREASING AGENCY

Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Sharing how feedback has influenced decisions.



Traditional Engagement



Community Engagement

Adapted from the IAP2 Public Participation Spectrum, developed by the International Association for Public Participation.

Note: Engagement activities can include community surveys, neighborhood outreach projects, partnerships with grassroots organizations, public meetings, and efforts to select community representatives.

Modules

Module 1: Laying the Foundation: Building a Shared Vision for Diverse Stakeholder Engagement

Module 2: Systemic Engagement: How Are We Using 360-degree Communication to Learn From Our Families, Caregivers, and Community?

Module 3: Removing Barriers and Building Bridges

Module 4: Increasing Agency of Stakeholders & Integrating with the Academic Vision (Part 1)

Module 5: Increasing Agency of Stakeholders & Integrating with the Academic Vision (Part 2)

Module 6: Improving Communication Structures

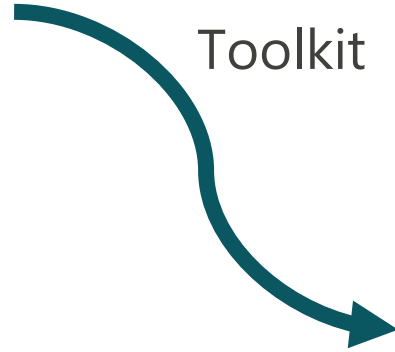
Module 7: Intentional Culture and Diversity Inclusivity

Module 8: Embedded Engagement Part 1: Leveraging All Staff in Authentic Family Engagement

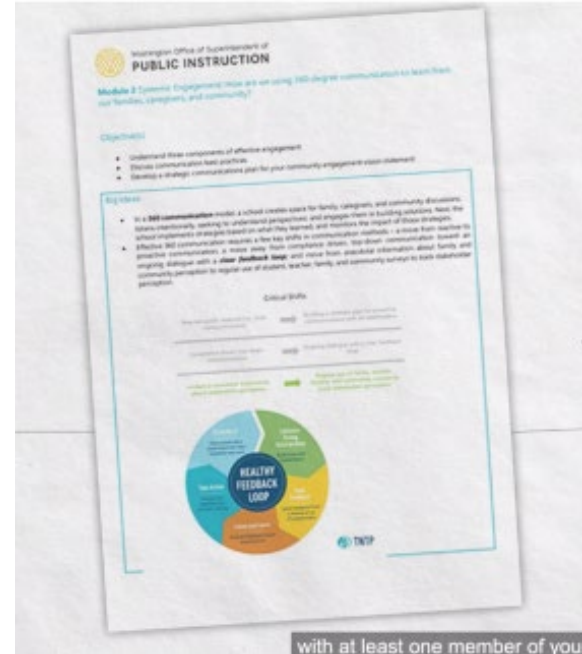
Module 9: Embedded Engagement Part 2: Leveraging All Staff in Authentic Community Engagement

Module 10: Long Term and Sustained Authentic Engagement: Planning Ahead

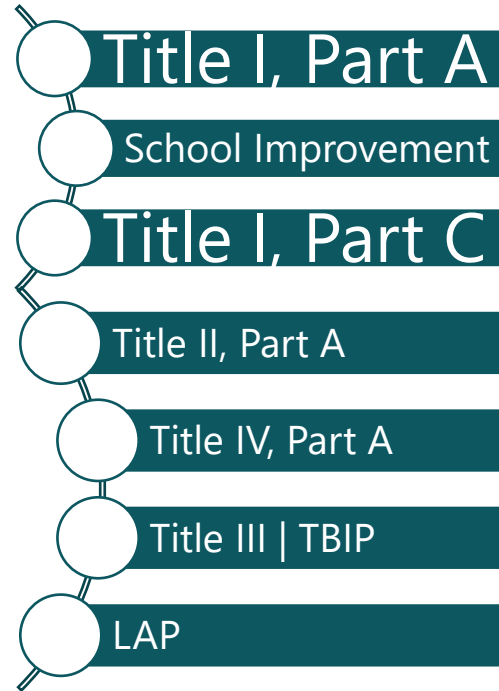
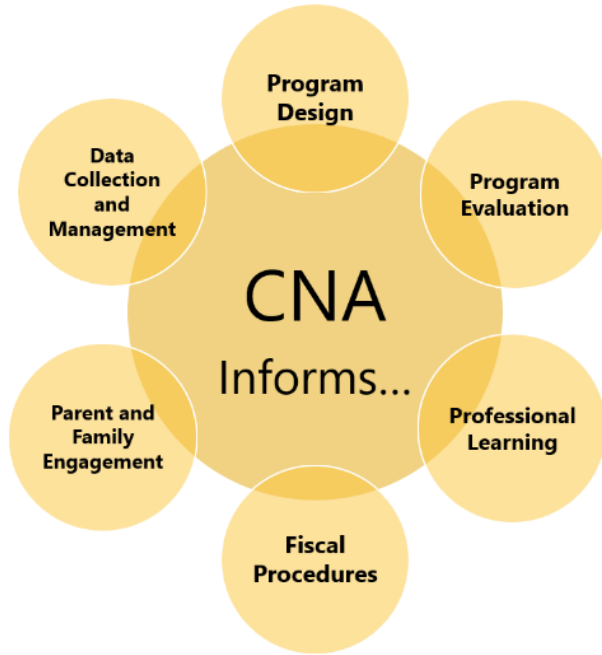
Actionable



Frequent opportunities
to reflect as a team



CNA informs program components for numerous federal and state programs...



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.



Elevate Family Engagement Example

Parent and Family Engagement in the Comprehensive Needs Assessment Process



1. Information about school improvement planning, expectations, and other activities are shared with families.

2.

The school informs families of school's expectations and school improvement efforts. The expectations and some input opportunities are in the school handbook. Communication is irregular or infrequent and limited to newsletters or meetings at the school, inviting participation.



3.

Communication is reciprocal and intentionally involves families. There are several universal methods of providing information to families and receiving feedback and ideas from families. There are specific strategies for communicating with families for the purpose of receiving and responding to input. Strategies address the needs of families who speak other languages, do not have electronics, or who do not visit the school. Communication process happens several times throughout the year.



4.

School and family leaders take part in data sharing forums, community forums, and in other forms of data analysis or review. Programs, policies and practices are prioritized and developed collaboratively by students, teachers, school leaders, families and community members to meet the needs of families as identified in the comprehensive needs assessment.





Next Steps

- Watch the videos as a team
- Incorporate the series into PD sessions
- Share feedback and wins with OSPI

Opportunity

Are you interested in
jumpstarting Family &
Community Engagement?

Please let us know!
jocelyn.nunez@k12.wa.us

Engage

An OSPI Best Practices
Newsletter



Articles from
education leaders

Timely resources
you can use

Leadership team
focused



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