



FAMILY ENGAGEMENT FRAMEWORK

2021 REPORT TO THE LEGISLATURE

Prepared by:
Heather Rees, Research Analyst,
Center for the Improvement of Student Learning,
Office of Superintendent of Public Instruction



Contents

| | |
|---|----|
| Executive Summary | 3 |
| Definition of Family Engagement (what and who) | 3 |
| Values and Principles (why) | 3 |
| Elements (how) | 3 |
| Table of Recommendations..... | 4 |
| Background | 7 |
| Meetings | 7 |
| Workgroup Membership..... | 7 |
| Workgroup Staff | 8 |
| Introduction | 8 |
| Definitions..... | 10 |
| Proposed Framework for Family Engagement..... | 11 |
| Definition of Family Engagement (what and who)..... | 11 |
| Values and Principles (why)..... | 11 |
| Elements (how)..... | 12 |
| Element #1 Assessing strengths and barriers..... | 12 |
| Element #2 Confronting injustice and acknowledging intersectionality and in order to address inequities | 14 |
| Element #3 Allocating resources to build and sustain capacity for family engagement..... | 15 |
| Element #4 Systematically building positive/trusting relationships | 16 |
| Element #5 Establishing equitable leadership and shared responsibility..... | 18 |
| Element #6 Creating an inclusive culture and welcoming families | 19 |
| Element #7 Fostering communication between schools, families and communities..... | 21 |
| Element #8 Sustaining family engagement across developmental stages | 22 |
| Recommendations..... | 23 |
| Recommendation 1. | 23 |
| Recommendation 2a..... | 24 |
| Recommendation 2b..... | 24 |
| Recommendation 3a..... | 24 |
| Recommendation 3b..... | 25 |

Recommendation 4.....25

Recommendation 5.....26

Recommendation 6.....26

Recommendation 7a.....28

Recommendation 7b.....28

Future Work29

Conclusion29

Resources List.....30

Appendices.....31

 Appendix A. Dual Capacity Framework.....32

 Appendix B. Position Description: Family Engagement Coordinators33

 Appendix C. Position Description: Family Engagement Trainers and Coaches.....36

 Appendix D. Family Engagement Best Practices Rubric and Assessment from Albuquerque Public Schools37

 Appendix E. High-Impact Family Engagement Across the Developmental Stages Tables.....48

 Appendix F. Family Engagement in Law and State or Federal Programs.....56

Executive Summary

The Family Engagement Framework Workgroup was created in 2020 by budget proviso: Sec. 922 of [SB 6168](#) (HB 2631), with the purpose of creating “a family engagement framework for early learning through school.” The workgroup reviewed family engagement policies and practices in Washington and in other states and national research to identify best practices that can be adopted throughout Washington. The recommended family engagement framework includes the following:

Definition of Family Engagement (What and Who)

Family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners’ development from birth through college and career. It is a collective responsibility that means doing with—not doing for—families.

Values and Principles (Why)

Shared power and responsibility includes building the capacity of educators and families to co-design instruction and supports for each student. Families are recognized as experts in their children’s education, with families and educators utilizing two-way communication and listening.

Relationships are the cornerstone of family engagement, built on trust, communication, and recognizing the value of all families and students.

All families have strengths, and they are the first and best advocates and teachers for their children.

Family engagement promotes equity and success for all families, achieving equitable outcomes by recognizing the diversity of family types, by using a multi-generational lens, and through cultural and linguistic competency and responsiveness.

Elements (How)

Each element includes defined roles, suggested strategies, and resources.

- Element #1 - Assessing strengths and barriers
- Element #2 - Confronting injustice and acknowledging intersectionality and in order to address inequities.
- Element #3 - Allocating resources to build and sustain capacity for family engagement
- Element #4 - Systematically building positive/trusting relationships
- Element #5 - Establishing equitable leadership and shared responsibility
- Element #6 - Creating an inclusive culture and welcoming families
- Element #7 - Fostering communication between schools, families, and communities
- Element #8 - Sustaining family engagement across developmental stages

Table of Recommendations

| Recommendation | Audience | | | |
|--|----------|------|-------------|-------|
| | OSPI | DCYF | Legislature | Other |
| <p>Recommendation 1. The Legislature should require the Office of Superintendent of Public Instruction (OSPI) and the Department of Children, Youth, and Families (DCYF) to finalize and adopt a Washington State Family Engagement Framework based on the definition, values and principles and elements outlined in this report.</p> <p>This Washington State Family Engagement Framework must be implemented by all school districts and appropriate programs managed by DCYF including early learning and childcare providers.</p> | ✓ | ✓ | ✓ | ✓ |
| <p>Recommendation 2a. The Office of Superintendent of Public Instruction (OSPI) and Office of the Educations Ombuds (OEO) should collaborate to create a toolkit for schools and school districts for the implementation of this framework that includes:</p> <ul style="list-style-type: none"> • A self-assessment tool • A family engagement action plan template • Sample position descriptions for staff roles primarily responsible for family engagement • Other communication tools and templates • Synthesis and inventory of tools <p>Recommendation 2b. The Department of Children, Youth, and Families (DCYF) should similarly create a toolkit for family engagement for early childhood education and childcare providers aligned to this framework, with an emphasis on partnership with and preparation for transitioning into the K-12 system.</p> | ✓ | ✓ | | ✓ |
| <p>Recommendation 3a. In order to make possible the effective implementation of family engagement strategies, the Legislature should ensure appropriate staffing levels including:</p> <ul style="list-style-type: none"> • Family engagement coordinators in school buildings at a ratio of students to family engagement coordinators of 477:1 • Family engagement trainers and coaches in school districts and educational services districts (ESDs) • Family engagement specialists at OSPI, OEO and DCYF | | | ✓ | |

| Recommendation | Audience | | | |
|--|----------|------|-------------|-------|
| | OSPI | DCYF | Legislature | Other |
| <p>Recommendation 3b. In order to address barriers to accessibility and fair compensation, the workgroup recommends that the Legislature provide the necessary funding and structure for support for family engagement including stipends for family members who serve on committees and advisory groups, childcare, language (interpretation and translation) and disability access.</p> | | | | |
| <p>Recommendation 4. The workgroup recommends that the State explore a system of paid leave available for parents to use for family engagement activities and meetings, as well as laws or regulations to protect the employment of individuals who take leave to attend meetings at their children’s schools.</p> | | | ✓ | ✓ |
| <p>Recommendation 5. The workgroup recommends that the Legislature amend the law to allow state agencies to provide appropriate monetary stipends to family and community members who participate on workgroups, committees, focus groups, and other engagement opportunities where the state benefits from their perspective and expertise, but they are otherwise uncompensated.</p> | | | ✓ | |
| <p>Recommendation 6. The work group recommends that the Legislature clarify and amend RCW 28A.400.303 so that family members will not be automatically prevented from volunteering or participating in school-related family activities based upon the family member’s criminal history. Specifically, family members should not be denied as participants in school activities if the criminal history:</p> <ul style="list-style-type: none"> • Did not involve a child victim • Involved an act committed more than 5 years ago • Was committed when the family member was under the age of 21, or • Involved a non-violent offense or misdemeanor, including drug-related offenses. <p>For offenses that did involve the student or another child, the family member should not be denied the ability to participate in their student’s education or other school activities if the family member has obtained any of the following:</p> <ul style="list-style-type: none"> • Certificate of Restoration of Opportunity (CROP) | ✓ | | ✓ | ✓ |

| Recommendation | Audience | | | |
|---|----------|------|-------------|-------|
| | OSPI | DCYF | Legislature | Other |
| <ul style="list-style-type: none"> • Certificate of Parental Improvement (CPI), or • Certification as a Foster or Adoptive Parent. <p>Office of Superintendent of Public Instruction (OSPI) should have a process for parents or other significant family members to appeal a denial from their student’s school district. Schools which have found that a family member’s criminal background would exclude the person from volunteering or otherwise participating at their student’s school should also notify them about the process of receiving a CROP or CPI and how to appeal the decision to OSPI with the assistance from the school or district family engagement coordinator.</p> | | | | |
| <p>Recommendation 7a. The workgroup recommends that the Professional Educator Standards Board (PESB) review the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers and the National Educational Leadership Preparation (NELP) Program Recognition Standards for alignment with the Washington Family Engagement Framework and issue any supplemental materials as necessary.</p> | ✓ | | | ✓ |
| <p>Recommendation 7b. The workgroup recommends that Criterion 7 of the Teacher Evaluation Criteria and Descriptors and Criterion 8 of the Principal Evaluation Criteria and Descriptors and the associated Instructional and Leadership Frameworks be updated to align with the values, principles, and elements of this framework.</p> | | | | |

Background

The Family Engagement Framework Workgroup was created in 2020 by budget proviso: Sec. 922 of [SB 6168](#) (HB 2631), with the purpose of creating “a family engagement framework for early learning through school:”

(2) At a minimum, the work group must review family engagement policies and practices in Washington and in other states, with a focus on identifying best practices that can be adopted throughout Washington....

(7) By June 30, 2021, and in compliance with RCW 43.01.036, the office of the superintendent of public instruction must report to the appropriate committees of the legislature with a summary of the activities of the work group and its recommendations for a family engagement framework for early learning through high school.

What follows is an outline of the proposed family engagement framework including best practices and recommendations for implementation.

Meetings

The Family Engagement Framework Workgroup (FEF) began meeting in September 2020 and continued to meet once a month through June 2021. Due to the COVID-19 pandemic, the workgroup met remotely via the Zoom application. Final decisions were made by the whole workgroup in accordance with the agreed upon decision making protocols. Cherry Holmes and Megan Pirie were elected as co-chairs and worked closely with staff, as required by the budget proviso.

Workgroup Membership

| Family and Community Representatives | |
|--------------------------------------|------------------------------------|
| Name | Role |
| April Messenger | Parent – Early Education |
| Hodan Mohamed | Parent – English Language Learners |
| Jen Chong Cole | Parent – Special Education |
| Laura Darland | Parent – Foster Care |
| Jeremiah Donier | Parent – High School |
| Megan Pirie (Co-chair) | Parent – Middle School |
| Scarlet Wilson | Parent – Elementary |
| Denita Holmes | Parent – Tribal Representative |

| Organizational Representatives | |
|-----------------------------------|--|
| Name | Organization |
| Dr. Ann Ishimaru | Commission on Asian Pacific American Affairs |
| Julieta Altamirano-Crosby, Ph.D. | Educational Opportunity Gap Oversight and Accountability Committee |
| Will Hausa | Commission on African American Affairs |
| Carolynn Perkins | Washington State School Directors Association |
| Cherry Holmes (co-chair) | Washington State Parent Teacher Association |
| Kurt Hatch | Association of Washington State Principals |
| María Sigüenza | Washington State Commission on Hispanic Affairs |
| Michael Finley (teacher) | Washington Education Association |
| Michelle Sorensen (social worker) | Washington Education Association |
| Michelle Rolon | Washington School Counselors Association |
| Carrie Basas | Office of Education Ombuds |
| Jan Brown | State Board of Education |
| Shanna McBride | Department of Children, Youth & Families |
| Penelope Mena | Office of Superintendent of Public Instruction |

Workgroup Staff

- Maria Flores, Executive Director, Center for the Improvement of Student Learning (CISL)
- Heather Rees, Research Analyst, CISL
- Mark McKechnie, Senior Consultant on Equity in Student Discipline, CISL
- Robin Howe, Administrative Assistant, CISL

Introduction

The members of this workgroup committed their time, energy, and effort to this work because they believe that effective family engagement is a necessary component to address systemic racism and other root causes that inhibit the full inclusion of all families, including on the basis of race/ethnicity, disability, language, citizenship, gender identity, sexual orientation, and carceral status. Increasing family engagement allows family members to be equal partners with schools, educators, and other service providers as their child’s first and most important educator.

Academic research supports what families and communities already know: effective family engagement has a wide range of positive impacts. A 2012 report from the U.S. Department of Education, found that over 50 years of research on family engagement showed beneficial impacts on student grades, test

scores, lower drop-out rates, and students' sense of competence and beliefs about the importance of education.¹ But not all family engagement strategies are the same.

Traditional approaches to family engagement focus on the "participation" of members of the majority culture (usually white, English-speaking, not low-income, with traditional family structure), while educators and professionals serve as the "experts" who know what is best.² The framework for family engagement is founded on principles of equity and anti-racism articulated through processes of co-design and dual capacity building which value lived experience and cultural funds of knowledge.³

It is important to note that this framework is not meant to be a stand-alone, one-size-fits-all solution. An effective framework is flexible enough to allow schools, districts, and early learning and childcare providers to adapt the framework within their current system and to deploy developmentally appropriate strategies across the spectrum from early learning through high school. Additionally, the work must be integrated with implementation of other efforts such as [Multi-Tiered System of Supports \(MTSS\)](#), [Integrated Student Supports](#), discipline reform, inclusionary practices, and language access.

Family engagement is not a new concept, and current state and federal laws already include requirements and supports for family engagement ([see Appendix F](#)). The COVID-19 pandemic further highlighted the need for effective and equitable family engagement to be in place before a crisis impacts the state. It illustrated that family engagement is not effective as an afterthought tagged on to individual programs. Within this context, the workgroup developed this framework and recommendations for Washington that is designed to create a more equitable and accessible system for students and their families.

¹ Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

² Ishimaru, A. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review*, 84, 188-216. 10.17763/haer.84.2.r2007u165m8207j5.

³ Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships (Version 2)*. <https://www.dualcapacity.org/>

Definitions

- **Anti-racism** – Recognizing the impact of racist actions and policies, anti-racist individuals or organizations actively seek to replace racist actions, policies, and institutions with those that support racial equity.⁴
- **Co-design** – A process of bringing diverse people together to collectively identify issues or areas of inquiry and to design solutions through data informed and solidarity-driven decision-making processes.⁵
- **Collective responsibility** – Where responsibility is allocated to two or more people that work together to achieve a particular outcome.⁶
- **Communication** – Good and effective communication is intentional, relevant, dynamic, reciprocal, culturally responsive, interactive, and two-way.
- **Community** - Not only the place where people live, but also includes supports for children, youth, and families. This includes but is not limited to: culture, extended family, friends, local business, and service providers.
- **Equity/equitable** – The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups.⁷ Equitable systems are those in which outcomes are not determined by an individual's race/ethnicity, disability, gender identity, sexual orientation, income, citizenship, or other social status.
- **Family** – For the purpose of engagement, it is broadly defined as who the child/youth/student defines as family and is not dependent on legal status or biological relationship.

Goals/Outcomes:

- Build an anti-racist and inclusive system that serves all families.
- Create a welcoming culture
- Development of the whole child
- Success for each student (as defined by family and student)
- Increase family and community well-being

⁴ Handout *What does it mean to be antiracist?*

https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook_p87to94.pdf From: Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

⁵ Family Leadership Design Collaborative. (2017). *Solidarity-driven decision-making: Enacting equity in partnering and decision making phase 2 process brief*. https://familydesigncollab.org/wp-content/uploads/2018/07/Solidarity-Driven-Decision-Making_FLDC-Phase-2-Process.pdf

⁶ Nollkaemper, A. (2018) The duality of shared responsibility. *Contemporary Politics*, 24(5), 524-544, <https://doi.org/10.1080/13569775.2018.1452107>

⁷ DEI Foundational Definitions. (2019, November 5). <https://ofm.wa.gov/sites/default/files/public/shr/Diversity/SubCommit/DEI-Foundational-Definitions-final-draft-w%20citations%20Accessible%2011-5-19.pdf>

- **Inclusive** – Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.⁸
- **Intersectionality** – The complex, cumulative way in which the effects of multiple forms of discrimination (e.g., racism, sexism, classism, etc.) combine, overlap, or intersect; especially in the experiences of historically marginalized individuals or groups.⁹
- **Lived experience** – Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people.¹⁰
- **Racial equity** – The condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.¹¹
- **Transformative justice** – Is a liberatory approach to violence...[which] seeks safety and accountability without relying on alienation, punishment, or state or systemic violence, including incarceration or policing.¹²

Proposed Framework for Family Engagement

Definition of Family Engagement (What and Who)

Family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners’ development from birth through college and career. It is a collective responsibility that means doing with—not doing for—families.

Values and Principles (Why)

Shared power and responsibility includes building the capacity of educators and families to co-design instruction and supports for each student. Families are recognized as experts in their children’s education, utilizing two-way communication and listening.

Relationships are the cornerstone of family engagement, built on trust, communication, and recognizing the value of all families and students.

⁸ Racial Equity Tools. (n.d.). Glossary. <https://www.racialequitytools.org/glossary>

⁹ Merriam-Webster. (n.d.) <https://www.merriam-webster.com/dictionary/intersectionality>

¹⁰ Lived experience. Oxford Reference. Retrieved 2 Jun. 2021, from <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100109997>.

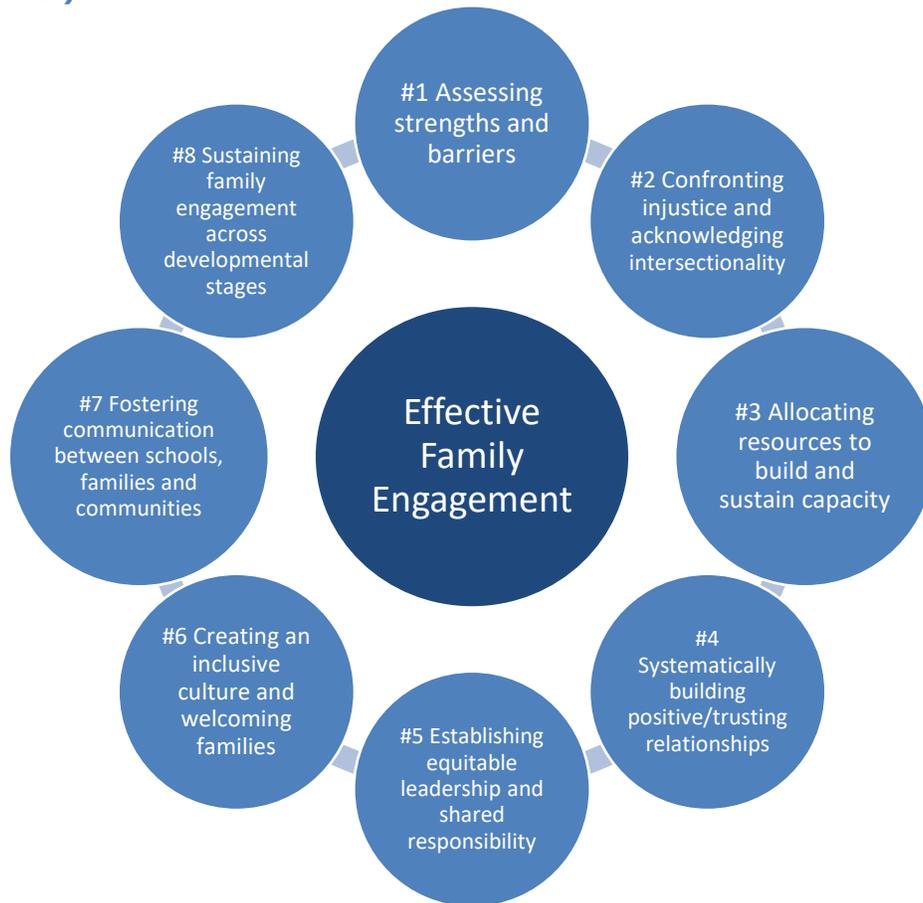
¹¹ Racial Equity Tools. (n.d.). Glossary. <https://www.racialequitytools.org/glossary>

¹² Kershner, S., Haines, S., Harkins, G., Greig, A., Wiesner, C., Levy, M., Shah, P., Kim, M., & Carr, J. (2007). Toward transformative justice: A liberatory approach to child sexual abuse and other forms of intimate and community violence. https://www.transformativejustice.eu/wp-content/uploads/2010/11/G5_Toward_Transformative_Justice.pdf

All families have strengths, and they are the first and best advocates and teachers for their children.

Family engagement promotes equity and success for all families, achieving equitable outcomes by recognizing the diversity of family types, by using a multi-generational lens, and through cultural and linguistic competency and responsiveness.

Elements (How)



Element #1 - Assessing Strengths and Barriers

A collaborative strengths-based process of assessing strengths and barriers is an important first step in the creation of a family engagement action plan. The process itself is an opportunity for listening and learning that can bring the community together and build trust, establishing common understanding of family engagement and common goals.

Roles

- **Families, community, and students** – Identify community resources and provide honest feedback about the ability of the school to build on strengths and remove the identified barriers.
- **School leadership** – Facilitate a collaborative review process that includes students, families, school staff, and members of the community who provide honest feedback about the ability of the school to remove the identified barriers.

- **School district leaders** – Allocate time and other resources to support review of strengths and barriers. Collaborate with community leaders to identify assets and resources in the community and provide guidance to school leaders. Utilize the Multi-Tiered System of Supports (MTSS) district leadership team.
- **State agencies** – Provide the tools and technical guidance for schools and district to use to identify their community's strengths and barriers.

Strategies

- Engage in a collaborative process of reviewing the strengths and barriers of both families and schools.
 - Consider specifically what a family's strengths and barriers might be and do not assume that all families have access to the same resources or awareness of school system processes. Include the histories of families' experiences with schools across generations and the cultural experiences of immigrant and refugee families, who may not know or understand the nuances of the U.S. education system. Focus on identifying barriers families face in navigating the school system by asking them directly.
 - Be open to these challenges and honest about the problems the school has in meeting them, identifying where resources and partnerships are needed.
 - Recognize that the goal is to reform the existing system to be anti-racist and to serve families and students that it was designed and executed without.
 - Work with the community to identify resources available to meet needs. Utilize networks of local community-based organizations.
- Assessing needs and barriers does not mean assigning deficit or failure. The process should be strengths-based and include multiple kinds of quantitative and qualitative data and meaning-making, such as individual reflection.
- With these broad strengths and barriers in mind, engage in a collaborative process of reviewing the effectiveness of family engagement at the school level. Identify the current stage of implementation and use this information to create a family engagement action plan.

Resources

- [Sample: Family Engagement Best Practices Rubric and Assessment from Albuquerque Public Schools \(Appendix D.\)](#)
- [School district level Parent and Family Engagement Support Inventory Tool from the Office of Superintendent of Public Instruction](#)¹³
- [The Spectrum of Family Engagement for Educational Equity](#)¹⁴

¹³ Family Engagement Collaborative Albuquerque Public Schools. (n.d.) *Family engagement best practices rubric and assessment*. <https://www.k12.wa.us/sites/default/files/public/titlei/familyinvolvement/pubdocs/pfeevaluationdistrictinventory.docx>

¹⁴ Facilitating Power. (n.d.). *Spectrum of family engagement for educational equity*. <https://movementstrategy.org/b/wp-content/uploads/2020/04/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf>

- [Road Map Family Engagement Survey User's Guide](#)¹⁵

Element #2 - Confronting Injustice and Acknowledging Intersectionality and in order to Address Inequities

Equity is achieved when all students and families thrive, and success is no longer dependent on socio-economic status, race/ethnicity, family make up, and other factors. An equitable program of family engagement cannot be achieved without first confronting injustice and acknowledging the role of intersectionality.

Roles

Everyone in the community has a role in acknowledging their own internal biases and confronting injustice when they see it. However, individuals with power in the system (school and district leaders, staff, and educators) must take the lead in acknowledging the damage of systemic oppression and seek to make changes that honor the needs of families and students.

Individuals must recognize their own plurality of identities and seek to honor the experiences of others without assumptions and stereotyping.

Strategies

- Provide staff with essential trainings in recognizing implicit bias, anti-racist education, culturally responsive practices, and transformative justice.
- Identify varying levels of access families have and remove barriers that may be present by paying attention to different cultural perspectives and using families' ideas to create programming.
- Use cultural perspectives as shared by families to create professional development opportunities that will lead to the valuing of student and family assets and the greater ability for schools to best support learning about the approaches schools take to support student learning.
- Use a continuous improvement model to operationalize the equity lens. There are multiple models with similar features for continuous improvement, including: Convene, Assess, Design, Execute, and Evaluate; and the Plan-Do-Study-Act model that is used and promoted by Title I, Part A within their Schoolwide and Targeted Assistance School Plans¹⁶.
- Create and implement school district and building Racial Equity Teams that are led by people of color and listened to by leadership.
- Collect and analyze disaggregated data to monitor disproportionality. Data collection and analysis alone is insufficient to eliminate disparities, however data must be used to hold systems

¹⁵ Ishimaru, A. & Lott, J. (2015). *User's guide for road map family engagement survey*.

<https://education.uw.edu/sites/default/files/programs/epsc/Users%20Guide%20Road%20Map%20Survey.pdf>

¹⁶ Office of Superintendent of Public Instruction. (n.d.). *Schoolwide program*. <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-program-models/schoolwide-program>

accountable, guide improvement, and inform change. The lived experiences of Black, Indigenous and People of Color (BIPOC) communities must also be heard and recognized.

- Recognize that families, students, communities, and BIPOC educators and educators from other historically marginalized groups are the experts and should not be expected to carry the work alone. And they must be adequately compensated for their time and leadership.

Resources

- [Active Implementation Hub](#)¹⁷
- [REL Research on Continuous Improvement](#)¹⁸

Element #3 - Allocating Resources to Build and Sustain Capacity for Family Engagement

The allocation of resources including money and time demonstrate the values of an organization.

Without these resources, family engagement efforts will be empty and unsustainable. For example, a commitment to the values of diversity, equity, and inclusion (DEI) and anti-racism, must be supported by the allocation of resources to support that work.

Roles

- **Families** – Take part in trainings and other resources that inform families of their right to engage in their child’s education.
- **School leadership** – Support the adequate allocation of staff time to engage with families. Organize and make available the necessary events, resources, and tools.
- **School district leaders** – Engage in a budgeting process that includes the community and is based on meeting identified needs (see Element 1). Prioritize spending for dedicated family engagement staff roles, activities, and training. Seek training led by impacted individuals from the community with lived experience and cultural knowledge. Learn from those who face the barriers directly.
- **State agencies** – Office of Superintendent of Public Instruction (OSPI) and Department of Children, Youth and Families (DCYF) allocate resources to support family engagement on the state level as well as to provide technical assistance to programs. Office of the Education Ombuds (OEO), OSPI and DCYF work together to disseminate innovative solutions that make schools more accessible to families.
- **State Legislature** – Allocate resources to OEO, OSPI, DCYF, Department of Social and Health Services (DSHS), and others, to support family engagement and require representation of families and communities on committees and workgroups.

¹⁷ National Implementation Research Network and State Implementation and Scaling-up of Evidence-based Practices Center. (n.d.). *Active implementation hub*. <https://nirn.fpg.unc.edu/ai-hub>

¹⁸ Shakman, K., Wogan, D., Rodriguez, S., Boyce, J. & Shaver, D. (2020). *Continuous improvement in education: A toolkit for schools and districts*. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf

Strategies

- Create a school plan for family engagement including the necessary start-up and sustaining costs in order to guide budgeting.
- Budget and use state and federal funds provided for family engagement activities including family engagement coordinators and staff to support outreach, interpretation, and translation.
- Districts should annually evaluate and report the use of funds for family engagement to school boards and to OSPI.
- Invest time and money to identify professional development for school staff and integrate family engagement expectations into teacher and leader evaluation frameworks and processes.
- Utilize resources for partnerships with community-based organizations including, up to 15% of state Learning Assistance Program funds.¹⁹
- Utilize the Dual Capacity-Building Framework for Family-School Partnerships²⁰ approach to empower both educator and families.

Resources

- [Unlocking Federal and State Program Funds to Support Student Success](#)²¹
- [Dual Capacity-Building Framework for Family-School Partnerships](#)
- [Parent Curriculum: Families in the Driver's Seat](#)²²

Element #4 - Systematically Building Positive/Trusting Relationships

This means that school systems and processes are built in a way that intentionally support ongoing relationship building and incorporate feedback loops that demonstrate responsiveness and build trust.

Roles

All community members should engage with each other to build connections, share resources, and grow awareness and understanding of social and racial justice.

- **Families and students** – Be open to the building and/or restoration of relationships and trust. Be honest and firm about needs.
- **Community, family, and school advocacy groups** – Create a space where they can collaborate and work together for the student's best interest. Listen and amplify what the community needs.

¹⁹ RCW 28A.165, as amended by HB 1208 (2021) Learning Assistance Program.
<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.165>

²⁰ Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

²¹ Office of Superintendent of Public Instruction. (2020). *Unlocking federal and state program funds to support student success*. https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking_State_Federal_Program_Funds.pdf

²² Ishimaru, A. & Lott, J. (2015). *Families in the driver's seat: Parent-driven lessons and guidelines for collective engagement*. <https://education.uw.edu/sites/default/files/programs/epsc/ParentCurriculum-FINAL-Print.pdf>

- **Educators** – Begin the work by proactively engaging with families, students, and communities. Due to the legacy of oppression and resulting mistrust, it is the role of the system to take the first step to engage with families and communities in order to build or re-establish trusting relationships.
- **Nurses, mental health and guidance counselors, school social workers and other classified staff** – Build positive/trusting relationships with families by honoring caregivers as the experts on the strengths and needs of their child. Provide mentoring and guidance to youth, and their families, as they transition to college and careers.
- **School leaders** – Provide school guidance and leadership that centers relationships and honors the voice of families and empowers educators. Principals set an example and provide support and accountability.
- **School district leaders** – Establish channels for meaningful communication and engagement between district leaders and families. Encourage and provide accountability for principals, teachers, and administrative staff. Demonstrate commitment to engagement and shared responsibility through allocation of resources.

Strategies

- Trust is built through respect for a diversity of cultures and beliefs that starts with listening and learning.
- Build relationships based upon trust and confidentiality.
 - In elementary schools each child's teacher will maintain a consistent relationship with the families. In the secondary schools, a point person will be selected to provide consistent contact and information.
- Create outreach programs where the key is listening empathetically while engaging a plan of action. Listening comes first but must be followed by action.
- Schools and districts reach out to community-based organizations that have established relationships, programs, and resources. Look to trusted partners for families and students, including culturally specific community organizations.
- Survey families and educators each year. Questions ask families how to build successful connections and are tailored to each school districts specific demographics based on a sample provided by the state. Results are provided to school administrators and educators to be used in engagement planning and monitoring of progress.
- Time for school staff to engage and build relationships with families must be designated and protected by leadership.
- Utilize Multi-Tiered System of Supports (MTSS), when they exist, to engage families at the district level and in schools through teams at tiers one, two, and three.

Element #5 - Establishing Equitable Leadership and Shared Responsibility

A school with equitable leadership and shared responsibility has family engagement that goes beyond symbolic gestures to true co-creation. This element goes beyond the education of individual students and seeks to transform schools and systems.

Roles

The essential characteristic of this element is that each party is recognized as having the knowledge, capacity, and experience to engage as a partner, and each shares responsibility for fostering the success of all students.

- **Families and communities** – Accept a shared responsibility for the success of the school community. Community groups and families monitor and advocate for equitable leadership.
- **School leadership and educators** – See their role as co-leading schools in equitable partnership with families and communities. They seek to provide the resources families need to participate in the school community and important decision-making, recognizing that the system has historically hoarded power and excluded families. Create space at the decision-making table and understand the different ways that families bring their concerns. Recognize bias and racism in the ways that certain types of engagement are perceived as “inappropriate” when coming from Black, Indigenous and People of Color (BIPOC), individuals.
- **School district leaders** – Implement meaningful opportunities for families, students, communities, and the groups that represent them, to serve as leaders in the development of policies, procedures, and resources.

Strategies

- Formalize co-leadership through policies and procedures that are followed by all partners with clear policies and practices to raise concerns and resolve differences.
- Schools and districts engage family groups such as the Parent Teacher Association (PTA) that can develop and support family leaders.
- Partner with community-based organizations to develop families’ leadership and advocacy.

Resources

- [Dual Capacity-Building Framework for Family-School Partnerships](https://sedl.org/pubs/framework/FE-Cap-Building.pdf)²³
- [Charting a Course to Equitable Collaboration: Learning from Parent Engagement Initiatives in the Road Map Project.](https://education.uw.edu/sites/default/files/research/projects/epsc/EquitableCollaborationReport_0.pdf)²⁴

²³ Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

²⁴ Ishimaru, A. & Lott, J. (2014). *Charting a course to equitable collaboration: Learning from parent engagement initiatives in the road map project*. University of Washington
https://education.uw.edu/sites/default/files/research/projects/epsc/EquitableCollaborationReport_0.pdf

- [Strategies for Equitable Family Engagement](#).²⁵

Element #6 - Creating an Inclusive Culture and Welcoming Families

Districts and school buildings embrace diversity, empathetically listen, and learn, honor both the strengths and barriers of all groups and individuals, give space for the voices of everyone, and invest time and resources in the growth and development of all.

Roles

- **Families and students** – Engage in opportunities to connect with school staff and other families in an open way that embraces diversity and rejects zero-sum thinking.
- **Community-based, especially culturally significant, organizations** – Serve as a resource and partner to educators and school leaders and provide guidance to families and youth through transitions.
- **Educators** – Take time to learn about and honor the culture of students and through classroom curriculum. Cultivate responses to student behavior and engagement with families that are rooted in anti-racism.
- **School leadership** – By listening to families and local community members, develop school policies and procedures that are culturally responsive and honor the cultural diversity represented in the school.
- **School district leaders** – Intentionally develop relationships with and seek feedback from local community groups and leaders. Engage in meaningful consultation with local Tribal Nations. Through these relationships, develop district policies and procedures that are culturally responsive.

Strategies

- Integrate culturally responsive and age appropriate content on diverse ethnicities and cultures across K-12 curricula that honors the cultures of the school community.
- Language access services are essential to making sure that all families, regardless of language used or spoken and level of literacy, are included in the school community and able to engage and support their child's learning. Services should be easy to access and high quality. Please note, students must not be expected to serve as interpreters between their family members and school staff.
- Allow local schools to choose how to prioritize the importance of their specific needs. Schools can create a welcoming committee composed of staff, families and students representing their school's diversity to examine needs and resources and create an action plan.
- Hire school, district and state-level staff who are Black, Indigenous and People of Color (BIPOC), bilingual and multi-cultural and who can connect with families and understand their needs. Emphasize the value of lived experience in areas such as disability, language, culture,

²⁵ Jacques, C. & Villegas, A. (2018). Strategies for equitable family engagement. The State Support Network. https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

incarceration, foster care, poverty, housing instability, etc. Such staff can serve as cultural brokers and navigators to resources and support within the larger community.

- Expand the availability and awareness of tools and resources to inform all caregivers, including newcomer immigrant families and refugees, introducing them to the school, key processes, rights, and resources. Toolkits should be in accessible formats and translated into the languages of the community.
- The Office of Superintendent of Public Instruction (OSPI) should work with communities to outline strategies to support specific student and family groups including:
 - Families of students receiving special education services
 - Families with disabilities
 - Families experiencing housing instability
 - Black, Indigenous and People of Color (BIPOC) families
 - Families with foster children and families without custody of their children
 - Current/previously incarcerated parents
 - Military families
 - Highly mobile families
 - Families in need of communication access
 - Families with students who are Emerging Bilingual/English Language Learners (ELL)
 - Newcomer families
 - Families of students learning through homeschool or alternative learning model
 - Families of LGBTQ+ students
 - Families with non-traditional structures

Resources

- [Language Access Workgroup 2020 Report to the Legislature](#)²⁶
- [OSPI Interpretation and Translation Services Information for Families](#)²⁷
- [OSPI Interpretation and Translation Services Information for Districts](#)²⁸
- [Parent Teacher Association \(PTA\) Local Leader Guidance for Diversity, Equity, and Inclusion](#)²⁹.

²⁶ Language Access Workgroup. (2020). *Report to the legislature*.

<https://www.k12.wa.us/sites/default/files/public/cisl/pubdocs/Language%20Access%20Workgroup%20Final%20Report%20%28ADA%29.pdf>

²⁷ Office of Superintendent of Public Instruction. (n.d.). *Resources for families: Interpretation and translation*.

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/information-families-civil-rights-washington-schools/interpretation-and-translation-services>

²⁸ Office of Superintendent of Public Instruction. (n.d.). *Resources for districts: Interpretation and translation*

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/resources-school-districts-civil-rights-washington-schools/interpretation-and-translation>

²⁹ Parent Teacher Association. (2020). *Local leader guidance for diversity, equity, and inclusion*.

<https://www.pta.org/docs/default-source/files/runyourpta/2020/diversity/dei-guide-for-pta-local-leaders.pdf>

Element #7 - Fostering Communication between Schools, Families, and Communities

Good communication is intentional, relevant, dynamic, reciprocal, culturally responsive, interactive, and two-way. This allows families, students, and communities to develop a strong sense of mutual rapport, respect, and trust, and a strong connection to school.

Roles

- **Families and students** – Work together to identify the most effective communication methods.
- **Educators** – Take the first step to engage with families and communities, with a focus on communicating with families about their students' strengths and successes. Develop multiple avenues for families to connect.
- **School leaders** – Demonstrate a commitment to open, two-way communication between schools and families/communities. Create formal and informal opportunities for families, students, and educators to share in a safe environment. Listen to family and community leaders to determine the most effective communication methods. Systematically elicit family preferences in terms of the manner, type, frequency, times, days, and other criteria for direct communications with them about their students. Ensure that there is regular communication with every family for every student attending the school.
- **School district leaders** – Create policies, procedures and hiring/personnel practices that set the expectations for effective communication and allocate the necessary resources.

Strategies

- Create a communication plan with the help of school staff, families, communities, IT staff, district communication department, and community partners. The communication plan should provide multiple avenues of two-way communication and tiers of family support (e.g., phone, texts, conferences, community gatherings, home visiting, newsletters, emails). Utilize the forms of media preferred by the community, which could include community radio and local newspapers, and networks, including online social networking.
- School and district policies must support clear communication both formally and informally and inform families what they can expect from the schools' communications. Language access policies must ensure high-quality communication in the families' preferred languages and include disability and ASL access (interpretation/translation).
- School and community leaders should encourage and create opportunities for family-to-family communication and partnerships and development of community leaders.
- Create opportunities for students to share how they want teachers and families to support their learning. For example: include students' ideas in Title I school-family compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well, can be their advocate in the school and serve as the primary contact for their families.

- Ensure that all families have access to school leaders: meet regularly with small groups and 1:1 with families and communities both to listen and to share.

Element #8 - Sustaining Family Engagement Across Developmental Stages

The nature of family engagement shifts as the child develops and grows. The methods and purpose of engagement strategies should be appropriate to the developmental stage of the child and family and flexible enough to be tailored to the specific needs of the relationship.

Roles

- **Families and students** – Navigate shifting relationship between child and educator and educators and other services providers. Recognize that individuation is an important and positive developmental step as students mature.
- **Educators** – Provide developmentally appropriate learning settings for students and involve families and student voice in decision making.
- **School leadership** – Understand the changing needs of families and students across the developmental span of the school and that these boundaries are flexible. Develop relationships with other agencies and community organizations that serve the developmental needs of students outside of the public-school setting.
- **School district leaders** – Develop and facilitate relationships with other agencies and community organizations that serve the developmental needs of students outside of the public-school setting. Set policies and procedures for family engagement that are developmentally appropriate. Ensure that district policies recognize the legal rights of students that are based upon their age.
- **State agencies** – Work across agencies to provide guidance for seamless transitions between services areas. Emphasize facilitating the transitions from Pre-K early learning to the K-12 system and from K-12 into young adulthood, including college and career.

Strategies

- Emphasize high-impact family engagement before, during, and after decisions regarding individual students and their educational path.
- Utilize family engagement strategies that are aligned to the [Social Emotional Learning Standards and Benchmarks](#).
- Birth through preschool – Family engagement is focused on the home setting as a primary place of learning and development and support for the whole family. Organizations connect families with needed resources, opportunities for learning and volunteering, and preparation for the transition into public-school system. Strategies include: home visits, conferences, self-assessments, classes, celebrations, and social events.
- Kindergarten through 3rd grade – Family engagement should mirror strategies used in Pre-K. At this stage, families are key facilitators of academic and social-emotional learning and should be

primary partners of educators. Specific attention should be paid to orienting parents and other primary caregivers at the beginning of Kindergarten.

- Transition from elementary to middle school – At this point family engagement is critical for partnering with the students in starting to map out their future plans and opportunities (interests, higher education opportunities, etc.). Administrators should work with families and students in choosing electives and presenting possibilities. School administration (principal, administrators, counselors, etc.) should visit upper elementary grade classrooms and connect with families to welcome them and make a personal connection.
- Transition from middle to high School – Family engagement here transitions to emphasize student voice and decision-making for class planning and creation of the High School and Beyond Plan. The level of family engagement should be tailored to the specific needs and desires of each family. As students grow, their self-autonomy should be honored and trust/confidentially maintained as safe and appropriate. Families should be notified of student progress and students should be honored and recognized for their achievements in academic and non-academic domains. Policies should recognize the legal rights of students at appropriate ages.
- See [High-Impact Family Engagement Across the Developmental Stages tables in Appendix E](#).

Resources

- [Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement](#)³⁰
- [SEL Standards, Benchmarks & Indicators](#)³¹
- [the Family Engagement for High School Success Toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students](#)³²

Recommendations

Recommendation 1.

The workgroup has built the [elements](#) of this framework on the principle of shared power and responsibility, with the recognition that relationships are the cornerstone of family engagement and all families have strengths, in order to produce family engagement that promotes equity and success.

³⁰ Ferguson, C. & Rodríguez, V. (2005). *Engaging families at the secondary level: What schools can do to support family involvement*. <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>

³¹ Social Emotional Learning Indicators Workgroup. (2019). *Social emotional learning Standards, benchmarks, and indicators*.

<https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>

³² Weiss, H., Lopez, M. E., Rosenberg, H., Brosi, E., and Lee, D. (2011). *The family engagement for high school success toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students*. <https://jsri.msu.edu/upload/resources/FEHS.pdf>

Adoption of this framework system-wide will not only provide schools and districts with guidance and tools but empower families, communities, and advocates as partners in education.

The Legislature must require the Office of Superintendent of Public Instruction and the Department of Children, Youth, and Families to finalize and adopt a Washington State Family Engagement Framework based on the definition, values and principles and elements outlined in this report. This Washington State Family Engagement Framework must be implemented by all school districts and appropriate programs managed by Department of Children, Youth and Families including early learning and childcare providers.

Recommendation 2a.

It is the role of state agencies to provide the necessary guidance and resources to implement this framework.

The Office of Superintendent of Public Instruction and Office of the Educations Ombuds must collaborate to create a toolkit for schools and school districts for the implementation of this framework that includes:

- A self-assessment tool
- A family engagement action plan template
- Sample positions descriptions for staff roles primarily responsible for family engagement.
- Other communication tools and templates
- Synthesis and inventory of tools

Recommendation 2b.

The Department of Children, Youth, and Families must similarly create a toolkit for family engagement for early childhood education and childcare providers aligned to this framework, with an emphasis on partnership with and preparation for transitioning into the K-12 system.

Recommendation 3a.

The workgroup established in [Element #3](#) that the allocation of resources is necessary to build and sustain capacity for family engagement. These resources include staffing to provide support to school staff, families, and communities. Currently, the prototypical schools funding model only allocates 0.103 FTE Family Engagement Coordinator per 500 student FTE at the elementary level and 0 FTE for the middle and high school levels. The Staffing Enrichment Workgroup recommends a ratio of students to Family Engagement Coordinators of 477:1.³³ Family Engagement Coordinators should be integrated with in the school leadership and Multi-Tiered System of Supports (MTSS) team. See [Appendix B](#) for a position description of the Family Engagement Coordinator.

³³ Office of Superintendent of Public Instruction. (2019). *Staffing Enrichment Workgroup Recommendations*. p. 24. <https://www.k12.wa.us/sites/default/files/public/communications/2019-12-Staffing-Enrichment-Workgroup.pdf>

Additional required resources should include funding for family engagement trainers and coaches in school districts and educational services districts (ESDs) (See [Appendix C](#) for a position description of the family engagement trainers and coaches) and state financial support for dedicated family engagement specialists at Office of Superintendent of Public Instruction (OSPI), the Office of the Education Ombuds (OEO), and the Department of Children, Youth and Families (DCYF). State-level family engagement specialists should collaborate to co-develop and implement guidance applicable in the contexts that they oversee and that are aligned to this and other state-wide frameworks. School use of resources should be aligned with needs identified in the school improvement plans and state investment of funds should be flexible enough to take into account the unique needs of school districts of various sizes and locations.

In order to make possible the effective implementation of family engagement strategies, the Legislature must fund appropriate staffing levels including:

- **Family engagement coordinators in school buildings at a ratio of students to family engagement coordinators of 477:1**
- **Family engagement trainers and coaches in school districts and educational services districts (ESDs)**
- **Family engagement specialists at OSPI, OEO and DCYF**

Recommendation 3b.

The workgroup finds that school and district hosted events for family and community engagement often lack the inclusivity necessary to make them open and accessible to all. This includes a welcoming and physically accessible location, food that is culturally appropriate, and services for language and disability access. Schools and districts should also address inequities by providing childcare at events and stipends for individuals who provide otherwise unpaid work on workgroups, committees and focus groups. Specifically, Black, Indigenous and People of Color (BIPOC), communities must be fairly compensated for the contribution of their expertise and experience.

In order to address barriers to accessibility and fair compensation, the workgroup recommends that the Legislature provide the necessary funding and structure for support for family engagement including stipends for family members who serve on committees and advisory groups, childcare, language (interpretation and translation) and disability access:

Recommendation 4.

The workgroup finds that many families are unable to participate in engagement opportunities with their child's educator due to the inability to take time off work. Current leave policy allows for parents to take Family Medical Leave (FMLA) to attend their child's Individualized Education Program (IEP) team meeting, however, no such policy exists for educational, discipline, or other types of meetings and

family engagement opportunities³⁴. While it is best practice that schools provide opportunities for family engagement outside of typical working hours, the reality is that families risk losing income or employment if they need to attend meetings and other functions related to their child's education.

The workgroup recommends that the State explore a system of paid leave available for parents to use for family engagement activities and meetings, as well as laws or regulations to protect the employment of individuals who take leave to attend meetings at their children's schools.

Recommendation 5.

The workgroup finds that family and community members are increasingly being asked to participate in workgroups, committees, focus groups, and other opportunities that require a significant amount of time commitment. State law currently prohibits the use of state funds to compensate workgroup and committee members for this participation³⁵. However, members who represent other state agencies and organizations that support their participation as paid work time are compensated, while independent community members are not compensated and may have to take unpaid time off work. This creates inequitable representation, a lack of diversity in membership, and discourages participation from those who are directly impacted by the policies and other recommendations developed by these groups.

The workgroup recommends that the Legislature amend the law to allow state agencies to provide appropriate monetary stipends to family and community members who participate on workgroups, committees, focus groups, and other engagement opportunities where the state benefits from their perspective and expertise, but they are otherwise uncompensated.

Note: Section 1116 of Every Student Succeeds Act (ESSA) and the Washington State Constitution (Article 8, Sections 5 and 7) prohibit the use of state or federal funds to pay for **gifts/incentives** to individuals including related to parent and family engagement programs or activities³⁶. The workgroup considers family and community member participation in formal engagement such as workgroups, committees and focus groups to be labor provided by individuals for the public good and as such compensation should not be considered a gift

Recommendation 6.

The workgroup recognizes the need for schools to protect students and staff from individuals who pose a risk of harm, which can include individuals with criminal histories in which the person victimized a child or committed acts of violence against or exploitation of other persons that may indicate a significant risk to others. However, a criminal history alone is often insufficient to establish risk. School

³⁴ U.S. Department of Labor. (2019). *Opinion letter FMLA2019-2-A*.

https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/2019_08_08_2A_FMLA.pdf

³⁵ RCW 28A.300.802 Advisory groups—Travel—Compensation. <https://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.802> and RCW 43.03.220 Compensation of members of part-time boards and commissions—Class one groups (as amended by 2011 c 5). <https://app.leg.wa.gov/rcw/default.aspx?cite=43.03.220>

³⁶ Every Student Succeeds Act, 20 U.S.C. § 1116 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf> and Constitution of the State of Washington (Article 8, Sections 5 and 7) Retrieved from <https://leg.wa.gov/CodeReviser/Pages/WACConstitution.aspx>

districts are currently allowed, but not required, to conduct background checks on prospective volunteers who will have regularly scheduled unsupervised access to children under 18 years of age.

The workgroup finds that the current system of background checks for parent volunteers in schools discourages parent participation, at best, and can be discriminatory at worst. Background checks often keep parents with even minor criminal histories from engaging in activities at the school and single out those students with parents that are unable to participate in schools. Because Black, Indigenous and People of Color (BIPOC) individuals are often

overrepresented at each stage of the criminal justice system, from the likelihood of being stopped and arrested to the likelihood of conviction and imposition of more severe penalties, the automatic exclusion of parents for any type of criminal history has the effect of discrimination against families of color. In Washington state, the white imprisonment rate is 224 per 100,000 compared to the Black imprisonment rate of 1,272 per 100,000.³⁷

Family engagement requires that schools be open and welcoming to family members from a diverse range of experiences, including criminal justice involvement. Parental involvement is an evidence-based practice; therefore, denial of family involvement should be reserved for extreme circumstances.

“My charges were only drug related and 20 years old and I had completed the process to foster and adopt children but was told I could not volunteer in the school with my daughter. She had significant issues transitioning into kindergarten. They told me I could appeal, and I was still not given access. We have to change or write a better policy for the restrictions placed on parents.”

– FEF Parent Member

The work group recommends that the Legislature clarify and amend [RCW 28A.400.303](#) so that family members will not be automatically prevented from volunteering or participating in school-related family activities based upon the family member’s criminal history. Specifically, family members should not be denied as participants in school activities if the criminal history:

- Did not involve a child victim
- Involved an act committed more than 5 years ago
- Was committed when the family member was under the age of 21, or
- Involved a non-violent offense or misdemeanor, including drug-related offenses.

For offenses that did involve the student or another child, the family member should not be denied the ability to participate in their student’s education or other school activities if the family member has obtained any of the following:

- Certificate of Restoration of Opportunity (CROP)

³⁷ Data from the U.S. Bureau of Justice Statistics as reported by the Sentencing Project (2020). *The facts: State-by-state data.* <https://www.sentencingproject.org/the-facts/#detail?state1Option=Washington&state2Option=0>

- Certificate of Parental Improvement (CPI), or
- Certification as a Foster or Adoptive Parent.

Office of Superintendent of Public Instruction (OSPI) should have a process for parents or other significant family members to appeal a denial from their student's school district. Schools which have found that a family member's criminal background would exclude the person from volunteering or otherwise participating at their student's school should also notify them about the process of receiving a CROP or CPI and how to appeal the decision to OSPI with the assistance from the school or district family engagement coordinator.

Note: this recommendation includes concepts similar to [HB 2220](#) proposed in the 2019-2020 legislative session.

Recommendation 7a.

The ability to communicate and engage with families and school community is an essential skill of both the teaching and school administrator professions. Therefore, teachers and principals must be adequately prepared to engage with families and communities through their preparation programs.

The workgroup recommends that the Professional Educator Standards Board (PESB) review the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers³⁸ and the National Educational Leadership Preparation (NELP) Program Recognition Standards³⁹ for alignment with the Washington Family Engagement Framework and issue any supplemental policies necessary to ensure alignment with the Family Engagement Framework.

Recommendation 7b.

Additionally, educators and principals should be evaluated on their ability to engage with families and communities in order to encourage continued learning and growth. Currently, family engagement is an element of the Teacher/Principal Evaluation Program included in Criterion 7: "Communicating and collaborating with families and school community" of the Teacher Evaluation Criteria and Descriptors⁴⁰ and Criterion 8: "Partnering with the school community to promote student learning" of the Principal Evaluation Criteria and Descriptors.⁴¹

The workgroup recommends that Criterion 7 of the Teacher Evaluation Criteria and Descriptors and Criterion 8 of the Principal Evaluation Criteria and Descriptors and the associated Instructional and

³⁸ Council of Chief State School Officers. (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

³⁹ National Policy Board for Educational Administration. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

⁴⁰ WAC 392-191A-060 Minimum evaluation criteria—Certificated classroom teachers. <https://apps.leg.wa.gov/wac/default.aspx?cite=392-191A-060>

⁴¹ WAC 392-191A-150 Minimum evaluation criteria—Certificated principals and assistant principals. <https://apps.leg.wa.gov/WAC/default.aspx?cite=392-191A-150>

Leadership Frameworks (Danielson, Marzano, University of Washington 5D CEL) be updated to align with the values, principles, and elements of this framework.

Future Work

During the limited amount of time that the Family Engagement Framework Workgroup had together, they identified additional topics that need to be explored and addressed to create a system that truly advances family engagement for all. Some suggested topics of future research and work include:

- Collecting statewide feedback from families and communities on this framework before implementation.
- Collaboration with community partners that provide support for students and families outside of the school-day.
- Partnership project between the Office of Superintendent of Public Instruction (OSPI), Office of the Education Ombuds (OEO), and Department of Children, Youth and Families (DCYF) to identify and highlight promising practices, case studies and/or examples where family engagement is being done well.
- Exploration of family engagement efforts in the Road Map Region
- Continued, ongoing work with communities to outline strategies to support specific community groups including:
 - Families of students receiving special education services
 - Families with disabilities
 - Families experiencing housing instability
 - Black, Indigenous and People of Color (BIPOC) families
 - Families with foster children and families without custody of their children
 - Current/previously incarcerated parents
 - Military families
 - Highly mobile families
 - Families in need of communication access
 - Families with students who are Emerging Bilingual/English Language Learners (ELL)
 - Newcomer families
 - Families of students learning through homeschool or alternative learning model
 - Families of LGBTQ+ students
 - Families with non-traditional structures

Conclusion

In closing, we would like to emphasize that this is a framework not meant to be a step-by-step guide. Each community will need to do the work to co-develop an action plan that works for them. In short, we cannot expect to improve family engagement without family engagement. The strategies and recommendations included in this report reflect our vision for a future with strong, growing communities that contribute to the goals of growth and health for the state. Through the lens of a long year of unprecedented challenges, we recognize the need to celebrate what is working in our

communities, not just what isn't. The challenge of improving family engagement is ongoing and not without challenges, but we believe that our communities, children, and families are worth it and fully capable of redesigning our systems in a way that works for the good of all.

Resources List

Facilitating Power. (n.d.). *Spectrum of family engagement for educational equity*.

<https://movementstrategy.org/b/wp-content/uploads/2020/04/Spectrum-of-Family-Community-Engagement-For-Educational-Equity.pdf>

Family Engagement Collaborative Albuquerque Public Schools. (n.d.) *Family engagement best practices rubric and assessment*.

<https://www.k12.wa.us/sites/default/files/public/titlei/familyinvolvement/pubdocs/pfeevaluationdistrictinventory.docx>

Family Leadership Design Collaborative. (2017). *Solidary-driven decision-making: Enacting equity in partnering and decision making phase 2 process brief*. https://familydesigncollab.org/wp-content/uploads/2018/07/Solidarity-Driven-Decision-Making_FLDC-Phase-2-Process.pdf

Ferguson, C. & Rodríguez, V. (2005). *Engaging families at the secondary level: What schools can do to support family involvement*. <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>

Ishimaru, A. & Lott, J. (2014). *Charting a course to equitable collaboration: Learning from parent engagement initiatives in the road map project*. University of Washington.

https://education.uw.edu/sites/default/files/research/projects/epsc/EquitableCollaborationReport_0.pdf

Ishimaru, A. & Lott, J. (2015). *Families in the driver's seat: Parent-driven lessons and guidelines for collective engagement*. University of Washington.

<https://education.uw.edu/sites/default/files/programs/epsc/ParentCurriculum-FINAL-Print.pdf>

Ishimaru, A. & Lott, J. (2015). *User's guide for road map family engagement survey*. University of Washington.

<https://education.uw.edu/sites/default/files/programs/epsc/Users%20Guide%20Road%20Map%20Survey.pdf>

Ishimaru, A. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review*, 84, 188-216. 10.17763/haer.84.2.r2007u165m8207j5.

Ishimaru, A.M., Bang, M., Valladares, M.R., Nolan, C.M., Tavares, H., Rajendran, A., Chang, K. (2019). *Recasting families and communities as co-designers of education in tumultuous times*. Boulder, CO: National Education Policy Center. <http://nepc.colorado.edu/publication/family-leadership>.

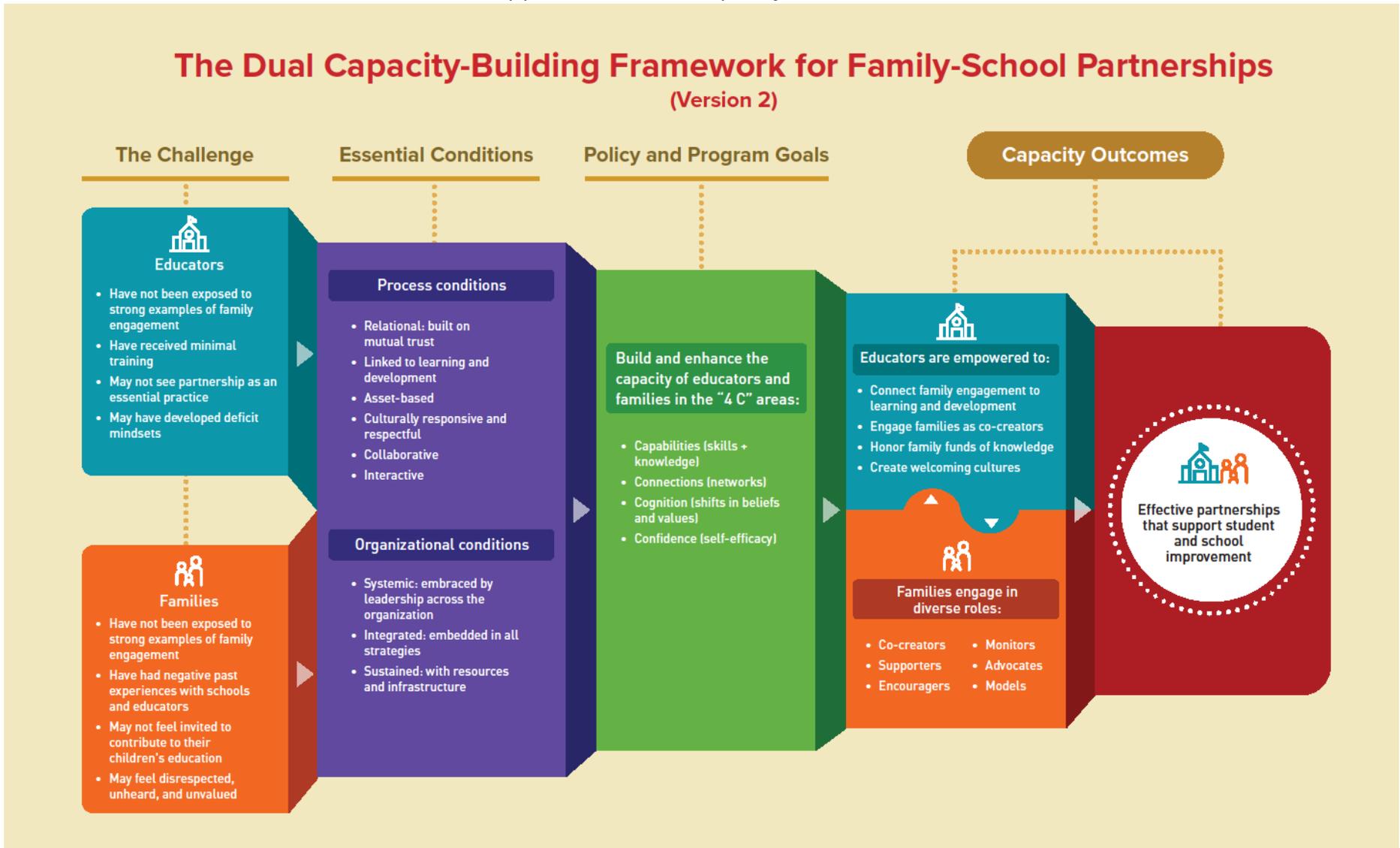
Jacques, C. & Villegas, A. (2018). *Strategies for equitable family engagement*. The State Support Network.

https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. U.S. Department of Education. <https://sedl.org/pubs/framework/FE-Cap-Building.pdf>
- National Implementation Research Network and State Implementation and Scaling-up of Evidence-based Practices Center. (n.d.). *Active implementation hub*. <https://nirn.fpg.unc.edu/ai-hub>
- Office of Superintendent of Public Instruction. (2020). *Unlocking federal and state program funds to support student success*. [https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking State Federal Program Funds.pdf](https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking%20State%20Federal%20Program%20Funds.pdf)
- Shakman, K., Wogan, D., Rodriguez, S., Boyce, J. & Shaver, D. (2020). *Continuous improvement in education: A toolkit for schools and districts*. National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf
- Social Emotional Learning Indicators Workgroup. (2019). *Social emotional learning Standards, benchmarks, and indicators*. <https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf>
- Weiss, H., Lopez, M. E., Rosenberg, H., Brosi, E., and Lee, D. (2011). *The family engagement for high school success toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students*. <https://jsri.msu.edu/upload/resources/FEHS.pdf>

Appendices

Appendix A. Dual Capacity Framework⁴²



⁴² Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). www.dualcapacity.org

Appendix B. Position Description: Family Engagement Coordinators

Role

- The family engagement coordinator (FEC) enables families to participate as full partners in their child's education.
- The role of the FEC should be aligned with needs identified in the school improvement plan and areas of needed improvement identified by the family engagement self-assessment.
- The FEC should be a member of the school leadership team, work with the guidance and counseling team and be integrated and coordinated with Multi-Tiered System of Support (MTSS) team.

Responsibilities⁴³

Relationship Building

- Create partnerships between families and schools.
- Facilitate two-way communication between families and schools.
- Create opportunities for families to be heard.
- Reach out to community-based organizations that have established relationships, programs, and resources.

Improving School Climate

- Help to create a welcoming school environment.
- Act as a cultural bridge between families and the school environment.
- Evaluate school climate and school policies and procedures for inclusiveness of family engagement.
- Recommend strategies for improving school climate and updating school policies and procedures.

Build Dual-Capacity

- Help ensure that families have access to the information they need.
- Develop strategies for families to support student achievement both in-school and at home.
- Connect families with necessary supports in the community that address whole-family needs.
- Helps families to transition from one school level to the next.
- Help educators and administrators engage families as co-creators.
- Identify professional development opportunities that would improve school climate and improve family engagement strategies.

⁴³ Responsibilities and tasks adapted from Office of Superintendent of Public Instruction (2012). Classified staff adequacy: Parent (family) involvement coordinator. Working group report. page 37-40

Tasks

At all grade levels:

- Reaches out to families through mailings, phone calls, and face to face meetings in an effort to inform families about ways in which they can help their students succeed.
- Plays an active role in and is visible during school orientation activities.
- Actively welcomes new families who enter after the start of the school year.
- Seeks family's perspectives on how schools are meeting their needs.
- Helps to develop, peer to peer networks.
- Works with school leadership and families to identify meaningful ways that families can be involved in school governance and helps to ensure that families are prepared for those interactions.
- Conducts workshops for other school staff regarding strategies for working with families given the feedback they get from families, and the strategies they learn from targeted professional development opportunities.
- Participate in anti-racism and cultural responsiveness training.
- Works in collaboration with the guidance and counseling team to ensure that there is a family component to all relevant activities, and that family's voices are represented in the decision-making processes.
- Contributes to the school improvement plan, especially as it relates to family involvement.
- Provides information about how to support academic success at home and at school.
- Provides families with information about how to be an advocate for their children and how to navigate the school's systems.
- Shares age and developmentally appropriate expectations with families regarding state learning standards and grade level expectations.
- Conducts workshops for families regarding things they need to know, in addition to topics families say that they would like to know more about.
- Inform families about how to support their student's transition from one school level to the next and help make families aware of how they can best support their students at each stage.
- Connects families with continuing education opportunities if the FEC finds that is an effective strategy available to increase family engagement.

At the middle school level also:

- Informs families about the strategies for maintaining engagement through middle school.

- Reiterates and clarifies the details of course planning at the middle school and inform on how middle school course taking impacts future post-secondary opportunities.

At the high school level also:

- Informs families about strategies for maintaining engagement through high school.
- Informs families about alternative routes to graduation
- Informs families about post-secondary opportunities.

Suggested Qualifications

- Have experience navigating community resources and helping others locate appropriate resources.
- Be an individual who represents the cultural and linguistic diversity of the community.
- Have relevant lived experience (such as with foster care, poverty, highly mobile, disability, etc.)

Appendix C. Position Description: Family Engagement Trainers and Coaches

Role

- School and districts should engage family engagement trainers and coaches to meet specific needs identified in the school improvement plan and areas of needed improvement identified by the family engagement self-assessment.
- Coaches and trainers should work with family engagement coordinators, principals, educators, counselors, social workers, and other school staff to improve skills, abilities, and processes for effective family engagement.
- May also help schools conduct a strengths-based process of reviewing strengths and barriers, co-creation of a communication plan, family engagement self-assessment or other processes that help the school systematically improve family engagement.

Suggested Qualifications

- Have experience navigating community resources and helping others locate appropriate resources.
- Have experience as a family engagement coordinator or a similar role in the school building.
- Be an individual who represents the cultural and linguistic diversity of the community.
- Have relevant lived experience (such as with foster care, poverty, highly mobile, disability, etc.)

Appendix D. Family Engagement Best Practices Rubric and Assessment from Albuquerque Public Schools⁴⁴

Using the School Assessment Tool

1. Getting started

Effective use of this tool requires participation by the whole school community—students, families, school staff and members of the community. The assessment of school practice can be made by individuals, teacher groups, family groups, student groups or by the whole school community. It is important to gain an understanding of how the school is operating across the seven dimensions before taking any action.

2. Individual assessment

Step 1: Start with the first element of effective practice, then read the descriptions for the three stages.

Read the examples to get a sense of what school practice might be at the different stages. As you read the statements, ask yourself: **Is this statement true of my school?**

A. If you haven't enough information or knowledge to properly answer, select *Don't know* at the end of the row in the rating column and move down to the next element of effective practice.

B. If you think the statement is not true or there is very little evidence of this practice, select *Not here yet* at the end of the row in the rating column and move down to the next element of effective practice.

Step 2: If you think the statement is true, read on to the next stage.

Ask yourself the question again: **Is this statement true of my school?**

- If you answer No, then go back to the previous stage and highlight that cell, select *Developing* in the last column. Move down to the next element of effective practice.

- If you answer Yes, read on to the next stage. Once again, ask yourself the question: **Is this statement true of my school?**

✓ If you answer No, then go back to the previous stage and highlight that cell, select *Building* in the last column. Move down to the next element of effective practice.

✓ If you answer Yes, highlight this cell, select *Sustaining* in the last column and then move down to the next element.

Step 3: Repeat steps 1 and 2 for the other three statements of effective practice.

Step 4: Decide the overall rating for the Element

– look to see which stage, *Developing*, *Building* or *Sustaining*, has the most highlights, or whether *Not here yet* or *Don't know* reflects your thinking. Shade the appropriate box in the Overall rating column.

Note: In the event of two stages having the same number of highlights, it is suggested that you draw on any knowledge you have of other practices in the school related to this Element to help you determine the most appropriate stage.

Step 5: Reread the statements in the element and use the analyzing current practice sheet to record any effective practices that are already evident at your school; note those that are working well and those that need more work. This information will be useful when determining priorities for further action.

Step 6: On the Individual assessment sheet shade the column of the selected element to indicate the stage you think your school community has reached. You can shade all or part of the column, for example, a quarter, half or two thirds to give a clearer idea of where you think your school community is now.

Step 7: Repeat Steps 1 to 6 for the other dimensions.

Step 8: Complete questions 1 to 4 on the individual assessment sheet.

⁴⁴ Family Engagement Collaborative Albuquerque Public Schools. (n.d.) Family engagement best practices rubric and assessment. <https://www.k12.wa.us/sites/default/files/public/titlei/familyinvolvement/pubdocs/pfeevaluationdistrictinventory.docx>

| Elements of effective practice | FOUNDATION I: COMMUNICATION | | | Your current stage |
|---|--|---|---|--|
| | Level I | Level II | Level III | |
| IA Using a variety of communication methods to seek and share information | The school keeps families informed of upcoming events in a variety of ways, including regular print and electronic notices, in the languages spoken in the community. <i>For example, the school uses newsletters, fliers, e-mail, automated phone calls, and text messages in the home languages of families as needed.</i> | School staff develops connections with families through multiple two-way communication tools, including personal calls, e-mails and notes. <i>For example, families who are not fluent in English are given up-to-date information through bilingual staff or family volunteers who are available at times convenient for these families.</i> | Families, the community, and school staff communicate in numerous interactive ways, both formally and informally. <i>For example, school and family leaders take part in community forums, use appropriate forms of media, including community radio and newspapers, and networks, including online social networking, to engage families.</i> | Not here yet Developing Building Sustaining Don't know |
| IB Reporting student achievements in culturally sensitive and respectful ways | Information about student achievement is clearly communicated to families in relevant community languages. <i>For example, interpreters are used during family-teacher conferences/meetings.</i> | Teachers implement a systematic effort to maximize family participation at family-teacher meetings. <i>For example, translating information into community languages, holding the meetings at a variety of locations, offering flexible times, follow-up telephone calls to families who do not reply to invitations.</i> | School offers information to families to assist them to participate collaboratively in family teacher conversations. <i>For example, a calendar of meetings to review assessments and testing programs, is published at the beginning of the school year.</i> | Not here yet Developing Building Sustaining Don't know |
| IC Consulting with all families to identify issues and concerns within the school | School creates and administers a family engagement survey*. The results guide the development of family engagement goals. <i>For example, School staff and the principal meet to discuss the survey results and plan strategies to address the findings.</i> *May also use an existing survey such as the Title I or Quality of Education. | The family survey is translated into multiple languages and communicated in various ways, including in person, online, in print and by phone, and made available to all families. Results are posted on the school's website and discussed. <i>For example, the school organizes a range of activities to discuss survey results with families and seek additional feedback.</i> | Family survey results are reflected in the school plan. <i>For example, programs, policies and practices are developed collaboratively by students, teachers, school leaders, families and community members to meet the needs of families as identified in the survey.</i> | Not here yet Developing Building Sustaining Don't know |
| ID Ensuring that all families have access to school leaders | School leaders have a visible presence within the school. <i>For example, school leaders make a point of being at the school's entrance when families drop-off/pick-up their children.</i> | The principal and other school leaders meet regularly with families in small groups or one-to-one as needed, in school and in different community locations. <i>For example, school leaders organize meetings with families at various sites to discuss issues such as homework expectations and changes to school policy.</i> | The school has formal and informal structures to support families to hold conversations with school leaders. <i>For example, the school provides families with a range of contact options and operates an 'open door' policy for families.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating



Not here yet



Developing



Building



Sustaining



Don't know

| Elements of effective practice | FOUNDATION 2: STRENGTHENING RELATIONSHIP AND CAPACITY | | | Your current stage |
|---|---|--|--|--|
| | Level I | Level II | Level III | |
| 2A Developing strong relationships with ALL families | Families are made to feel welcome when they enter the school. <i>For example, a staff member, using the family's home language, gives new families information about the school and a tour of the school.</i> | Family volunteers work in the front office to provide information and support to families and schools. <i>For example, a help desk is established and staffed by family volunteers, fluent in various community languages.</i> | The school employs a liaison to help families and community members become more engaged in school. <i>For example, the liaison calls new families to invite them to attend school activities, offering to meet them at the front of the school.</i> | Not here yet Developing Building Sustaining Don't know |
| 2B Creating a family-friendly atmosphere | The school is easy for visitors to navigate, and the community knows what is going on at the school. <i>For example, signs clearly direct visitors to the front office and an outside noticeboard keeps the community informed of upcoming events.</i> | The school is welcoming to families and community members. <i>For example, morning coffee, and other activities scheduled for families to meet staff and learn what is happening at school and celebrate children's learning.</i> | The school is a welcoming place where all families can drop in and connect with school staff and other families. <i>For example, the school staff, together with families creates a family center, with information in various languages about the school and community resources, and staffed with family volunteers or school staff.</i> | Not here yet Developing Building Sustaining Don't know |
| 2C Facilitating connections between families | The school takes steps to help families get to know other families in the school. <i>For example, maintains current information for families to stay connected.</i> | The school provides opportunities for families to get to know each other. <i>For example, the school plans an orientation at the beginning of the year and distributes a calendar and school wide directory with staff and family listings.</i> | The school develops programs to help families connect with each other. <i>For example, the school newsletters provide information about its activities and strategies to help families build networks. The school organizes welcoming events throughout the year.</i> | Not here yet Developing Building Sustaining Don't know |
| 2D Integrate innovative educational programs to address the diverse needs of students | Teachers ensure that resources, classroom lessons and activities are inclusive of the diversity with the school community <i>For example, Indian Education committees are involved in planning and implementing Native American studies and education programs.</i> | School, families and community members work together to celebrate the diversity within the school. <i>For example, the school community coordinates a whole school approach to a specific day for celebrating the diversity within the school.</i> | School collaborates with families and community agencies representing all backgrounds to improve cultural understandings. <i>For example, the school and community jointly deliver Cultural Awareness training for staff.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating
 Not here yet
 Developing
 Building
 Sustaining
 Don't know

| Elements of effective practice | FOUNDATION 3: CONNECTING LEARNING AT HOME AND AT SCHOOL | | | Your current stage |
|--|--|--|--|--|
| | Level I | Level II | Level III | |
| 3A Providing multiple opportunities for all families and teachers to discuss students social and academic progress | Families can contact teachers in person or through e-mail, notes or phone and receive a timely response. Teachers make personal contact with all families at the beginning of the year to establish positive relationships. <i>For example, teachers send home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i> | Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis. <i>For example, the school has a website where student work and other school wide events are posted. Families can ask general questions or organize meetings with teachers as needed.</i> | Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home. <i>For example, families, students and teachers are involved in the development of individual learning plans for students.</i> | Not here yet Developing Building Sustaining Don't know |
| 3B Supporting families to participate in their child's learning | The school offers programs to families that will help promote learning in the home. <i>For example, the school offers a series of workshops to help families better understand what is taught in mathematics.</i> | The school provides families with tools to support student learning in a variety of settings. <i>For example, information packages for families of students participating in community based programs include strategies to support their child's learning.</i> | Schools plan regular family learning events at school and community locations. <i>For example, workshops on a variety of topics that help families support learning are held in various locations and at various times.</i> | Not here yet Developing Building Sustaining Don't know |
| 3C Developing families' understanding of learning programs and expected learning outcomes | Student work is displayed throughout the school in a way that shows how it meets academic standards. <i>For example, teachers display students' writing tasks to demonstrate how students used skills such as clear and concise language, proper spelling and grammar.</i> | Teachers explain to families what students are learning throughout the year and what good work looks like for the student's stage of learning. <i>For example, teachers maintain portfolios of student's work for families to view at key times during the year.</i> | Teachers and families have regular scheduled discussions about how each school program or activity links to student learning. <i>For example, teachers and families discuss the various curriculum outcomes addressed by student participation in an annual school event.</i> | Not here yet Developing Building Sustaining Don't know |
| 3D Smoothing transitions for students and families at key points in the education continuum | Programs are conducted to help prepare students and families for the next step in schooling. <i>For example, an elementary school collaborates with the local middle school to implement a transition program for families and students.</i> | School staff, students and family leaders reach out to new students and their families, offering an orientation to the school, opportunities to participate in school activities and to meet other students and families. <i>For example, student leaders assign buddies to new students and the school staff connects families to family mentors.</i> | A transition program developed by the school staff helps families feel connected and remain involved as their children progress through school. <i>For example, information sessions explain how expectations, teaching approaches and learning skills change from elementary to middle and middle to high study.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating

Not here yet
 Developing
 Building
 Sustaining
 Don't know

| Elements of effective practice | FOUNDATION 4: RECOGNIZING THE ROLE OF THE FAMILY | | | Your current stage |
|--|---|---|---|--|
| | Level I | Level II | Level III | |
| 4A Valuing and building on families' knowledge of their children | Teachers consult with families at the beginning of the year about their child's goals, strengths and talents. <i>For example, teachers send a written survey in relevant community languages home with the child.</i> | The school uses information provided by families to develop individual learning plans and school activities. <i>For example, a teacher and local community member organizes an after-school chess club for students and interested families.</i> | Schools and families work together to develop strategies to use in the home to build on students' strengths. <i>For example, successful programs are written up as a resource for other families and schools.</i> | Not here yet Developing Building Sustaining Don't know |
| 4B Recognizing and supporting the needs of families | Teachers consult with families to find out what would help them to support their child's learning at home. <i>For example, teachers send a written survey in relevant community languages home with the child.</i> | Schools provide culturally appropriate resources in relevant community languages to support families with their child's learning. <i>For example, bilingual math and literacy resources are developed and made available to families.</i> | School, families and community agencies collaborate to develop a program of activities to support families. <i>For example, a series of information sessions and workshops on family related topics is delivered by professionals in the field of child development.</i> | Not here yet Developing Building Sustaining Don't know |
| 4C Removing barriers to family engagement | School consults with families to find out what would help them to support their child's learning at school or at home. <i>For example, the school uses staff and volunteers with multi-lingual skills to conduct a telephone survey of families.</i> | The school uses the results of the consultation to develop strategies to remove barriers to family and community engagement in school activities. <i>For example, interpreter services, transportation and childcare are made available.</i> | The school reviews school policies and programs to ensure that barriers to family engagement are eliminated. <i>For example, students are given choice of technology options, depending on availability, to complete learning tasks at home.</i> | Not here yet Developing Building Sustaining Don't know |
| 4D Acknowledging the critical role of families in their child's learning | Teachers find out what they can do to help families support their children's learning at home. <i>For example, homework sheets contain a brief outline of the expected outcomes of the tasks, and include opportunities for feedback from families and students.</i> | Families have input into the school's homework and assessment policy. <i>For example, homework and assessment tasks include interactive activities that show families how they can use everyday activities to support learning.</i> | The school makes its facilities and resources available outside school hours for homework and study. <i>For example, the school opens the library or computer room for afternoon or evening homework sessions where families can assist their children and gain support from teachers.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating

Not here yet
 Developing
 Building
 Sustaining
 Don't know

| Elements of effective practice | FOUNDATION 5: SHARE DECISION-MAKING | | | Your current stage |
|---|---|---|---|--|
| | Level I | Level II | Level III | |
| 5A Ensuring that all families have a voice in decisions that affect their children | The school informs families about issues or proposed changes, and gives them an opportunity to respond. <i>For example, the school informs families in advance about changes in school activities, and offers contact information in case families have questions.</i> | Family and community networks are used by the school to involve families in relevant decision making. <i>For example, the school has strong links with local community groups who provide advice or resources for culturally and linguistically diverse communities and uses these links to reach out to families.</i> | The school develops a policy to ensure that families have an equal voice in all relevant decisions that affect children. <i>For example, the policy establishes a mechanism for family initiated suggestions to change policy and review programs</i> | Not here yet Developing Building Sustaining Don't know |
| 5B Involving families and community members in whole-school planning and evaluation processes | School uses a variety of strategies to seek input and engagement from families and community members. <i>For example, the school holds focus groups and community discussions throughout the community to identify issues.</i> | The school hosts meetings with families and school personnel about programs and policies to gain their ideas and feedback. <i>For example, meetings are held, at the school and community settings during the day and evening with interpreters as needed, to evaluate the school's literacy program.</i> | The school develops a policy to ensure that families and community members contribute to whole-school planning and evaluation processes. <i>For example, the diversity within the school community is reflected in the composition of all school committees.</i> | Not here yet Developing Building Sustaining Don't know |
| 5C Developing an effective family representative body that represents ALL families | Schools encourage and support the development of a family representative body. School and family leaders reach out to families who are not involved at the school to identify interests, concerns and priorities. <i>For example, family leaders and school staff meet with families at community gathering spots and activities to build membership of the representative body.</i> | Families from different cultural groups are supported to become involved in the activities of the school representative body. <i>For example, services such as interpreters during meetings, transportation and childcare are consistently provided for school-based events and school events held in community locations.</i> | Family committee leaders participate in on-going leadership training. <i>For example, all families interested in leadership roles in the school are invited to participate in leadership training.</i> | Not here yet Developing Building Sustaining Don't know |
| 5D Developing family leadership capacity | Schools reach out to families from diverse backgrounds and invite them to become involved in the school. <i>For example, leaders greet families as they bring their children to school events, and get their ideas for family learning activities.</i> | Schools recruit interested families from all backgrounds to volunteer, sit on committees and run for office. <i>For example, leaders survey families to find out their interests and skills, and follow up with opportunities where they might be able to help.</i> | Families are trained to co-facilitate family workshops. <i>For example, family leaders are trained in facilitation skills such as brainstorming, role-plays, and small group activities that encourage everyone to speak out.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating



Not here yet



Developing



Building



Sustaining



Don't know

| Elements of effective practice | FOUNDATION 6: COLLABORATING WITH COMMUNITY | | | Your current stage |
|---|---|--|---|--|
| | Level I | Level II | Level III | |
| 6A Connecting families and students with community resources | Schools work with community agencies to identify resources and programs that support student learning. <i>For example, local officials and community leaders are invited to staff meetings to raise staff awareness of resources in the community.</i> | Schools work to identify families who may not know how to access community resources. <i>For example, a multi-lingual school handbook of community resources is developed and made available to families in the school's family center and in community locations such as medical facilities, shopping centers, real estate agents and libraries.</i> | School and community agencies help families better understand student options for additional resources to support their learning needs. <i>For example, a register of the groups and resources available in the community is developed and made available to families through the school and electronically on the school's website.</i> | Not here yet Developing Building Sustaining Don't know |
| 6B Providing families with access to community resources | School staff collects information for families about community resources. <i>For example, the school office has a notice board and resource table with brochures about local training colleges, health services, sports teams, and service-learning opportunities.</i> | The school distributes information in multiple languages on local services about available programs and resources. <i>For example, the school provides information about after-school tutorial programs provided at local community organizations.</i> | The school is an active member of regular interagency meetings where information is shared and strategies to promote services are developed. <i>For example, a community resource expo is held every year to provide information for families about their services.</i> | Not here yet Developing Building Sustaining Don't know |
| 6C Creating a community hub within the school | The school has a family-friendly space within the school where staff and family volunteers inform families about services and programs and plan activities. <i>For example, the space is available to the community to provide on-site services.</i> | Outreach courses for families and community members are conducted in school facilities at various times. <i>For example, the local community college uses the school's computer room to conduct evening computer related courses for families and community members.</i> | Government and non-government agencies locate on school grounds. <i>For example, the local ISD office uses the school family center to sign families up for assistance.</i> | Not here yet Developing Building Sustaining Don't know |
| 6D Building capacity in community organizations to engage with schools and support families | School staff reaches out to community organizations and businesses seeking support for school activities. <i>For example, workers in local businesses support the school's literacy program by volunteering an hour a week to listen to children read.</i> | The school invites community leaders to be involved in school based programs. <i>For example, the school establishes a mentoring program with local businesses to work with students and families to help students achieve their goals.</i> | School and family leaders work with community and business representatives to develop programs to support student learning. <i>For example, the school community jointly develops submissions for funding for grants to enhance community engagement.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating Not here yet Developing Building Sustaining Don't know

| Elements of effective practice | FOUNDATION 7: PARTICIPATING | | | Your current stage |
|--|--|--|--|--|
| | Level I | Level II | Level III | |
| 7A Providing opportunities for families and community to participate in the life of the school | The school identifies opportunities for the participation of families and other community members at all levels of the school's operation. <i>For example, school staff is surveyed at the beginning of the year to identify opportunities for family and community participation.</i> | The school organizes formal participation programs. <i>For example, the school develops a volunteer program, sends invitation forms to all families in their home language, and coordinates the response.</i> | The school participation program reaches out to all families and offers opportunities for volunteering. <i>For example, staff or volunteers make personal phone calls to families from diverse backgrounds to connect them to volunteering opportunities.</i> | Not here yet Developing Building Sustaining Don't know |
| 7B Supporting families to engage in student learning activities | Teachers and families work together to develop resources to support teaching and learning programs. <i>For example, families and community members help to produce resource kits that can be used to support learning in the classroom or at home.</i> | The school implements strategies to overcome barriers to family and community engagement in teaching programs. <i>For example, interpreter services, transportation and childcare facilities are made available.</i> | The school organizes a database of family and community skills, expertise, and backgrounds, through which teachers can find resources. <i>For example, a family member who is a writer is invited to Literacy events to work with students to improve writing skills.</i> | Not here yet Developing Building Sustaining Don't know |
| 7C Training families and community members as classroom helpers | Individual teachers train families to work with students in their classroom. <i>For example, a teacher trains a small group of families to work one-on-one with students during reading lessons.</i> | Families and community members are invited to participate in school-wide training programs to support teaching and learning programs. <i>For example, workshops, on specific aspects of literacy and math are offered throughout the year to build the capacity of families and community members to assist in classrooms.</i> | School partners with training providers to deliver accredited courses for families and community members. <i>For example, the school and local tutoring programs jointly train families from diverse backgrounds as tutors to support students' literacy and math learning.</i> | Not here yet Developing Building Sustaining Don't know |
| 7D Building the capacity of family and community members to lead the learning of others | Family and community members with an interest and experience in conducting workshops for other families are identified. <i>For example, school staff or volunteers surveys families and community members and develops a data base of workshop leaders.</i> | School staff or volunteers develop family leaders who help meet other family's learning needs. <i>For example, family leaders are trained in workshop facilitation skills and strategies for working in culturally diverse settings.</i> | School staff and volunteers work with families on a regular basis to develop ways to improve families' capacity to support student learning. <i>For example, the annual school plan includes strategies to build the capacity of family and community members to support the learning of others through ongoing family leadership development.</i> | Not here yet Developing Building Sustaining Don't know |

Overall rating

Not here yet
 Developing
 Building
 Sustaining
 Don't know

Analyzing Current Practice (Can be used with Step 2)

| Element | What are our current practices? | What is working well? | What needs more work? |
|--|---------------------------------|-----------------------|-----------------------|
| 1. Communicating | | | |
| 2. Strengthening relationships and capacity | | | |
| 3. Connecting learning at home and at school | | | |
| 4. Recognizing the role of the family | | | |
| 5. Shared decision-making | | | |
| 6. Collaborating with community | | | |
| 7. Participating | | | |

Individual Assessment Sheet

Record your answers from the School Assessment Tool

About you
 Name _____
 (Check one)
 Parent/family member
 Student
 Staff
 School Leader
 Community Member

| | Communicating | Strengthening relationships and capacity | Connecting learning at home and at school | Recognizing the role of the family | Shared decision-making | Collaborating with community | Participating |
|--------------|---------------|--|---|------------------------------------|------------------------|------------------------------|---------------|
| Sustaining | | | | | | | |
| Building | | | | | | | |
| Developing | | | | | | | |
| | | | | | | | |
| Not here yet | | | | | | | |
| Don't know | | | | | | | |

In relation to your responses, answer the following questions

| | |
|--|--|
| 1. Which element/s is the school already addressing well? | |
| 2. Are there any elements where you think the school has not reached the Developing stage (Not here yet)? What are they? | |
| 3. Are there any elements where you are unable to offer an opinion (Don't know)? What are they? | |
| 4. Which element/s should be a priority for action? | |

Family Engagement Action Plan School _____ Year _____

| Outcome | Possible strategies, activities and initiatives we want to consider | Persons Responsible (Who's helping?) | Resources Needed (What training, information, or other resources are needed?) | Timeline (Projected Date(s)) | How will we measure the results? (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.) |
|--|--|---|--|-------------------------------------|---|
| Communication Effective two-way communication between families and school. | | | | | |
| Strengthening relationships and capacity A culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community. | | | | | |
| Connecting learning at home and at school Families and school share responsibility for student learning and well-being. | | | | | |
| Recognizing the role of the family Acknowledge families as partners in their children's education. | | | | | |
| Shared Decision Making Families are active contributors to school decision making and planning processes. | | | | | |
| Collaborating with Community Develop on-going relationships with community groups which enhance learning opportunities and outcomes for students and families. | | | | | |
| Participating Family members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so. | | | | | |

Appendix E. High-Impact Family Engagement Across the Developmental Stages Tables⁴⁵
 What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

| Higher Impact on Child Learning and Development | Moderate Impact | Lower Impact |
|---|--|---|
| 1. Families and early childhood providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts | Springtime open house for new families, hosted by current families | Early childhood program registration on program website or drop in |
| 2. Experienced families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like home visits, preschool, and community activities. Short videos of families’ sharing are sent with texts or emails to families who couldn’t attend, with sign-up sheets and surveys attached | Programs host a family night where families visit classrooms, meet teachers, view children’s work, sign-up to volunteer, and receive a family phone tree compiled by staff | Offer back to school night where families visit classrooms, meet teachers, and have refreshments |
| 3. A program communication app creates two-way communication and ongoing exchange of knowledge between families and teachers | Monthly phone calls, emails, or texts with information on program activities | Program newsletter with generic messaging |
| 4. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a “tip sheet”. Short videos modeling the strategies are sent with emails or texts to families who couldn’t attend, and a list of the families’ questions and teachers’ answers are attached along with the tip sheet | At frequent meetings, staff share information regarding areas of child development with families and show how those areas are covered in the classroom | Teachers send home written materials on developmental areas (e.g. social-emotional, motor, cognitive) |

⁴⁵ Based on From *Vision to Practice* resource customized by the Michigan Department of Education and based on the Full, Equal and Equitable Partnerships with Families: Connecticut’s Definition and Framework for Family Engagement (August 2018). <https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families>

| Higher Impact on Child Learning and Development | Moderate Impact | Lower Impact |
|---|--|--|
| <p>5. Home visits occur several times a year, so early childhood staff and families build relationships and share information to support smooth transitions to preschool or kindergarten</p> | <p>Parent-teacher conferences occur twice a year, available evenings and on weekends</p> | <p>Parent-teacher conferences occur by appointment during workdays</p> |
| <p>6. Host monthly family meetings, hosted by trained family members. Families take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program</p> | <p>Offer monthly breakfast gatherings for families and staff</p> | <p>Families can visit the program site by appointment</p> |
| <p>7. Families are engaged in community event planning scheduled throughout the year, family members participate in planning and engaging in community and family activities and with children</p> | <p>Families provide some feedback in the planning of community activities</p> | <p>Families participate in activities planned by school leadership</p> |

What Does High-Impact Family Engagement Look Like in Elementary Schools?

| Higher Impact on Student Learning and Development | Moderate Impact | Lower Impact |
|---|--|--|
| <p>1. Back to School Night class meetings where families and teachers:</p> <ul style="list-style-type: none"> ▪ Share learning strategies ▪ Review key skills for students with home learning tips ▪ Develop a communications plan | <p>Open House</p> <ul style="list-style-type: none"> ▪ Families tour school, chat with teachers ▪ Classroom visits to meet teacher ▪ Exhibits of student work | <p>Back to School night in the auditorium</p> <ul style="list-style-type: none"> ▪ Panel of speakers ▪ Pass out student handbook ▪ Hand out school calendar |
| <p>2. Provide regular two-way calls/texts/emails to share progress and tips</p> | <p>Positive personal phone calls home</p> | <p>Promote one-way communication such as texts, group emails, and messaging</p> |
| <p>3. Fully staffed family centers conduct workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings</p> | <p>Develop a family resource room with toys, games, and books to borrow</p> | <p>School newsletters with generic messages</p> |
| <p>4. Relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families</p> | <p>Coffee with the principal; Muffins with Moms; Donuts with Dads; Pastries with Parents</p> | <p>Potlucks, other traditional whole-school-based events</p> |
| <p>5. Host story quilting workshops and poetry slams where families, teachers and students all tell their stories, share their work</p> | <p>School book club and authors' tea featuring student writers</p> | <p>Student performances</p> |
| <p>6. Classroom observations are conducted with mini-lessons; weekly data-sharing folders go home, with space for family comments; academic parent-teacher teams</p> | <p>Interactive homework with tips for home learning</p> | <p>Curriculum nights</p> |
| <p>7. Schedule and promote student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals</p> | <p>Parent-teacher conferences twice a year, available evenings and weekends</p> | <p>Parent-teacher conferences, during workday</p> |

| Higher Impact on Student Learning and Development | Moderate Impact | Lower Impact |
|--|---|-----------------------------|
| 8. Provide tours of school led by students and community walks led by expert families who know the ropes | Monthly breakfasts for new families | Visit school by appointment |
| 9. School council has voice in all major decisions, develops and supports family-initiated projects | Parent organization meets with principal to discuss suggestions | Suggestion box in office |
| 10. Offer a candidate forum at school and community events; families and students meet in advance, prepare to ask questions regarding issues affecting families | Candidates for election invited to school and community events | School and community events |
| 11. Host family leadership classes to strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees | Adult learning evenings | Parenting classes |

What Does High-Impact Family Engagement Look Like in Middle and High School?

| Higher Impact on Student Learning and Development | Moderate Impact | Lower Impact |
|---|--|--|
| <p>1. Transition program – events at feeder schools, tours of new school, 4-week school prep summer course – welcomes families to:</p> <ul style="list-style-type: none"> ▪ Convey college/career prep focus – e.g., your student will graduate in 4 years with college acceptance letter in hand ▪ Relate academic programs to careers ▪ Prepare students for middle/high school work ▪ Help families construct their role in supporting their students’ success | <p>Offer a fall family academy to orient incoming families to expectations of students, such as attendance requirements and credits needed for grade advancement /graduation</p> | <p>At orientation, families pick up their students’ class schedules, bus passes, and tour the school</p> |
| <p>2. Offer workshops for families focusing on:</p> <ul style="list-style-type: none"> ▪ Courses needed to graduate and go to college/ postsecondary education ▪ What high-level academic work looks like at each grade level ▪ Where to get needed help for students ▪ Tests, applications, and timelines required for college or trade schools ▪ How to complete financial assistance applications | <p>Staff conduct trainings for families to help them understand how to navigate the requirements of high school</p> | <p>Information sheets about school programs and college resources, including financial assistance applications, are available in the school office</p> |
| <p>3. Develop an advisory system so each student has an adult advisor who develops close relationships with families to co-design students’ academic program, set up regular communications, and serve as the main contact</p> | <p>Family liaisons check in with families about use of homework help and other resources for students</p> | <p>Families receive early notices from the school when their students are falling behind</p> |

| Higher Impact on Student Learning and Development | Moderate Impact | Lower Impact |
|--|---|--|
| <p>4. Monitoring progress:</p> <ul style="list-style-type: none"> ▪ Coursework sequence and college/career track requirements are clear and explicit ▪ Advisors keep families current on student progress, with focus on students at risk ▪ Families invited to exhibits of student work, where students present and critique their work ▪ Families are reminded to check classroom websites for information on projects and student work ▪ Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track | <p>Family liaisons check in with families to offer homework help and other resources for students</p> | <p>The school contacts families when students are having a problem with academics or behavior</p> |
| <p>5. College and career planning begins early; a graduation plan is completed by end of 9th grade:</p> <ul style="list-style-type: none"> ▪ Families invited to post-secondary education fairs ▪ Staff recruit families to visit colleges ▪ Workshops for families on PSAT, SAT, and ACT exams; offer help completing college applications and applying for financial aid ▪ Families given guiding questions for discussing High School & Beyond Plans with their student to reflect on successes, areas for growth and new goals ▪ Special assistance for undocumented families | <p>Offer a college/career program fair every fall, with focus on 11th and 12th graders. Family liaisons and community partners reach out to invite families and remind them to review the High School & Beyond Plan for their child</p> | <p>Families can make appointments to confer with guidance counselors, and receive a handout with information about how to review the High School & Beyond Plan</p> |
| <p>6. Family organizations and leadership represent all families in the school</p> <ul style="list-style-type: none"> ▪ Family leaders sit on college pathways and school leadership teams ▪ Family organizations conduct focus groups with families to surface issues and report back to school leadership | <p>Homework help and mentoring programs to ensure families know about and can access academic help for their student</p> | <p>Volunteers distribute flyers throughout the community to remind families about events and parent-teacher conferences</p> |

What Does High-Impact Family Engagement Look Like in After School Programs?

| Higher Impact on student learning and development | Moderate Impact | Lower Impact |
|---|---|---|
| 1. Afterschool classes are linked to school curriculum Teachers and program staff collaborate to track students' growth targets and keep families up to date | A teacher from the school shares data with tutoring staff on student skills | Staff informs families that the program offers tutoring on reading, math, or other subjects |
| 2. The program offers informal gatherings for families, school staff, and community partners to foster collaboration and information sharing | Students perform and show their work at frequent family nights | Staff will be available to talk with families on orientation day |
| 3. Staff and families co-develop intervention plans to address students' social and/or academic concerns | Program staff interviews families regarding their children's successes and challenges | On orientation day, families fill out an information form |
| 4. Regular meetings with families are scheduled to discuss student progress, share information, and confer on strategies to support learning | Annual survey asks families about students' experience with the program | Tip sheets are sent home to promote student health and learning |
| 5. The after-school program collaborates with other school- based and community programs to make the school a "hub" of activities for students, families, and community members | Program hosts information fairs about community resources and programs | Community bulletin board posts notices about local happenings |
| 6. Family support groups and education classes promote family learning, develop job skills, and address health needs | Staff refer families to GED and job training programs offered by community partners | Families can sign up to volunteer |
| 7. "Community advocates" develop rapport with families of children at risk, provide advice and links to extra support, and help families navigate social services | Program staff receive extra pay to serve as informal advisors and mentors to students | Staff refers struggling children to an outside counseling program |

| Higher Impact on student learning and development | Moderate Impact | Lower Impact |
|--|---|--|
| <p>8. Local partners co-sponsor community, building and cultural events at an after-school site, such as a health fair or heritage celebration, that attracts hundreds of families and community members</p> | <p>Families and staff plan special events to honor student success and celebrate the beginning and end of the school year</p> | <p>Program offers fall and spring celebrations for students and families</p> |
| <p>9. Families learn ways to foster their own and their children’s education, support their families financially, develop social networks, and advocate for high quality schools</p> | <p>Program staff invite public officials to attend events, meet families, and answer questions about community issues</p> | <p>Program office displays flyers and brochures about community resources and learning opportunities</p> |

Appendix F. Family Engagement in Law and State or Federal Programs

| Section of the Law/ State or Federal Program | Requirements/Allowable Spending ⁴⁶ |
|--|---|
| Early Childhood Education and Assistance Program (ECEAP) Performance Standards | <p>FEP-1 Family Engagement and Partnership Principles specify that programs must:</p> <ul style="list-style-type: none"> (a) Focus on parent and family strengths. (b) Build relationships based on mutual respect and equality. (c) Acknowledge parents as resources to themselves and others. (d) Respect family beliefs, culture, language, and child rearing practices. <p>Parent-Teacher Conferences and Family Support Visits are also required</p> |
| Early Support for Infants & Toddlers (ESIT) | <p>Parents work closely with the Family Resources Coordinator as part of the Individualized family service plan (IFSP) Team</p> <p>There are opportunities for parent leadership such as the Parent Institute for Engagement (PIE), a 12-month training program for parents or caregivers with children who have received early intervention services.</p> |
| Head Start Program Performance Standards | <p>1302 Subpart E—Family and Community Engagement Program Services includes requirements for:</p> <ul style="list-style-type: none"> • Family engagement. • Parent activities to promote child learning and development. • Family partnership services. • Community partnerships and coordination with other early childhood and education programs. |
| Highly Capable Program | <p>The state Highly Capable Program (HCP) funds may be used to provide outreach materials to inform parents of the district’s HCP selection process and program options and offer professional learning options for parents/families on providing support to their HCP student.</p> |

⁴⁶ Much of this content is adapted from Office of the Superintendent of Public Instruction. (2020). *Unlocking federal and state program funds to support student success*. https://www.k12.wa.us/sites/default/files/public/esea/pubdocs/Unlocking_State_Federal_Program_Funds.pdf

| Section of the Law/ State or Federal Program | Requirements/Allowable Spending ⁴⁶ |
|--|--|
| IDEA, Part B | IDEA, Part B funds may be used to improve education services to students with disabilities through parent engagement such as access to data and IEP meetings and to provide training for parents of students with disabilities on partnership and collaboration to support academic improvement. |
| Learning Assistance Program | Learning Assistance Program funds may be used to support family engagement activities. |
| Revised Code of Washington, 28A.600.045 Comprehensive guidance and planning programs for students. | Student-led conferences with the student’s parents, guardians, or family members and the student’s advisor for the purpose of demonstrating the student’s accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals |
| School Improvement (Comprehensive and Targeted Supports) | School Improvement funds may be used to support family participation in the development and evaluation of the Comprehensive or Targeted Support Plan. |
| Teacher and Principal Growth and Evaluation (TPEP) | TPEP Training Grant funds may be used to support professional learning on communicating and collaborating with families and the school community. |
| The Governor’s Office of the Education Ombuds | <p>Powers and duties include:</p> <ul style="list-style-type: none"> • To develop parental involvement materials • To provide information to students, parents, and interested members of the public • To identify obstacles to greater parent and community involvement in school shared decision-making processes and recommend strategies for helping parents and community members to participate effectively |

| Section of the Law/ State or Federal Program | Requirements/Allowable Spending ⁴⁶ |
|---|---|
| Title I, Part A | Participating Title I, Part A LEAs and schools must fulfill and implement Parent and Family Engagement requirements of Section 1116 of ESSA regardless of allocation LEAs with an Allocation over \$500,000 must reserve at least 1% to fund Parent and Family Engagement activities (10% of the 1 percent stays at the LEA level, while 90% must be distributed to the participating schools). |
| Title I, Part C | Establish and consult with a Migrant Education Parent Advisory Council to assist with the planning, implementation, and evaluation of the local program. |
| Title II, Part A | Funds may be used to support professional learning on topics that improve family engagement |
| Title III, Part A | Title III, Part A funds may be used for an LEA to implement allowable activities designed to assist parents and families of English learners in helping their children to improve their academic achievement, and to help parents and families to become active participants in the education of their children. |
| Title IV, Part A | Under the Safe and Healthy Students focus, Title IV, Part A funds may be used for building family and community relationships |
| Transitional Bilingual Instruction Program (TBIP) | TBIP funds may be used to provide communications with parents of students in the bilingual program and provide translation/interpretation services specific to the EL program. |