

FAMILY ENGAGEMENT FRAMEWORK WORKGROUP

SEPTEMBER 29, 2020

1-4 PM | ZOOM

ATTENDEES:

MEMBERS

- Dr. Ann M. Ishimaru
- April Messenger
- Cherry Holmes
- Denita Holmes
- Julieta Altamirano-Crosby
- Kurt Hatch
- Leilani Hamilton
- Megan Pirie
- Michelle Rolen
- Michelle Sorensen
- Norma Purdom
- Carrie Basas
- Jen Cole
- Hodan Mohamed
- Carolynn Perkins
- Scarlet Wilson
- Jan Brown
- Shanna McBride

MEMBERS NOT IN ATTENDANCE

- Laura Darland
- Michael Finley
- Will Hausa
- Penelope Mena

STAFF

- Mark Mckechnie
- Heather Rees
- Maria Flores
- Robin Howe
- Rep. Ortiz-Self (Bill Sponsor)

NON-MEMBERS

- Adriana Garcia

- Yelena Daltoso
- Joey Holmes
- Robert Perkins

AGENDA OVERVIEW AND WELCOME – REP. ORTIZ- SELF

- Twelve states have established a framework for engaging families and parents for education and the process as a whole.
- OSPI has multiple processes for different educational systems
- Pre-K-21 framework for engaging parents and families systemically across the board
- Keep in mind parents who are typically not solicited for advice or expertise in the process and raising their voices in this topic.

INTRODUCTIONS

- A follow up survey will be sent to members to create a one pager on workgroup members. This will assist with communication and coordination so that all members are aware of areas of experience moving forward.

GROUP NORMS

- Addition of practicing evaluating racially biased systems and processes (individual actions are important, but systems are what remain when we all leave)

DECIDING ABOUT DECIDING

- Modified consensus - committee choice
- Co-Chairs for Committee: one parent and one state agency representative
- Responsibilities: will be defined, work with staff for building the agenda, build a workplan, respond on behalf of the whole committee, strategic oversight and review of all processes.
- Those who are interested will send a short paragraph outlining why they would be a great choice for the position.
 - Will be voted on at the next meeting

COMMUNICATION PROTOCOLS

- Members – what will you commit to in supporting the work of this task force?
- Statute language for the purpose of the workgroup
 - Sec. 501(3)(j) of SB 6186 (HB 2631)

PUBLIC COMMENT

- None

GOALS

- Overview of existing family engagement models
- Develop the conceptual framework for family engagement

REFLECT AND SHARE IN THE CHAT BOX – WHAT DO YOU THINK OF WHEN YOU HEAR “FAMILY ENGAGEMENT”?

- Here are some comments that were given:
 - Meeting families where they are
 - Its more than engagement or should be, it should be about collaboration and capacity building.
 - Relationships, equality and partnerships.
 - Ways to bring parents to schools and have families involved in their student’s education.
 - Involve families as the experts, including them in conversations.
 - The voices of parents that are not heard.
 - How our schools can build partnerships with families so that their students have more opportunities to be successful.
 - Make parents feel welcome.
 - Meaningful alignment of efforts from student, family, and schools.
 - Barrier that keeps families from being present.
 - That families feel a part of the school, their child's education and feel they know how they can contribute to their child's educational community.
 - Lack of equity
 - Creating spaces that are opening and welcoming for parents to partner with their programs or schools for better outcomes for children.
 - Parents and children involved in their education. Parents advocating for their needs and the needs of their community.
 - Families bring crucial expertise for fostering educational justice in schools.
 - Meeting families where they are at, including families voices, and creating a safe space.
 - Assuming that families want to be involved and are doing the best they can, and not substituting educator voice or expertise for families' primary expertise.
 - Providing information in the language they can understand.

SIX TYPES OF PARENT INVOLVEMENT

- Parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.
 - Critique: Need different engagement and involvement. Current model is honoring more of middle class, suburban, and/ or white parent involvement.
- Family school partnerships
 - Spectrum of involvement in the levels of achievement.
- Partnership school examples
- Dual Capacity
 - Assumes both educators and families have capacity building to engage (more of a level field)
 - Opportunity conditions: relational, collaborative, interactive, and linked back to learning.
 - Organization conditions: systemic, integrated, and sustained resources.
 - 4Cs: capabilities, connections, cognition, and confidence.
 - Honoring and recognizing family’s funds of knowledge
- Comments:
 - There is this cross the board need for acknowledgement of capacity building.

- Hiring individuals of color to close the culture gap when we don't know how to connect with those communities.
- It is helpful for students to see staff that share experiences with them.
- We need to be clear when we communicate with our parents, and acknowledge their educational level, cultural context, and the language barrier they may be dealing with.
- Compassion- family engagement lacks this, understanding where families are coming from.
- Earlier models don't address race
- Version 2 of framework
 - Challenge: essential conditions, policy and program goals, and capacity outcomes.
 - Educators: most educators have not been exposed to proper family engagement, lack of training, or using old models, and may not see this as an essential practice.
 - Not starting with deficit language, but rather the good things they contribute.
- [Comparison of versions cheat sheet](#)
- Comment:
 - There are a lot of teachers that don't want family engagement because they don't want families coming into their classroom and telling them what to do. They believe they are the experts when in actuality parents are the experts on their kids.
 - Families will need to see themselves in this framework and educators. The necessity of why it is important.
 - Both teachers and parents get defensive in the process. Teachers have gotten set in their ways and don't realize that not every family is the same.
 - I feel there's a fear that the parents might criticize them. I think there's also the idea that they have a different perspective of the child.
 - National PTA Center for Family Engagement
 - PTA has a stigma. I had the honor of being a PTA President and it was a lot of work to get parents just involved, let alone engaged.
 - Changing that perception, I think it could go a long way.
 - Are we going to acknowledge how to do this engagement model while learning?
 - Yes, we will address the different types of settings that this will happen in and be a framework that can be used for years.
 - It's about getting the whole team engaged not just the teacher.
 - Need to move outside of traditional models of parents and families and the expectations that comes with them.
 - Leadership is important, wondering if there are folks on the call who might speak to teaching & leadership standards.
 - Want leadership through all levels to look like the students they represent.
 - Use neutral language, guardian, if school doesn't know for sure what the family dynamics are.
 - Leadership + teacher/principal evaluation frameworks creates quality information.

WORK PLAN

- Report due at the end of June 2021
- We want to hear from those we don't have in the room that we need get input on the framework from.

- Meet monthly – will send out another doodle poll for initial October mtg, and then do another follow up survey on day/time options
- Created initial list of topics to address over the year, will work through the list to prioritize

Comments:

- To hear more about UW's work, specifically the SESEC research. I'd also be interested in learning more from the Fatherhood Council through DSHS if they are doing any family engagement work (vs. a public health lens). I'd like to hear from other states. If I'm remembering from the old report, Minnesota, Washington, and other states had task forces that included the business community, non-education state agencies, etc.
- Other comments were recorded in the workplan document.