



KENTUCKY DEPARTMENT OF EDUCATION

Parents' Advisory Council (PAC)

SUMMARY

JUNE 9, 2021

Present: Katie Bentley, Judith Bradley, Brooke Gill, Jason Glass, Shasta Hensley, Mary Ann Jennings, Carie Kizziar, Rhonda Logsdon, Lisa Meiman, Rachel Noyes, Leslie Spears, Stacie Strotman, David Weisenhorn, Megan West, Cyndi Wrenn

Absent: Carol Cecil, Cherie Dimar, Melissa Goins, Tom Haggard, Sara Ruth, LaMonique Mason, Lauren Mitchell, Mandy Sapp, Kathy Smiley

Agenda Item: Welcome/Commissioner Comments

Presenter: Leslie Spears, educational program consultant II, Office of Continuous Improvement and Support, Kentucky Department of Education (KDE)

Agenda Item: Approval of Minutes

Presenter: Leslie Spears

Summary of Discussion: Lisa Meiman moved to approve minutes from the Sept.9, 2021, Parents' Advisory Council (PAC) meeting. Motion was second by Rhonda Logsdon. Council voted to approve the minutes.

Agenda Item: Updating "The Missing Piece of the Proficiency Puzzle"

Presenter: Brooke Gill, The Prichard Committee

Summary of Discussion: Updating the "KY Family and Partnership Guide" which is the updated version of "The Missing Piece of the Proficiency Puzzle;" The updated guide, will have corresponding trainings, self-assessment and a certificate opportunity where schools can apply to be "Family Friendly Certified Schools." This is being created in partnership with the KDE, families, and community organizations. The timeline for completion of this review and update is as follows: Aug. 1, 2021; Final First Draft complete, Sept. 1, 2021; tested with 50 "family friendly" schools, and Nov. 15, 2021 state launch of guide and certificate. This report originally was developed by the PAC in 2006 under the guidance of former education commissioner Gene

Wilhoit to standardize family engagement.

The Prichard Committee has decided to update the document based on changes to referenced federal and state laws, the need to act on the 2007 recommendations, language updates needed when it comes to equity and to add in student voice. The Guide will become a “one-stop shop” for family partnership and engagement. The KDE is helping to embed and align this document with what schools and districts are already required to do.

The guidebook will consist of ten steps: The Research, The Big Picture, Dual-Capacity Building Framework, School Self-Assessment and Certificate, Digital Playbook, Training Modules, Action Planning, Connect Family Engagement Action Plan with Title I and other school requirements, and Higher Impact Parent Leadership Roles and Councils.

Guidebook steps #1-#7 – Six process conditions are detailed; schools need to consider each process with programs they offer: is the strategy used to build relationships? Is the program linking to learning? Is the program an asset or strength based? Is the program culturally responsive and respectful? Do you collaborate with families? Is it interactive?

PAC members were designated to small groups to complete a deeper detailed review, research and add/edit details within certain sections of the guidebook.

Schools will be given a Self-Assessment to see what level they believe they are on the equity and inclusiveness scale. PAC members were asked to go through the Self-Assessment and levels to ensure everything that needs to be included is detailed. Self-Assessment describes who can complete the assessment and The Prichard Committee wants to see how schools take to completing.

Guidebook steps #8-#10 – alignment steps to all federal and state programs; the KDE is helping to take a closer look at these steps to ensure all program requirements and documented.

Thomas Woods-Tucker, KDE chief equity officer, explained that his office is awaiting approval through Committee for funding to develop Equity Playbooks and resources for the state.

Prichard Committee is curious what it would look like for the PAC to take ownership and ongoing updating and utilization of this document. Council will discuss privately to see what type of ownership, if any, the PAC would be okay with. Leslie will check with Commissioner to discuss how much ownership PAC can have.

Feedback: Thrilled with work, but one thing: when laying out what is already required include IDEA as requirements as well.

Key to success is building relationships and partnerships so we need to offer a better visual of partnerships; make sure to include all program requirements (ESL, Title III, etc.).

We want to ensure the guide doesn't become just a checklist but something that is embedded in schools to change the culture of how we work with families; document contains good strategies to ensure we are serving all communities; plenty of equity and inclusion meetings and trainings, we are ready to put things into movement and action; ensure we include all minority groups.

When talking about how schools can be more inclusive, always ensuring we provide a translator to ensure inclusiveness.

The language throughout the documents needs to be consistent with federal language; community engagement relationships will need to be started with equity and equality and the process steps will need to be constantly connecting to each other.

Educational programs (ex.: AmeriCorps) need to be more involved in schools and buy this specific role for their members for this type of activity.

FRYSC has implemented the Standards of Quality for Family Strengthening and Support and some areas would fit well into this document (ex.: Family centeredness and Diversity, Equity, and Inclusion components). We will look more into how these connect and provide notes on aligning with the FRYSC program requirements.

COMMS: JGG