

PARENT LEADERS OF THE ROAD MAP PROJECT REGION PRESENT:

PLAN FOR EDUCATIONAL EQUITY THROUGH FAMILY LEADERSHIP AND IMPROVED COMMUNICATIONS WITH SCHOOLS

Our Imagined Future

We are the Parent Leadership Team of the Road Map Project region. We are seventeen Parent Leaders¹ from six school districts, who believe children have a birthright to thrive. Their futures are impacted by access to quality, equitable education, and we claim our role in making this a reality.

With support from the Community Center for Education Results (CCER), the nonprofit that staffs the regional Road Map Project initiative, we developed this plan for action to increase access to leadership opportunities and improve communications for families in schools. Over the past six months we connected with a broad base of diverse family and community members and school district leadership to gather information, collect feedback, and build new relationships to create fertile ground for our shared, future work.

Communication challenges between families and schools are a major barrier to our children's success, as well as a lack of leadership opportunities for family members to learn, mentor, and advocate together and for one another. We propose this plan to address these disparities and to set a standard for the way systems can authentically partner with families.

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Jacqueline Connell, Federal Way
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Hawo Hassan, Renton
Joana Rodrigues, Renton
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¹ The term "Parent Leader," is used throughout this document to identify the family member, caregiver, or trusted adult who is the primary caregiver of a child and has a sphere of influence to connect with other family members in their community.

Introduction

PLAN FOR EDUCATIONAL EQUITY THROUGH FAMILY LEADERSHIP AND IMPROVED COMMUNICATIONS WITH SCHOOLS outlines the Parent Leadership Team's best thinking for strategies needed to:

1. Improve communications between families and schools.
2. Increase access to leadership opportunities.

The organization leading this project is the Community Center for Education Results, the nonprofit backbone organization for the Road Map Project. The Road Map Project is a collective impact initiative to increase equitable policies and practices in our education systems so that 70% of South Seattle and South King County youth will earn a college degree or career credential by 2030. This effort, led by a network of multi-sector partners, is focused in 7 King County school districts: Auburn School District, Federal Way Public Schools, Highline Public Schools, Renton School District, Seattle Public Schools (South Seattle only), and Tukwila School District. This area is referred to as the Road Map Project region, or "region" throughout this plan.

The Road Map Project aims to support student success by strengthening its System-Wide Racial Equity Essentials. These 17 essentials fall under 5 categories:

1. Equitable funding
2. Increase culturally relevant school climate and supports
3. Strong civic rights and policies
4. Increase access and dismantle barriers to opportunity
5. Strong family engagement practices and functions

To see more on the System-Wide Racial Equity Essentials, visit <https://roadmapproject.org/equity-essentials/>.

The Road Map Project partnership, therefore, sees family engagement as a key driver of student success.

This plan takes into consideration what is already working well in the region around leadership and communication; ideas from conversations with hundreds of families; and information provided by school staff and community organizations. After this research was completed, a draft plan for family leadership and communication was created for feedback from hundreds more to improve on initial ideas.

This framework guides the bold steps of this plan to eliminate the disparities that exist for students in the Road Map Project region.

The Parent Leadership Team (PLT) that led the development of this plan wanted the recommendations to be based on relevant information and reflective of the diverse and collective wisdom of our region's family members, community members, and education professionals. This type of plan has not been developed before and one of this scope usually doesn't have Parent Leaders at the front of the work. Technical assistance would be critical to supporting the PLT. The Community Café Collaborative (CCC), a local nonprofit with a team representative of the families on the PLT, provided parents with technical assistance to develop their recommendations. PLT members could pick and choose what parts of the plan development they wanted to be involved in and the technical assistance was personalized for each aspect of the work. This individualized support was provided in English, Spanish, and Somali.

- How to collate and summarize community meeting data.
- How to host an effective, culturally relevant, community meeting.
- Survey, interview and question development techniques.
- Crafting communication tools for feedback.
- Interpreting survey data.



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This three-way partnership between the Parent Leadership Team, the Community Center for Education Results, and the Community Café Collaborative ensured that Parent Leaders led the decisions that guided the work to create a regional plan, the outreach to ensure voices of families were well represented, the information gathering, the development of recommendations, and approval of the final product.

"One of the critical skills I learned is the importance of diverse voices. It's natural to see things through your own lens and it's not until you share time and space with others (who are working towards a shared mission and vision) that you can truly appreciate the various desires and needs."



- Terikka PLT member

Multiple information-gathering methods were used to develop an informed plan. In the outreach to family members to gather data for this work, special care was taken to include families with a home language other than English, families who had children with special needs, and families with students under-represented in graduation rates. Successful leadership programs across the region, diverse perspectives of family members, school staff, district leadership, and community stakeholders were asked to share their thoughts and ideas related to developing this plan. There was also an emphasis on ensuring information was gathered in a culturally relevant manner and youth were involved in the work.

Youth Leaders Help to Conduct 80 Interviews

It is important to have the perspectives of students who would be most affected by this plan to be involved in its development. Parents who had a leadership role in this project were invited to refer students from the Road Map Region to be a part of this aspect of the plan. Interested youth filled out an application form, were interviewed via Google Hangout, then participated in a required training to learn interview techniques and technology skills. Key Tech Labs, a local nonprofit co-founded by a young dad in the Road Map Region, provided the leadership for this portion of the work.

Further rounding out the perspectives involved in the project, 14 diverse youth leaders were recruited and shared their relationships and expertise for this plan. They were able to build connections with others in their community and contribute in a meaningful way while gaining skills needed in today's job market. They provided opportunities to interview family members who are not typically engaged with their school. In return, they were able to expand their own

skills and social networks among neighbors, teachers, and school principals. It was believed not only crucial, but natural for the students most affected by disparities to be integrated into the plan design. The youth interviewers gained a new laptop to keep, a job-skills portfolio, technology training, and a monetary stipend. 80 interviews were conducted by middle schoolers and high schoolers. This work required strong social-emotional skills, professionalism and persistence. Although the leadership plan focuses on adults, the PLT felt this model of building Youth Leadership should be integrated both to strengthen the plan and also to illustrate how similar processes could be implemented in schools and organizations.

Electronic Surveys

With PLT and CCER input, a 30-minute electronic survey with multiple choice questions and short prompts was designed and sent to 92 principals and district administrators. This survey was designed to collect both site-specific and district-specific information about the current state of parent leadership development and communication tools and issues. CCER sent an email announcement to its school contacts informing their Road Map network that they would be contacted by the PLT and invited to complete their survey. It could be reasoned that this project's timeline overlapped with the end of the school year, therefore, only 17 of the 92 principals and district administrators contacted completed the electronic survey. However, at least 30 principals and administrators were engaged during a PLT-led plenary session at the August 2018 Road Map Project Family Engagement Institute.

PLT-Led Interviews

Knowing that there were community-based organizations (CBOs) invested in improving outcomes for students and the importance of the Parent Leaders building relationships with these organizations, PLT members interviewed various people from organizations across the region. Interviews were also conducted with family engagement directors, principals, and other administrators, as well as leaders in Puget Sound Educational Service District. In addition to the list below, various school communications or family engagement district staff were also contacted for the landscape analysis work.

- Audita Brockett, Renton School District
- Caisha Ali and Catherina Willard, White Center Community Development Association
- Catherine Carbone Rogers, Highline Public Schools
- Erin Okuno, Southeast Seattle Education Coalition
- Hamdi Abdulle, African Community Housing & Development
- Joel Ryan, Washington State Association for Head Start and ECEAP
- Lolita O'Donnell, Highline Public Schools
- Matthew Gulbranson, Puget Sound Educational Service District
- Mike McCarthy, Federal Way Public Schools
- Mirya Muñoz-Roach, St. Vincent de Paul
- Paula Steinke, SOAR

- Regina Elmi, Somali Parents Education Board
- Sharonne Navas, Equity in Education Coalition
- Trise Moore, Federal Way Public Schools
- Vicki Alonzo, Auburn School District

Parent Leader-Led Community Conversations

Community conversations took place in various locations such as a park, community center, apartment complex, mobile home park, places of worship, etc. PLT members hosted Community Café conversations in their own neighborhoods with friends, families, neighbors, and others within their networks. Community cafés are guided conversations, based on Appreciative Inquiry (which pinpoints and expands on what is already working well), and with a focus on strengthening families, hosted by family members from the community. 14 Parent Leaders co-hosted 10 community cafés in June and July 2018, engaging 297 adults and 213 youth in rich conversations about strengthening communications and increasing parent leadership opportunities in their schools, districts, and region. A lot of attention was paid to creating a culturally relevant, safe, welcoming space that also engaged children and youth in meaningful ways. Personal stories, small and large group conversation, notes and written surveys were collected from families across the region in multiple languages. PLT members made sure to include families who typically were not involved in school activities as well as family members who had participated in school leadership programs. Each participant was also offered a brief written survey related to the research questions. Notes from the 10 conversations were “coded” and summarized.



Interpreting Data Gathered and Getting More Feedback

After gathering information from more than 600 people the PLT dove into interpreting the varied data to determine priorities and recommendations shared by families. In July 2018, they participated in weekly meetings, calls, and email correspondence to shape recommendations for a regional leadership and communication plan. The PLT presented preliminary recommendations to over 150 Parent Leaders, school staff, district leaders, and education-based community leaders during the plenary session of the Road Map Project's Family Engagement Institute on August 16, 2018. During and after the presentation, feedback helped the PLT to further refine the recommendations. (See Appendix A.)



"I feel the knowledge and working together with other districts and realizing the similarities of challenges was good. Learning the ways to communicate with the school districts and leadership in the schools was helpful, also realizing the importance of parent voice to school leadership."

- Robyn PLT member

Landscape Analysis

Adding to the methods described, a regional landscape analysis of leadership programs and communication tools, was conducted by the Community Café Collaborative team, with the assistance of PLT members. This data was gathered using different approaches such as interviews, existing resources and digital research. The PLT was also presented with "Road Map Project Advocacy Summary and Recommendations from Stakeholder Interviews" (February 2018) prepared by Leslie Dozono of Elty Consulting. This document presents the highlights of what was examined and learned. A full report of all the data collected is available from CCER.

What We Learned

PLT Conclusions

The following conclusions are based on all the information the Parent Leadership Team digested over four months.

Race and Culture

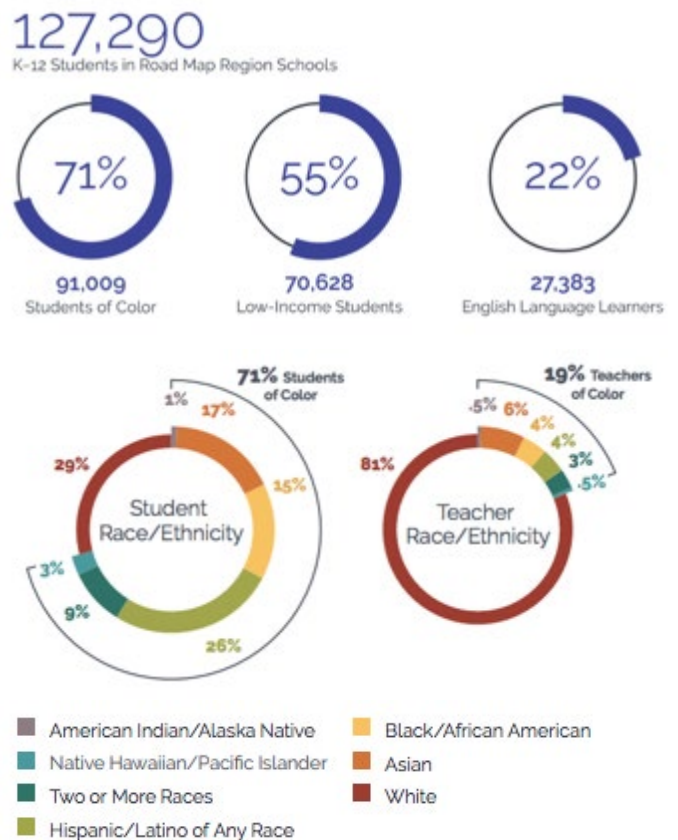
There are over 127,000 students in the Road Map Project region; and over 27,000 English language learners whose families speak one of 187 languages at home.

Over 70% of students are people of color, compared with only 19% of teachers, and there has been a 36% increase in the number of students of color just in the last 7 years. Nearly 5,000 students are homeless at any given time during the school year, and the decline of affordable housing is directly contributing to unstable housing for many of the region's families.

There is a notable difference in the severity of discipline between students of color and white students, with 70% of black students being expelled or suspended for the same infraction that only 50% of white students get suspended for. Inequities show up in educational outcomes as well, with only 29% of all Road Map students achieving a college education by their mid-twenties.

Each district, school, teacher, and family has its own preferred strategies for communication and for family leadership development in schools.

The Parent Leadership Team concluded that any solution would need to address racism and the lack of trust between families and schools in the context of this region's culturally rich, rapidly changing, and complex landscape.



Student Race/Ethnicity: Source: OSPI Report Card; OSPI CEDARS student-level database via ERDC. Prepared by the CCER data team. Note: Totals may not add up to 100% due to rounding.

Teacher Race/Ethnicity: Source: OSPI Personnel Reporting File (S-275). Prepared by the CCER data team.

Note: Estimates of certified K-12 teachers (based upon duty codes 31-34 with full-time employment designations greater than 0 in given year).

In community conversations and interviews, families shared numerous stories related to discrimination, threats, and explicit racism their children experienced in school.

Parents shared similar comments such as, *"the sense of loneliness that we have when we try to find ways to fix the issues we have, and nobody is there to help."*

Many stories related to personal experiences of institutional racism; identifying the shared challenges that families of color, immigrant, Muslim, and non-English speaking families face. *"We face very similar issues with different names."*

Another point made was the value of having school staff and parents of color present in the school to model success transcending your skin color. *"The education system is not made for children of color, so they can't succeed."*

Family members shared that having school staff reflective of their students' cultural backgrounds helps students believe that someone like them can be successful; and families needed to be more involved in hiring practices. Currently, interpreters, social workers, family liaisons, and community-based organizations offer support to some families whose home language is not English in navigating the school system. However, when asked, parents overwhelmingly agreed that their most trusted sources of information are other parents.

Participating in the Community Café, underscored for many, the importance of families facing similar challenges to be able to learn from each other in a safe and neutral place. There was an opportunity for relationship-building where families expressed shared values and concerns. There were also stories of leadership shared – the experience of navigating school systems leading to helping others and more school involvement. Not all schools have a leadership program and of those schools that do have those types of programs, all but one school district has a very small percentage of parents attending.

"Parent-led programs that are regional would be beneficial to our collective vision to see families and children thrive."

- Maricela, PLT member

Family liaisons at some school sites are helping to address some of these inequities. However, most school districts do not have a family liaison at every school, some school districts have a family liaison who focuses on a specific population, such as refugee or Spanish-speaking families (See Appendix B for list of liaisons in each school district). Also, having Parent Leaders who have trusting relationships with families of color in the community was a common idea offered for multiple reasons:

1. A Parent Leader is seen as a safe ally, having a more neutral role than a school staff member. Families saw this as critical to effective advocacy.

2. A Parent leader is someone from the school or neighborhood, who can relate to the experience of families, such as the toxic stress of institutional and historical racism, housing, lack of employment possibilities and poverty.
3. Although school family liaisons play a critical role in helping families access community services to get basic needs met, a person who could focus on building leadership capacity at the schools and provide a bridge for regional networking could help families feel more welcomed, provide support with urgent issues, and partner with school staff to adopt more culturally relevant practices.

Based on interviews and survey data, the PLT concluded that the biggest barrier to parent leadership was a lack of culturally relevant opportunities at schools.

Despite the dynamic demographics of the region, less than **1% of families** in the Road Map Project region access school-based leadership and training programs. Parent-teacher organizations and school boards exist in every Road Map school district. However numerous parents said these two advocacy avenues are perceived as not culturally aligned to all families and rarely succeed at engaging parents from marginalized communities.



Parent Leadership

While there are some parent leadership programs doing great work, most leadership programs have difficulty with sustainability and accountability. This is due to several factors, including short term funding (1-3 years), revolving leadership, or districts decentralizing the choice to keep programs, resulting in offerings to families being on a school-by-school basis. For parents to continue developing their leadership skills through effective and stable programming, more support is needed for this work. Even schools with successful programs have experienced a decrease in funding or not enough funding for a robust expansion. (See Appendix C for list of programs in each school district.)

Parent Leaders who have completed leadership programs in schools would like to expand their reach and learning but lack opportunity. Parent Leadership Team members felt that it was important for parents to have a system where they could acquire skills and information that could grow their capacity to become advocates at a school, district or regional level. Some school districts describe their advocacy program in the context of a parent helping their child to be successful in school. While there are leadership opportunities, there is not enough evidence to prove that the programs currently in existence are impacting on their education system.

What family members felt was lacking was a support system for those who want to advocate for issues that affect their school, district, or larger policy issues.

This further illustrates the need for a regional group of Parent Leaders, supported by an organization, that can provide opportunities for parents to advocate for policy changes, and promote standards of practice across the region. Although community gatherings are hosted sporadically by community organizations, valuable information learned has the potential to be lost because of the lack of a parent advocacy system in place to uplift the voices of the families. The activism displayed in the creation of this plan is a good example of what a regional advocacy group could accomplish.

"Before working with the PLT, my work and volunteerism was outside of my community. After working with the PLT I have learned how to develop a connection with my school district and now I help my community in many ways. Like, PTA, hosting community cafes of 100 + people and representing the African American community in my school."

- Shereese, PLT member

Summary of PLT Findings on Leadership Opportunities

Based on Interviews, Community Café notes, and Written Surveys

- Less than 1% of the parents in the Road Map Project region are accessing leadership programs
- Parent Leaders lack opportunities to advocate for change at the district and regional level
- Leadership development programs are working in silos and are not communicating with each other to co-learn
- Families whose cultures differ from that of their educators face greater barriers to navigating the education system
- Students whose parents actively support learning at home do better academically
- Teachers, principals, and district administrators agree that improving communication and positive relationships with families is a promising strategy for improving student outcomes
- Most school staff do not live in the communities where they teach
- Rising housing costs and poverty impacts how families contribute to their child's academic success
- Racism in schools reinforces the practices that privilege some while oppressing others
- Marginalized families feel alienated from and may harbor distrust for district-hired staff
- There are family engagement departments in each of the 7 Road Map Project region school districts offering their own set of parent leadership opportunities
- CBOs, schools, and other unaffiliated groups are doing similar work without coordinating resources or efforts and compete for funding
- In most schools, only a small percentage of families who need more support are attending leadership programs and none of the schools have a program focused on developing parent advocates
- Most parents who participated felt families and schools needed stronger partnerships
- A disconnect continues to exist between parents' preferences and priorities, and how the schools/districts address their concerns
- Parents gain confidence, valuable information, and build leadership skills when given the chance to be amongst their peers

Communication

Although there are certain communication standards that must meet federal requirements, each school district has authority to customize its communication strategies to meet its student populations' needs. Surveys created with PLT and CCER input asked about methods that school districts in the region use to communicate with students, families, and the broader community. Based on interviews conducted by youth leaders and PLT members, as well as electronic survey responses, it became clear that there were varied gaps in each district between what educators do to communicate with families and what families desire and need.

School districts have invested in technological solutions – software that automates, creates templates, or coordinates mass messaging. While these solutions may be helpful to some, families overwhelmingly talked about the importance of relationships with school staff. At the same time, funding and support for Washington public schools — that would support smaller class sizes, better pay for teachers, and allow for more time for staff to provide individualized communication plans with families — is an ongoing policy issue at the legislative level. Additionally, principals and district administrators who were interviewed placed great value on in-person meetings, email correspondence, home visits and phone calls. They say their greatest barriers to meaningful family communication are available staff time and budget constraints. Educators recognize both the challenges and the opportunities that come with technology-based communication tools and are open to exploring the ways that parent leadership development programs can preserve school-family connections while also creating space for parent-to-parent connections and partnerships.

The lack of positive relationships with key school staff and trust were two themes that repeatedly came up for families regarding communication barriers. Family members repeatedly expressed that all information from schools is important to them, and direct communication with teachers and principals is valuable. Despite some differences in communication needs, depending on age, the most common issue shared had to do with cultural and language barriers. They also stressed the benefits of working together with schools to improve their child's education. (See Appendix D - Range of Parent Communication Needs.)

"I have learned many lessons working on these plans, but the most important for me is listening to understand. Everyone thinks different than me, so I need to have tolerance and respect for what other people think; even when I do not agree!"

- Iris, PLT member

Family members are inspired to get more involved with school when there are strong, positive relationships. This was illustrated by the trusting relationship that developed between the PLT and Carlina Brown-Banks, the CCER staff member supporting this work. This good faith relationship facilitated parent leader commitment to this challenging project and inspiration that an effective plan would come to fruition after months of hard, collaborative work. Several PLT members have already become more involved in their community or schools as a result of this experience. For instance, one member has become more involved in their child's school, working to make their PTA more inclusive. Families want to be treated with respect, as equals, and feel their voices are heard by schools.

“When I walk into a school building, I want every parent to feel welcomed and valued.”

- Hawo, PLT member



Interviewed parents and Community Café participants shared their need for different methods of communication. In addition to culturally relevant standards that all school districts should share, individualized attention is needed for families who have children with special needs, children that parents identify needing more support, and families who have a different home language. Parents commented that timely communication is needed, as well as multiple formats in their home language. They suggested the school clarify with each family their preferred methods of communication and for teachers to offer multiple time slots for meetings and conferences, but also be available to check in on an as-needed basis. Parents need the schools to support them in understanding and navigating the school system, accessing support services, and engaging with the school community. This was especially important with non-English speaking families and families with children who needed more support. Most parents reported a preference for email communications. Many said mail/letters/flyers, written progress reports, and text messages are also preferred methods of communication. A few noted that Facebook updates, pictures via text, communication logs, and an online forum would be helpful. Parents overwhelmingly preferred personal phone communications in real time, with some noting a voice message or alert system could suffice. Some noted sending messages through their child or during home visits would work for them as well. Overall, parents prefer information that is communicated directly between themselves and the teacher.

Each of the 7 Road Map Project region school districts has a mobile application and/or a student/parent web portal to access student data, such as grades, attendance, lunch menu, and school notifications. However, each school district's mobile application features inconsistent content. Schools use mobile apps to communicate a wide, varied range of topics, however mobile applications are severely under-utilized with less than 1% of families in the region using them. Adding to low usage, overall ratings were mediocre. User satisfaction ratings were high in only one school district with 14,000 students. Even in that district, there were only 500 downloads.

"Families want the ability to view all data related to their child's progress much like the ability to view everything related to their child's health records through healthcare provider mobile applications."

- Terikka, PLT member

With the prevalence of smartphones and the eagerness families expressed to receive more updates on their child's progress, the PLT concluded the need to increase mobile application usage from participating schools, and for trainings around navigating these existing mobile applications, as well as standardizing features for mobile apps. Language is a common barrier for some families to access the existing mobile apps, so translation should be a component of a mobile application. It is also clear that providing support to families who lack regular and reliable access to the internet is vital.



**Summary of PLT Findings Related to Communication
Based on Interviews, Cafés and Surveys**

- Student population is becoming more diverse with housing issues creating even more instability
- Families with little experience navigating the public education system struggle to support students
- Certain communication methods commonly used by schools' privilege some over others
- Budget, staffing, time constraints have made technology-based communications strategies preferable for school districts
- Information offered by school district web based apps vary widely
- Apps are not actively being used by a great majority of families
- Capacity to train others in apps is limited
- Parents learn best from other parents and trusted messengers
- A select few schools/districts are implementing parent-directed leadership programs
- Families move between districts, often with a lack of continuity across districts
- Families who are most marginalized do not see their culture reflected at their child's school
- Disconnect between parents' expectations and schools' capacity
- All parents are impacted negatively by lack of time-sensitive notifications and two-way communication
- In-kind resources are not being tapped to build parents' communication and advocacy skills
- Limited resources prevent ALL families from accessing leadership programs
- Widely-varying abilities to meet others' communication needs with respect to their culture

Recommendations

Strengthen partnerships between schools, families, and communities to increase each family's resources to support their children's education, improve communication and facilitate leadership and advocacy

The following are recommendations for improving communication and growing parent leadership opportunities throughout the region. These recommendations span the Road Map Project System-Wide Racial Equity Essentials identified at the beginning of this plan. These recommendations also create developmental leadership opportunities for families, starting from improving personal communication and navigation skills for children, contributing to the learning of others who share concerns, advocating for positive changes in schools, and finally advocating for programs and strategies that should be standardized throughout the region.

1. Advocate to Increase Family Engagement Resources for the Road Map Project Region

The Parent Leadership Team (PLT) recommends that the 7 Road Map Project Region school districts make every effort to increase their annual family engagement budget to allow for each school to implement a parent-led leadership program, create more opportunities for families to network, co-learn and mentor each other, and for families to have informal meetings before the beginning of school year. This will allow school staff to learn about parent and student styles, and center family engagement efforts on building relationships between schools, families, and their communities. Family members will be recruited to have a leadership role in designing and implementing these programs. Family volunteers will be given a stipend for contributing their time and expertise and school staff would also need compensation. At the same time, the PLT also recognizes that school districts are in dire need of more resource and funding support, and that the legislature has failed to adequately fund Washington's public schools.

2. Ensure Each School Has a Leadership Program in Place that is Informed and Facilitated by Parent Leaders

It is also highly recommended for districts to establish a parent-to-parent mentoring system, where parents can support one another in bridging the technology or information sharing gap. In order to ensure strong family engagement practices and functions, the PLT recommends that all schools offer a site-based, parent-led leadership program that provides partnership building to improve communication and facilitate more families involved with schools. Many schools in the region have leadership programs that can be adapted or enhanced to ensure improved

communication, mentoring, leadership, and other family leadership outcomes. Parent Leaders from each school will be enlisted to facilitate a leadership program.

Parent Leaders across the Road Map Project region (see Regional Advocacy Council description below), school district members, and others as needed will determine minimum program requirements, standards, and evaluation methods. Successful, parent-driven models such as the *Parent Academy: In It Together!* model will be examined by the work team to determine the feasibility of duplicating the same model in other school districts. (See Appendix C for list of school districts led leadership programs and Appendix E for CBO led parent leadership programs.) The PLT believes that a strong parent directed leadership program where family members can receive tools for communication and family involvement, as well as create a co-learning, safe space for families to share and learn from each other, is needed. Programs need to meet cultural relevance, and minimum standards set by Parent Leaders who have experienced these programs.

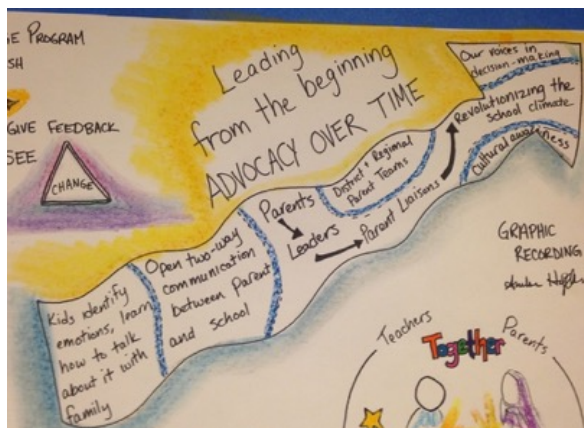


3. Create New Parent Leader Role for Schools Called Parent Connectors

To support an increase in a culturally relevant school climate, the PLT recommends creating a new role for Parent Leaders called Parent Connectors. Parent Connectors will be recruited from Parent Leaders already actively engaged with their school via current leadership programs. A Parent Connector's mission is to identify, connect, and amplify parent voice. The PLT is

recommending this idea be piloted with 2 Parent Connectors in each school district, with a total of 14 throughout the Road Map Project region.

Parent connectors will receive training for work with their school and community. Parent Connectors will also inform families about their right to receive information and support with translation and/or interpretation services in a families' home language. This is best accomplished by reaching out to trusted community-based organizations that can support families in their home languages and have the capacity to provide culturally specific translation/interpreting services. Parent Connectors will document these preferred partners so that teachers and school administrators utilize their services upon request.



“Throughout the years teachers and principals and school staff have encouraged me but I have learned the most from parent to parent connections.”

-Christine, PLT Member

In order to increase access and dismantle barriers to opportunity, Parent Connectors will lead school tours and staff meet-and-greets before the beginning of the school year for parents to become familiar with the adopted culturally responsive policies, share the different language interpretation services available, and support school staff. The PLT's goal is to develop a region-wide movement toward building an educational workforce that reflects the students it serves and reflects all families' cultures.

To strengthen family engagement practices and functions, Parent Connectors will establish personal communication between teachers and parents before the beginning of school year. Parent Connectors will also help families advocate for a 'student-centered' team meeting before the beginning of the year for students with a greater need of support. Parent Connectors will ideally live in the school district, be bilingual and representative of the populations being served, and have previous leadership experience in the Road Map Project region school districts.

Training for Parent Connectors will be provided by those with a track record of success working with communities of color and school districts. Trainings will be determined in the first year and will include:

- Leadership/advocacy training
- Community Café training



- Liaison training
 - Communication tools for school staff and families
- Additionally, Parent Connectors will facilitate an advocacy committee meeting at each site in addition to the existing leadership programs in place. This program will cultivate Parent Leaders to develop strong civil rights policies in their schools and encourage other family members to learn more about exercising their rights at home and in the community. This will be accomplished in a parent advocacy group for each school with an existing leadership program in place. School personnel and others will be encouraged to attend. School staff will be incentivized and compensated to participate in on site advocacy committee meetings, as well as regional advocacy meetings and trainings for families. Regional meetings throughout the school year will use the Community Café approach to ensure equitable participation and actions resulting from meaningful conversations.

“The families in our communities need a culturally responsive connector, that is able to assess a family’s barrier in partnership with school, identify the true starting point for their child’s academic success and strategize a winning process to get them moving forward.”

—Maricela, PLT Member

Parent Connectors activities in the first year of implementation include:

- Participate in ongoing training
- Support existing leadership programs in schools as well as facilitate a Family Advocacy meeting which will meet at least four times in the first year.
- Facilitate at least six parent advocacy group meetings using the Community Café approach throughout the school year in each district
- Organize and host an orientation gathering for families in August before the school year begins
- Attend Regional Advisory Council meetings and share what was learned at school and district meetings
- Partner with school staff to conduct cultural responsiveness trainings for school staff to foster an anti-racist school culture. Trainings will be tailored to the diversity of cultures represented throughout each school district. This goal can be realized by utilizing a co-teaching/co-learning model between families, community organizations, and school staff.
- Host and invite families in schools to share and celebrate cultures present in their schools
- Help families from leadership programs to identify and promote communication strategies that work for all families and home languages

4. Create a Regional Advisory Council as an Additional Leadership Opportunity to Support Advocacy

The Parent Leadership Team calls for a Regional Advocacy Council, (RAC) for Parent Leaders who complete existing programs and want to take the “next-step” in leadership to address more systemic issues. This plan envisions the RAC developing standards of practice to embed culturally responsive practices in day-to-day communications and interactions with families. The RAC will also build family networks and relationships with community and policy makers. In order to increase participation and dismantle barriers to opportunity, the PLT recommends schools and district leaders use appropriate language interpretation, childcare, transportation, and technology resources to support the participation of all council members.

It is also possible for the RAC to link Parent Leaders with career opportunities using their facilitation and leadership skills, as well as their knowledge of community resources and the school system. These may include:

- Professional Language Interpreters
- Family Engagement Coordinators
- Family Liaisons
- Instructors/Educators
- Administrative Support

In order to cultivate Parent Leaders of all cultures, ages, and abilities that will guide regional and system-level education reform, the RAC will need to have diverse representatives from all 7 Road Map Project region school districts. The role of the RAC will include the dissemination, to parents, of timely information regarding the region, and recruitment of district-level representatives to serve on the RAC. RAC members will be able to access trainings that are customized to fit their work plan. Examples of training might include: how schools and districts get funded and develop their budget; facilitating effective school-based and neighborhood conversations; facilitating family leadership and other constituency building activities; or how to develop a strategic plan and build resources for successful implementation.

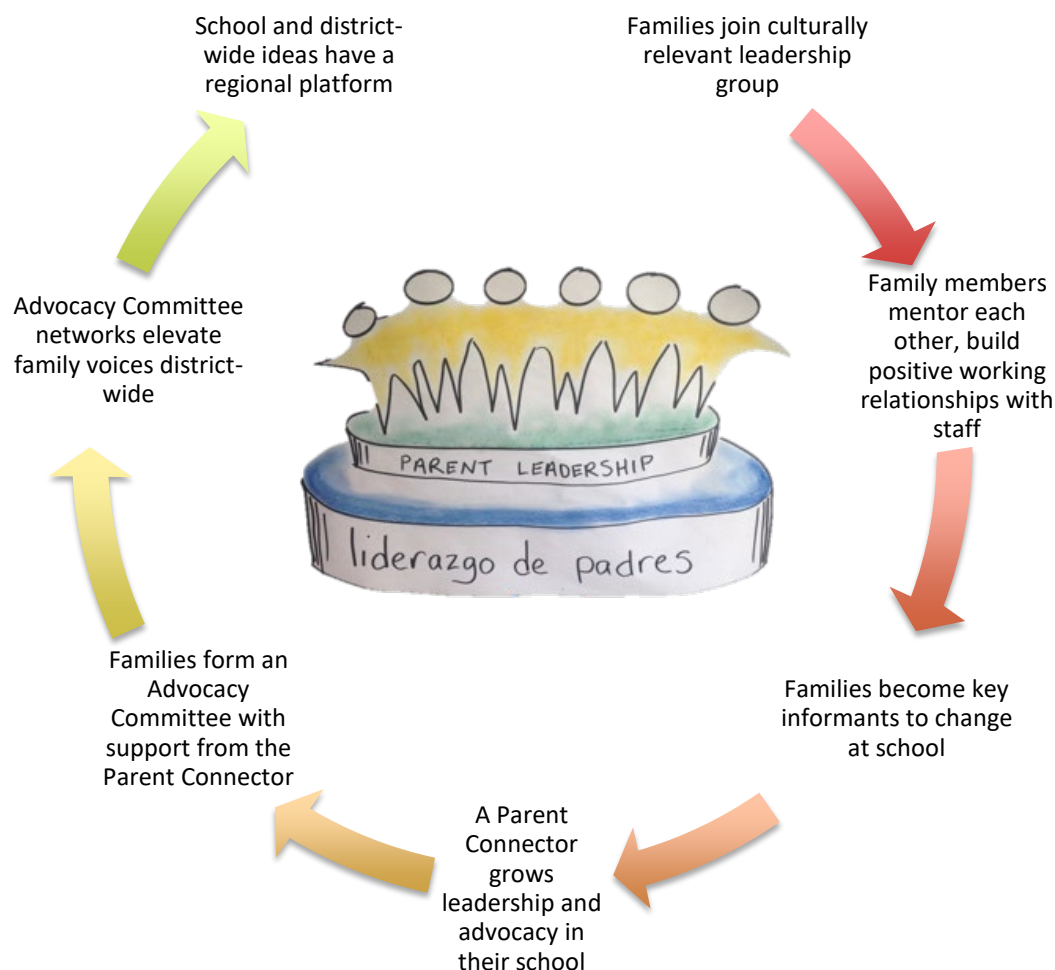


The RAC’s other roles will include:

- Review and provide recommendations to school boards before board budget approval
- Make school funding and expense reports easy for families to understand

- Work with the community to obtain sustainable funds for Regional Advisory Council training, functions, and support staff
- Honor council members for their contributions
- Overseeing and recommending training opportunities
- Building Council members' skills to strengthen the regional workforce
- Gather information from Parent Connectors, community members and Parent Leaders about issues impacting equity in the Road Map Project region and advocate for recommendations
- Oversee Parent Connector's training, who will then train front office staff, teachers, and other school administrators

The scope of the Regional Advisory Council and Parent Connectors is not something that currently exists in the Road Map Project region. More time must be spent planning the details of fully implementing this pilot. CCER will play a critical role in this first year, partnering with the PLT to formalize details such as the organizational structure needed to support these two advocacy programs.



Families partner with schools for collaborative change.

5. Embed Relationship Building, Partnerships with Families and Cultural Relevance to Current Communications Strategies

Effective communication results from families feeling more comfortable and welcome in the school environment. Front office staff are critical to this relationship building and need more continuous support and accountability to parent feedback. This support will facilitate students and families to feel more connected and engaged with their school. The RAC will identify standards of practice incorporating culturally responsive approaches from the moment a child or parent steps onto school grounds in the morning to the end of day when a child is home from school. The following are initial recommendations to help embed culturally responsive communication strategies across the Road Map Project region by increasing awareness of school practices, student support services, and family resources.



The following are PLT recommendations to increase culturally responsive practices:

- School Staffing
 - Parents are involved in the school staff hiring process. This will ensure that school staff represent the culture of the families and scholars served.
 - Parent Connector positions are year-round positions to designed to help increase school opportunities to build relationships with families.
- Welcome Families
 - Schools partner with Parent Leaders to lead school tours and a staff meet and greet before beginning of school year for parents to become familiar with interpreting

services, support staff, and school grounds. District leaders will also build awareness and partnerships between schools and trusted culturally specific community-based organizations that have capacity to support families.

- Establish Personal Communication Between Teachers and Families
 - Each teacher establishes a personal communication between themselves and parents before the beginning of the school year. Moreover, for students who may need more support, teachers will hold ‘student-centered team’ meetings before the beginning of the school year, similar to the kindergarten entry process.
- Timely Communication
 - Every family has the right to receive information regarding the child's academics in their own home language. PLT shared that timely communication is irrelevant if it is not in the preferred home language. All staff in the partnered schools will provide translation and/or interpretation services in every direct communication to families.

6. [Reevaluate Mobile Applications and Increase User Participation](#)

The PLT recommends that the RAC take a leadership role in standardizing features in each mobile application offered in the Roadmap Region to build stronger personal connections between parent/families and their child’s teacher. These personal connections will serve in the interest of a child’s academic career when parents and teachers are supporting each other and are able to advise one another in a timely manner. Moreover, Parent Connectors will organize year-round training opportunities to increase usability, while striving for 100% parent mobile application participation.

It will take three years to fully implement the recommendations in this plan.

- The first year will be a planning year.
- The second year will implement the Parent Connectors, Advocacy Committees, Regional Advocacy Council, and ensure sites have leadership programs and communication strategies that meet minimum standards for cultural relevance and effectiveness.
- The third year will see a more representative Regional Advocacy Council that is comprised of Advocacy Committee members and others developing plans based on the findings of the leadership programs and Advocacy Committees in sites. This third year will include more training for Parent Leader volunteers and a plan for continuous quality improvement that is led by parents, as well as a plan for sustainability and expansion.

The implementation section of this plan covers the first two years as the third year will depend on funding and will need to adapt to what was learned in the first two years.



Implementation

The following section outlines the ideas presented by the Parent Leadership Team (PLT) in implementation (please see budget attachment for breakdown). Major considerations for implementation were to ensure:

- Continuity of the partnership between CCER and the Parent Leadership Team, based on co-learning and authentic partnership of Parent Leaders and community members
- This plan can be adaptable to available resources and continued learning
- Programs and activities are culturally relevant for each school
- Diverse group of Parent Leaders continue to govern and monitor activities, especially as work moves from the creation phase to the planning and implementation phase
- Collaboration with community organizations so that the project builds on the existing strengths in the region.
- CCER's continued involvement is critical to the first year of implementation. Furthermore, the PLT would use the first year of implementation to determine the organizational structure best suited to provide support for the Parent Connectors and Regional Advisory Council.

The PLT and others who provided feedback on this plan felt strongly about implementing a smaller, pilot version of the entire plan rather than parts of the plan. With this idea in mind, the first year of implementation will need to be a planning year.

The activities described below assumes CCER has already acquired funding for implementation for a small, pilot version of this plan. Any one of the recommendations can be funded and executed as a single or combined strategy. For instance:

- Option One could implement only the leadership classes and Parent Connectors.
- Option Two could include Option One with the addition of an Advocacy Committee added to each site working on school-wide issues.
- Option Three could be to implement the entire plan.

The current Parent Leadership Team members are interested in continuing their work with CCER to develop a work plan, establish relationships with interested school districts and community organizations doing similar work, and fine tune details such as staffing and organizational support needed. If not CCER, the community organization needed to support the Parent Connectors and the Regional Advisory Council, will need to be determined.

With the supported volunteer time of the PLT, this first planning year will require a full-time staff member. Approving a job description will be the first duty of the PLT. Examples of the duties of the staffing support for the PLT will include:

- Celebrate success of PLT in the production of this plan and support their continued leadership
- Work with the PLT to create a transitional team to work on implementation
- Conduct outreach and marketing as needed for successful implementation
- Ensure individualized communication with PLT members
- Ensure the vitality of the planning group and meaningful engagement of each member
- Oversee first year activities as outlined below
- Lead the development of communication tools for marketing, branding, messaging, and partnership building for implementation (e.g., develop implementation kit for schools)
- Manage fiscal, legal, and organizational duties as needed such as development of memorandums of understanding for schools, requests for proposals for technical assistance, contracts for trainers, regular payments of PLT stipends and supports, etc.
- Resource development for implementation as needed
- Develop necessary collaborative relationships for implementation
- Develop a work plan with PLT along with a budget
- Oversee training and technical assistance needs of PLT members in the first and second year
- Oversee implementation of Parent Connectors and transition Parent Connector, Regional Advocacy Council, and other duties as needed to a program director or community organization that will oversee programing
- Lead the development of a sustainability plan
- Finalize a work plan and budget for year two

Many of the details of this plan will need to be co-determined by PLT members and CCER staff, including community members and school district representatives so efforts are built on successful activities already in the region. Furthermore, since there are currently no resources dedicated to implementing this plan, the final implementation design will need to be based on the resources generated during this planning phase. The first year will need to be dedicated to increasing family engagement resources for the Road Map Project region. Other first steps will be to seek school district buy-in/feedback and schools who are interested in piloting this plan. Any resource development in the first year will support a pilot project involving no more than 14 schools, for example, one elementary and one middle school in each of the 7 school districts.

Along with CCER staffing, the pilot project funding will need to include:

- An ample budget to school districts to implement this pilot
- Current or adapted parent leadership program serving at least 20 families in two schools per district

- Support for the Advocacy Committee of Parent Leaders, (two Parent Leaders from each grade level) community members, and staff
- District-wide gatherings and training
- Support, training, and technical assistance for the Regional Advocacy Council
- Administrative fees to CCER
- Additional technical assistance the Regional Advocacy Council needs in its planning year to include meeting facilitation and member support

Year One

Under this proposal, CCER will work with the current Parent Leadership Team members to establish a temporary Regional Advisory Council (RAC). This temporary RAC will lead the outreach and collaboration needed for implementation, in addition to finalizing the details of this pilot project when funding is provided. This team will be the decision-making body for planning purposes in this year, inviting members from school districts and the community to participate. As mentioned above, the current PLT members have expressed interest in advancing in their roles and have an established, trusting working relationship with Carlina Brown-Banks (CCER). These parents recommend and value the cohesiveness of continuing the work with her and CCER.

In the first month, this team will help CCER finalize the technical assistance needed for the planning year, produce a work plan, plan and conduct RAC team trainings. They will also determine any technical assistance Parent Leaders need in the coming year. They will decide whether a facilitator is needed or if the CCER staff will facilitate the planning meetings. Funding will need to cover:

- Stipends for Parent Leaders to meet once or twice a month, participate in work groups, Parent Leader Facilitator roles, staff participation from schools as needed, staff participation from community organizations as needed
- Interpreter and translation fees
- CCER staff and meeting costs
- Technical assistance costs to include facilitation and training for RAC members

The PLT has worked well as a team and will need to navigate working collaboratively with multiple school districts and community organizations without losing their leadership role. A facilitating team that consists of two Parent Leaders, a paid facilitator, and CCER staff will ensure a balance of power. Additionally, a steering committee comprised of two Parent Leaders, CCER staff, and two other members will also be needed to help with day-to-day decisions made between meetings. A budget will also be included to support this committee.

In this first year, the RAC will also:

- Celebrate and share their achievement of the development of this plan
- Involve the community in planning, supporting, and engaging with this plan by hosting a series of Community Cafés
- Partner with CCER to obtain resources for implementation of a pilot project involving up to 14 schools
- Finalize the job description for Parent Connectors
- Identify school district partners and schools to assist with implementation
- Identify and work with community organizations that would add value in a collaborative role
- Formulate RAC vision, mission, decision making process, and strategies by drafting a two-year work plan
- Develop a RAC member contact and application process
- Work out details of how the RAC would successfully support productive members and sustain itself, including leadership job descriptions, governance processes, technical assistance, training, and annual budget
- If not CCER, determine the best the organization needed to hire Parent Connectors, provide support to the RAC once it is established, and implement programing
- Conduct the planning needed to implement the leadership programs, advocacy committees and Parent Connector activities in the coming year. Examples would be the recruitment process for and the purpose and basic activities of the advocacy committee and Parent Connectors
- RAC will work with an organization to start Parent Connector positions. RAC will assist in developing job descriptions and hiring

Timeline Year 1

Quarter	Milestone Title	Description or Activity
Quarter 1	CCER and Current PLT create transition team for planning year. Finalize work plan and budget for the first year Recruit Steering committee	<ul style="list-style-type: none"> • PLT, temporary Regional Advocacy Council (RAC), will collaborate with Partner Organizations and School Districts to finetune program design • Select TA Consultant • PLT members form a Steering Committee to make day-to-day decisions between meetings • Celebrate and promote Plan • Finalize Technical assistance needed to establish work plan to include facilitation
Quarter 2	Temporary RAC establishes pilot project scope, reach and budget RAC/PLT Retreat	<ul style="list-style-type: none"> • RAC retreat develops RAC and Parent Connector organizational structure • Vision, mission, objectives, outcomes for RAC • Minimum standards for leadership groups • Goals and objectives for Advocacy Committee • Define Roles
Quarter 3	Work with schools to launch programming	<ul style="list-style-type: none"> • Identify at least 14 schools, ideally 1 Elementary and 1 middle school in each district • Establish MOU with School Districts
Quarter 4	Community-based organization that will lead year two activities in partnership with the RAC, is identified ED works with RAC to develop work plan for year two; Strategic plan for year 3 & 4	<ul style="list-style-type: none"> • If not CCER, CCER establishes a formal Partnership with CBO that would support Parent Connectors and RAC • Celebrate achievement of temporary RAC • Establish official RAC members • Design parent-led evaluation • Finalize Year 2 workplan and budget

Year Two

An organization will support the Regional Advocacy Council (RAC) with technical assistance to help them craft a collaborative agreement with school districts that would come with funding. Funding will need to include some costs for the leadership program, costs for the Advocacy Committee, costs for Parent Leader stipends for facilitation, attending trainings and RAC meetings, and staffing costs. A community-based organization (if not CCER) will hire, in addition to the current staffing, Parent Connectors and a program manager to oversee program start up. They will also establish and conduct the first meeting of official RAC members.

The second-year activities will also include:

- Start of leadership programs, facilitated by Parent Leaders with support from Parent Connectors and School staff at no more than 14 school locations
- Launch of the Regional Advisory Council with official members
- Parent Connectors will conduct school staff training prior to the beginning of the school year on culturally relevant communication strategies and family engagement
- Start of the Advocacy Committees at each school
- Advocacy Committee will host Community Cafés with the support of the Parent Connector engaging families, staff, and community members
- Parent Connectors will recruit 25-30 Parent Leaders from the region, to engage in advocacy workshops throughout the school year, recruit experts to facilitate the workshops, and share evaluations of the program to the RAC
- RAC will establish a one-time budget to evaluate the existing features of the mobile applications available to families in the region
- RAC will develop partnerships with the communication/and or information technology directors to identify minimum standard features available to all families in the region
- RAC will outreach to families through the leadership and Advocacy Committees to learn the features most important to families and make the necessary recommendations to district communication/information technology leaders
- Advocacy Committee members will advise the RAC on the re-development or review of school mobile applications in order to increase culturally relevant school climate and supports
- Parent Connectors will also work closely with RAC to lead mobile application trainings
- The Parent Connector will also be responsible for dramatically increasing the mobile application usage by hosting bi-weekly free technology labs where families and parents receive training as needed

Timeline Year 2

Quarter	Milestone Title	Description or Activity
Quarter 1	Hire, Train Parent Connectors	<ul style="list-style-type: none"> • Create Parent Connector Job Descriptions • Advertise positions for Parent Connectors • Train Parent Connectors with hosting cafes, resource development, workshop facilitations, and outreach
Quarter 2	Parent Connector Launch Programs Train Parent Leaders	<ul style="list-style-type: none"> • Parent Connectors collaborate with schools for staff trainings • Parent Connectors work with Parent Leaders to start Leadership Group and Advocacy Committee
Quarter 3	Regional Community Cafés Advocacy Workshops Mobile App Evaluation	<ul style="list-style-type: none"> • Regional Advocacy Council (RAC) supported, regional advocacy workshops/Community Cafés • RAC approves budget of mobile App Evaluation
Quarter 4	RAC & Advocacy Committee Outreach	<ul style="list-style-type: none"> • Outreach to families through Advocacy committee on re-evaluation of Mobile Apps • RAC will make recommendations to District Leaders based on family voices • Parent Connectors will be on standby to provide Mobile APP Lab trainings

APPENDICES

Appendix A: Impact Summary

As information was gathered, Parent Leadership Team (PLT) workgroups collated data and identified themes. Through phone, email, and in-person collaboration, they made sense of what was shared and how to most effectively share the data with the whole PLT.

Research Method	People Engaged	Leadership Opportunities
Interviews	11 School/District-level Administrators 22 Teachers 56 Parents 7 Community-Based Organization Leaders	16 Middle and high school students overseen by Key Tech Labs 4 PLT members led one-on-one interviews
Electronic Survey	17 School/District-level Administrators	6 PLT members suggested and revised survey questions
Community Cafés	250 adults 213 youth	14 Café Hosts 7 Café Hosts leading Cafés in their home language 20 Community volunteers helping with Kids Café, Food, Set-up/Clean-up
Family Engagement Institute Café	150+ School Staff and School/District-level Administrators	3 PLT members presented and hosted Café
Total	90+ School staff and school/district administrators 320+ Parents 229 Youth 7+ CBOs	

Appendix B: Family Engagement Liaisons

School District	Number of Family Engagement Liaisons Per District
Seattle Public Schools	3 Coordinators, 1 Manager
Renton School District	4
Highline School District	4 Full Time, 24 School Based Liaisons
Feral Way Public Schools	23
Tukwila School District	4
Kent School District	2
Auburn School District	9

Appendix C: School District Leadership Programs

Profile of Parent Leadership Programs across Road Map Region.

Program Name:	Parent Advisory Group
School District:	Auburn
Format:	District advisory committee
Attributes:	District-level; currently serving 3 schools with goal of reaching all 23 schools in 3 years
Indicators of Effectiveness:	Parents plan activities, CEE survey helps with indication
Scale/Reach	8-12 Participants in 3 Schools Student Population: 14,000

Program Name:	Parent Academy In It Together!
School District:	Federal Way
Format:	Previous participants can become facilitators/coaches One 6-week series per school year Weekly site team meetings

Attributes:	Bilingual Parent leadership training and tools for participants and parent facilitators Certificate and graduation ceremony
Indicators of Effectiveness:	Participants become facilitators Participant count Pre-survey and post-survey assessing parent leadership skills Weekly participant satisfaction survey
Scale/Reach	1 Parent Lead Coordinator 8 Parent Facilitators 4 Parent Facilitator Coaches About 100 Families Participate/Year from 4 schools Student Population: 23,436

Program Name:	Family Action Committee (FAC)
School District:	Highline
Format:	Quarterly meetings and various subcommittee meetings 2-year, 6-hr per month commitment Spring outreach for new members, ultimately appointed by Superintendent
Attributes:	Meal, childcare, interpretation provided at quarterly meetings Trainings in leadership, advocacy, parent engagement best practices, team-building and other pertinent topics identified by the group
Indicators of Effectiveness:	Members complete 2-year term Received national award for co-producing customer service video

Scale/Reach	39 Parents Representing all Highline Schools Student Population: 19,000
Program Name:	Parent Academy for Student Achievement (PASA) Natural Leaders Program
School District:	Kent
Format:	PASA: 9-week program 90-minute weekly meetings Natural Leaders Program: Launching 2019
Attributes:	PASA: Provides childcare Taught in top 4 languages spoken in each school's community Training on; establishing the collaboration between home; school and community; addressing Bullying; transitions; understanding the Supplemental Educational Services (SES); understanding Common Core; reviewing academic standards and preparing for the Parent/Teacher Conference; better understanding the school system; becoming familiar with the college requirements Natural Leaders Program: Stipend available for Natural Leaders Program
Indicators of Effectiveness:	Attendance and parental engagement

Scale/Reach	PASA: 1,600 Parents in First 4 Years (2012-2016) Natural Leaders: To be determined (First Year 2019-2020) Student Population: 206,891
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Program Name:	The Natural Leaders Program
School District:	Renton
Format:	Supported by WA Alliance for Better Schools
Attributes:	Trainings in navigating their school system, finding/sharing resources in their communities, and helping their children and others realize college and career dreams
Indicators of Effectiveness:	No information Provided
Scale/Reach	Sources contacted, no information provided Student Population: 14,000

Program Name:	Family Connectors University
School District:	Seattle
Format:	Supported by North Seattle College 10-week series with 2-hr weekly gatherings Language: English and various languages Frequency: Fall, Winter & Spring quarter options

Attributes:	<p>Credit: 2 college credits</p> <p>Cost: \$37.25 per quarter (scholarships are available for families facing financial hardship, or who qualify for the Free & Reduced Lunch program.)</p> <p>Training in how to:</p> <ul style="list-style-type: none"> Navigate the school system Create a higher education culture at home Support a child's academic success Strengthen family and community engagement at each school so that every child and family feel welcomed, respected, and valued
Indicators of Effectiveness:	Numbers registered and receive credits
Scale/Reach	<p>Sourced contacted, no information provided</p> <p>Student Population: 53,380</p>

Opportunities for “Next-Level” Parent Advocacy and Leadership

Road Map school districts are using numerous strategies to promote equity amongst their families and staff communities. For example:

- Auburn School board made racial equity its first priority as Strategic Planning Policy 050. For the 2018/19 school year, Auburn is ushering in a 3rd cohort of 60 school staff that will experience equity trainings throughout the year. 120 staff participated in the last 2 years' cohorts; this has and will continue to be opt-in.
- Federal Way's Trise Moore, Director of Family & Community Partnerships, promotes equity in school-family communications by pairing written messages with videos, prioritizing translation into the 7 most widely-spoken languages in the district, and supporting monthly Key Communicator community partnership meetings between Community Based Organizations (CBOs), families, and school district staff. Additionally, families are invited to participate in new staff interviews and Positive Behavior Intervention Supports, allowing for supports to be tailored to each student and reflective of their cultural background.
- In Federal Way, the district invites families to participate in their own Parent Leadership Institute meeting regularly throughout the school year. By using a parent-school-community

collaborative approach, site-based parent leadership efforts lead to more family members partnering with the Equity department in program decision making, resulting in parent leaders facilitating leadership groups and projects.

- The Renton district is also expanding current activities that include a series of classes for Highlands Elementary families to learn about Sound Discipline tools to improve communication, reduce discipline challenges, and build social-emotional skills at home. There is an African American Parent Engagement Team, to help families become school leaders, build relationships and improve school engagement. Renton is Partnering with Renton Police Sergeant John Awai for Spanish-language presentations to help with relationships between police officers and our Latino families. A collective impact project in its early stages of development called Renton Innovation Zone aimed at increasing school readiness has mobilized many community partners as well as the school district and some family members.
- The Highline School District is interested in expanding families' opportunities to provide input. Catherine Carbone, Chief Communications Officer for Highline SD, noted that they are more likely to hear what isn't working rather than what is working, and is eager to hear more from families on successful communication and engagement strategies.

A Seattle Public Schools' Family Partnership Manager also noted that they *"have a Family Engagement point person from S.U. and a more robust FEAT than in prior years (with more parents of color represented). We aspire to having a Family Room next year and lead parents in 4 language groups who could coordinate and lead parents in initiatives of their choosing."*

Tukwila: Tukwila has 7 schools in their district, which makes for a small district compared to the other districts in the Road Map Region. Tukwila offers:

- Family Liaisons that speak Burmese, Spanish, Somali, and Nepali
- Family engagement nights
- Wrap around supportive services
- Quality engagement, in-home services, and community services
- Leadership programs focus on basic skills needed to navigate their school and communicate with staff

Appendix D: Range of Parent Communication Needs

We asked Café participants to elaborate on the unique communication needs of them and their children. The following information summarizes themes from 109 Café participants and 56 parents interviewed by youth. A common theme from conversations is that parents want to decide what information is important to them and their family and all the information they receive from schools is important to them. The following describes the types of information that came up repeatedly in the different modes of data gathering.

Academics/Behavior

Regarding academics, parents expressed an interest in their child's content comprehension and its relationships with homework completion and grades. Moreover, parents are invested in how this manifests in their child's progress, achievements in school, and overall academic outcome. Behaviorally, parents value data regarding their child's attendance, rates of tardiness and classroom conduct (i.e. is their child being respectful, responsible and successful?). They appreciate reports from teachers of their child's areas of strength and areas for improvement. Overall, parents express a deep desire to receive more information from their child's school, including information about curricular content, and specifically what students are learning, if learning issues arise (such as learning delays, challenges related to mental health, etc.), and whether their child is 'on track' with learning objectives and ultimately for graduation.

Emotional Well-being

Parents are invested in their child's emotional well-being. They want their child to feel safe at school, physically, and emotionally. They wonder how their child is doing overall including how they are coping with the demands of school, relating to others and behaving in class. Parents want to know how their child's day went - if there were any troubles, concerns, hurts, or wins.

Resources

Parents want resources to help their child succeed, beginning with an orientation before the start of the school year for families to share preferred communication styles with school staff and become acquainted with the school building. They desire regular updates and reports from teachers and more communications from school in general. Parents asked for strategies to help their child succeed both academically and emotionally, as well as information about what resources are available to support their child if they are struggling. Parents would like to see more opportunities for their child's academic and personal development such as summer classes, sports, activities, etc., noting that scholarships might make these opportunities more accessible.

Needs Differing by Child's Age

Youth interviewers asked parents/caregivers about the school issues that concern them most when it comes to supporting their children. 62 parents responded in the following way:

Topic	Pre-K (n=6)	Elementary (n=17)	Middle School (n=19)	High School (n=20)
How to better support learning at home	Medium	High	High	High
What to do if there is a problem in the classroom	Medium	Medium	High	Medium
How to interpret progress reports and parent conference information	Low	High	High	Medium
What to do if I can't help my child with his homework	Medium	High	High	Medium
How to monitor my student's progress in school	Medium	High	High	High
What to do if my student is being bullied in school	Medium	Medium	Medium	High
How to volunteer at my student's school	Medium	High	Medium	Medium
What services exist to help with language access	High	High	Medium	Medium

What services exist if my student is developing differently than other students	High	High	High	Medium
How my student's school promotes equity by meeting the needs of diverse populations	High	High	High	High
Transition to next school level	Low	High	High	Medium

Appendix E: Community-based Organization Parent Leadership Programs

Community leaders, often in affiliation with a community-based organization, have racial equity as an advocacy focus. However, a region-wide parent leadership program that would build on the current parent leadership programming in school districts and develop a regional network of family advocates does not currently exist and although each school district has some family leadership programming in some schools, not all schools in the Road Map region have a program in place.

Community-Based Organizations Offering Parent Advocacy or Leadership Development Programs

White Center Community Development Association

- Family Education Council (FEC)
 - **Format:** Resident career ladder to leadership and service delivery
 - **Attributes:** Workshops, training
 - **Indicators of Effectiveness:** Attendance

United Parent Leaders Action Network (UPLAN)

- National Level Policy
 - **Format:** National and regional meetings
 - **Attributes:** Membership organization, Parent leadership and Advocacy
 - **Indicators of Effectiveness:** Attendance

Somali Parent Education Board (SPEB)

- Transforming Partnerships in Education Institute
 - **Format:** A Learning Institute for Educators, based on a framework developed over 2 years' collaboration with parents
 - **Attributes:** Parent leadership and Advocacy, 9-month trainings, communication issues with primarily East African refugees and immigrants
 - **Indicators of Effectiveness:** Attendance, changes at the school or district level

St. Vincent de Paul

- Parent Ambassador Program
 - **Format:** Advocacy and Mentorship training in collaboration with private schools
 - **Attributes:** Usually recruit participants who have graduated from PASA Program
 - **Indicators of Effectiveness:** Attendance

Community Network Council

- Education Advocacy, Academic Coaching, & Mentoring
 - **Format:** Working in schools in East Hill Elementary in Kent on leadership, skills

- building, communication issues in small group or 1:1 with families
- **Attributes:** Parents receive support and coaching to better advocate for their children
- **Indicators of Effectiveness:** Parent enrollment, student success, conflict resolution

Southeast Seattle Education Coalition:

- Develop advocacy with communities of color and allies to improve Southeast Seattle schools so all students succeed and all families are empowered
 - **Format:** Parent leader training for advocacy and information for policy change, etc.
 - **Attributes:** Coalition gathering annually, workshops, surveys, data sharing
 - **Indicators of Effectiveness:** Member involvement, attendance, policy change

The Children's Alliance

- Advocacy Camp Leadership Training
 - **Format:** 3-day training to learn how to:
 - Communicate with elected officials
 - Build community and network
 - Understand the legislative process
 - Bring your authentic voice to advocacy
 - Cost for Advocacy Camp is \$425 for members of the general public and \$325 for current Children's Alliance organizational members (staff, board, and volunteers). Training costs include all materials, meals, and lodging
 - **Attributes:** Growing advocates primarily for state policy issues, open to all Washington state adult residents, must be an online Alliance member to attend, encourage applicants to join with others and apply as a group, and scholarships, child care assistance, travel reimbursements, and interpretation services are available
 - **Indicators of Effectiveness:** Attendance, policy change and influence, number of policy advocates

One America

- Civil rights related to public service practice and policy reform, recruitment, support with immigration issues, develop volunteerism and mobilize advocates
 - **Format:** Workshops, volunteer training, immigration support events, community events
 - **Attributes:** Leadership, advocacy, constituency building, focus on immigration and language access rights, parent coalition building to advocate at the school district, regional or state level
 - **Indicators of Effectiveness:** Number of parents involved, policy changes at the school district and state level for language access and immigration issues.

School's Out Washington

- Professional Development & Leadership
 - **Format:** Learn the importance of seeing family diversity represented in your school,

understand family diversity as a means of teaching self-respect and respect for others, be able to answer questions from students and families about the importance of embracing all families, and \$55 Stars Points earned after successful training completion

- **Attributes:** Community workshops, mostly geared towards professional development
- **Indicators of Effectiveness:** Attendance

Seattle Council of Parent, Teacher, and Student Associations

- Advocacy, Training, Outreach, Urban Family Engagement Network
 - **Format:** PTA and PTO meetings in most schools, printed and web based resources, training, conferences
 - **Attributes:** Urban Family Engagement Network-locally-driven model energized by grassroots strategies and projects that train and mobilize volunteer leaders to become peer mentors to families of students in the community. Trained peer leaders, national organizing structure in eight urban cities, not including Seattle
 - **Indicators of Effectiveness:** Number of PTO, PTA members

The National Association for Family, School and Community Engagement (NAFSCE)

- Launching a National Parent Advocacy Mobile Application
 - NAFSCE is the first membership association focused solely on advancing family, school, and community engagement (FSCE). NAFCE's mission is to advanced high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

Organizations/Groups Planning to Implement Programs:

- Equity in Education Coalition (EEC-WA)
- Kent Equity in Education Partnership (KEEP)