

# Our History

On **March 30, 2006**, former Commissioner Gene Wilhoit gave CPAC members this instruction:

“My goal is outstanding practice to involve parents in every school in Kentucky. Your charge is to pull together an agenda for the state and produce a document that builds on what exists and pushes us to a higher level.”

**Kentucky Department of Education (KDE) included [Missing Piece rubric](#) in School-Based Decision Making (SBDM) training and Comprehensive School Improvement Plan (CSIP) Needs Assessment.**



The  
**MISSING PIECE**

**OF THE PROFICIENCY PUZZLE**

# Kentucky's Statewide Family Engagement Center



## Kentucky Collaborative for Families and Schools

Grantee – [The Prichard Committee](#) received United States Department of Education (USED) grant, 2018-2023

Regional Partners – [NCFL](#), [Learning Grove](#), [Partners for Education at Berea College](#) and [KDE](#)

Advisory Council – Family members, community organizations, KDE, Higher Ed and K-12 staff committees and leads:

- State Alignment - Kathy Burkhardt and Rick Hulefeld, Learning Grove
- Family Friendly Certificates - Grace McKenzie and Jenny Hobson, Partners for Education at Berea College
- Teacher Preparation - Edna Schack, retired Morehead State University College of Education
- Family Friendly Schools and United We Learn - Cindy Baumert, NCFL
- Events - Laura Beard, Prichard Committee
- Post High School - Kim Welch, GEAR UP KY and Beth Pennington, KY Student Success Collaborative
- Mental Health - Shannon Parket, KY Strengthening Families





# Foundation of Our Work


## Dual Capacity-Building Framework

- Four Core Beliefs
- Essential Conditions
  - Organizational Conditions
  - Process Conditions
- Policy and Program Goals



**Karen L. Mapp, Ed.D.**  
 Senior Lecturer on Education  
 Harvard Graduate School of Education

The Challenge	Essential Conditions	Policy and Program Goals	Capacity Outcomes
<p><b>Educators</b></p> <ul style="list-style-type: none"> <li>• Have not been exposed to strong examples of family engagement</li> <li>• Have received minimal training</li> <li>• May not see partnership as an essential practice</li> <li>• May have developed deficit mindsets</li> </ul>	<p><b>Process Conditions</b></p> <ul style="list-style-type: none"> <li>• Relational (built on mutual trust)</li> <li>• Linked to learning and development</li> <li>• Asset-based</li> <li>• Culturally responsive and respectful</li> <li>• Collaborative</li> <li>• Interactive</li> </ul>	<ul style="list-style-type: none"> <li>• Capabilities (skills + knowledge)</li> <li>• Connections (networks)</li> <li>• Cognition (shifts in beliefs and values)</li> <li>• Confidence (self-efficacy)</li> </ul>	<p><b>Educators are empowered to:</b></p> <ul style="list-style-type: none"> <li>• Connect family engagement to learning and development</li> <li>• Engage families as co-creators</li> <li>• Honor family funds of knowledge</li> <li>• Create welcoming cultures</li> </ul>
<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Have not been exposed to strong examples of family engagement</li> <li>• Have had negative past experiences with schools and educators</li> <li>• May not feel invited to contribute to their children's education</li> <li>• May feel disrespected, unheard and unvalued</li> </ul>	<p><b>Organizational Conditions</b></p> <ul style="list-style-type: none"> <li>• Systemic: embraced by leadership across the organization</li> <li>• Integrated: embedded in all strategies</li> <li>• Sustained: with resources and infrastructure</li> </ul>		<p><b>Families engage in diverse roles:</b></p> <ul style="list-style-type: none"> <li>• Co-creators</li> <li>• Supporters</li> <li>• Encouragers</li> <li>• Monitors</li> <li>• Advocates</li> <li>• Models</li> </ul>

  
 Effective partnerships that support student and school improvement.



# Essential Conditions

## FOR EFFECTIVE FAMILY-SCHOOL PARTNERSHIPS

### Process Conditions

- Relational (built on mutual trust)
- Linked to learning and development
- Assess-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational Conditions

- Systemic (embraced by leadership across the organization)
- Integrated (embedded in all strategies)
- Sustained (with resources and infrastructure)

Retrieved from Partners in Education. A Dual Capacity Building Framework for Family-School Partnerships (Mapp & Bergman, 2019)



# Policy and Program Goals

Build and enhance the capacity of educators and families in the “4 Cs”

- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy and advocacy)



# New Kentucky Family and School Partnership Resources



**THE KENTUCKY FAMILY AND SCHOOL PARTNERSHIP GUIDE**  
A Complete Resource Guide for Strengthening Family, School and Community Partnerships to Support Student Success

**The Prichard Committee**  
Building a Groundswell for a Big Bold Future

*Tools are applicable early education through high school*

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Dear Families, Educators and Community Partners,

We are proud of our Kentucky history and in education and parent ons in Kentucky law ensure unity members have a powerful schools which have been a ess. This resource was originally d revised in 2021 and will be y the Kentucky Collaborative hools. This Collaborative is a network of families, schools, districts and community partners who are focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky education system. The Collaborative believes while high-quality, equitable and inclusive education is dependent upon the partnership of families, schools and communities, the responsibility to systematize



**FAMILY ENGAGEMENT**  
DIGITAL PLAYBOOK

INTRODUCTION PARTNERSHIP ACTIONS 2020 COMMUNITY

**3**

**Family Friendly School**  
Awarded 2022

**4**

<https://prichardcommittee.org/familyengagement/>

# KY Family and School Partnership Self-Assessment

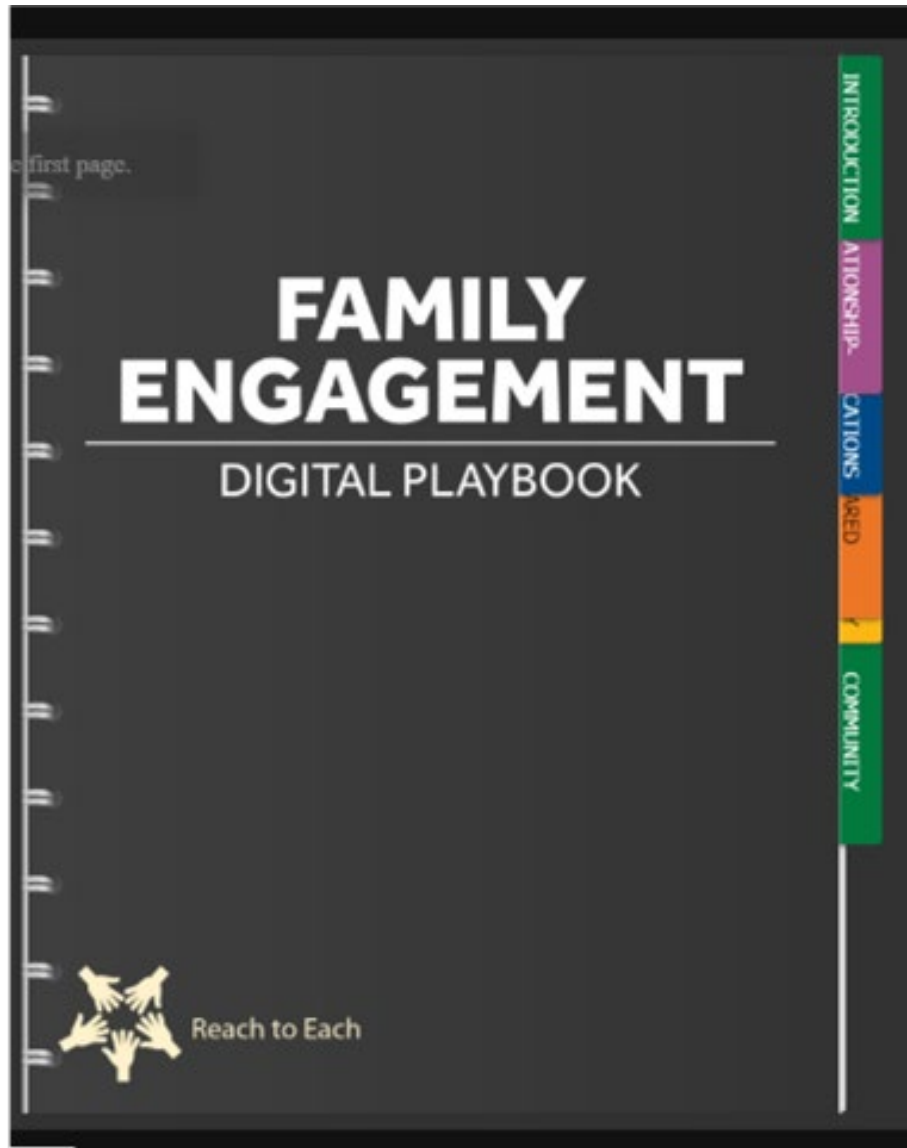


## Family Engagement Objectives

Objectives	Critical Attributes	Description of Objective
Relationship-Building (5)	<ul style="list-style-type: none"> <li>• Welcoming Environment</li> <li>• Culturally Responsive and Respectful</li> <li>• Engage Families as Co-creators</li> <li>• Relational: Build on Trust</li> <li>• Asset Based</li> </ul>	Staff build productive, meaningful relationships with student and families to build trust, confidence and authentic partnerships.
Communications (4)	<ul style="list-style-type: none"> <li>• Interactive</li> <li>• Families and Student Conferences</li> <li>• Families and Students Engage in Diverse Roles</li> <li>• Linked in Learning</li> </ul>	A variety of constructive, two-way communication flows regularly between staff, students and families about academic achievement and individual needs.
Shared Responsibility (3)	<ul style="list-style-type: none"> <li>• Linked in Learning</li> <li>• Collaborative</li> <li>• Parents in Leadership and Decision-Making Roles</li> <li>• Honoring Parents' Funds of Knowledge</li> </ul>	Staff ensures that families have multiple learning opportunities to understand how to support their student's learning and to participate in decision-making and school improvement efforts.
Community Partnerships (4)	<ul style="list-style-type: none"> <li>• Effective Partnerships Supporting Student Improvement</li> <li>• Sustainable Infrastructure and Resource Processes</li> <li>• Meaningful Community Integration</li> <li>• Systemic Wholeness Approach</li> </ul>	Staff engages and partners with community members and families to plan and implement substantive work to improve student achievement and school improvement.



# Digital Playbook



## Resources matched to Objectives:

1. Relationship Building
2. Two-way Communication
3. Shared Responsibility
4. Advocacy
5. Community Partnerships



## Kentucky Collaborative for Families and Schools

The Prichard Committee



## 2022 FAMILY FRIENDLY SCHOOLS CERTIFICATION APPLICATION OPENS

### MARCH 1, 2022

Stays open through November 1, 2022

(New applications reviewed and awarded monthly)

Learn more here: <https://bit.ly/ffscertification>



# KY Family Friendly Schools Certification

## Requirements

- Level 3 on Self-Assessment
- Training: at least two teachers, two parents and one building leader complete modules
- Develop a Family Engagement Action Team
- Have an evaluation process
- Submit an [application](#) each year

## Application Timeframe

- March 1 - Nov. 1: Applications reviewed monthly
- November: Statewide Recognition during KY Family Engagement in Education Month celebration
- [KDE Strategic Dashboard](#): Family Engagement Indicator