

The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the center of the image.

Family Partnership Council (FPC)

Sept. 8, 2022

Updates from Commissioner Glass

FPC Member Updates

- Mona Smith, Central Kentucky Educational Cooperative, Kentucky Teacher Intern Suggestion
- Tom Haggard, Kentucky Out of School Alliance, Engage Every Student and Out-of-School time
- Melissa Goins, FRYSC, FRYSC Update

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Family Partnership Council

Dr. Nicole Fields
Dr. Damien Sweeney

Office of Teaching and Learning
Diversity, Equity, Inclusion and
Belonging Team

Overview of Equity Playbook and Problem of Practice [\(Click Here\)](#)

The Equity Playbook provides district/school administrators and teachers with personalized coaching on evidence/research-based practices, content and resources to address opportunity gaps in one or more of the following areas:

- Student achievement
- Utilization of funding and resources
- Disproportionality relative to student discipline
- Culture and Climate
- Highly effective staff and high-quality instructional resources

Questions for Family Partnership Council

- What resources can the Family Partnership Council lift-up that we can specifically add to our Equity Playbook library of resources if an educator asks for personalized coaching on family engagement?
- How do these resources reflect equity?
- Are there resources that help educators learn how to best collect quantitative and qualitative data around family engagement?
- Are there resources that center conversations around family engagement which also utilize best practices learned from the book “Street Data?”
- How can schools/districts tap into the Family Partnership Council and the Prichard Committee to learn more about these topics?
- How can schools/districts be recognized for their approach to family engagement and how can we be sure this recognition system is equitable?

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Kentucky United We Learn

Karen Dodd, Chief Performance Officer



United We Learn (1)

- **Commissioner's Listening Tour-** In the spring of 2021, Commissioner of Education Jason E. Glass held a series of 13 virtual town halls to hear from Kentuckians about what is and isn't working in education for them and their families. This was accomplished through empathy interviews conducted by Kentucky students.

United We Learn (2)

- **Kentucky Coalition for Advancing Education-** A diverse group of more than 60 stakeholders from across the Commonwealth was formed in June 2021 to dig into the information from the town halls and do more empathy interviewing to create a report called United We Learn: Hearing Kentucky's Voices on the Future of Education which has become the vision for education in Kentucky.

United We Learn (3)

- **Kentucky Education Summit-** The statewide summit, held in November of 2021, focused on the future of K-12 education in the Commonwealth. Over two days, the event pulled in some of the nation's top education reform leaders to help begin a discussion about how to build a stronger education system with high standards in Kentucky. We launched the United We Learn vision at the summit.

United We Learn (4)

- **Kentucky United We Learn Council-** This council is currently being formed. Its purpose is to give a broad stakeholder voice to the process of learning from the Kentucky United We Learn work underway in the field and then evaluate and recommend strategic practice, policy and investment ideas to state policymakers and the broader Kentucky community. The commissioner and KBE chair will work with staff, the Kentucky Board of Education and if necessary, the Kentucky General Assembly to respond to the Kentucky United We Learn Council's recommendations.

United We Learn (5)

How You Can Help

- How can members help spread the word about the Kentucky United We Learn vision?
- What are other outlets for sharing the United We Learn Council membership application and informational document?

Local Laboratories of Learning (L3s)

Sarah Snipes, Program Manager, Division of Innovation

L3 Project Goals

- Create new approaches for local assessment and accountability to bring the greatest positive impact to those currently least well-served
- Influence KDE's thinking, shape Kentucky policy, contribute to the argument for greater federal flexibility if needed
- Deeper partnership and trust between teachers, families, learners, and school/district leadership in each of our communities
- Create tangible shifts in mindset, policy, and habits throughout the system

L3 Communities Across Kentucky

Cohort 1: *Fall 2021*

Allen County
Fleming County
Frankfort Independent
Jefferson County
Johnson County
Logan County
Shelby County

Cohort 2: *Spring 2022*

Berea Independent
Boone County
Bullitt County
Corbin Independent
Lawrence County
Greenup County

Cohort 3: *Fall 2022*

Carter County
Floyd County
LaRue County
Rowan County
Washington County

What are our L3 coalitions learning about INCLUSION?

“We are learning that it is not enough to merely invite participation. True inclusion is an active deliberate choice to take necessary steps to ensure all stakeholders are given voice. It ensures that historically marginalized groups are represented in ways that are affirming and true to their unique life experiences. Inclusion provides mirrors that reflect one’s own experiences and windows to see into others’ experiences with empathy.” - *Boone County*

“Inclusion takes time, strategy and intentionality along with a conscious effort to create an authentic connection with marginalized communities and stakeholders. In addition, being aware of the uneasiness that can be felt from all stakeholders coming to the table and creating an entry point for all in this work that is personalized as this process continues to unfold within our community coalition.” - *Bullitt County*

“Historically, some groups within our communities have been underrepresented in decision making for our students. Our goal is to bring everyone to the table to co-create a model that is good for all students...With inclusion, we are developing empathy for each stakeholder’s experiences and then responding to those new understandings.” - *Greenup County*

Removing Barriers for Family Partnership in L3s

Some examples -

- Childcare provided by teacher volunteers and students
- Food and refreshments provided
- Alternate meeting schedule based on coalition feedback
 - Lunch hour, mornings, evenings, virtual, in-person, hybrid
- Translation services

How can we support our teams in creating space for *belonging* - moving beyond attending to a shift for more authentic engagement?

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Questions and Feedback