

January 2024 Report



Community Feedback 2023 Family Conversation Pilot



1. EXECUTIVE SUMMARY

In fall 2023, the Oregon Department of Education (ODE) and Department of Early Learning and Care (DELIC) partnered with Oregon’s Kitchen Table (OKT) to conduct a community engagement process to hear from families and educators who participated in “the Family Conversation,” a pilot approach to support students’ transitions into kindergarten. OKT designed and hosted “community gatherings” with people who had been part of the Family Conversation in 2023 to seek their feedback. The goal of the community feedback sessions was: 1) to hear what people’s experiences in the Family Conversation were like, 2) to hear what ideas people had for future iterations of the Family Conversation, and 3) to understand how families and educators think the process might work better for families and schools in coming years. This report provides an overview of the engagement process as well as high level findings. The report contains eleven sections:

- Executive summary
- Community engagement goals and design
- Perspectives on the value of the Family Conversation for families and educators
- Perspectives on the questions used in the Family Conversation
- Feedback on communications at different phases of the process
- Perspectives and suggestions regarding the format or setting of the Family Conversation
- Experiences around the timing and scheduling of the Family Conversation
- Educator-specific feedback
- Input on topics beyond the Family Conversation
- Recommendations
- Brief conclusion
- Appendices including materials used in the OKT community gatherings

About Oregon’s Kitchen Table

Oregon’s Kitchen Table (OKT) was created as a piece of permanent civic infrastructure to bring all Oregonians to the table, with a particular focus on reaching, engaging, and hearing from Oregonians that have been left out of traditional engagement processes. OKT is a creation of the Hatfield School of Government and a group of non-partisan, non-profit community organizations dedicated to helping Oregonians share their ideas, opinions, beliefs, and resources in improving Oregon and its communities.

Using culturally specific and targeted outreach, as well as community partnerships, we work with organizers, translators, and interpreters to assure that materials and online and in-person engagement activities are available for and relevant to all Oregonians. We honor and value the wide range of values, ideas, and lived experiences that community members share with us and with public decision-makers.

The National Policy Consensus Center (NPCC) and NPCC's Oregon's Kitchen Table are housed within the Hatfield School of Government at Portland State University.

Outreach and Engagement

The OKT meetings included 24 in-person community gatherings with families, three Zoom discussions with educators across the state, and three individual interviews with families and educators. OKT heard from 232 people across these different formats. A few educators also shared some feedback via email. The schools in the pilot project invite families to the community gatherings, using materials provided by OKT. On the other hand, OKT directly invited school and district administrators and educators who had conducted, supported, or scheduled the Family Conversation for families at their schools.

Findings: Commonly Held Values and Beliefs

Across the community gatherings and individual interviews, the following commonly held values and beliefs emerged:

- **People value the opportunity to connect and engage in shared learning.**
 - Families and educators both value meeting and getting to know one another early in the school year.
 - Families value the opportunity to share who their children are, how they learn, and what can best support them in the classroom.
 - Many families also view the Family Conversation as a reciprocal opportunity to learn about the school, the teacher, and the classroom at the beginning of their child's K-12 school experience.
 - Educators value the opportunity to learn about their students and their students' families.
 - Many educators and families would like ongoing or follow-up opportunities for families and educators to connect and share what they think on a wide range of school-related topics.

- Educators and families have an appreciation for each other and how they care for students.
- **People have communication and linguistic needs related to the Family Conversation.**
 - Families and educators both want clear and early communications about the Family Conversation, covering everything from what to expect to how it may impact the school calendar or schedule.
 - People said that support for many languages is important at all phases of the process, from initial explanations of what the Family Conversation is to scheduling to the Conversation itself to following up.
 - Educators, administrators, and families see the need for designated staff (beyond the kindergarten teacher) to support the Family Conversation process, including staff who speak the languages that families in the school prefer.
 - Families would have liked to have some part of the Family Conversation touch on cultural customs or celebrations.
- **People want more information and a better understanding of how the Family Conversation fits into a larger context.**
 - Many families would appreciate having time to think about their responses or to get a clearer sense of what the meeting would cover.
 - Both families and educators expressed confusion and had questions about the portion of the Family Conversation that focused on children’s experiences prior to starting kindergarten. They want to know what Oregon is hoping to learn from their responses.
 - Many people want to know how the state plans to use information gathered during the Family Conversation.

Findings: Areas of Disagreement

There were, however, a couple of areas where people held different values and beliefs. These include:

- People disagreed about whether the Family Conversation should focus more on academic topics. Some families would prefer questions that focused on academic topics while some families want to see more questions about their child’s personality, strengths, and approaches to learning.
- Families’ experiences and levels of trust in their schools or in ODE (as a state agency) affect their approach to the Family Conversation.

Recommendations

As ODE and DELC consider ways to adapt the Family Conversation for the future, we recommend that the staff from both agencies pay particular attention to the following recommendations, based on what we heard:

- Offer a variety of supports from ODE and DELC based on schools' different existing processes for welcoming kindergarteners;
- Provide more clearly defined communications for both educators and families about the Family Conversation;
- Provide more clarity related to how the Family Conversation might differ from other types of established family-teacher interactions;
- Expand supports for educators in implementing the process, such as guidance on how to respond to or follow up with families;
- Consider whether any policy changes at the state level might need to occur to more easily integrate the time it takes for schools and educators to plan for and conduct the Family Conversation;
- Offer example or model timelines for schools to demonstrate when they could set up Family Conversations in a variety of school calendars or schedules.

We also recommend schools consider the following suggestions made by families to improve Family Conversations and to continue to build meaningful connections among families and educators:

- Think about a “whole community” approach, with different types of school staff playing a role in welcoming families throughout the Family Conversation;
- Consider how current or experienced families may be able to support incoming families with the Family Conversation, particularly if there are multiple cultures and languages in the school community; and
- Share communications about the Family Conversation as early as possible, at multiple points, and in multiple formats so both educators and families know what to expect.

And, finally, we recommend ODE, DELC, and schools and district explore ways for peer-to-peer learning and support to happen, connecting educators and administrators who now have experience implementing the Family Conversation with educators and administrators who are new to the Family Conversation approach. This would help establish best practices that all schools in Oregon can use to

integrate the Family Conversation as an ongoing practice for kindergarteners, families, and educators at the beginning of every school year.

Conclusion

Over the past two years, in hearing from hundreds of Oregon educators and families, we heard strong support for this approach to welcoming students to kindergarten. Families and educators value the dedicated time to meet together and talk about their student, the classroom, and themselves. Of all the challenges, clear communication at different phases and in all languages spoken in a school community repeatedly rose to the top. Over time, as the Family Conversation becomes a recognized and anticipated step for entering kindergarten, some of these communication challenges will ease; however, in the meantime, ODE and DELC will need to consider further adjustments in communications and materials to support educators and families.

There are now hundreds of families, teachers, administrators, and other school and district staff from very different Oregon communities who have learned what does and doesn't work for their schools in implementing the Family Conversation. We encourage ODE and DELC to partner with those experienced communities who can share their stories, lessons learned, and successful approaches with their peers. These 30-plus communities will be important partners in helping to advance the Family Conversation across all Oregon communities.

2. COMMUNITY ENGAGEMENT GOALS AND DESIGN

Background

Beginning in 2013, The Oregon Kindergarten Assessment was given each fall to entering kindergartners to assess three core areas of learning and development: early literacy, early math and interpersonal/self-regulation skills. In 2020 and 2021, the State Board of Education suspended the Kindergarten Assessment because of the complicated nature of implementation in the midst of the pandemic. Since then, the Oregon Department of Education (ODE) and Department of Early Learning and Care (DELIC) have worked with Oregon communities to redesign the tool to better ensure a meaningful transition for students as they begin kindergarten and their K-12 experience. The redesigned “Early Learning Transition Check-In: A Collaborative Engagement with Community” included an opportunity for families and educators to meet together at the start of the school year. In 2022, ODE and DELIC first piloted this approach as the Family Interview with nine schools. . After receiving feedback from participating families and educators, ODE and DELIC made adjustments to communication and professional learning materials and then conducted a second pilot year, re-named “the Family Conversation.” The Family Conversation approach is intended to meet the following goals:

- To meaningfully support families in building relationships with their kindergarten educators by inviting the families to share about their experiences before kindergarten.
- To collect a statewide snapshot of data about children and families as the children begin kindergarten.
- To inform state-level decisions about Oregon’s early learning and care sector.

After the first cycle,, ODE and DELIC recruited more schools to join the 2023 pilot. After the Family Conversations were completed in fall 2023, ODE and DELIC partnered with Oregon’s Kitchen Table to host “community gatherings” among families from schools that had participated in the Family Conversation as well as with educators who had coordinated and conducted the Family Conversation. These community gatherings will inform ODE and DELIC as they continue to refine the Oregon Kindergarten Assessment.

Engagement Goals

The goals of the Oregon's Kitchen Table community gatherings were as follows:

- To hear from as many families and educators as possible who participated in the 2023 Family Conversation pilot;
- To learn about people's experiences with the Family Conversation;
- To understand what would help make future Family Conversations more welcoming, comfortable, and accessible for families;
- To understand what resources, supports, and approaches might make it easier for schools and educators to coordinate and conduct the Family Conversation;
- To build connections among families in kindergarten classrooms participating in the Family Conversation; and
- To identify any additional ideas that people think would improve the Family-Conversation-approach to support students as they enter kindergarten.

Engagement Activities

Oregon's Kitchen Table conducted the following engagement activities from September to November 2023:

- 24 in-person community gatherings with families who speak English, Spanish, Mandarin, and Russian
- Three virtual community conversations with educators over Zoom
- Five individual interviews with families and educators who requested them

The in-person community gatherings included::

- Food from local area restaurants or, in the case of one school district, from the district's dining services
- Supervision and activities for children so parents or caregivers could more fully participate in the conversations
- English, Spanish and Russian speaking facilitation teams
- Spanish and Mandarin interpreters

Oregon's Kitchen Table worked individually with each school to identify what language supports would be helpful for families. Oregon's Kitchen Table also responded to requests for individual interviews to best meet preferences for privacy and access. Families and educators who took part in the community gatherings and individual interviews received a \$50 stipend.

Participation

In 2023, a total of 31 schools participated in the Family Conversation pilot. The schools were located across the state and included schools in rural areas, small cities, and large metropolitan areas. Families and educators from 28 schools shared feedback in some form, either by attending an in-person family community gathering or attending the online educator Zoom feedback sessions, or providing feedback through an interview with OKT staff by phone, Zoom, or in-person. Two schools did not have families who participated in the community gathering; one of those schools also did not have educators provide feedback. Five of the participating schools were also part of the initial pilot year in 2022. Three of the schools have bilingual programs. About half of the schools have a high number of families who speak a language other than English. Figure 1 shows the general areas where the 28 schools are located.

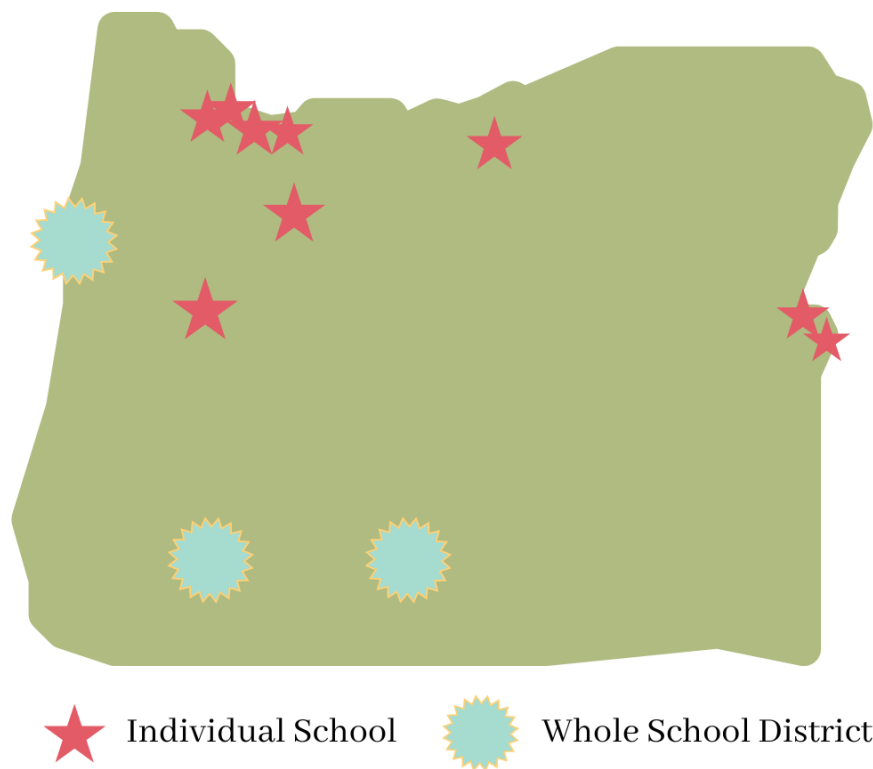


Figure 1. General locations of the districts and schools that participated in the OKT educator and family gatherings

Overall, 232 people took part in the community gatherings. These included:

- 205 family members
- 27 educators
- Approximately 25 family members indicated that they were from primarily Spanish-speaking households and one family indicated they were from a Russian-speaking household
- Several families at many of the schools also shared that their students experience a disability.
- Two to twenty-nine people participated in an individual family gathering, and the average gathering had about five participants.
- Five people shared their feedback in an individual interview.
- The majority of participants across the state are from a school in a rural community (161 families and 22 educators) versus urban area (44 families and 5 educators).

3. Value of the Family Conversation Approach

During the 2023 community gatherings, we heard some of the same themes that we heard from families and educators in 2022. Across both years, many of the families and educators reported that they valued the opportunity to share information about their children or to learn about their students during the Family Conversation. We also frequently heard great appreciation for kindergarten educators in almost every family conversation, and a strong sense of pride for school communities from educators and families. Families across schools echoed each other when they boasted, “We have the best teacher!”

“Una experiencia única me gusto mucho el uno a uno con la maestra. Ella interactúo con mi hijo y así creó confianza.” / “A unique experience, I really liked the one-on-one with the teacher. She interacted with my son and created trust.” – Family

Many of the educators also expressed that they found the Family Conversations valuable because they provided an opportunity to learn about the children in their classes and to start to build relationships with families. One educator referred to it as “opening a door to communication” with their families.

"I thought it was a great program which gave me insight to my student's school background prior to school starting. As well as parent's wishes/concerns in regards to their child. I felt that it help(ed) set up for a successful school year." - Teacher

Some teachers noted that having this kind of conversation at the beginning of the school year allowed them to more quickly connect families with a variety of resources and to let other school staff (counselors, administrators) know about their students' needs. Administrators who participated in coordinating the process also shared the importance of having even just a small amount of time – either in scheduling the conversations or in greeting families as they arrived for the conversations – to make the connection and create a sense of familiarity for the students and families with other school staff. A number of educators and administrators who had been at Oregon schools prior to 2020 also reported that they found the Family Conversation to be a more useful approach to welcoming and learning about kindergarteners than the Kindergarten Assessment that had been in place prior to 2020.

"Anything you can do to establish a positive relationship right out the gate is going to set everyone up for success, even if we aren't seeing the fruits of those labors right now."- Administrator

During the 2023 gatherings, we also heard more details about who the Family Conversations seem to be most valuable for. Families who shared that their kindergartener this year was their first child to enter into the school were more likely to voice a higher value or more appreciation for the Family Conversation. The Family Conversation was less valuable for families who were already familiar with or had connections to their school. Some educators also described existing relationships and connections with families, because the larger community was small and feels tightly knit.

"Families have been here for a long time and have older siblings. Relationships are already strong. New incoming kinder families choose us because of us being a small knit community. A lot of that benefit is already there." - Educator

While those educators and some families viewed the Family Conversation as less critical in getting to know each other and establish relationships, they often still voiced appreciation for the Family Conversation. They found the dedicated time to focus on the student in the kindergarten classroom setting was important, even if they already had an existing relationship. Most families who shared that they already knew the teacher or staff at the school – either through wider community connections, older siblings, or even in some cases because the educator is a family member – still found some value in the approach.

At our Back-to-School night, people filter in and out. There's not scheduled time. I want to sit down with them and tell them how happy I am to have them here. Having the Conversation was a great way to do that." - Teacher

"For those who already have older kids in the system or the school, we've already done this and know the ropes. So, this might be better for newer parents or those new to the school." - Family member

While many families said that they love the approach to getting to know their student as a person and find out about what brings them joy and what hopes the families have, others shared concerns about a lack of focus on academic topics in the Family Conversation. Several families in a few different schools wondered when an assessment of their child's understanding of academics like letters or numbers would be conducted. Others also hoped the Family Conversation would offer some opportunity to explore those topics with the teacher. We heard confusion about the distinctions between the Family Conversation, academic assessments, and teacher conferences. For those families who had an expectation that the Family Conversation would cover those topics, we heard a sense of disappointment, frustration, and less value for the approach over all.

In schools where participants expressed some level of mistrust either of the school itself or ODE, they also shared more suspicion about the motives for conducting the Family Conversation. At some schools, families who expressed distrust toward their school, the district, or ODE also approached the Family Conversation with hesitation or even suspicion. Some educators reported feeling like their families need a lot of reassurance that the Family Conversation was intended as a way to get to know each other and the incoming kindergarteners. On the other hand, families whose child had either attended an early learning program (such as preschool) or received services (speech language therapy, for example) shared that they had experienced a similar conversation when entering that earlier setting. Those families expressed both recognition of the process in general and an understanding of the purpose of it for the teacher.

"There is a lot of guardedness in this community. Our school has worked really hard to be supportive so families feel like they can come to us. It would be helpful if they could emphasize that the information is confidential but will be used to help your student. Just continuing to build that trust." - Family member

4. Feedback on Questions

In general, both educators and families were satisfied with the questions asked during the Family Conversation. Both families and educators wondered if some of the questions could be framed as quantitative options rather than open-ended. Families described feeling like that might be easier for them to answer in the moment while educators thought this could be more useful for statewide data collection.

As noted in the section above, some families would have preferred questions that focused on academic topics and some families wanted to see more questions about their child's personality, strengths, and approaches to learning. While some families embraced questions about joy and hopes, others said they struggled with responding to questions about hopes in the moment. Many families said they would appreciate having the time to think about their responses or to get a clearer sense of what the meeting would cover.

In one gathering, families offered suggestions related to the question on hopes and dreams. They suggested:

- Re-order the questions to give parents some time to think about what hopes or dreams they had for their child;
- Narrow the scope of the question to focus particularly on school, the upcoming school year, or their first week or month of school; or
- Begin with a question like “We just want to get to know your child. Could you tell us a funny or memorable story about your kid?” to start with relationship-building before moving to hopes and dreams.

“It was nice to have someone talk to me about what brings my child joy and that my kid is not just another number in the classroom. That’s important, especially going to kindergarten, and it can be terrifying for a young child.” – Parent

Several families at different schools would have liked to have some part of the Family Conversation touch on cultural customs or celebrations, either for the families themselves or for what the school did already. We heard this from a couple of urban schools as well as rural schools.

Confusion about Purpose or Goals of Particular Questions

As in 2022, both families and educators expressed confusion and had questions about the portion of the Family Conversation that focused on children's experiences prior to starting kindergarten. More than any other part of the Family Conversation process – besides scheduling

issues at particular schools – this set of questions stands out as the part that raises the most concern, confusion, and curiosity from both families and educators.

“In the way the question is worded, ‘Programs and services’ are interpreted in this community as things for people with money. In our community, people are working for the day to day to meet basic needs. How it’s worded feels exclusive, like it’s a thing parents can’t participate in.” - Family

Several educators voiced uncertainty about how the state planned to use information gathered in response to the questions. They wondered if the way the questions are currently framed gather the information the state hoped to learn. As one educator said, “When we ask this question, what are we trying to understand or get? Are they trying to track gaps?” They also weren’t sure if they were offering appropriate examples when families asked what was meant by the questions. This was especially true for the question about the services that families wished they would have been able to access. Families also shared that they weren’t sure how to answer that question and be responsive for what the educator, school, or state wanted to learn. For people in smaller, more rural communities who expressed a lack of options for families and children 0-5, they wondered if offering up ideas for what they wish existed would lead to anything or not. Were they being asked to make suggestions about what they wished was available for their child? Or were they being asked to provide insight on access, availability, and knowledge about existing services?

“I had to clarify that with the families. A lot of the families couldn’t think outside the box of “stayed home” or “preschool.” Once I prompted them more, then they were able to respond to opportunities they’d like to see.” - Teacher

Of note, families who identified as having a student who experienced a disability or who did receive services from Early Childhood Intervention programs in their area pointed to these questions as helpful. They viewed them as prompts in starting a conversation with the teacher about what might best support their child in the classroom.

Concerns or Uncertainty about how Information Would Be Used

For both families and educators, the purpose of gathering the information and who will have access to it remains unclear.. While families might have been comfortable sharing the information with the teacher in the Family Conversation setting, several people expressed concerns about who else would view it. Educators also shared uncertainty about how they could access the information gathered or their notes and whether they could keep their notes to refer to after the Family Conversation. Families also had different levels of comfort with educators taking notes during the

Family Conversation. Some families viewed the educator as listening and paying attention when they took notes. Others said this made them feel like the interaction was more an interview and less of a dialogue.

“Some of the questions felt too personal. What are they going to do with this information? I’m not sure why she needed to know this information for the classroom. It felt like they were just collecting data and unsure what to use it for.” – Family member

Concerns about Judgments

In 2022, several families described feeling like whatever situation their child was in prior to preschool would be assessed or judged as inadequate in some way. Families in 2023 echoed this concern. The child’s particular experience prior to preschool didn’t seem to matter: we heard this from families who sent their child to full-time care or preschool, as well as from families whose child remained at home with a caregiver. Most people didn’t report that the teacher conducting the Family Conversation made them feel like they were being judged; rather, they shared that the question itself made them apprehensive that they could be judged.

“It feels like asking if our kids went to pre-K; the teacher might have a bias against your child because they didn’t go to preschool or daycare.” – Family member

Reactions to the Family Conversation “Script”

This year we again heard both families and educators refer to feeling like the Family Conversation was too scripted. In 2022, many educators wondered about how much flexibility they had with the questions and how much they could veer off of the script in order to have a more “natural conversation.” A couple of educators – both teachers and administrators – viewed the scripts as helpful in giving educators a sense of how to introduce the Family Conversation concept, but families who said they thought the Family Conversation felt “scripted” framed this as a negative and wanted to have more of a “back and forth” with the teacher. Several families spoke positively about how the teacher did follow-up to their responses rather than simply moving on to the next question. They described the teacher as prompting them to share and “tell our story” rather than “just answer the question.” Families at several different schools agreed that there was an urgency to have these questions answered and nothing else discussed. A number of parents wondered how the conversation could have unfolded if the teachers had had more input or felt they could tailor questions a bit more so it is meaningful to the teacher and parent.

“It felt disingenuous, not because of the teacher but because this felt like a script. It felt like she had to go through the questions in a certain amount of time. It felt like she had to follow a set of rules.” – Family member

“I felt my teacher was considerate with the questions, and open-minded and asked good follow up questions. I felt I was interviewing the teacher as much as he was me - I got to ask a lot of questions as well. He was very accommodating.” – Family member

5. Communications

Communications about the Family Conversation

Communication about the Family Conversation continued to be highly variable depending on individual schools and even classrooms during the second pilot year. A number of schools used both the spring kindergarten round up and / or an open house prior to school starting for the year to provide information to families about the Family Conversation. Families who were familiar with their school’s existing activities around the start of kindergarten (and when there was no shift in the existing schedule) or who had taken part of an introductory conversation with a preschool teacher or other early learning setting seemed to feel most comfortable with the communications. We heard a variety of preferences for the forms of communications about the Family Conversation – from text messages to apps to letters to materials in student backpacks. No one form of communication met everyone’s needs and preferences.

They send out so much stuff, I miss things all the time. I don’t even know whether they were the teacher’s questions or the program’s [the pilot] questions. Maybe something in the mail or a separate email that we could have in advance. – Family member

For families who had no prior experiences with their school or who had different expectations around the schedule for starting kindergarten reported more confusion or dissatisfaction with the communications around the Family Conversation. This was especially true when schools or districts replaced what was typically the first week of “kindergarten ramp up” with the Family Conversation sessions and kindergarten ramp up and then the first full week of kindergarten were pushed back a week.

“When I hear “Come meet the teacher,” I think about coming into their classroom and learning about them, not the opposite. They need to be clear that this will be a conversation

about the child, their family, etc., and preface that it is about the student, not learning about the classroom.” – Family member

We also heard from a number of Spanish speaking families at several schools that there was a lack of information or clear communication about the Family Conversation in Spanish. Some families reported that they were not provided an opportunity to take part in the Family Conversation at all. It was unclear whether this was because there were not communication materials in Spanish or because the classroom teacher began their position immediately prior to or at the start of the school year or because families enrolled later. During gatherings with these families, we also heard that parents relied on school support staff – such as custodial staff or cafeteria staff – who spoke fluent Spanish for communications about school in general. Parents felt like their culture was valued and celebrated when building staff, particularly the teachers, are bilingual. At schools where families speak multiple languages, we also heard an appreciation for being able to share across culture with their teachers and school staff.

"A veces la directora me habla afuera y no la entiendo, me siento incomoda porque no entiendo." / "Sometimes, the principal will speak to me outside and try to have a conversation, and I don't understand her. I feel uncomfortable because I don't understand."
– Family member

“Me gusta que la maestra es latina, y me puedo conectar con ella. Entiende como yo le enseño a mi hijo en la casa, y entiende la cultura y lo trae a la clase.” / “I like that the teacher is Latina, and I can connect with her. She understands how I teach my son at home, understands the culture, and brings it to class.” – Family member

“It just made me feel more comfortable sharing. I'm Caucasian and Hispanic and teacher is Native American and it's great for my daughter to learn some of the Klamath language too, which i didn't know much about. She found that there were some parallels to her Latino language and culture, too.” – Family member

These experiences point to the need for repeated, clear communications in multiple languages, formats and settings and to the need for designated staff beyond the teacher to support the Family Conversation process even in the months or weeks before the Family Conversation occurs.

Communication about Purpose of the Family Conversation

Families and educators continue to want a better understanding of the purpose of the Family Conversation, and how the information provided in the conversation would be used by the school, ODE and DELC for decision making. Families want to understand who would be looking at this information, and how it might impact their students. Educators also wanted to better understand how information collected during the Family Conversation will be used at the state level. Even when parents and educators hear that the Family Conversation is intended to “Learn what is happening with children and families all over the state as they begin kindergarten” and “Bring what we learn to make decisions about Oregon’s Early Learning at all levels - local, regional, and state” (explanations provided during feedback sessions), families and educators continue to wonder what exactly or specifically the information gathered is impacting. As mentioned earlier in Section 4, these questions were focused particularly on the portions of the Family Conversation that covered early learning experiences and services prior to kindergarten.

6. Family Conversation Formats

Families and educators continued to report the use of a variety of Family Conversations formats within schools and across districts. The variety formats included the following:

- In person in the classroom during an existing time that the school already had in place for kindergarten orientation or meetings between families and educators
- In person in the classroom during times scheduled specifically for the Family Conversation, sometimes shifting the school year start time for kindergarteners by a whole week
- By phone or online meeting platform (Zoom or Google Meet) at a time school staff scheduled with parents
- Via paper or email as a questionnaire sent by the school or teacher to families

We heard from a number of educators that a phone or online meeting platform was used in order to meet families’ preferences or schedules, and at least one school said that teachers only used an email or paper questionnaire format as a last resort when they were unable to reach a family in multiple attempts to schedule an in-person meeting. The school’s Family Conversation coordinator reported that the school’s educators felt pressure to have every single parent respond to the Family Conversation questions in some way. They hypothesized that this may be because of sense that the

teachers or administration view the Family Conversation as a replacement for the Kindergarten Assessment and felt that ODE expected a full set of “data” from every student in the classroom.

Family Conversation Participants

In addition to the format for the Family Conversation, we also heard a variety of experiences in terms of who was in the room during the Family Conversation. Some families brought their children with them to the Family Conversation; others did not. We heard a mix of preferences, with some families appreciating being able to include their children and others preferring to meet alone with the teacher. There was a clear preference, however, that families wanted direct communication about whether or not the child should be included in the Family Conversation. If children are invited to attend, families also suggested orienting some of the questions directly to their child to allow them to answer in their own words and to feel included in the Conversation.

At a few schools, families met with multiple educators. This seemed to occur primarily when the Family Conversation were scheduled prior to the completion of classroom assignments and rosters. While some families shared that they like this approach in meeting more of the school community, others felt that the format was intimidating and less comfortable.

For example, in one district, schools conducted the Family Conversation with all of their kindergarten teachers together with each family. If the school has three kindergarten classrooms, each family met with all three teachers at the same time. The first two weeks (districtwide) are typically a series of half days (a “Kindergarten Ramp Up”) with all the students getting to be in each of the classrooms and with different kids. Students are then assigned to teachers and classrooms by the 3rd week once the school has a sense of how to best balance classrooms with students’ needs and strengths. The parents in this district shared that this was worth the additional effort that it takes, noting that the kindergarten experience sets up their child’s love of school and learning. They noted that the students will attend elementary school with most of these same children, so this provided an opportunity to begin to establish relationships grade-wide rather than just within the one kindergarten classroom.

Another school tried out a different approach to develop relationships between families and educators as well as among families whose children were starting kindergarten: combining an Open House approach with the Family Conversation on the same night. The school and at least one family reported facing some challenges with this combined approach, including when a family had a conflict on the date scheduled for the Family Conversation. The family then missed their opportunity to have

that meeting or interaction with the teacher; however, the OKT feedback session provided another opportunity to connect the parent who missed the Open House / Family Conversation night with the teacher. The teacher also reported that in subsequent years, they would take a different approach to better meet the Family Conversation goals.

7. Timing and Schedules

School Year Calendar

Schools utilized a couple of different approaches to how and when they scheduled the Family Conversation. This was often dependent on what format or activities schools already had in place in the years prior to 2023. A couple of schools already had a very similar approach to the Family Conversation in place, and they that they simply adjusted the questions reported back to ODE. They could use the times they'd already allocated for teachers to conduct the Family Conversation, which overlapped with a Kindergarten Ramp Up or a Phase-In week. Other schools also integrated the Family Conversation times into the Kindergarten Ramp Up week. Those schools reported the most ease with scheduling and timing when the Family Conversation occurred.

As mentioned in earlier sections, one district shifted both the Kindergarten Ramp Up week and the first full week of kindergarten back a week, using the week that had previously been the Kindergarten Ramp Up week to hold the Family Conversation. Families, administrators, and educators across this district all voiced how challenging this was for their school community for the following reasons:

- Families had to make arrangements for childcare when they hadn't expected to at a time when there were very few available options since summer programs had ended.
- Families reported their kindergarteners were confused about what "school was like" since they had one week where they briefly met with the teacher and another week where they attended only partial days with part of their class before really starting school.
- Families also shared that this was confusing for their kindergarteners, particularly when there was an older sibling or cousin who started school so much earlier
- Families and teachers had expectations about the school calendar from the spring and previous years. The calendar then seemed to abruptly shift with little warning.

- Teachers and families were both concerned about missing a whole week of learning and feeling anxious that their kindergarteners would “be behind.”
- Teachers shared the challenge of then having to hold parent-teacher conferences and issue report cards for the first quarter after only a couple of full weeks of being in the classroom.

During our feedback sessions with families and educators from these schools, the shift in the calendar for kindergarteners overshadowed the actual experience of the Family Conversation.

Days / Times

Almost every family and educator said that the Family Conversation at their school took place during the day (before 5pm) during the school week (Monday through Friday). Families said they mostly were able to make this work, particularly if they could use their lunch break from work to participate. Several families did report that it was challenging, however, for multiple caregivers to participate and often one parent or one caregiver attended alone because of work. Several educators also shared that they thought some of their families didn’t participate because of the times available for the Family Conversation. Most people acknowledged that these times were simply the reality for when teachers could participate, given their work day and other obligations they might have outside of school.

Family Conversation Length

Families all had different experiences with the length of each individual Family Conversation. Overall, many families liked it most when the conversations were 30-45 minutes long and embedded in other forms of welcoming families. Families who reported having less than 20 minutes generally shared that the length of time was unsatisfactory for them. They didn’t feel like they could thoroughly share about their student and they didn’t feel like there was any time to ask their own questions.

“We did 15 min time blocks and that felt a little tight. I think we should offer parents the opportunity to not feel rushed and give them some more time. We could do that as a smaller school but I don’t think a larger school would be able to.” - Educator

How the Family Conversation Fits with Larger School Schedule

One of the frustrations we heard from families this year was that many families came to the Family Conversation hoping to gain logistical information about school and expectations for them and their kindergarteners. We heard this desire from several schools in very different settings, from large, urban schools to smaller, rural schools. As mentioned earlier, families also were confused about the purpose of the Family Conversation versus a teacher conference, and some families expected to hear about progress markers for their kindergartener at the Family Conversation. Family members at several schools expressed wanting to come out of the Family Conversation with information about the school, what to expect, how to prepare their kids – the nuts and bolts of being in school.

8. Educator Specific Feedback

Roles for Educators and Administrators

The roles of educators and administrators in the Family Conversation were variable among school districts and individual buildings. The most common way schools managed scheduling the conversation was to have building principals identify the broad time frame, and educators scheduled directly with families. In some smaller communities, educators took on multiple roles, including setting the time frame, conducting the conversations, and coaching other educators and sometimes the educators of a school new to the pilot program. In some communities, other school staff members –such as such as the family or community engagement liaison or an instructional specialist—took responsibility for scheduling.

One school site took a unique approach to the Family Conversation and invited other staff members, such as school counselors and speech pathologists, to attend the conversation. This allowed educators, families, and specialists to connect and make referrals in real time. The families that took part in this model spoke very favorably about the opportunity to connect with school support systems ahead of the school year. Another school described an approach for families to meet multiple staff members, starting with the office staff upon entering the building then moving towards the kindergarten hallway where an instructional specialist was set up to greet families before they

entered the classroom to meet with the teacher and to say good-bye once the Family Conversation was over. One parent talked about how important a cafeteria staff member has become for sharing information and school updates with their family, especially because their child's teacher does not speak Spanish and the cafeteria staff member does.

Both educators and families shared ideas about roles that could be helpful in implementing the Family Conversation. One parent recommended assigning one educator per building as a "project manager" to oversee the Family Conversation and ensure appropriate and timely implementation. When this did happen at a participating school, educators reported that they also felt this kind of role was crucial in helping to make the process run more smoothly and to support teachers in conducting the conversations.

"This needs a project manager or something at the school to ensure everyone is getting the information and questions in the same way. It should be standardized. We all got it in different ways at different times, but need to make sure things are consistent and accessible."
- Family

Materials / Resources from ODE

Administrators believed that ODE's resources were shared with school districts with plenty of time in advance of the Family Conversation. Several teachers, however, shared that, even though administrators had access to ODE's materials in late spring, they did not receive the materials until shortly before the start of the school year, often during the pre-service days. Because of this, some teachers felt overwhelmed by the materials. They would prefer to hear from ODE directly about the Family Conversation in late spring, as opposed to waiting to hear from their schools or districts in late summer.

Overall, educators responded positively to the training materials from ODE. A couple of people cited the Implicit Bias Training Modules as useful. One resource that many educators pointed to as the most helpful was the live Q & A. Some educators reported, however, that because they received the materials so late, they were unable to participate in the live Q & A. Several educators also would have liked to have multiple opportunities to join a live Q & A spread out across months, particularly in the weeks immediately before the start of the school year. One administrator referred to other processes with ODE and said that they found multiple opportunities for live Q & As to be critical for schools and educators in adopting new approaches.

Both educators and administrators reported that ODE and DELC were responsive to emails and useful resources for information. In particular, educators appreciated that there were

designated people they knew they could turn to for answers to questions and to check assumptions about the Family Conversation. One person emphasized how key those people will continue to be for future roll outs as more schools implement the Family Conversation for the first time. “One piece of advice I would give schools doing this for the first time is to make sure they know they can call or email ODE. Don’t be afraid to reach out to them. They’ll help you,” she said. “I knew I could call them and they’d explain what I had to do.”

Advice for Other Educators

During OKT’s feedback sessions and interviews with educators, we asked for one or two pieces of advice that they would want to convey to schools new to the Family Conversation. Educators shared what they thought was helpful for their schools this year, from mindsets to more logistical pieces. These included the following in their own words:

“When you’re sitting across from the parent, be as warm, open, and friendly as possible. Try to put yourself in that person’s shoes. Not everyone feels comfortable walking into a school. Parents’ own experiences influence how their kids feel coming into school.” - Principal

“Focus on what you can control: the one family in the room, get to know them. Conversations won’t all be the same. Some will break your heart, but that’s why you can only focus on building relationships.” - Teacher

“If you are a teacher and you’re not sure about something, don’t hesitate to ask someone. Your district’s curriculum person, ODE. I hope someday to be a resource for someone. And don’t be afraid to practice with a colleague!” - Educator

“Include support staff as greeters and to support families.” - Principal

9. BEYOND THE FAMILY CONVERSATION

For many families, the OKT feedback sessions were the first time that they gathered with other families to talk about an experience they had with their children’s school. Many people shared that they wanted more opportunities to offer their thoughts and ideas with school staff on a variety of topics. A few people shared that they think the Family Conversation has created more connections or has opened up an opportunity to begin a conversation that they could then follow up about in further exchanges, even if just via an app.

I do have more volunteers this year than I have had in a while. Parents seem more comfortable, I'm more comfortable with parents coming into the classroom." - Teacher

While we intended OKT's feedback sessions to focus on the Family Conversation themselves, families often took the opportunity to talk about a wide variety of school-related topics. Some of these intersected with how families approached the start of kindergarten for their children or provided background for how they experienced those interactions with teachers and the school system as a whole. Of note, families participating from urban areas (the Portland Metro area and Eugene) frequently focused on giving feedback on the Family Conversation experience while families participating from smaller, more rural parts of the state had more feedback about the education system at large and how schools connect with the state.

"Hacer mas actividades para que padres se conozcan, y que tambien los niños se conozcan antes de que empiece la escuela. Si hubo un evento de PTA, pero fue de toda la escuela, y habia mucha gente. Seria mejor si fuera algo para los niños mas pequeños y los que apenas estan entrando." / "Do more activities so that parents get to know each other and also for children to get to know each other before school starts. The PTA gathering was for the entire school, it would be better if it were something for the younger children and those who are just starting out." - Family member

Below are some themes that arose unrelated to the specifics of the Family Conversation:

- Families and children continue to feel an increasing amount of stress. We heard multiple stories across regions about "tough days" (dysregulation, behavioral needs) being more and more the norm. Some educators did express hope, however, that they felt like they were starting to see less dysregulation or behavioral needs with this year's class of kindergarteners, who were barely toddlers at the start of the Covid pandemic.
- In 2022 a number of families and educators expressed concerns about a growing number of children entering kindergarten not fully potty trained and still in pull ups. We heard this again in 2023. While some framed this as a continuing and increasing trend post-Covid, others felt that this was a longer-term trend starting before Covid.
- Many family members who attended the OKT feedback sessions spoke about their kindergarteners experiencing learning disabilities or special needs. These may be the families who choose to attend the OKT community gatherings to give feedback about their experiences with the Family Conversation, but it is worth noting that

almost every OKT family gathering included one or more families whose children experienced special needs.

- While families in smaller, more rural communities mostly shared feelings of pride in their school community and appreciation for their teachers, they also often raised concerns about a lack of opportunities or resources for families with young children, from childcare to early learning to social and recreational opportunities.

While some of this feedback could be considered outside the scope of the Family Conversation, a good deal of this input intersects with how families approached the start of kindergarten for their children or provides background for how they experienced those interactions with teachers and the school system as a whole. Oregon's Kitchen Table provided any school-specific feedback to each participating school principal during the course of the project.

10. RECOMMENDATIONS BASED ON WHAT WE HEARD

As described above, families and educators provided many ideas for improving the Family Conversation process. Some of these ideas pertain to the process as a whole while others pertain to how particular schools or districts implemented the process for their communities. The following outlines areas of the process for state agencies, schools, and districts to consider based on what we heard from families and educators.

Recommendations for ODE and DELC

As ODE and DELC consider how to adapt the Family Conversation for the future, we recommend that staff pay particular attention to the following recommendations, based on what we heard:

- Offer a variety of or layered supports from ODE and DELC based on schools' existing processes for welcoming kindergarteners;
- Provide more clearly defined communications for both educators and families about the purpose of the Family Conversations and what information will be shared and with whom;

- Provide more clarity around how the Family Conversation might be different from the Kindergarten Assessment and other established family-teacher interactions (such as conferences or other assessments);
- Expand supports for educators in implementing the process, such as guidance on how to respond or follow up with families;
- Consider whether any policy changes (e.g. related to school calendars or instructional hours) at the state level might need to occur to more easily integrate the time it takes for schools and educators to plan for and conduct the Family Conversation, particularly if schools need to adjust instructional hours within their calendar to fit in time for the Family Conversation; and
- Offer example or model timelines for schools to demonstrate when they could set up the Family Conversation in a variety of school calendars or schedules.

Recommendation for Schools and Districts

While ODE and DELC can provide guidance and training and share models or examples with schools and districts, much of the implementation of the Family Conversation rests with schools and districts. Some of the feedback that educators and families shared pertain to choices their individual districts or schools can make, particularly around communications, scheduling, and format. This feedback is shared in sections above and vary based on individual school communities. There are, however, a couple of suggestions based on what we heard that schools and districts across the state could consider. These serve schools in both implementing the Family Conversation and in continuing to build meaningful connections among families and educators.

- Think about a “whole community” approach, laying out different roles for administrators, educators, and other school staff to all play some part in coordination and communication and welcoming families when they come for their Family Conversation;
- Consider how current or experienced families may be able to support incoming families or assist in outreach to communicate about what the Family Conversation is. This may be especially helpful if there are multiple cultures and languages in the school community; and

- Share communications about the Family Conversation as early as possible (such as during Kindergarten Round Up activities and in the spring for educators), at multiple points (when families register, during any summer programming), and in multiple formats so both educators and families know what to expect.

Recommendation for ODE, DELC, and Schools

In 2022, OKT recommended that ODE and DELC consider how they might create a peer-to-peer support network for both families and educators... One school who participated in the 2022 pilot opted to participate again and tested out this idea with a school in their district who joined the 2023 pilot.. The “experienced” school held meetings with the educators in the “new” school early on in the 2023 pilot to share what lessons they’d learned and offer tips and advice. The educators in the school taking part in the pilot for the first time reported how helpful this was for them and that what they learned in this exchange helped them easily integrate the Family Conversation into the beginning of the school year.

We recommend ODE and DELC continue to encourage such peer-to-peer support by inviting “experienced” educators and administrators to take part in training sessions and share their experiences, stories, and advice. We also recommend that “experienced” schools offer to coach or advise other schools in their districts who are new to implementing the Family Conversation. “New” schools could consider reaching out and connecting to one of the “experienced” schools, either in their district or another district.

11. CONCLUSION

Over the past two years of talking with hundreds of Oregon educators and families who participated in the Family Conversation, we heard strong support for this approach to welcoming students to kindergarten. A significant majority of families and educators believe that it was worthwhile, despite different challenges in implementing it at some schools. Families and educators value the dedicated time to meet together and talk about the student, the classroom, and themselves. Of all the challenges, clear and culturally appropriate communication rose to the top. This includes

how ODE, DELC, and schools talk about the purpose of the Family Conversation and use of the information shared during it. It also includes ensuring that educators and families have linguistic support to be able to clearly communicate with each other, in planning for, conducting, and following up from the Family Conversation.

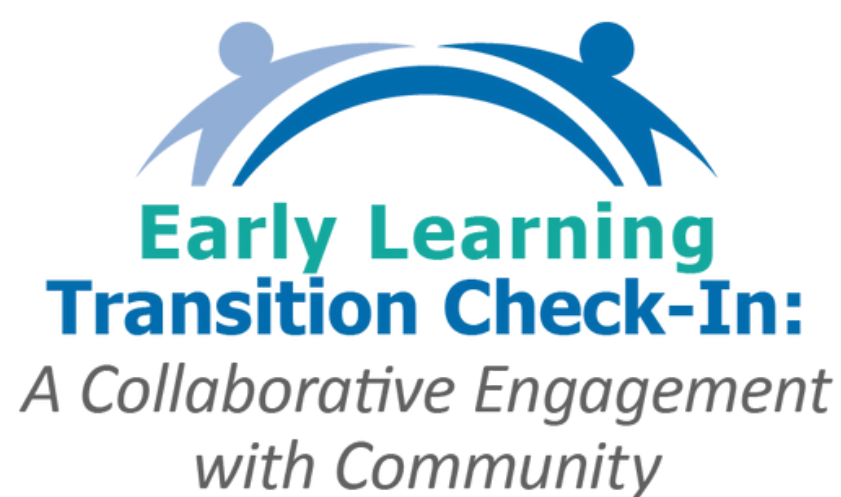
There are now hundreds of families, teachers, administrators, and other school and district staff from very different Oregon communities who have learned what does and doesn't work for their schools in implementing the Family Conversation. These experienced school communities can share their stories, lessons learned, and successful approaches with their peers. The past two years have created a foundation that ODE and DELC can continue to build on and strengthen in partnership with communities around Oregon as the state takes the next steps to implement the Family Conversation at the statewide scale.

APPENDIX A. Background Materials for the Family Conversation:

- Purpose of the Family Conversations
- Questions used in Family Conversations

APPENDIX B. Agenda and Questions for Family and Educator Community Gatherings to Provide Feedback

- Agenda for family gatherings
- Questions to guide discussion for families
- Slides from educator gatherings



Why are we doing the Family Conversation?



Learn what is happening with children and families all over the state as they begin kindergarten



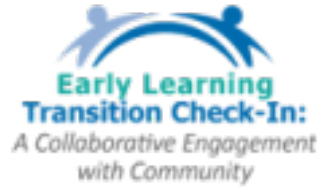
Bring what we learn to make decisions about Oregon's Early Learning at all levels - local, regional, and state.



Support families and kindergarten educators connect

To learn more, visit oregonearlylearning.com/PreKCheckin or email questions to PreKCheckin@ode.oregon.gov.

Appendix A. Background Materials for the Family Conversation



Fall 2023 Pilot: Family Conversation Questions

What are your hopes and dreams for your child?

What brings your child joy?

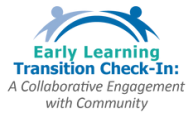
What kinds of child care did your family have for your child? For example, were they cared for only by you or another parent or guardian? Or was your child cared for by other people, like friends, other relatives, or teachers?

What experiences, programs and/or services did your child receive or participate in to help them learn and grow?

Of the experiences, programs and/or services you just mentioned, which one would you say was the most helpful to your child and your family?

Which experiences, programs and/or services do you wish your child had received?

What else would you like for me to know and understand about your child or your family?



We hope that your child's kindergarten year has started off well for them and you.

As someone who participated recently in the Family Conversation with your child's kindergarten teacher, we now invite you to share your experience! During the Family Conversation, your child's teacher and you had a chance to connect, talk about your child, and ask questions.

We invite you to join a community gathering with other families from your child's school to share your feedback. Oregon's Kitchen Table - a program that creates ways for people in Oregon to share what they think about important issues with decision makers - will be hosting this gathering for families to share their feedback. There will also be time for families to connect with each other over food.

Details

- DATE, 2023, TIME, LOCATION
- \$50 stipend (paid by check, not cash) for your time in sharing what you think
- Register at <https://bit.ly/LINK>

What to expect

- We want to learn from you about your experiences in the Family Conversation.
- We also want to hear your ideas for how the Family Conversation could be most welcoming and comfortable for families in the future.

How will feedback be used?

- Oregon's Kitchen Table will provide a summary report to the Oregon Department of Education (ODE) and Department of Early Learning and Care (DELIC) from this and community gatherings at other schools.
- None of the responses will be tied to your name or anything else that identifies you in the summary report.
- Your feedback will help ODE and DELIC create ways to support Oregon families and children as they enter kindergarten.

Learn More

- About the community gatherings for feedback: reach out to Oregon's Kitchen Table Project Manager Sarah Giles (sagiles@pdx.edu)
- About the Family Conversation: visit www.oregon.gov/delc/families/pages/early-learning-transition.aspx, email questions to PreKCheckin@ode.oregon.gov.

We look forward to being with you at the community gathering on DATE

Gathering with other Families about the Kindergarten Family Conversation

Our Discussion Today



- Welcome!
- Information
- How our conversation will go today
- Talk about three main topics
- Thank you!

Think about your experience with the Family Conversation. What was a memorable experience you had from the Family Conversation with your child's teacher?

How did you feel about the questions the teacher asked?

How would you design this process for the next group of families?

EDUCATORS' FEEDBACK SESSION
FAMILY CONVERSATION

Appendix B. Agenda and Questions for Family and
Educator Community Gatherings


WELCOME!

As you join, share with us by chat:

- Name
- Where you're joining us from today
- One celebration or success from the start of this school year

WHO WE ARE

Conversation Hosts
Sarah
Meaghan



**Early Learning
Transition Check-In:**
*A Collaborative Engagement
with Community*

The logo consists of a blue graphic of two stylized human figures with their arms raised, forming an arch. Below this graphic is the text "Early Learning Transition Check-In:" in bold, with "Early Learning" in green and "Transition Check-In:" in blue. Underneath is the tagline "A Collaborative Engagement with Community" in a smaller, italicized font.

For Zoom assistance direct message or text Sarah (503-928-1849)
Reach out to Sarah (sagiles@pdx.edu) so we can make sure to hear from
you if you're experiencing zoom challenges.

TODAY'S DISCUSSION

OUR GOAL: TO HEAR AND LEARN
FROM EACH OTHER ABOUT
EXPERIENCES WITH THE FAMILY
CONVERSATION AND IDEAS FOR HOW
HOW TO MAKE THEM WORK BETTER
FOR FAMILIES AND SCHOOLS

1

BACKGROUND

2

BREAKOUTS BY ROLES DURING
FAMILY INTERVIEW PROCESS

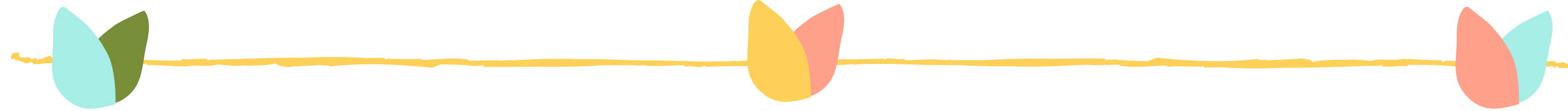
3

COME BACK TOGETHER

4

THANK YOU!

WHAT'S HAPPENING NOW



Feedback Sessions
with participating
families and
educators across
the state

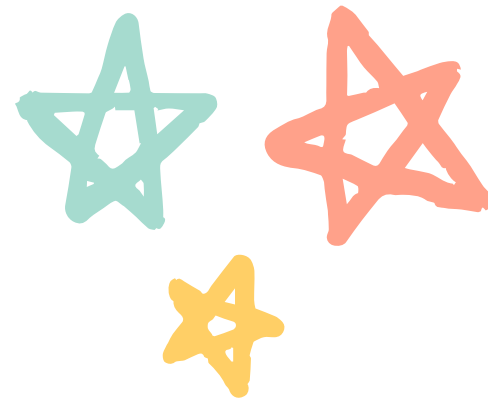
OKT will put
together a
summary report
for ODE, DELC,
and to share back
with you

ODE and DELC will
continue to work
on developing the
Family
Conversation

PURPOSE OF FAMILY CONVERSATION



Learn what is happening with children and families all over the state as they begin kindergarten



Bring what we learn to make decisions about Oregon's Early Learning at all levels - local, regional, and state.



Support families and kindergarten educators connect




DISCUSSION GUIDELINES




help us hear
everybody



be respectful
of your
neighbors



listen with
curiosity



everyone brings
different
experiences and
ideas about this



COORDINATORS

Did you coordinate or oversee the Family Conversation process for your school?



CONVERSATION CONDUCTORS

Did you conduct the Family Conversation with families in your class?

BREAKOUT GROUPS

TOPIC 1 FOR COORDINATORS

YOU JUST COMPLETED THE 2023 FAMILY CONVERSATION PROCESS - WHAT DO YOU THINK MADE IT SUCCESSFUL FOR YOUR SCHOOL OR YOUR CLASSROOM?

TOPIC 2 FOR COORDINATORS

DID YOUR SCHOOL ALREADY HAVE SPACE / APPROACHES IN PLACE TO CONNECT WITH FAMILIES? IF SO, HOW COULD THE FAMILY CONVERSATION BE INCORPORATED INTO WHAT ALREADY EXISTED?

RESOURCES / MATERIALS FROM ODE

- ***Fall 2023 Pilot ELTC Webinar 1 & 2 (includes ODE's Engaging Equity Module 2)***
- ***Fall 2023 Pilot Family Conversation Facilitation Guide***
- ***Family Conversation Video Resource: Youtube***
- ***Suggested Community Partners list***
- ***Sample Schedules***
- ***ELTC One Pager in various languages***
- ***Suggested Protocol for Culturally Responsive Scheduling***
- ***Sample Script for schedule conversations***
- ***Sample Communication letter to families***
- ***Educator Note Taking Form***
- ***Copies of questions for families in various languages***
- ***Data Collection Form (Smartsheet)***
- ***Training Verification Form (Smartsheet)***

TOPIC 3 FOR COORDINATORS

WHAT DID YOU THINK ABOUT THE SUPPORTS, MATERIALS, OR RESOURCES (ENGAGING EQUITY MODULE, LIVE Q&A SESSIONS, AFFIRMATION TECHNIQUES, SAMPLE VIDEO) YOU RECEIVED FROM ODE IN THIS PROCESS?

TOPIC 4 FOR COORDINATORS

**HOW DID THE TIMING OF THE WHOLE PROCESS
WORK OR NOT WORK FOR YOU?**

FOR COORDINATORS WHO ALSO PARTICIPATED IN 2022

WHAT CHANGES DID YOU MAKE OR DIFFERENCES DID YOU NOTICE BETWEEN YEAR 1 AND YEAR 2 OF THIS PILOT?

TOPIC 1 FOR EDUCATORS WHO CONDUCTED THE CONVERSATION

**WHAT ARE YOUR OVERALL IMPRESSIONS
OF THE FAMILY CONVERSATION?**

TOPIC 2 FOR EDUCATORS WHO CONDUCTED THE CONVERSATION

SO FAR, HOW HAVE YOU USED THE INFORMATION THAT FAMILIES SHARED DURING THESE CONVERSATIONS TO SUPPORT YOUR STUDENTS IN THE CLASSROOM?

TOPIC 3 FOR EDUCATORS WHO CONDUCTED THE CONVERSATION

THINK OF THE SUPPORT AND RESOURCES YOU RECEIVED (ENGAGING EQUITY MODULE, LIVE Q&A SESSIONS, AFFIRMATION TECHNIQUES, SAMPLE VIDEO). IN WHAT WAYS WERE THE SUPPORTS, MATERIALS, ETC. HELPFUL? WHAT WOULD YOU CHANGE?

TOPIC 4 FOR EDUCATORS WHO CONDUCTED THE CONVERSATION

**HOW DID THE TIMING OF THE WHOLE
PROCESS WORK OR NOT WORK FOR YOU?**

FOR EDUCATORS WHO PARTICIPATED IN 2022

WHAT CHANGES DID YOU MAKE OR DIFFERENCES YOU NOTICED BETWEEN YEAR 1 AND YEAR 2 OF THIS PILOT?

WELCOME BACK

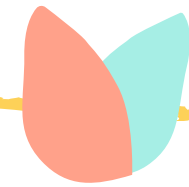
Did you have adequate time to get the conversations planned prior to the start of the school year?



Yes



No



Not sure

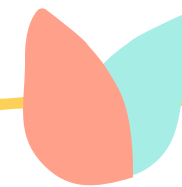
About how long did it take to set-up/coordinate the schedule for the family Conversation?



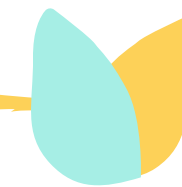
1-4
hours



5-8
hours



8-10
hours



Over 10
hours



Not sure /
don't know

SHARE OUT

- What are one or two highlights from any part of your breakout group discussions that stayed with you?
- Anything you're curious about after hearing from each other?

THINKING AHEAD



It's 2024 and you're helping a colleague in another school or district prepare for their first Family Conversation process. What do you want to make sure to tell them so they can be as successful as possible?

Please share in the chat as we wrap up!

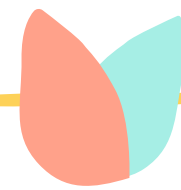
NEXT STEPS



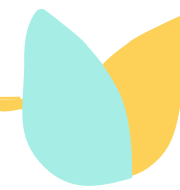
Sessions with participating families and educators across the state



OKT will put together a summary report for ODE, DELC, and to share back with you

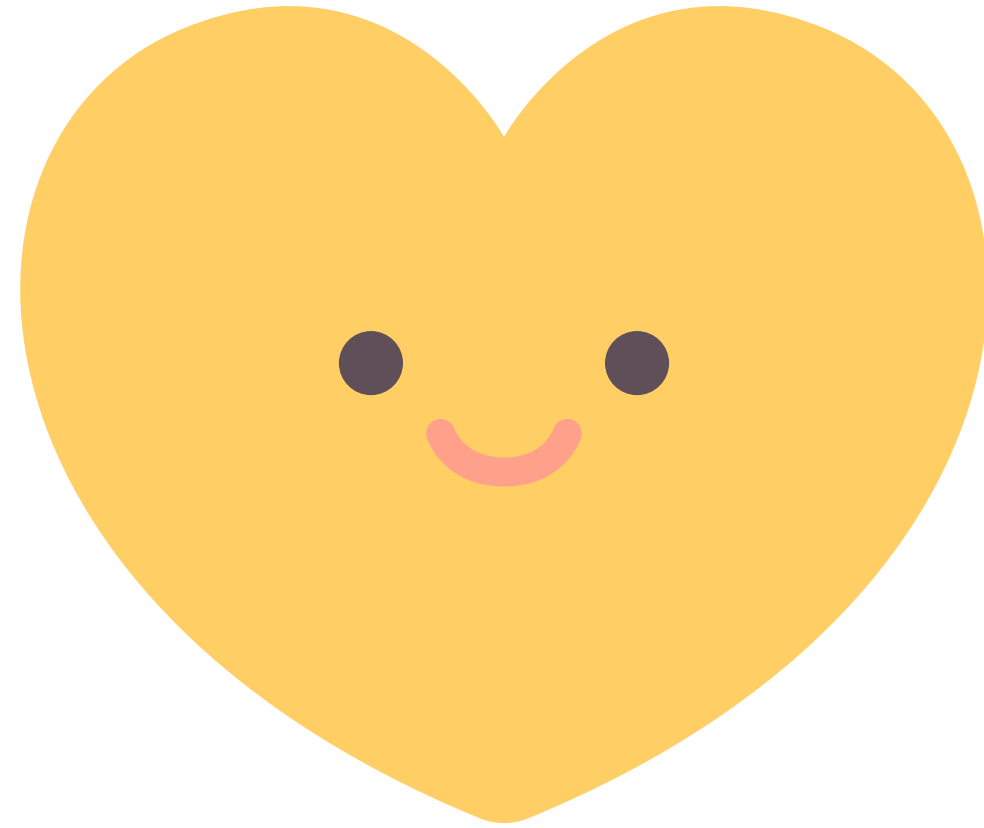


ODE and DELC will continue to work on developing Family Conversation



Make sure to let us know where to send participation stipend!

THANK YOU!!!!!!



Any questions or Follow up, Reach out!

Sarah - sagiles@pdx.edu / 503-725-5248

Meaghan - mlingo@pdx.edu / 503-725-6674