



***WSPTA recognizes there is strong evidence that students whose families are engaged with school have better outcomes – higher grades, increased enrollment in rigorous classes, and higher graduation and postsecondary enrollment rates – regardless of income or background.<sup>1</sup> Educators identify family engagement as one of the most challenging aspects of their work.<sup>2</sup> Parent Involvement Coordinators (PICs) are part of the prototypical school funding model, but the PIC role has no defined duties, and the funding is for allocation purposes only;<sup>3</sup>***

### Background

- The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was created in the 2009 legislative session to address the opportunity gap in Washington State (RCW 28A.300.136). The EOGOAC has highlighted **family and community engagement as a key component of an integrated student supports model to close opportunity gaps.**<sup>4</sup>
- The Washington legislature acknowledged the importance of family engagement by adding **Parent Involvement Coordinators (PICs) to the prototypical school funding model** in SHB 2776 (2010), but does not mandate that the funds be spent on the staffing positions they are allocated for in the model. In 2014-15, the state allocated 107.76 full-time equivalents (FTE) to staff PICs, but school districts actually staffed only 46.54 FTE.<sup>3</sup>
- In SSHB 1408 (2016), the legislature instructed the Office of the Education Ombuds (OEO) to make recommendations on the definition and framework for PICs.<sup>3</sup>
- Following the release of the recommendations, **SHB 1618 (2017)** passed the House:
  - **Specifies certain minimum duties** for a family and community engagement coordinator within a school building or school district.
  - Provides that **state funding allocated to school districts for family and community engagement coordinators** in the prototypical school funding formula **may be used only for family and community engagement purposes.**
  - Replaces the term "parent involvement coordinator" in the prototypical school funding formula statute and the Learning Assistance Program statute with the term "**family and community engagement coordinator.**"<sup>5</sup>
- Also in the 2017 legislative session, EHB 2242 enhanced the allocations for PICs to 1.0 FTE in all schools, but appropriations were only made for 1.0 FTE for PICs at elementary schools.<sup>6</sup>

### Proposed Solutions

The Washington State PTA supports legislation or policies that include the recommendations of the OEO and SHB 1618, to:

- Replace "Parent Involvement Coordinator" with the more inclusive "Family and Community Engagement Coordinator" in the prototypical schools funding formula;
- Support adoption of a clear definition and title for Family and Community Engagement Coordinators;
- Expand funding for at least 1.0 FTE Family and Community Engagement Coordinator per school, starting with high-poverty schools first, by 2020-21; and
- Specify that those funds can only be used for family and community engagement.

### For More Information

Nancy Chamberlain, WSPTA Legislative Director  
[ptalegdir@wastatepta.org](mailto:ptalegdir@wastatepta.org)

Marie Sullivan, WSPTA Legislative Consultant  
[legconsultant@wastatepta.org](mailto:legconsultant@wastatepta.org)



## Citations

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2. Met Life Survey of the American Teacher (2012). <https://www.metlife.com/assets/cao/foundation/metlife-teacher-survey-2012.pdf>
3. Washington State Governor's Office of the Education Ombuds (2016). Family and Community Engagement Recommendations to the Legislature, in Response to SSHB 1408. <http://oeo.wa.gov/wp-content/uploads/1408ReportRevisedFinal.2017.03.10.pdf>
4. Educational Opportunity Gap Oversight and Accountability Committee Annual Report to the Legislature (2016). Closing Opportunity Gaps in Washington's Public Education System. <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>
5. Bill Report for SHB 1618 (2017). <http://lawfilesexext.leg.wa.gov/biennium/2017-18/Pdf/Bill%20Reports/House/1618-S%20HBR%20APH%2017.pdf>
6. SSB 5883 (2017). <http://lawfilesexext.leg.wa.gov/biennium/2017-18/Pdf/Bills/Session%20Laws/Senate/5883-S.SL.pdf>

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