

Partnerships for Literacy

Family Engagement and Community Partnerships for Early Literacy

January 9, 2020

9 am -3:30 pm

Barbara Boone, Ph.D.
Meredith Wellman, Ph.D.
Center on Education and Training for Employment



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Agenda

- Reflect on activity and progress
- Consider connections between Family Engagement and the Literacy Professional Development
- Coaching development of the school team
- Coaching the Partnerships for Literacy Inventory



Objectives



1. Reflect on Fall 2019 coaching work
2. Prepare for co-facilitating and supporting the P4L process with school principals
 1. Team-building,
 2. Inventory,
 3. Planning action steps
 4. Evaluation and reflection
3. Focus on sustaining new processes and practices
4. Clarify use of SPDG funds for P4L planning & implementation
5. Clarify reporting P4L reporting using the Data Dashboard





What is a memorable early literacy moment from your childhood?

Timeline

January - February	Building (or rebuilding) the school's P4L team
Late February	Individual coaching calls with Dr. Boone
By February 28 	Report on P4L team in dashboard
January – May	Meet several times as a team to complete P4L inventory and create action steps (and Cohort 1 continues implementing their steps)
March 30	Training webinar for both cohorts
By May 29 	Report on (1) P4L inventory (2) Coaching Plan and (3) Action Steps in the dashboard.
June 3	Next in-person PD session with FELs/RELS devoted to Partnerships for Literacy
May 2020 – January 2021	Coach schools in implementation & evaluation of action steps, sustainability planning

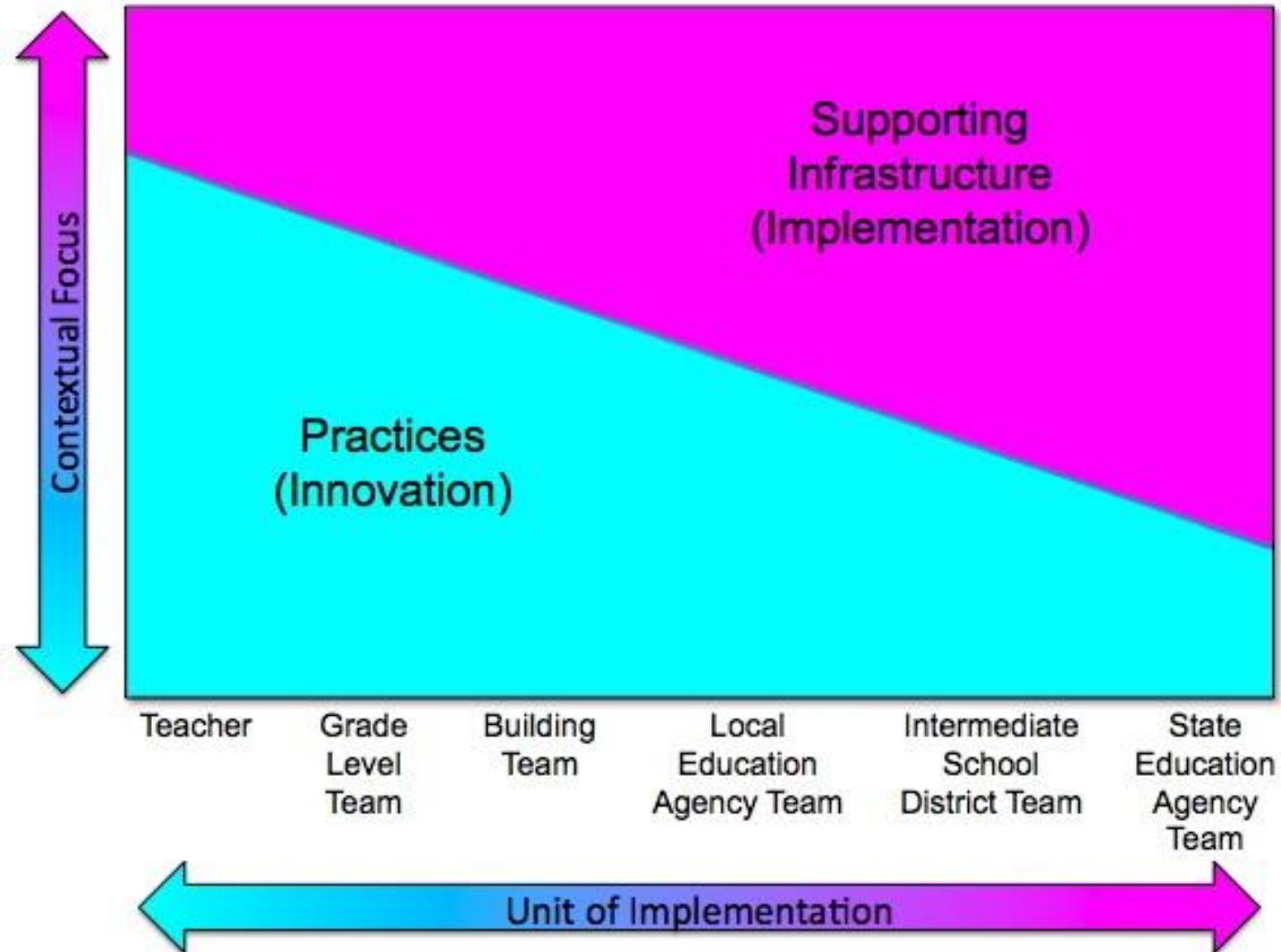


Outcomes for Schools

1. The implementation of **locally developed family engagement action steps** aligned with the school's focused reading plan.
2. A sustainable, representative, **family-teacher team** (*Partnership for Literacy team*) that is **linked to the school's Building Leadership Team** to focus on the needs of all families **through culturally responsive** family and community engagement practices and a **multi-tiered approach**,
3. Teachers are more **effective in engaging families**,
4. Teams develop and expand **strategic linkages with community** resources to address identified needs of families in the community to support literacy at home, school, and community settings.



Connecting to the Literacy PD: Where are families on this Educational Cascade?





2 ½ minute rotations
Leave an idea, comment, !, ?, *



Break out into groups by Cohort

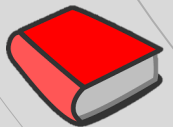


Cohort 1

- Creating “coaching notes” for your work this Spring
- Maintaining the school team
 - What will it take to make that happen? How do we sustain any team?
 - Where are you now? What are your take-aways for coaching?
- Implementing action steps
- Evaluation and reflection of action steps / Revising action steps
- Maintaining your coaching supports after this school year



Maintaining your school's team

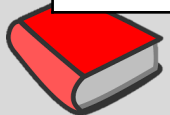


Implementing action steps



Evaluation and reflection of action steps

Action Step	What impact did this action step have?	What steps will you take to continue/improve this impact on the expected change?



Check your plan

- ✓ Cultures and values of families are accounted for?
- ✓ Are you starting early enough?
- ✓ Is the strategy sustained over time?
- ✓ Are barriers access addressed?
- ✓ Does the strategy provide multiple ways for families?



Maintaining your coaching supports



Problem-Solving Protocol

Step 1: State the problem. What is the problem you want to solve?

Step 2: Set conditions for solution. What are the top criteria for a good solution?

Group reflects on problem and does next steps together:

Step 3: Propose solutions. What might be some possible solutions?

Step 4: Check proposed solutions against criteria. How does each solution meet your criteria?



Cohort 2

- Review building a team guide, inventory, and action steps



P4L Team Building



- Establishing a school team that...
- Assesses what school is doing to support literacy at home and in the community,
- Develops a plan of action steps for improving supports for families of ALL children,
- Assists in implementation and evaluating results



Who?



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Non-negotiables

- Balance
- Representative
- High level of access (language, time, place, materials, etc.)
- Commitment of leadership for a caring, respectful, motivated, productive team





- Personal
- Sincere
- Why you?
- Share the purpose of team
- “Really want you there.” “What can I do to make that possible?”





- Welcoming
- Having an important role - respect
- Providing tools and materials
- Providing services
 - Translation
 - Interpretation
 - Friends

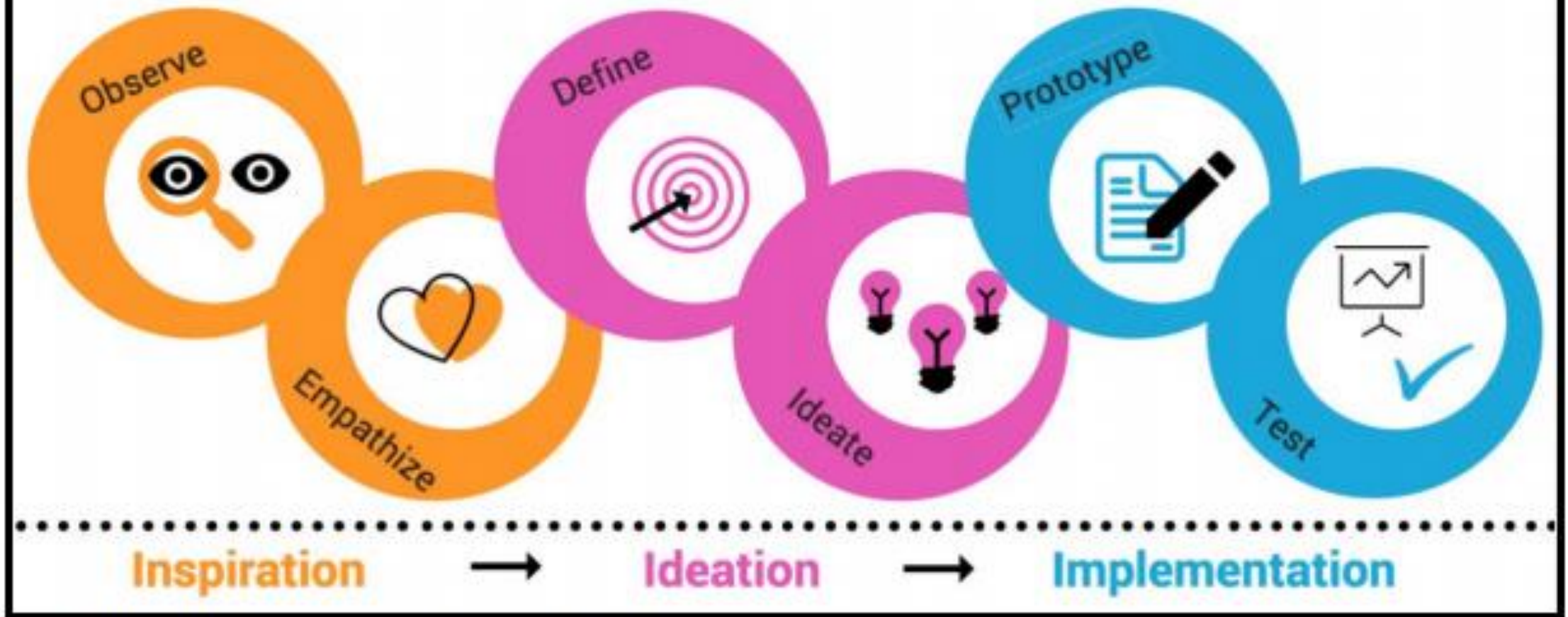


Shoulder Partner

- How might you use these tools with your school?



Human-Centered Design With Families



*Inspired by IDEO's Human-Centered Process



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Family & Community Engagement for Early Literacy - Inventory



- For P4L team completes together with facilitation
- Share experiences, understandings, data
- Individuals provide their perspectives
- Come to consensus on ratings



Three Areas

- Communication (7 items)
 - Child's progress
 - Expectations
 - Understandable
 - Listening & informing
 - Home language is valued and supported
 - Interventions include 2-way communication and support for family



Supporting Early Language and Literacy at Home (6 items)

- Families are given home activities specific for child
- Home supports are family-friendly
- Books, writing implements, paper, tools, etc. sent home
- Intervention includes home component
- Families included in selection of supports



Strategic Community Partnerships (4 items)

- Early childhood
- Collaboration with afterschool, libraries, and other community resources for literacy
- Community promotes and supports early literacy
- There are opportunities for families to help at the school or in the community to directly support early literacy



Directions (page 6)

1. Select facilitator
2. Put supports for access in place
3. Introduce process, develop relationships, share/create norms
4. Distribute Inventory to team (handout of questions is an option)
5. Present each question verbally one-by-one (can have PPT) along with Guiding Questions as prompts and discuss.
 - You may also form small groups that review a question and then report back to group for additional input
6. Each person can write and/or share verbally their perspective and examples.
7. Each person provides a rating for 2 scales: Quality & Quantity
 - Consensus voting verbally, with dots, privately – ask your team up!



Summary of Results (Page 27)

- Team reviews and prioritizes for the Year
- Do you need more information?
 - More input from parents? Teachers?
- Use Reflection Questions to shift to the planning process (page 29)



What's important?

- Safe, non-threatening environment
- Life-giving, real, open, critical conversation
- Don't over-think
- Use prompts and feel free to explain:
 - “What would it look like if we did this?” “Do we see this in our school?”
- Invite and include each person's ideas for each item
- Check frequently for understanding
- The order of the inventory is NOT important



Stretch Break



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- <https://www.fitnessblender.com/videos/relaxing-stretching-workout-for-stiff-muscles-and-stress-relief-easy-stretches-to-do-at-work>

Example of meetings (January – June, 2020)

1. First meeting
 - Welcome, set the stage, create excitement and purpose. Begin Inventory (items can be covered in any order)
2. Inventory meeting 2
3. Inventory meeting 3
4. Prioritizing and planning
5. Planning meeting
6. Regular meetings in the future for implementation and evaluation (2020-2021)



Time to Practice the Inventory

Find a Partner

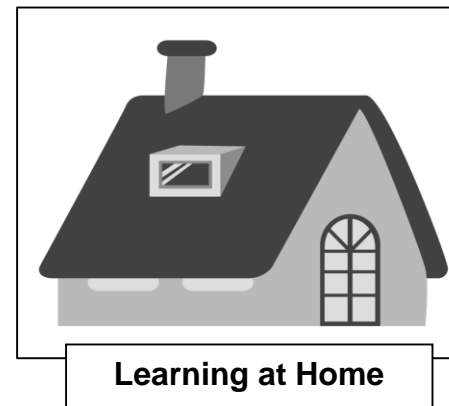




Focus groups: Gather more family perspectives

OPTIONAL

- 1-Hour
- 3-5 questions



Determining Priorities for Action: Prompts for discussion



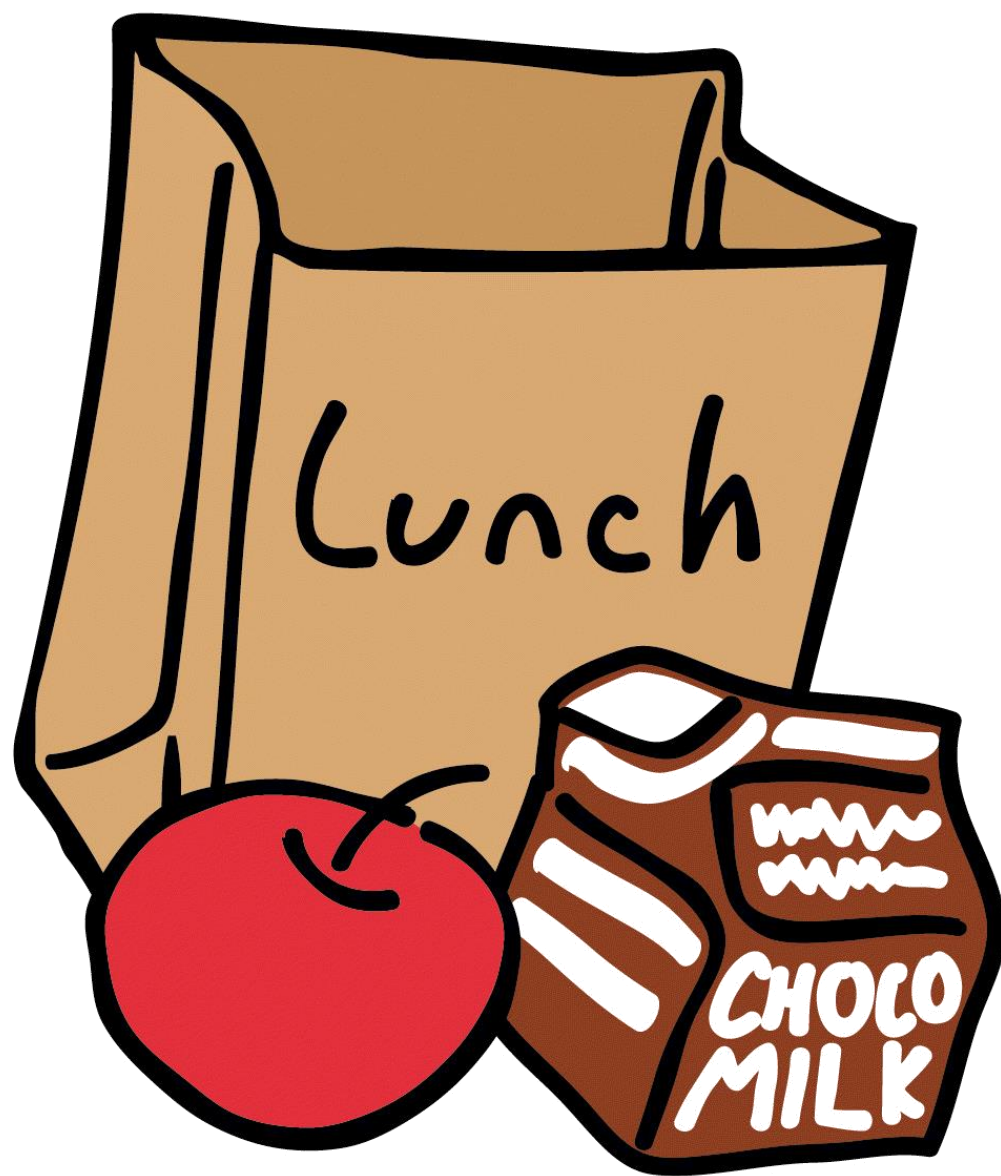
- Greatest areas of need (Consider student data, Inventory results)
- Select one area? One action step in each area? (Communication, Learning at Home, Community)
- What could be accomplished quickly? Spring? Longer term.
- What is feasible given resources of the school?
- What is possible given additional SPDG \$5,000 for your school?



What will we do? How will we know? (page 5)

- Action step
- Description
 - How much, how often, with whom?
- Who will be impacted?
- How will you measure progress and results?
- How does this fit with our Reading Achievement Plan?

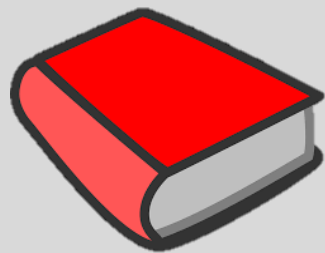




Reviewing Literacy Resources - Applying Content to P4L

- Count off 1 to 9 around the room
- Find the link on our website with that number
 - <https://ohiofamiliesengage.osu.edu/jan9/>
- Review the resource (15 minutes)
- Share out to the whole group
 - Summarize what you reviewed (1 min)
 - Talk about the connection to family engagement in early literacy/P4L (2 min)
 - Reactions from the whole group (3 min)





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Dashboard Review

Reporting about the Team



- By February 28, 2020
- Log into Dashboard
- Download template spreadsheet
- Enter team names and roles of each member
- Upload the saved spreadsheet
- Enter meeting dates



Reporting the Action Steps



- By May 30, 2019
- Log into the Dashboard
- Upload the saved, scanned or pdf, completed plan document (Reading Achievement Plan, pdf from Planning guide, etc.)



Coaching Service Delivery Plan



- Coaching the implementation of the school's action steps
- Spring 2020 – Spring 2021
- May 29, 2020
- Log into the Dashboard
- Upload the pdf, scanned document, etc.



Coaching Service Delivery Plans

- Review Coaching Service Delivery Plan
- Answer questions

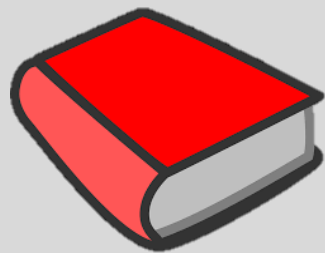


Reporting the Inventory



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- Upload the saved, scanned or pdf, completed Inventory







Partnerships for Literacy

Q/A: SPDG Funding from ODE

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Thank you for coming!

- Please complete your evaluation



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