

FIRST ANNUAL



# Ohio Family Engagement

— LEADERSHIP SUMMIT —



THE OHIO STATE  
UNIVERSITY

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
Family  
Engagement  
Center

at The Ohio State University



*Welcome!*

This event will start shortly.  
In the meantime, visit us at  
[OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu)

*Thank you for watching!*

**OhioFamiliesEngage.osu.edu**



Ohio Statewide  
**Family  
Engagement  
Center**

— at The Ohio State University —



**Ohio Statewide Family  
Engagement Center**



**OhioSFEC@osu.edu**



**@OhioEngage**



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# Systems Approaches to Family Engagement

Tracy Hill, M.ED, Executive Director  
Office of Family and Community Engagement

[Tracy.hill@clevelandmetroschools.org](mailto:Tracy.hill@clevelandmetroschools.org)

216.838.0331

@FACE\_CMSSD

*FELO Member*



# Engaging Parents as Partners

According to the Flamboyant Foundation, “A strong body of research shows that students do better in school and in life when their parents are engaged in their education. Educators are only with children an average 10% of their time, so it is essential that families reinforce messages about learning outside of school.” Family engagement contributes to:


- increased student achievement;
- higher graduation rates, reduced absenteeism and drop-out rates;
- better attitudes by students towards learning;
- better social skills and fewer conduct problems;
- better student-teacher relationships; and
- improved cultural competence and trust in schools.

# The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



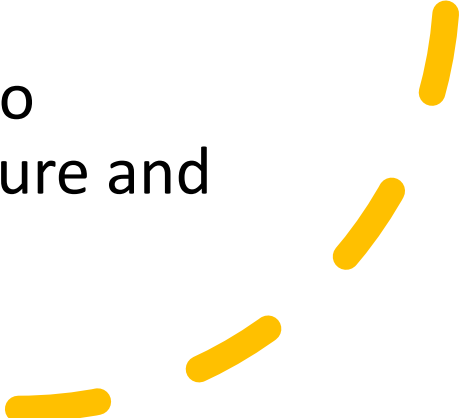


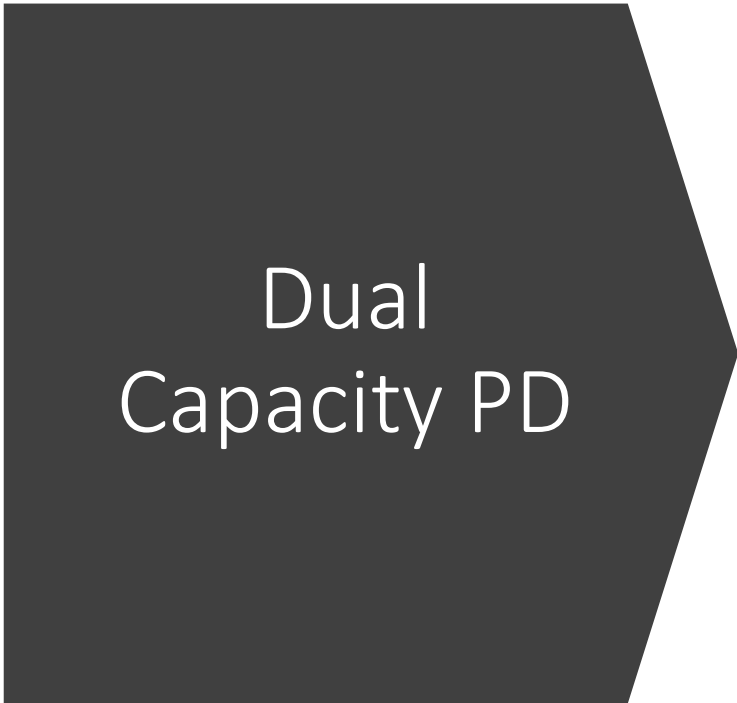
# THE OPPORTUNITY

- Every parent wants the best for their child
  - Parents have the capacity to help their children regardless to immigration status, socioeconomic status or education level **(Hoover-Dempsey & Sandler)**
  - Parents are their child's first teacher and are experts on their children
- 



## ELEMENTS OF EFFECTIVE ENGAGEMENT

- **RELATIONAL** - practice is grounded in mutual relationships of trust and respect between educators and families
  - **COLLABORATIVE** – practice is “two-way” engaging families directly in the process as partners
  - **LINKED TO LEARNING** – practice is focused on student learning and is data-driven
  - **INTERACTIVE** – practice is aligned to principles of adult learning
  - **RELEVANT** – practice is developed to acknowledge and integrate the culture and contexts of families
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## Dual Capacity PD

### FOR EDUCATORS

- Principal and new principal training once a year
- Educator PD with quarterly district offerings and school based training
- Online resources through Harvard X and PD office
- Blue Institute

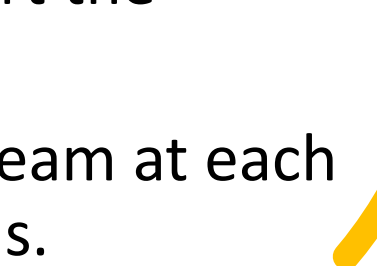
### FOR FAMILIES

- Parent University at schools and district events
- Parent University College Tours
- Parent Leadership Institute
- Title I Family events linked to learning and AAP priorities





CMUSD  
Expectations for  
Educators/Schools

- Principal Evaluation: Domain 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning
  - Teacher Evaluation – Domain 4: Professional Responsibilities, Communicating with families
  - Academic Achievement Plans – Each AAP requires a family engagement strategy for every priority area to promote and support the achievement of the goal.
  - Parents must be a part of the AAP team at each school to develop and monitor plans.
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# Family Engagement Committee

It is suggested that each school in the Cleveland Metropolitan School District have a Family Engagement Committee for your school which:

- Develops a two-way communication strategy to keep families informed about school activities, testing, school improvement goals, and student progress on a regular and ongoing basis. (ex. Electronic or paper newsletters, recorded messages, interim progress reports and report cards, online grade books, social media, etc.)
- Plans Title I Family Engagement activities which are aligned to the strategic priorities outlined in the Academic Achievement Plan.
- Ensures inclusion in planning and decision making through a Parent Advisory Committee or School Parent Organization, and gives parents ready access to the information, skills and training they need to support student success.
- Works with families and community partners to create other social events and programs to build a sense of community within the school and neighborhood.
- Creates volunteer opportunities within the school which support the academic and social-emotional growth of students.
- Monitors parent participation in conferences and provides outreach to parents who are unable to attend via phone calls or home visits (optional).
- Works with building administrative team to provide professional development to educators regarding evidenced based strategies to engage families.

To build family engagement at your school, a good first step is to develop a year-long plan and schedule of activities. That way, you can organize, implement and assess your outreach efforts, programs and activities for family engagement more effectively.

## **5 Steps for an Action Plan:**

- Survey parents, staff and students to identify the needs and priorities of the school community
- Create a family engagement committee with parents, teachers, students, administrators and community partners to work together to support student success

# Title I Family Engagement Action Plan

## Title I Family Engagement Action Plan

Date (Action Plan Completed):

School Name:

Activity Name:

Team Members who planned the event:

Name	Title
1.	
2.	
3.	
4.	

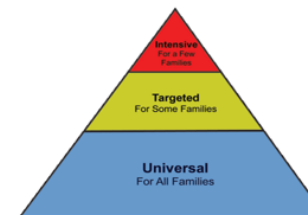
What priorities does this activity address from your Academic Achievement Plan (AAP)?

Please mark the identified area this activity aligns with:

- Instructional Core       Social Emotional Learning  
 College/Career Readiness       Building Family Capacity  
 Attendance

What tier does this event fall under?

- Universal (for all families)  
 Targeted (for some families)  
 Intensive (for a few families)



Please give a description of the activity:

What will families learn from this activity?

When will this activity take place? (Date and time):

What forms of communication will you use to market your activity? (Check all that apply)

- IVR messenger       Website/Social Media  
 Flyer       Other \_\_\_\_\_  
 Personal Phone Calls      \_\_\_\_\_

Will you need a building permit?  Yes  No

Expected attendance? \_\_\_\_\_

Please list all PO Numbers associated with this activity:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_


X \_\_\_\_\_  
Principal Signature      Date

X \_\_\_\_\_  
Parent Signature      Date

X \_\_\_\_\_  
Face Coordinator Signature      Date



## Examples of Activities/Programs

- Monthly 3<sup>rd</sup> Grade Reading Guarantee meeting for parents of students on RIMPS
  - Class Meetings to share data with parents/caregivers and provide activities to support skill development
  - Cohort meetings for HS parents (freshmen, sophomore, junior, senior) to discuss progress towards graduation
  - College application and FAFSA informational meetings
  - Grade band math and literacy meetings/nights
  - Anti-bullying workshop
- 



# Family Engagement Dashboard

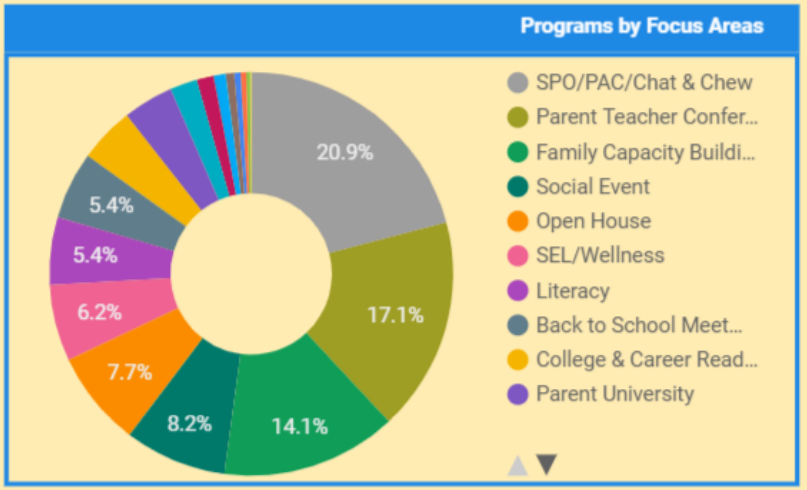
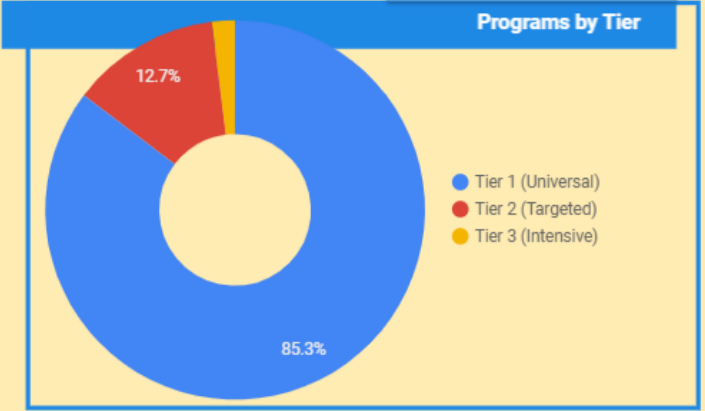
Select date range ▾  
 Select School ▾  
 Select Focus ▾

Schools  
**106**

YTD Programs  
**1,330**

YTD Interactions  
**67,651**

Network	YTD Interactions ▾	Average Attendance	YTD Programs
Achievement	13,076	61.68	212
STEAM	9,910	69.79	142
Innovative	9,294	56.67	164
Redesign	8,468	35.88	236
Best Practices	8,430	57.74	146
LIFT	8,354	39.41	212
Portfolio	7,019	44.71	157
District-Wide	3,100	50.82	61



### Average Attendance by Day of the Week / Attendance

Network	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Achievement	-	13.63	17	121.89	44.46	43.85	12.5
Best Practices	-	35	19.5	77.03	49.37	49.05	50
District-Wide	-	-	9.14	-	7.86	-	526.6
Innovative	-	29.44	17.25	106.94	53.31	38.08	9.5
LIFT	-	12.54	27.06	63.92	31.68	19.96	-
Portfolio	77	18	15.61	31.45	59.52	11.1	-
Redesign	-	9.13	17.24	53.48	27.17	27.39	77.75
STEAM	9	10	34.33	136.16	52.46	48.25	172

# Reopening Planning: Guiding Principles

- Maintaining the health, safety and well-being of our students and educators
- Exemplifying excellence and equity in learning and teaching, filled with joy and aligned to a focused, unified core curriculum
- Supporting our students, educators, and families as they adapt to new methods and cycles of learning and teaching
- Ensuring operational efficiency across the organization to encourage flexibility and financial health
- **Partnering with community organizations and leveraging local assets to more fully and equitably support our students, educators and families**
- Adapting our operations to current and ongoing COVID-19 risks
- Deepening our work around the need for personalized (learner-centered) and inquiry-based mastery learning strategies that have already proven to be successful in our schools
- Read plan at [www.clevelandmetroschools.org/reopeningCMSD](http://www.clevelandmetroschools.org/reopeningCMSD)

# Standard Remote Learning School Day

- School buildings open 7:30 AM to 4:30 PM
  - School Offices open 8:00 AM to 12:00 PM & 1:00 PM to 4:00 PM for in person (appointment preferred) and phone call support
  - Educator access to school buildings – 8:15 AM to 3:30 PM
  - Standard student instructional day – 8:30 AM to 3:00 PM



# Meeting Family Needs

- Family Care Plan Survey:
  - Assessing social and Emotional Needs
  - School/home communication planning
  - Assessing technology needs (devices, internet connectivity)
  - Assessing and addressing meal plan needs
  - **Assessing child care/supervision needs**
  - Supporting census completion
  - Supporting voter registration






# Learning Pods: What we learned

- Family Care Plan survey data (31% participation to date)
  - We asked: “Does your child/children have supervision during the school day?”
  - Our Families and Caregivers answered: Yes – 84%  
No – 16%
- If a family answered No,
  - We asked: “The school district is working on identifying partners to host students for daytime programming. Are you interested in learning more about this opportunity? IF yes, CMSD will follow-up with you when additional details are available.”
  - Our Families and Caregivers answered: Yes – 59% No – 41%
- We estimate needing to serve up to approximately 2600 families (not students)

# Learning Pods: What we accomplished

- Partnered with MyCom, The Cleveland Foundation, Say Yes to Education, TIES, and others to identify program partners throughout the city
  - Identified partners who are able to host remote learning and/or provide quality programming.
  - Ensured programming is neighborhood based for easy and equitable access
  - Created a resource bank for schools and families so they can easily access programming
  - Received funding support for partners
  - Awarded through an RFP process
  - Received donations of PPE, cleaning/sanitizing supplies
- 

# CHALLENGES TO ENGAGEMENT

- Educator Capacity
  - Teachers have very few opportunities to learn about and experiment with strategies and tools for engagement
- Engagement Conditions
  - Districts have not aligned value/beliefs regarding the importance of family engagement with practice, supports and accountability
- It is challenging work, but the rewards are great!

