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Ohio Family Engagement

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CENTER ON EDUCATION AND
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Ohio Statewide
Family
Engagement
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— at The Ohio State University —



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This event will start shortly.
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THE OHIO STATE UNIVERSITY

**Partnering with the Community to Strengthen
Family-School Relationships**
Removing Barriers to Learnings: A Case Study

Karen Stansberry Beard, PhD

The Ohio Family Engagement Leadership Summit

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Figure 1: SEDS and Other SBAC States - ELA (2015)

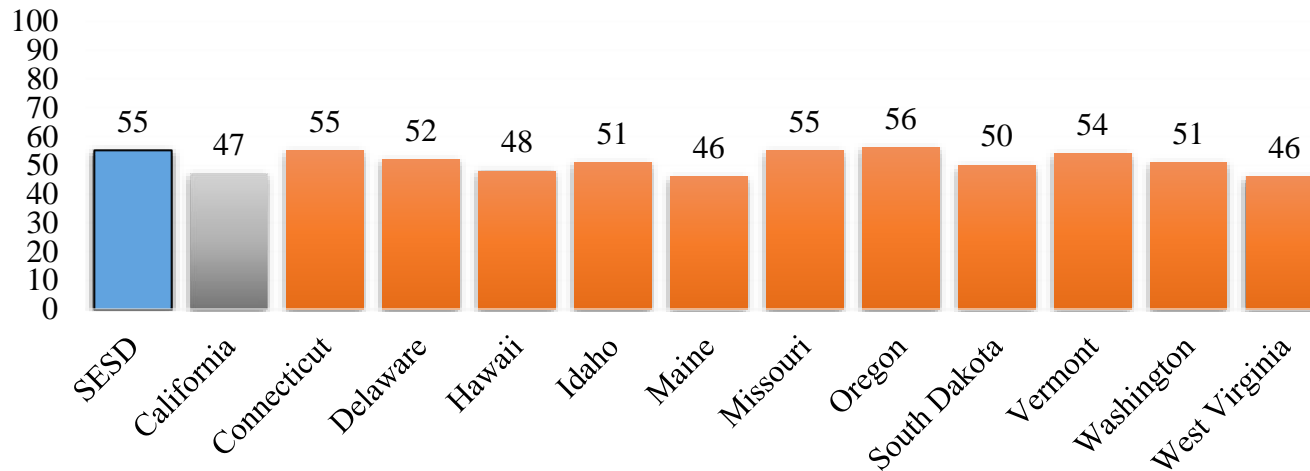
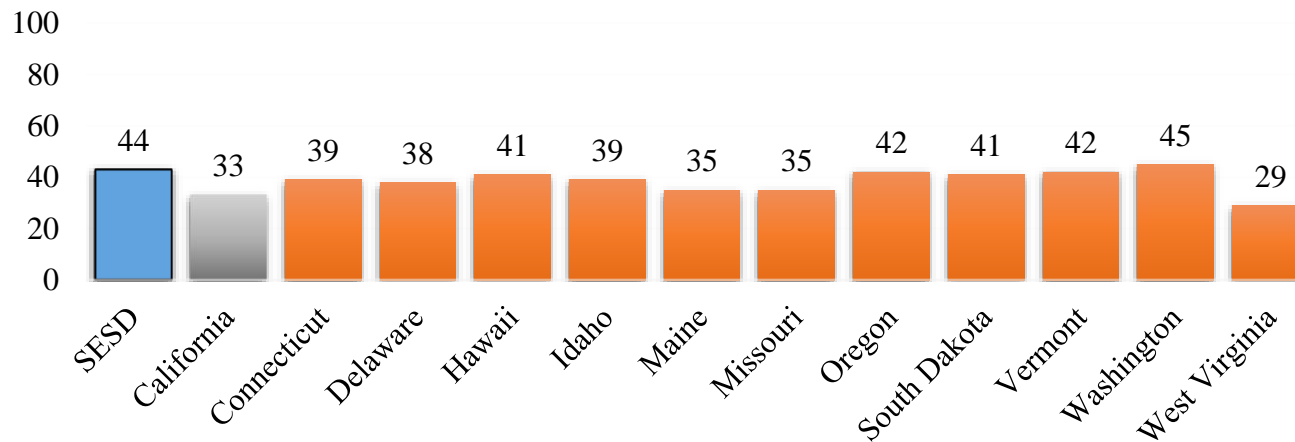


Figure 2: SEDS and Other SBAC States – Math (2015)





“We focused on the non-academic barriers first”

“A healthy child is a child ready to learn”

1. What did administrators do to address non-academic barriers in support of student well-being?
2. Also of interest was whether or not any information from this unique school context could be useful in another urban district facing similar challenges.



PERMA(H)

PERMA(H) is a contemporary positive psychology theory of well-being.

Seligman (2011) identified the elements of well-being, as:

(P) positive emotion emphasizing how we feel.

(E) engagement, level of interest and absorption in an activity

(R) relationships, Feeling valued and supported.

(M) how we make meaning (purpose e.g. being part of something bigger than oneself)

(A) working toward and reaching goals or achieving.

(H) The general sense of satisfaction or positive perception of one's physical health.

Exploratory Case Study

- Semi-structured interviews were the primary source of data collection followed by observations.
- Participants (11 total) included administrators and select resource personnel:
 - Superintendent
 - 5 Building Principals
 - 5 Executive Directors



Table 3: SEDS Student Demographics

Demographics	Percentage
Hispanic	68%
Caucasian, Non-Hispanic	13%
Filipino	11%
African-American	4%
Asian/Pacific Islander	3%
Other	1%
Socioeconomically Disadvantaged	36%
Free and Reduced Lunch Services	51%
English Language Learners	35%
Identified Disability	10%
Foster Youth	4%

Table 4: SEDS Certificated Faculty and Staff Ethnicity

Ethnicity	Percentage
Hispanic	38%
Caucasian Not Hispanic	48%
Filipino Not Hispanic	5%
African-American Not Hispanic	2%
Asian Not Hispanic	4%
Pacific Islander Not Hispanic	.08%
American Indian or Alaska Native	.03%
No Response	2%

- 45 schools
- Over 29,000 students served
- Class sizes averaged 23 or less (K-3) and 28 or less (3-6).
- Dual language acquisition programs
- State funded preschools
- Student population and certificated faculty and staff reflected great diversity.



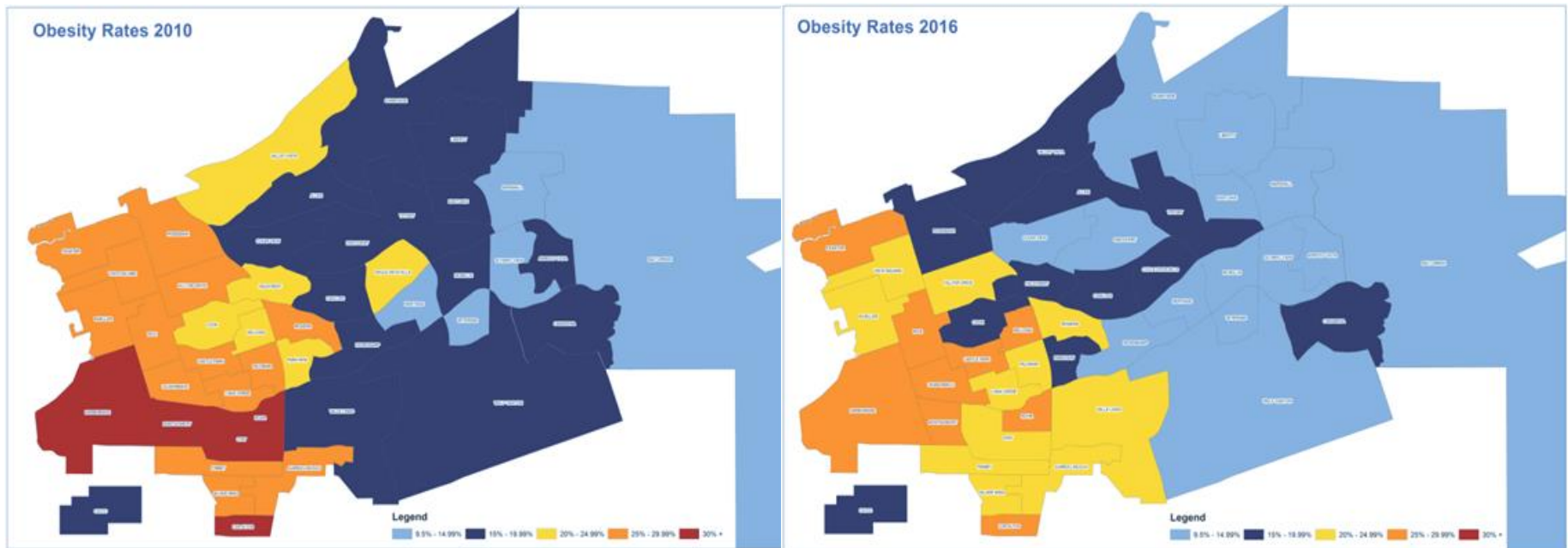
The Findings illuminated 9 emergent themes

Participants:

- (1) Enjoyed their work
- (2) Maintained positive perceptions of their families and the community
- (3) Understood that student success was a shared responsibility
- (4) Worked toward creating strong relationships not only with families, but also with community agencies and directed the ways they could impact
- (5) Found their work meaningful.
- (6) Viewed engagement as a priority,
- (7) Prioritized student attendance,
- (8) Saw student attendance, and well-being as strongly correlated with student achievement
- (9) Believed healthy students performed better in the classroom.

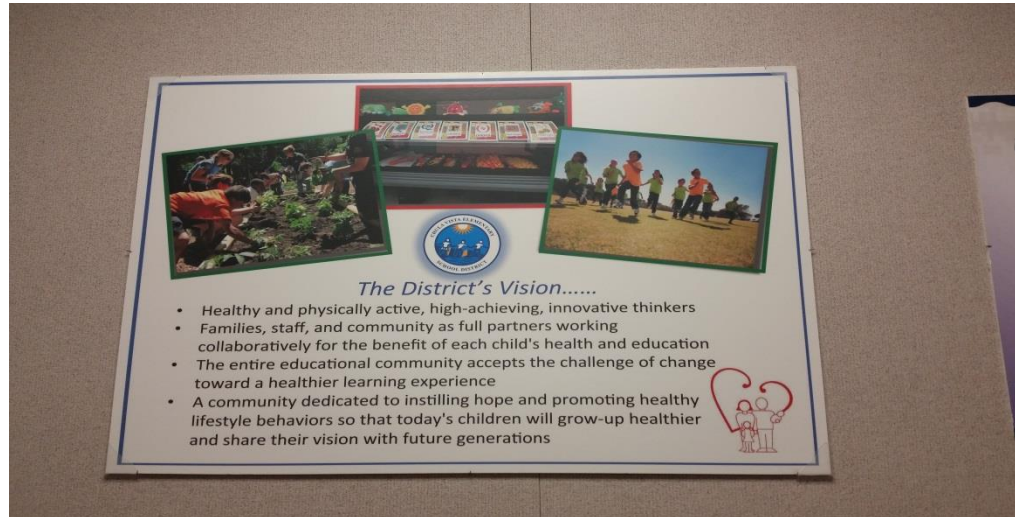


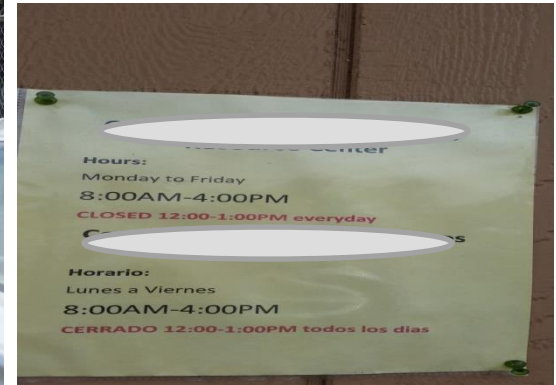
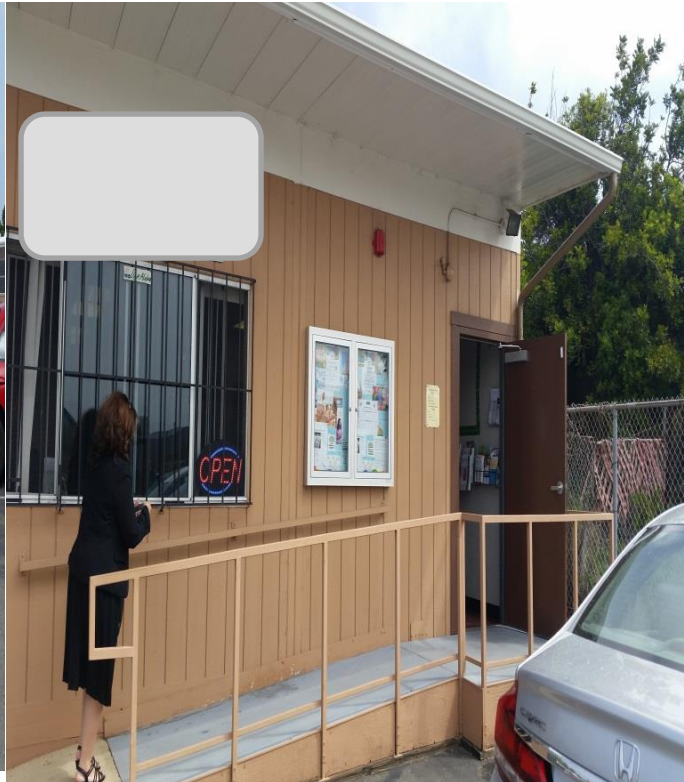
Figure 3: District Map of Student Obesity Change Over Time (2010 & 2016)



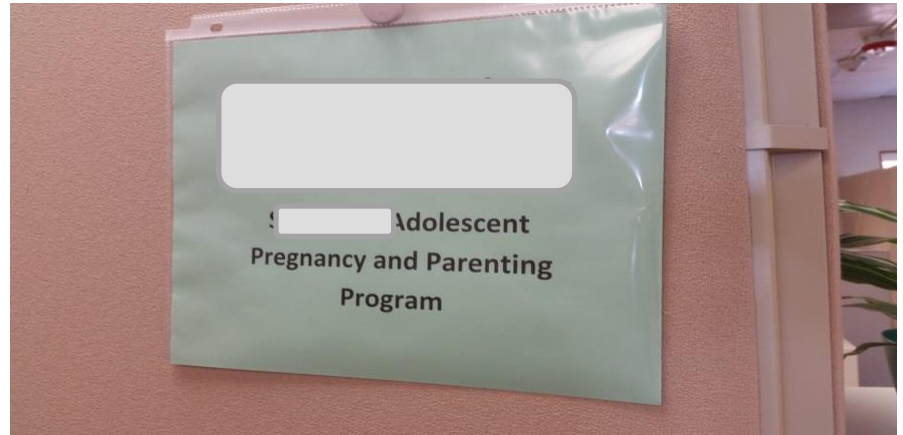


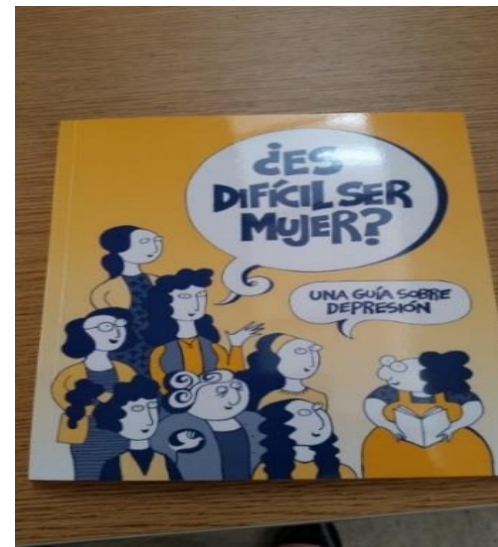
Positive Emotion (P) District Leaders:	Engagement (E) District Leaders:	Positive Relationships (R) District Leaders:	Meaning (M) District Leaders:	Achievement (A) District Leaders:	Health (H) District Leaders:
<ul style="list-style-type: none"> Presented positive messages and use positive messaging throughout classrooms and the district Highlighted positive partnerships and collaborative work to benefit student success. Held high expectations for district personnel (administrators, teachers, and staff) to exemplify positive and professional perceptions of the families they serve. 	<ul style="list-style-type: none"> Promoted home visitation when students are first absent, to establish positive rapport early in the school year and assist families structure a learning home environment. Enhanced Visual and Performing Arts (VAPA) programming to provide opportunities for all children to participate. Provided participation opportunities for parents including opportunities for them to serve as liaisons and leaders of parent workshops, parent universities, etc. Engaged families through multiple techniques of communication (Twitter, newsletters, robo-dialing, Facebook, word of mouth, peers, etc.). 	<ul style="list-style-type: none"> Worked with community liaisons toward developing a collaborative community service agency. The collaborative agency was instrumental in bringing services, organizations and businesses together as resources for families. One of the strategies used was school leadership served on civic boards allowing them to be at the table of decision making and well-informed about community matters while at the same time keeping the community organization informed about school and district matters. Promotoras used as liaisons between the school and community 	<ul style="list-style-type: none"> Kept at the forefront and remind educators of the great value they provide not only to the community but to the well-being of each and every child served. Brought success stories back about students to remind district personnel that the seeds they plant everyday do in fact bloom and flourish. 	<ul style="list-style-type: none"> Tracked student attendance and identify achievement issues through an intranet data system in real time. Leaders reviewed health data before building site visits and with building leadership during school site visits. Worked with area businesses employing large numbers of parents to prioritize attendance. Were active participants in testing choice such that the tested curriculum aligned with the taught curriculum (i.e. SBAC and common core). 	<ul style="list-style-type: none"> Noted that childhood diabetes and obesity (nationally and locally) were at an all-time high and impacting their student population Created and made publically available a BMI tool kit to measure the BMI of students while engaging them in nutrition and exercise education. Highlighted change over time map to evidence trajectory and continuance of healthier lifestyles. Worked with grocers and adopted a curriculum plan (i.e. the 5-3-2-1 nutrition plan). Planted school gardens

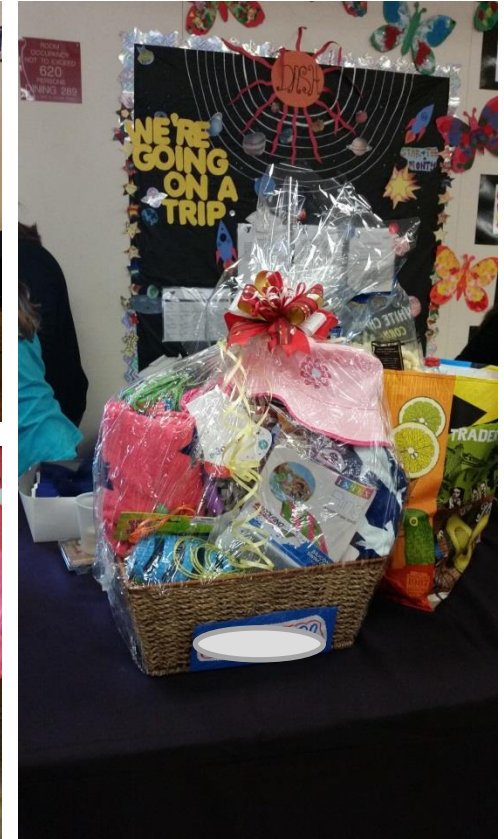














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