

Family Engagement Leaders of Ohio

January 21, 2021



THE OHIO STATE
UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
Family
Engagement
Center

at The Ohio State University



Welcome!

WELCOME!



Family Engagement Leaders of Ohio is a virtual professional learning community for family engagement professionals in Ohio's districts and community schools that brings together family engagement professionals virtually to share experiences and to learn together how we can build partnerships with all families in our preK – 12 education community.

Agenda



- I. Welcome and agenda
- II. Reconnecting with colleagues
- III. Exploring the idea of “Hard-to-Reach Families”
- IV. Panel Discussion: Effectively Communicating with Diverse Families
- V. Adjourn

Jumping Right In!

What is a family engagement strategy that you implemented in the first semester that you will continue in the second semester?

Did you make any adjustments?

What is your goal for the strategy?

Jumping Right In!

Did any thoughts, feelings, ideas, or practices emerge from your small groups that you would like to share with the community?

Does anyone have any announcements or updates that they would like to share?

Exploring the Idea of Hard-to-Reach Families

Thomas Capretta, MPA



Christenson, S.L., & Reschly, A.L. (Eds.). (2010).
Handbook of School-Family Partnerships (1st ed.).
Routledge. <https://doi.org/10.4324/9780203876046>



Thinking About Families

What does the phrase “hard-to-reach families” mean?

How would you describe families that fit into this category?

Thinking About School!

What if we flipped this question of “hard-to-reach”?



The Myth of Hard-to-Reach Families

1. School culture and policy informs the design of family engagement initiatives and may be missing what families want or need.
2. Once our culture, policy, and reflects the desires of families, we can adjust our strategies to effectively engage each family.

Core Beliefs for Moving Past the Myth!

1. All parents have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Parents and school staff are equal partners.
4. The responsibility for partnerships is primarily with schools.



Strategies and Considerations to Move Past the Myth!

1. How do we define family engagement?
2. Focus on building trust, not the headcount.
3. How are we meeting the needs of each family by applying the MTSS framework to our practice?
4. Leverage parent ambassadors.

Further Reading!

- [Handbook of School-Family Partnerships](#)
- [Why Do Parents Become Involved in Their Children's Education? Implications for School Counselors](#)

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Why Do Parents Become Involved in Their Children's Education? Implications for School Counselors

This article discusses a theoretical model of the parental involvement process that addresses (a) why parents become involved in their children's education, (b) the forms their involvement takes, and (c) how their involvement influences both proximal (e.g., motivation) and distal (e.g., achievement) student outcomes. The authors describe how school counselors can use this model to enhance schools' and parents' capacities to engage parents effectively in children's education. Specifically, they articulate how school counselors can educate teachers and parents about the importance of teacher and school invitations to involvement, productive forms of involvement, and students' active role in shaping their own educational outcomes. The authors briefly discuss future directions for research on parental involvement in the school counseling context.

Schools often dedicate precious resources toward the goal of increasing the incidence and effectiveness of family involvement in children's education. Their efforts, however, are not always informed by systematic investigations of *why* parents become involved or *how* their involvement influences children's academic engagement and achievement. Our research addresses this disconnect between school practice and educational research in three ways. First, we examine parents' motivations for participating in a range of involvement activities. Second, we also consider what is happening psychologically when parents and children interact in one activity commonly targeted by school intervention programs: homework. Finally, we argue that parental involvement is such a vital resource to children's academic success because it contributes to the development and enactment of cognitive and motivational resources within the child rather than to the more distal outcome of standardized achievement test scores.

The framework that guides our inquiries is Hoover-Dempsey and Sandler's (1995, 1997, 2005) model of the parental involvement process (Figure 1). Structured in several sequential levels, the model

addresses three questions: Why do parents become involved? What forms does their involvement take? And, how does their involvement influence student outcomes? The model is unique in the educational research literature because it focuses on understanding the *process* of parent involvement rather than identifying associations between parent involvement practices and student academic achievement. In previous work, we used the model to generate a fairly comprehensive set of recommendations for school practice (Hoover-Dempsey et al., 2005). In this article, we revisit those recommendations, updating our thinking in light of recent empirical tests of the model's hypotheses across grade levels and ethnic groups. We also focus on articulating how school counselors can leverage the model to enhance the incidence and effectiveness of family involvement within their local school context.

Our recommendations recognize that school counselors play a pivotal but often misunderstood role in bridging home and school. They also recognize that as a bridge, school counselors must be able to adapt their knowledge of the model as a tool for enhancing parent involvement across the constituencies they serve. For example, recommending and supporting the enactment of strategies that school leadership and staff may take requires a set of skills that differ from those needed when recommending and supporting actions that families may take to support children's educational success. Thus, our recommendations are organized in two major sections: working with colleagues and working with families. Before presenting our recommendations we give a brief description of the model and related research. We conclude by identifying potentially fruitful avenues for future research on family involvement in children's education.

THE MODEL AND RELATED EMPIRICAL RESEARCH

Consistent with the larger theoretical perspective of social learning theory (Bandura, 1986), Hoover-



Panel Discussion: Effectively Communicating with Diverse Families

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Welcome!



Wrapping Up!



Please take the exit survey by following this link:

<https://go.osu.edu/felosurvey>

Our next meeting is on **March 5, 2021!**

Thank you for watching!

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