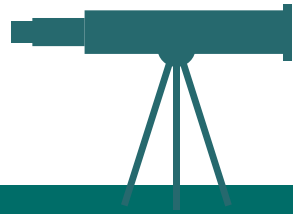


SECOND ANNUAL

 Ohio Family Engagement  
— LEADERSHIP SUMMIT —



*CHARTING NEW  
TERRITORIES*

*in Family Engagement*



**THE OHIO STATE  
UNIVERSITY**

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
**Family  
Engagement  
Center**

— at The Ohio State University —



Ohio Statewide

# Family Engagement Center

Professional Learning — at The Ohio State University



## Engaging Families as Leaders through a Multi-Tiered Approach

Dr. Barbara Boone  
*Director*



Hadley Bachman  
*Program Manager*



Ohio Statewide

**Family Engagement Center**

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—at The Ohio State University

A photograph of a stone wall with several dark blue shadows cast upon it. The shadows appear to be of people, possibly in conversation or walking. The wall is made of large, light-colored stone tiles with some brownish stains. The lighting is dramatic, creating strong contrasts between the shadows and the wall.

## ***Visualize an “engaged family”***

- Many families and schools have experienced challenges during the pandemic.
- In those challenges, there are opportunities for improved collaboration and leadership.



Welcome back to school!

I know that the first week of school is a whirl-wind of paper work, alarm clocks, lost shoes, and frazzled nerves, so I wanted to help you out.

All the papers you need to fill out and return are paper clipped to this envelope.

All the papers that are inside this envelope are yours to keep at home. They are important!

~Becca Morris

Lunch art library computers music gym

### To Fill Out & Return

- Free & Reduced Lunch Form (you must do this every year)
- Student Information Card (this stays with the nurse)
- My student information card (this will stay with me)
- Code of Conduct Book (sign the page in the back)

To Keep at Home



# What is an *engaged family*?



**Families  
are  
leaders.**

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# Our goals

**To apply the MTSS model to engage families as leaders to support student learning and healthy development.**

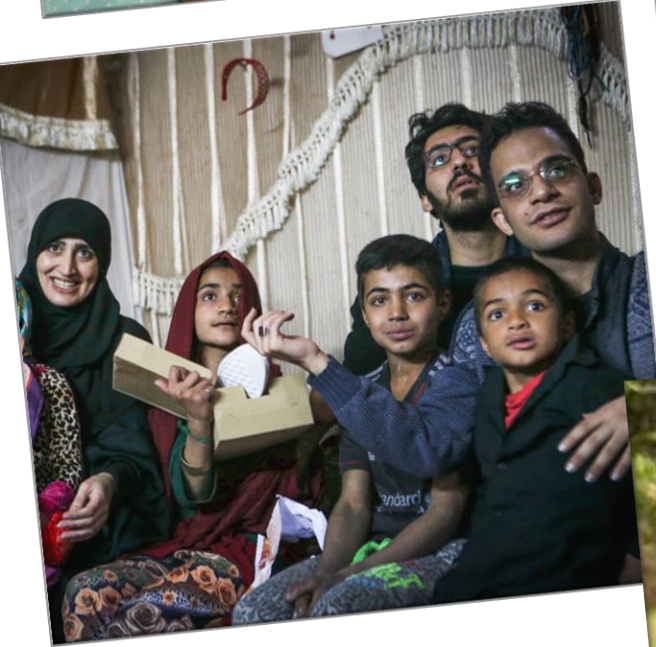
- 💡 By describing different tiers of support for family engagement and decision indicators for adapting practices
- 💡 By creating a plan for implementing a multi-tiered system of support model for family engagement
- 💡 By using a multi-tiered approach to provide opportunity for all families to explore leadership roles



A photograph of a Space Shuttle launching from the launch pad. The shuttle is ascending vertically, leaving a large, billowing plume of white and grey smoke and fire. The launch pad structure is visible on the left side of the frame. The background is a dark, clear sky.

**This is what we are aiming for.**

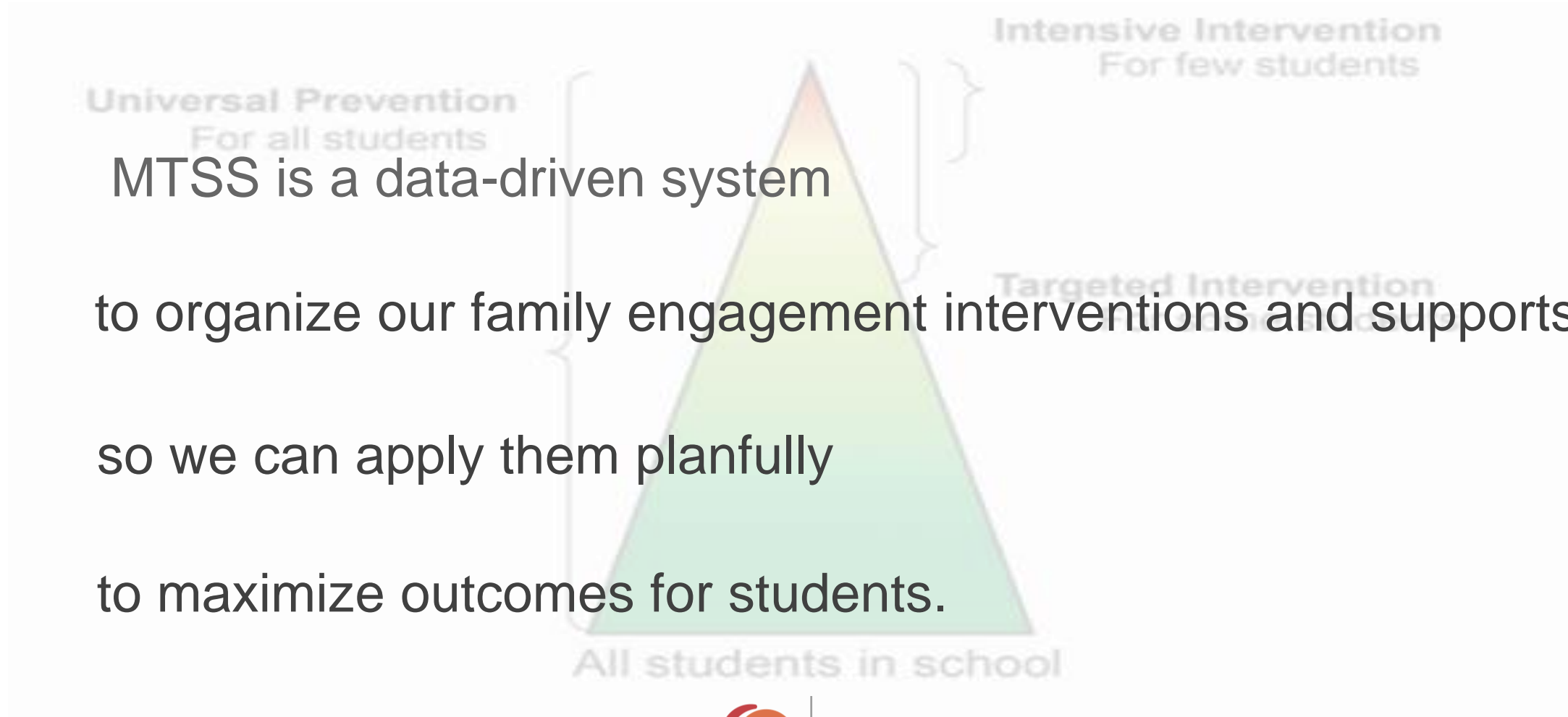




## *Opportunity for All*

We are committed to making sure every child and family has opportunity, no matter who they are or where they live.

# An MTSS Approach to Family Engagement





# A Tiered Approach to Family Engagement

**Tier 3:** A very small number of individual families with unique situations need engagement beyond tier 2 supports. Tier 3 supports are intensive programs and strategies for **families** with highly individualized needs. The supports are designed to meet the **family's** specific needs.

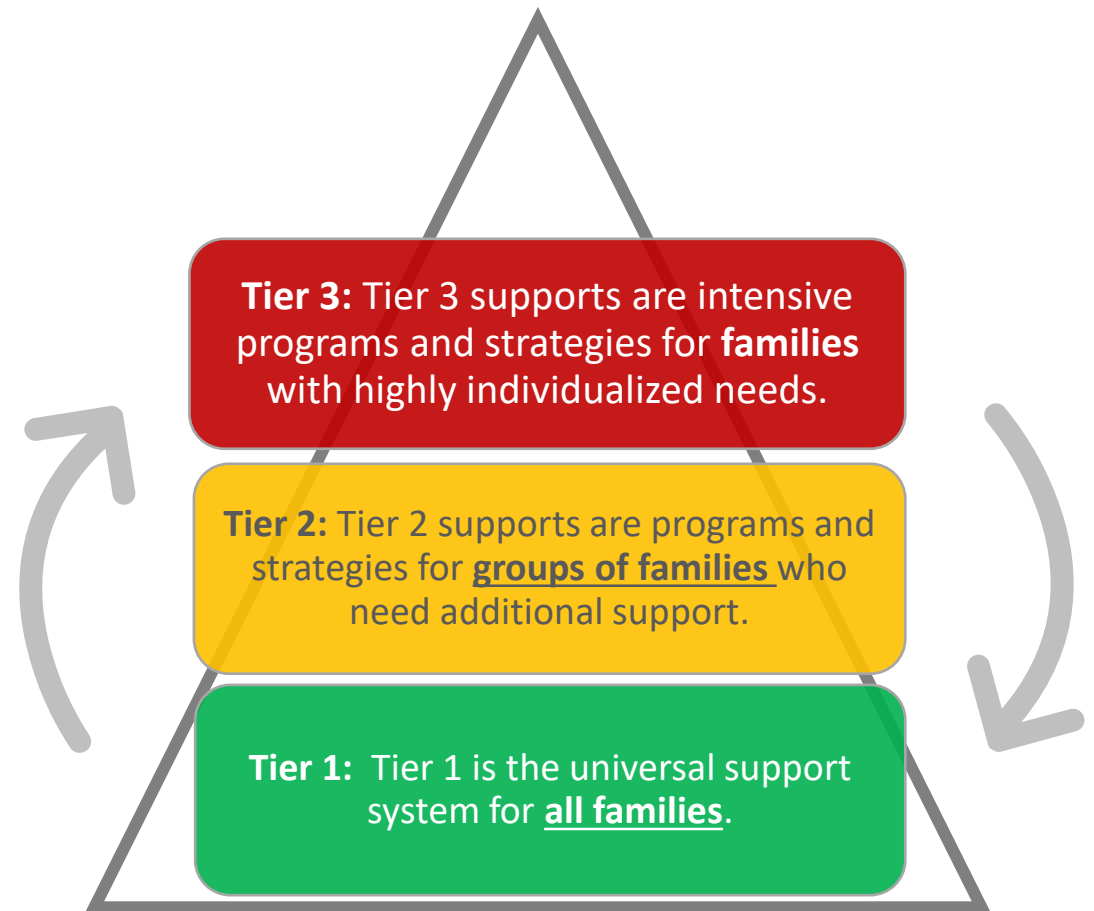
**Tier 2:** Tier 2 supports are programs and strategies for groups of families who need additional support or want to be engaged at a deeper level. **Families** receive targeted supports and opportunities, based on their needs, that are more intense and more frequent.

**Tier 1:** Tier 1 is the universal, school-wide support system for all families. Tier 1 establishes the school culture and communicates expectations for behavior and learning. Effective universal supports should meet the needs of most **families**.



# What indicates a need to change levels?

- 💡 Could be school, family, student, or community issue
- 💡 When current practices are not enough or not a good fit
- 💡 A need for a change in intensity/dose vs. change of practice
- 💡 Supports can be long- or short-term, based on the situation
- 💡 The primary goal is to have systems in place to be responsive and supportive



# What are the roles of families in an MTSS?



💡 Initiators

💡 Receivers of supports

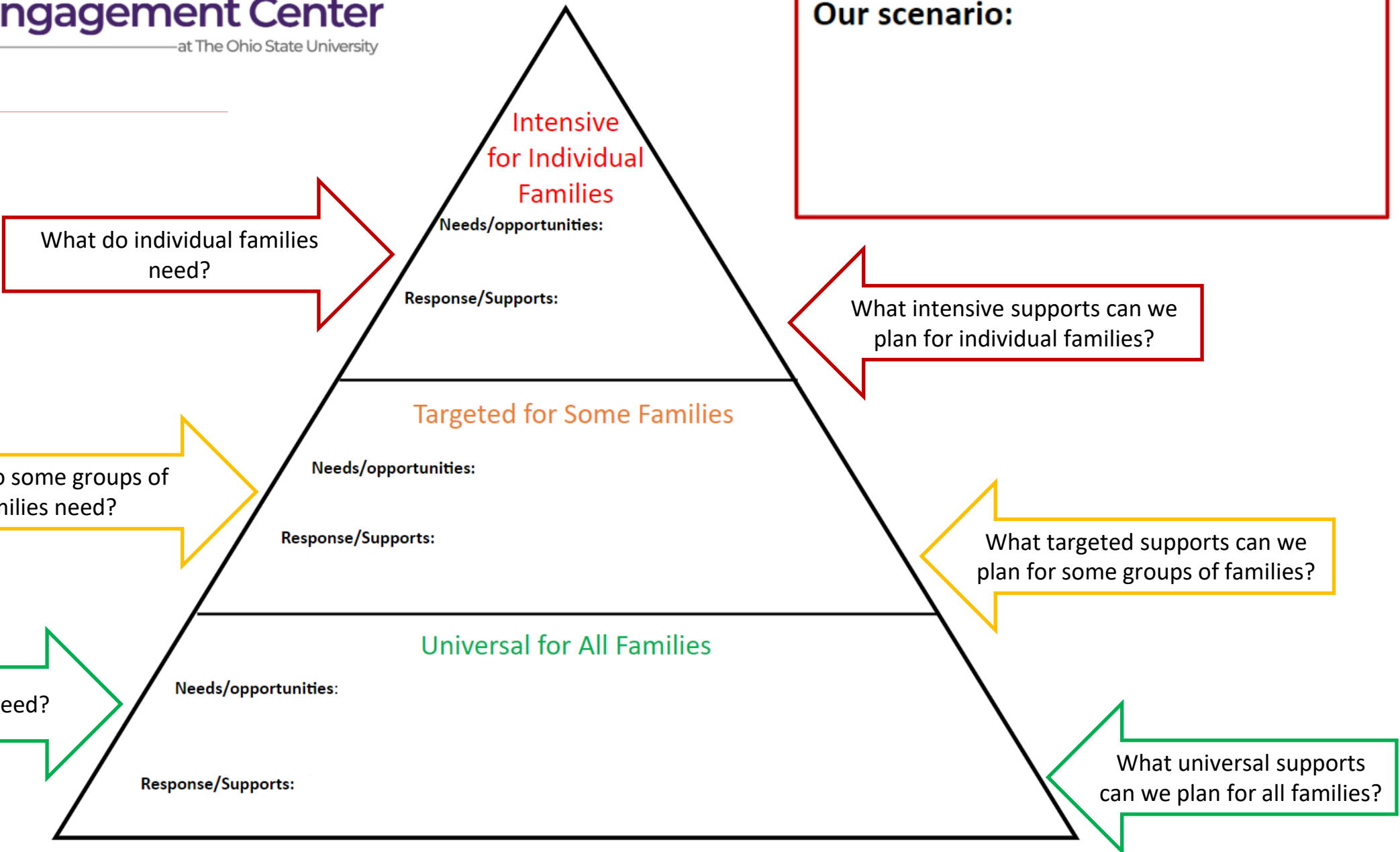
💡 Providers of supports

💡 Co-Designers

💡 Evaluators



**Our scenario:**



# Let's practice applying a multi-tiered approach

Our scenario:

*The school district is implementing  
an updated attendance policy.*

## What will indicate a need to change levels?

**Directions:** Create decision indicators for your selected scenario that will signal a need for a different level of support/response.

Indicators for a <b>Change of Intensity</b> (How Much)	
Indicators for a <b>Change of Dose</b> (How Often)	
Indicators for a <b>Change of Practice</b> (What)	



# Let's practice applying a multi-tiered approach

Our scenario:

*The school district is implementing an updated attendance policy.*

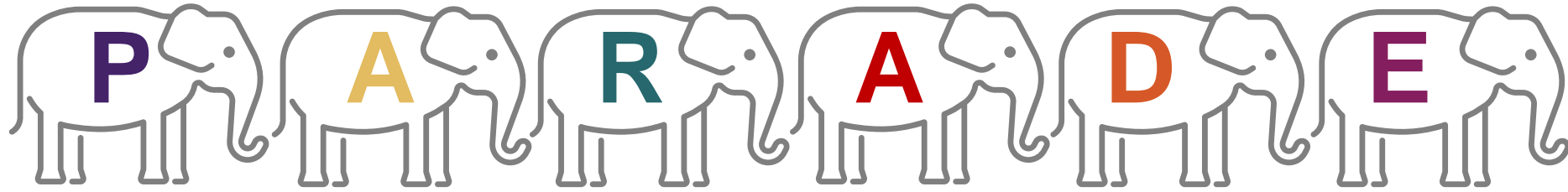
## What are the roles for families?

**Directions:** For your selected scenario, brainstorm how families might be involved in different roles in the MTSS.

Initiators	
Co-Designers	
Receivers	
Providers	
Evaluators	







Use the PARADE strategy to self-assess the quality of a MTSS for Family Engagement Action Plan.

**P** = Is it **PROACTIVE & PREVENTATIVE**?

**A** = Do **ALL** have Opportunity?

**R** = Are all **ROLES** for families included?

**A** = Is it planned in **ADVANCE**?

**D** = Are there **DATA-DRIVEN** indicators?

**E** = Are the strategies **EVIDENCE** informed?



# Families are leaders.

- ✓ Co-Designers
- ✓ Evaluators





**Family Engagement Plan for:** *(Describe situation/initiative that is the basis for the plan)*  
***Engaging families as Co-Designers, in order to improve student attendance***

**Tier 3: Intensive for Individual Families**

**Family needs/opportunities:** Individual families (due to experience or interest) have extensive expertise to share. This may be indicated by families on the survey or known by the school through prior collaboration.

**School response/supports:** Invite individual families with deeper interest or expertise to join a planning team or focus group.

**Tier 2: Targeted for Some Families**

**Family needs/opportunities:** Some families do not complete the survey, so we are missing their expertise.

**School response/supports:** Send the survey a second time. Deliver it in a different way. Have office staff call families who do not complete the survey.

**Tier 1: Universal for All Families**

**Family needs/opportunities:** All families have ideas about attendance barriers/challenges. All families have first-hand experience with the challenge of getting kids to school on some days.

**School response/supports:** All families can be sent a survey from the school to learn more about attendance barriers/challenges.



# How do we know if we should change tiers?

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- **Non-engagement/response**
- **Family request**
- **Data about families/students**
- **Other ideas?**



# Families are Evaluators.

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# Sharing

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How will you apply this model in your school context? *Share in chat!*

Scan here for materials! 



RANDELMAN RESERVOIR CIRCLED EARLY THIS YEAR

# DAM NEARLY FINISHED, BUT MUCH LEFT TO DO

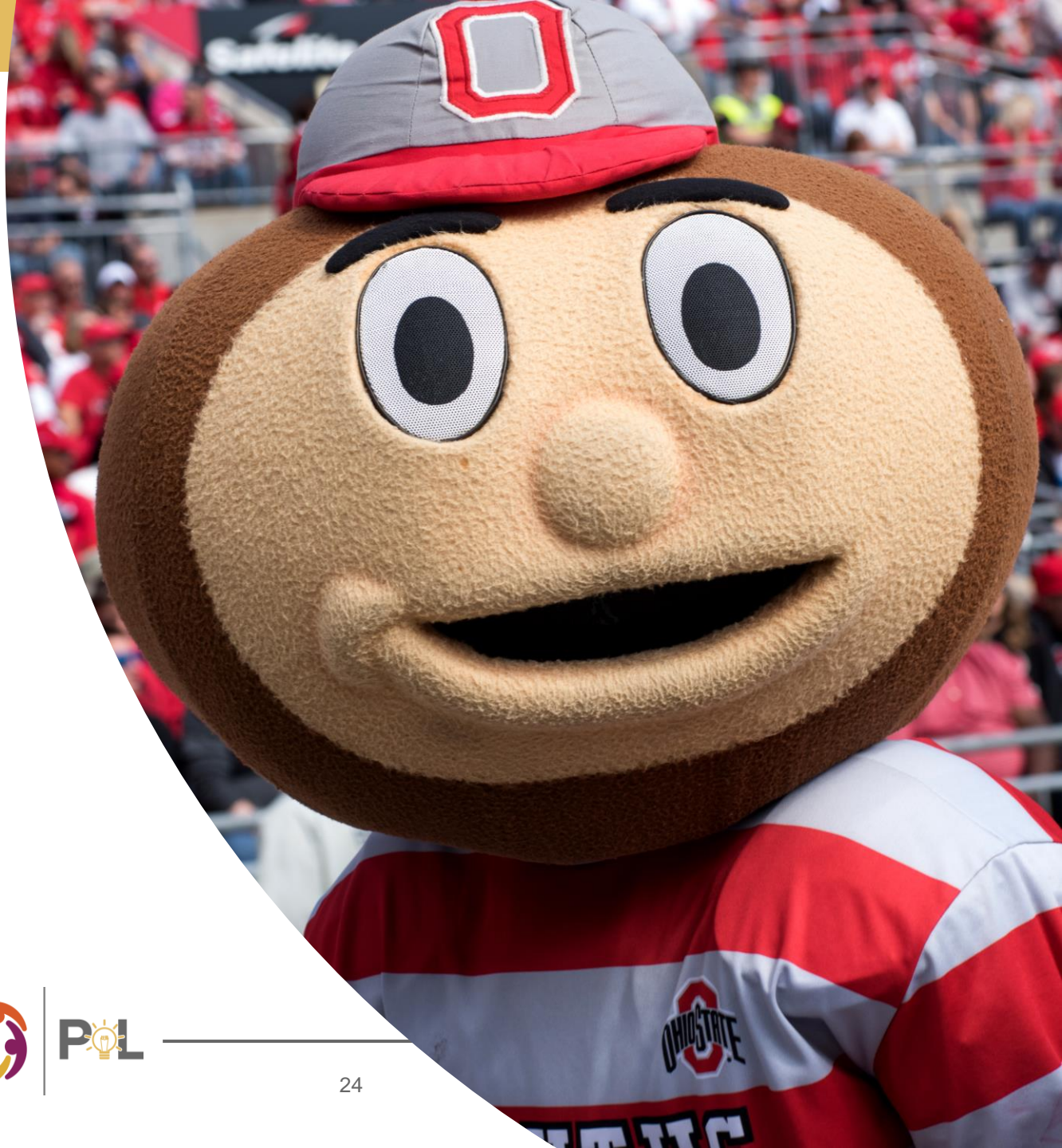
A photograph of a newspaper clipping pinned to a surface with a red pushpin. The clipping features a large, bold headline in black ink on a light-colored paper background. The headline reads "DAM NEARLY FINISHED, BUT MUCH LEFT TO DO". Above the main headline, a smaller line of text is partially visible, mentioning "RANDELMAN RESERVOIR CIRCLED EARLY THIS YEAR". The clipping is pinned to a dark blue textured surface.

## Reflection:

What's your "headline" if you were writing a news story about taking a multi-tiered approach to engaging families as leaders?

# Questions?

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THANK YOU FOR WATCHING!

OhioFamiliesEngage.osu.edu



Ohio Statewide  
**Family  
Engagement  
Center**

—at The Ohio State University—



Ohio Statewide Family  
Engagement Center



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