

THIRD ANNUAL

Ohio Family Engagement — LEADERSHIP SUMMIT —

Family Engagement that

BREAKS THROUGH



Ohio Statewide

Family Engagement Center

— at The Ohio State University



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

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



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Empowering Families to Lead



**Commonwealth
Institute for
Parent Leadership**

The Prichard Committee



The Prichard Committee

Building a Groundswell for a Big Bold Future

prichardcommittee.org



Who We Are

We are an independent, solutions-oriented, and citizen-led non-profit, established in 1983.

We believe public education – early childhood through postsecondary – is critical to the economic and social well-being of Kentucky, requiring an ambitious agenda that ensures educational success for each Kentuckian.

What We Do

Our mission is to ensure a path to a larger life for more Kentuckians by fully connecting the power of education to the state's economy and decreasing poverty. We study issues, inform Kentuckians about our studies, and mobilize them to take action in an effort to build:

- State and local systems that deliver education excellence with equity, preparing Kentuckians for a Big Bold Future; and
- A Groundswell of mobilized communities, deeply engaged and implementing innovative solutions locally.



The Groundswell Initiative

We are all about communities responding to the unique needs of students and families locally, to realize better outcomes in education – early childhood through postsecondary. Groundswell members, over 1,000 strong, are the boots on the ground in a campaign to realize a Big Bold Future for Kentucky – with education at the core.



Commonwealth Institute for Parent Leadership

Kentucky Collaborative for Families & Schools

We are a network of partners focused on increasing open communication, learning opportunities and shared decision-making power through school and family partnerships across the Commonwealth.



Equity Coalition

We advocate for honest and inclusive conversations that promote culturally responsive policies, practices and imaginative investments to repair longstanding failures to deliver educational excellence for students who have been marginalized.



Prichard Committee Fellows

We are parents, students, and teachers who formally engage as active partners in shared work to improve education. We study pressing education issues, help inform the public and policymakers of our findings, and engage communities to celebrate success and to design unique local solutions to our challenges.



Strong Start KY

We unite Kentucky's early childhood advocates through shared goals to strengthen early care and education for Kentucky children from birth through third grade and increase access to high quality early childhood opportunities.

Empowering Families as Leaders

History of Family Leadership
in Kentucky

How we identify families for
the Fellowship

Barriers to Effective
Leadership

Why Leadership Matters



Kentucky History of Family Leadership

Since its founding in 1983, the Prichard Committee for Academic Excellence has focused its efforts on **fueling citizen interest in education**. In its initial years, as noted in the introduction to the second edition (1989) of *The Path to a Larger Life*, the Committee's staff and volunteers conducted numerous activities to build and maintain this interest:

- Holding public forums, including debates for gubernatorial candidates
- Organizing a statewide town forum that drew 20,000 Kentuckians in a single evening to meetings in 176 school districts
- Facilitating workshops for citizen activists
- Issuing reports and statements
- Speaking to hundreds of local civic organizations
- Sharing its views and the views of the public with legislators and governors



Ultimately, these efforts coalesced into an approach with a focus on parent leadership. In 1997, with a 10-year grant from the Ford Foundation and other funding, the Commonwealth Institute for Parent Leadership (CIPL) began training and supporting parents as leaders in their community's schools. In 2013, with endorsement from then-Governor Steve Beshear, CIPL was renamed the Governor's Commonwealth Institute for Parent Leadership (GCIPL).

- In its 25 year history, CIPL/GCIPL has enjoyed tremendous successes. It has long been recognized as the nation's premier parent leadership program and its approach has influenced many other models across the country. Of the more than 2500 graduates of the program, many have made great strides as leaders at the local level – starting parent teacher associations, as well as serving on local school-based decision-making councils (SBDMs) and school boards



Empowering Families as Leaders

- Recognize the spectrum of involvement and help families, self assess where they are.
- Nomination from partners in family engagement

Epstein's Six Types of Parental Involvement

Type 1: Parenting Skills and Knowledge

- Families learn about parenting skills, child development, and home conditions that support learning and development. Schools learn about families.

Type 2: Communicating Between Home and School

- Focuses on effective school-to-home and home-to school communications.

Type 3: Encouraging Volunteering at School and in the Community

- Focuses on recruitment, training, and schedules to involve parents as volunteers and audiences for schools and other locations that support students and school programs.

Type 4: Supporting Student Learning at Home

- Family involvement with children in learning activities in the home.

Type 5: Involvement in Decision-making and Advocacy

- Focuses on family involvement in school decision making, governance and advocacy through a variety of committees and parent organizations.

Type 6: Collaboration with the Community

- Coordination of schools', families', and students' needs for resources and services with businesses, agencies and other group who may address these needs.



THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP



<https://movementstrategy.org/b/wp-content/uploads/2019/09/Spectrum-2-1-1.pdf>



FIGURE 1

Family leadership: Foundations and key building blocks



Perceptions of Engagement and Leadership

- Misalignment between staff and parent perceptions. Staff had higher perceptions of school outreach to families and climate for family leadership, compared to parents, indicating the need for more staff and parent dialogue about definitions of outreach and family leadership.

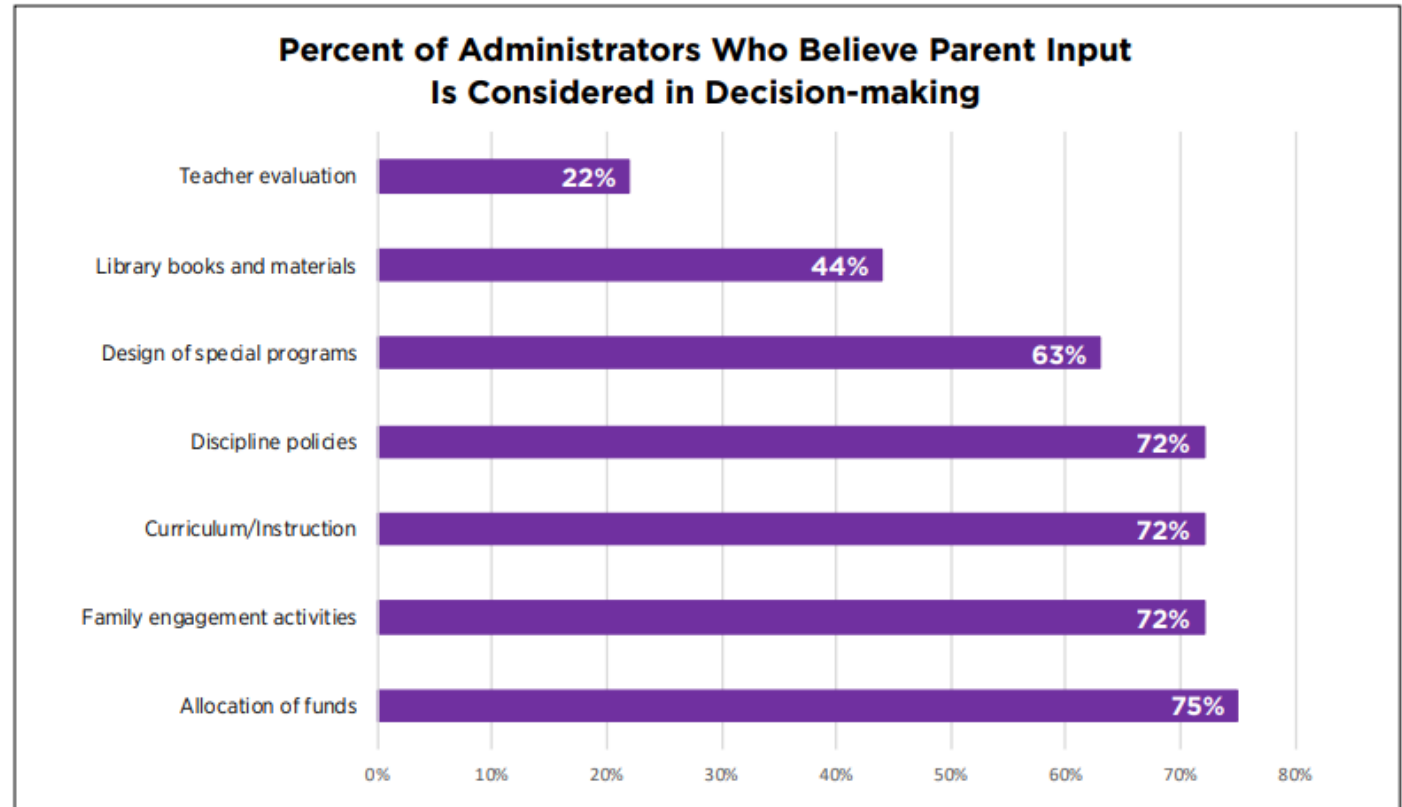


Figure 3. Percent of Administrators Reporting Parent Input Considered in Decision-Making

Perry, D.M., Geller, J.D., Martin, J.T., Torres, M., & Fisher, B.W. (2021). Illuminating Progress Toward Transformative Family-School Partnership in Kentucky: A Snapshot from Year 1 of the Kentucky Collaborative Research Study. New York, NY: Metropolitan Center for Research on Equity and the Transformation of Schools at New York University.



Barriers identified in 2021

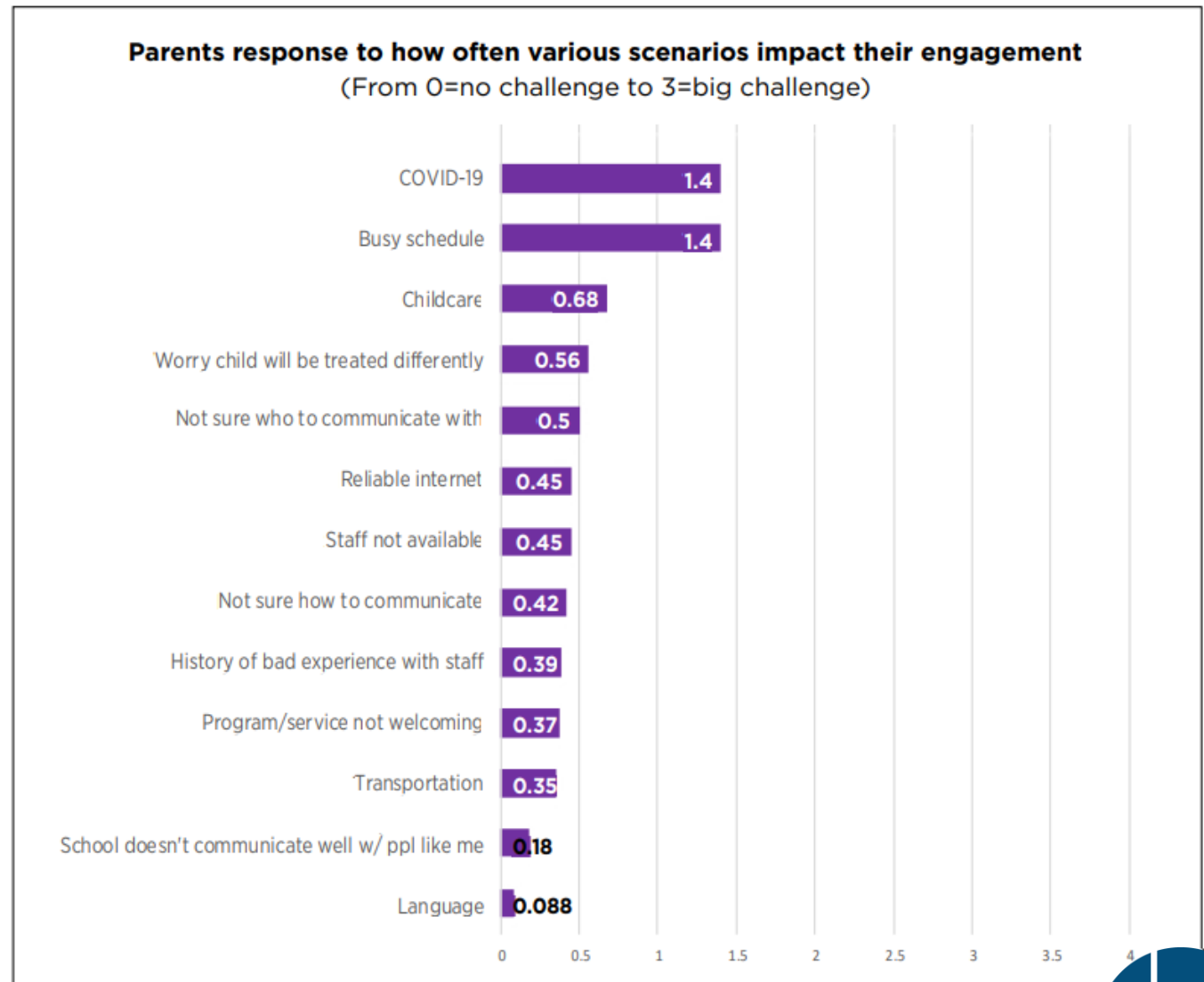
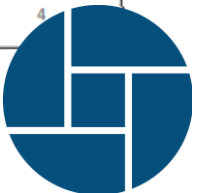


Figure 12. Parent Perceptions of Barriers to Engagement

Perry, D.M., Geller, J.D., Martin, J.T., Torres, M., & Fisher, B.W. (2021). Illuminating Progress Toward Transformative Family-School Partnership in Kentucky: A Snapshot from Year 1 of the Kentucky Collaborative Research Study. New York, NY: Metropolitan Center for Research on Equity and the Transformation of Schools at New York University.



What does CIPL look like in 2022?



STATEWIDE
FELLOWSHIP IS
WEBINAR BASED



DEEP DIVE
WEBINARS



LOCAL DISTRICT
PROJECT



NETWORKING
REQUIREMENTS




LEADERSHIP
RETREAT



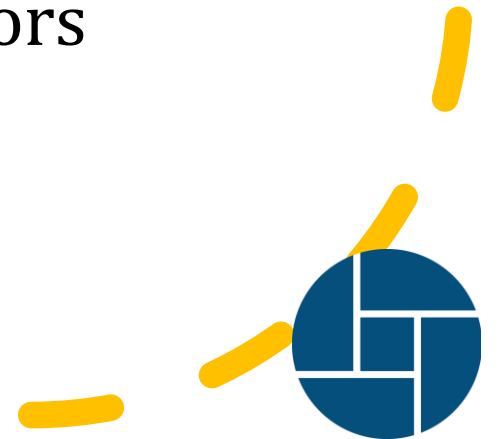
GROUNDWELL
SUMMIT-
GRADUATION EVENT



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Mission: The CIPL Fellowship is designed to offer Kentucky families information related to Kentucky's education system and key topics relevant today to help increase success for all students.

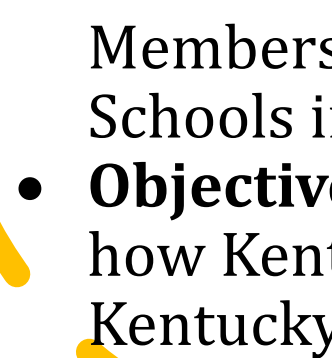
Prichard Committee (PC) staff members, CIPL Fellows, PC Teacher Fellows, and other PC partners and supporters serve as presenters and expert contributors throughout the year.





Goal 1: CONNECTIONS

Kentucky families are connected and mobilized in local communities around a Big Bold Future through deepened public-school engagement and implementing innovative solutions for all students.

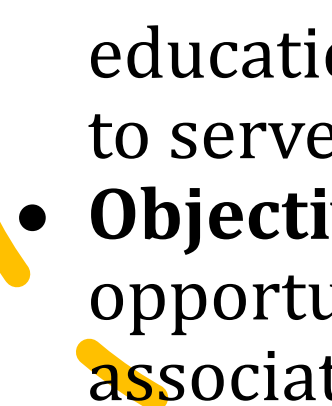
- **Objective 1:** Candidates build a network of support and resources through intentional connection with Prichard Committee Groundswell Members, PC Members, PC Teacher Fellows, past CIPL Fellows, and Family Friendly Schools in their communities.
 - **Objective 2:** Candidates understand the history of Prichard Committee and how Kentucky citizen mobilization is imperative for a Big Bold Future in Kentucky. Includes knowledge of PC Engagement Spectrum.
- 





Goal 2: LEADERSHIP and DECISION-MAKING

Local boards and councils have knowledgeable families who serve in leadership roles.

- **Objective 1:** Candidates know what leadership roles are available to them and have increased awareness of how the public education system works and their individual leadership strengths to serve in these roles.
 - **Objective 2:** Candidates connect to a pathway of leadership opportunities within local districts and family leadership associations.
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Goal 3: CONFIDENCE

Kentucky families are creating a Groundswell of community support because they have the confidence, skills, and passion to be powerful partners in their local schools and communities.

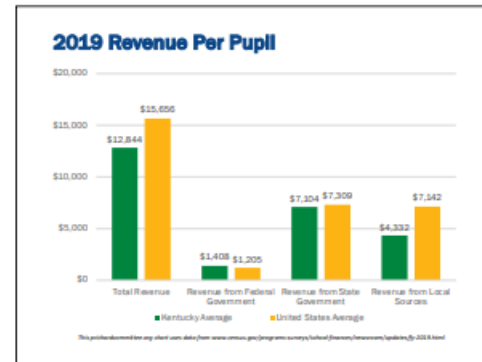
- **Objective 1:** Candidates gain leadership skills and confidence through planning and implementing an individual parent leadership project.
- **Objective 2:** Candidates understand how one project can create a Groundswell through analyzing their project's impact and evaluation results.



Deep Dive Webinar Snapshot



1



3

Pandemic and Recovery

- \$174 million** from ESSER I allocated to Kentucky districts (Elementary and Secondary School Emergency Relief Fund)
- \$835 million** from ESSER II
- \$1,801 million** from ARP ESSER or ESSER III (American Recovery Plan)
- \$2,610 million** total allocated to Kentucky districts
- \$4,407 per pupil average** (but distributed on Title 1 formula)
- \$1,100+ per pupil per year** 2020, 2021, 2022 & 2023?

5

What would I ask?

- What are our big efforts to address learning loss?
 - How are those efforts going?
 - What more do we need to do?
- What have we done to improve ventilation and filtration in our schools?
 - What more do we need to do?
- How are we preparing for another big wave?
 - What more do we need to do?

9

Funding Source	Details on the Way to Questions
Federal	Categorical Pandemic and Recovery \$\$
State	SEEK Base, Add-Ons, and Tier 1 Categorical On-Behalf Payments
Local	SEEK Base, Tier 1, and Tier 2 The 4% Rate


2

Federal Categorical Programs

Categorical programs have strings attached: rules about how the money can be used.

The key federal categorical programs are:

- Free and reduced-price meals
- Individuals with Disabilities Education Act (IDEA)
- Title 1 funding to improve opportunity for children with low family incomes



4

Per Pupil ESSER Amounts Vary A Lot

- \$426** in Oldham County
- \$663** in Fort Thomas Independent
- \$789** in Beechwood Independent
- \$4,407** as the statewide average
- \$12,127** in Newport Independent
- \$14,832** in Middlesboro Independent
- \$17,171** in Fulton Independent

(I'll share a spreadsheet showing every district)

6

What would you ask?

10



Example Project

- Language Preference Flag With 43 languages represented in my school district, it was important to create a way to alert administrators, school managers, nurses, teachers, and other school staff that a family prefers a different language of communication than English. The pandemic made it clear that is important to help families feel at ease when they see the school is calling them.
- Families need to know that when they answer a phone call from school, it will not be a struggle to understand what is being communicated to them. A phone call is the scariest place to communicate for an English learner.. With the help of the ELL Director, I pitched in the idea to the IT Department. What if we created a way to alert school personnel to use an interpreter when communicating? Although it is not perfect, the Language Preference Flag was created to use in the district's database Infinite Campus. This school year, the parents/guardians of 356 students had selected Spanish as their preferred language of communication. The flag was manually assigned to each of those students, with the addition of a note that a user can see when hovering over the flag. The note explains if mom, dad or guardian prefer other language than English. We also created a code word to alert school staff when a family does not read or write and prefer spoken communication. With the start of the new school year and the ability of the district to use interpreting services over the phone, we will be alerting school staff about other language



Networking



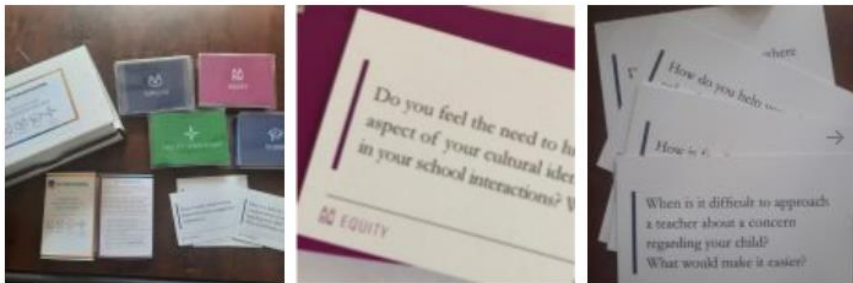
INTERACTIVE EDUCATION CONVERSATION CARD DECK

\$35.00

1

ADD TO CART

Category: [Family Engagement Tools](#)



Groundswell Summit Graduation



Opportunities to Serve

All Schools/Districts

- Site Based Decision Making Teams
- Family Resource Youth Service Center Advisory Councils
- Local Board of Education

State Opportunities

- Family Partnership Council-KDE
- Governor appointed council members
- State Board of Education



Why it Matters

- CIPL Fellows and parents of children with special education needs had significantly higher reports of supporting their children's learning, compared to other families
- The release of these NAEP results is a renewed call for school districts to make their learning recovery plans and strategies transparent; to make the regular evaluation of those strategies transparent; and to bring parents, families, community-based organizations, and businesses to the table in designing and iterating toward clearly established and articulated goals. These results also call on families and communities to respond with full energy – in collaboration with their schools – to support rich and rigorous teaching and learning.

[NEW NAEP ASSESSMENT RESULTS SHOW NATIONAL PANDEMIC IMPACT: COMMUNITIES & SCHOOL MUST COME TOGETHER FOR SUCCESSFUL RECOVERY – Prichard Committee for Academic Excellence](#)



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[Kentucky Collaborative Research Study — Year 1 \(nyu.edu\)](http://nyu.edu)

