

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

# Reflect, Connect, Collaborate, Lead: Core Competencies for Family and Community Engagement

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# NAFSCE Mission + Vision

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## OUR MISSION

A world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.



## OUR VISION

Advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

# Roadmap for our time together

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- Share the Family Engagement Core Competencies
- Present data from a recent field survey of family-facing professionals
- Engage in a case study discussion



**Students  
Succeed  
When  
Families,  
Schools and  
Communities  
Join Together.**



Family and Community Engagement in education is a **shared responsibility** among families, schools, and communities to support student learning.

**FAMILIES** guide, support and advocate for student learning.

**SCHOOLS AND COMMUNITIES** reach out to neighborhood families and build relationships, help reinforce families' goals and co-construct practices and policies together.



# Family and Community Engagement in education matters.



## **STUDENTS**

Have improved school readiness, higher student achievement, better social skills and behavior, increased likelihood of high school graduation.



## **FAMILIES**

Experience increased family well-being, leadership, knowledge and skills.



## **TEACHERS**

Report increased job satisfaction and reduced likelihood of leaving the profession.



## **EQUITY**

Provides increased opportunities for all families and more equitable school environments

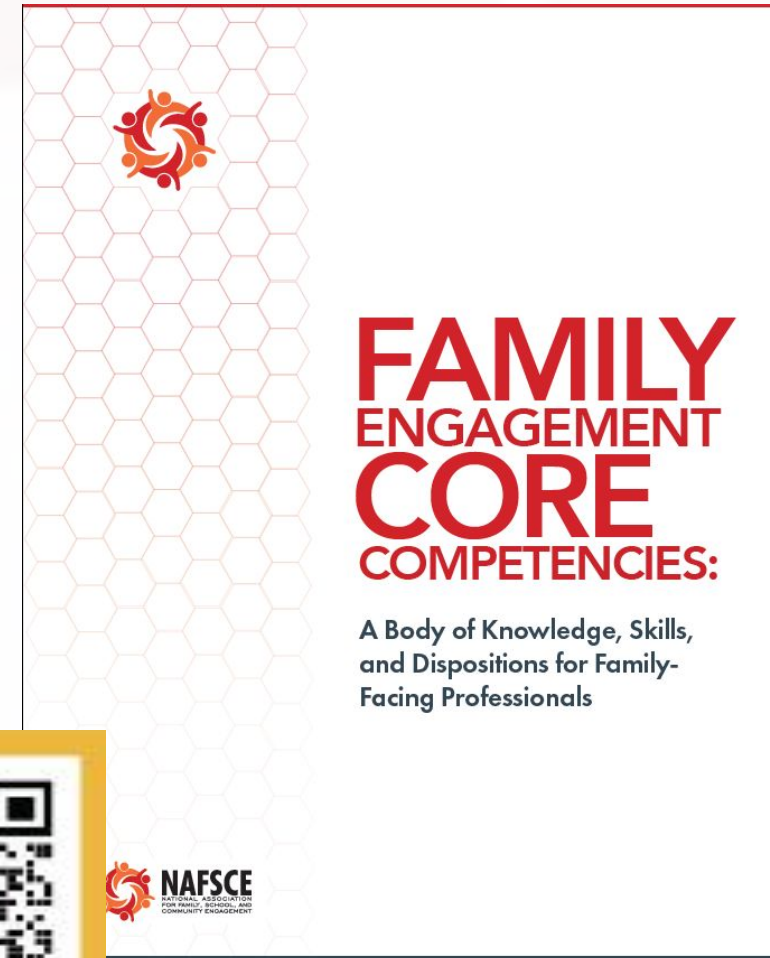


## THE CHALLENGE

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Family-facing professionals – school leaders, educators, family coordinators, afterschool providers, etc. – receive few opportunities early on or throughout their careers to learn how to partner with families and communities.

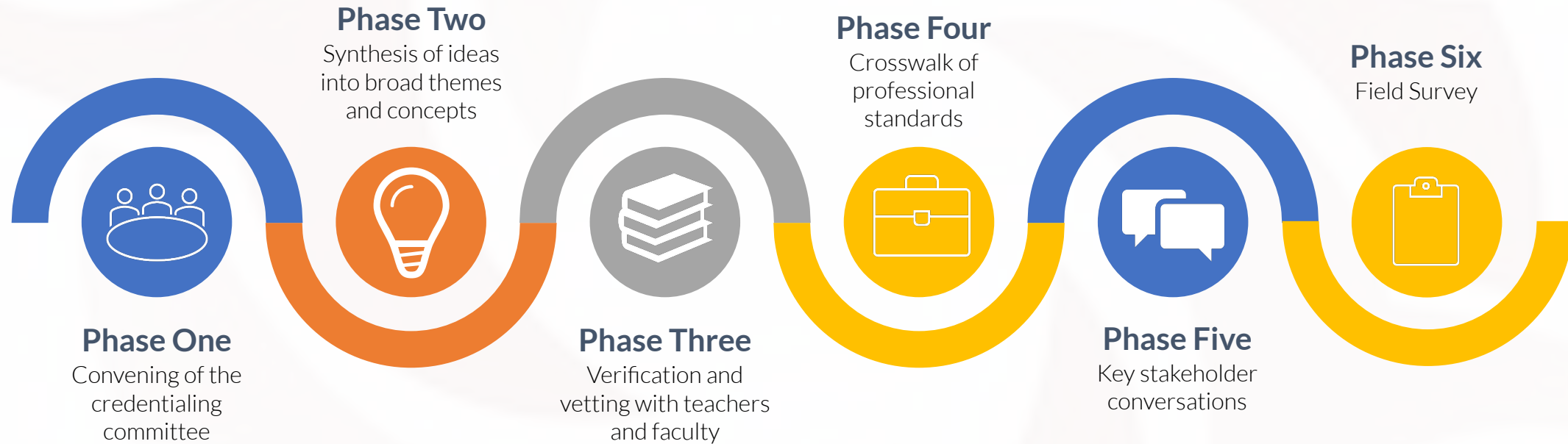
The **anchor** and  
solid grounding for  
family-facing  
professionals to  
**engage** with  
families.





# Our Process

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## 1. Respect, Honor, and Value Families

a. Examine, respect, and value the cultural and linguistic diversity of families and communities

b. Explore, understand, and honor with families how children develop, grow, and change from birth through adulthood across settings, and how these changes affect families



## 2. Embrace Equity Throughout Family Engagement

a. Look inward to develop cultural humility, cognitive flexibility, and perspective-taking skills to practice anti-bias and equitable family and community engagement.

b. Reflect on how history and social context influence family engagement systems and practices.



# REFLECT







### **3. Build Trusting Reciprocal Relationships with Families**

- a. Cultivate mutual trust
- b. Communicate effectively
- c. Create welcoming environments
- d. Reach out actively to families, especially those who might be most underserved



### **4. Foster Community Partnerships for Learning and Family Well-being**

- a. Build community partnerships to support children and families
- b. Establish systems to expand how families link to community resources
- c. Cultivate social support networks and connections among families



# CONNECT







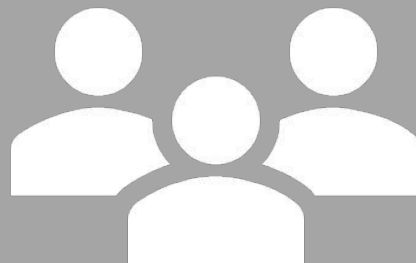
## 5. Co-Construct Learning Opportunities with Families

- a. Build upon family knowledge as resources for learning
- b. Join with families for planning, implementing, and evaluating learning opportunities and services



## 6. Link Family and Community Engagement to Learning and Development

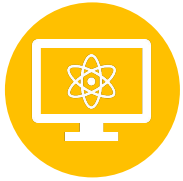
- a. Develop data systems that are accessible to each and every family
- b. Create conversations around developmental and academic progress
- c. Expand on family learning in the home and community



## COLLABORATE







## 7. Take Part in Lifelong Learning

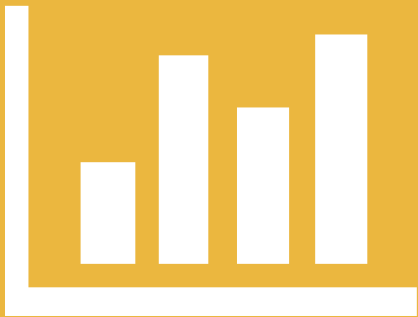
- Identify and participate as a member of the family engagement profession
- Engage in professional learning to grow family engagement knowledge and skills
- Use data to assess, evaluate, and improve family and community engagement



## 8. Advocate for Systems Change

- Identify and examine new and existing policies and practices to further family and community engagement
- Champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes
- Reframe the conversation around family and community engagement to expand public understanding





### **POLL QUESTION**

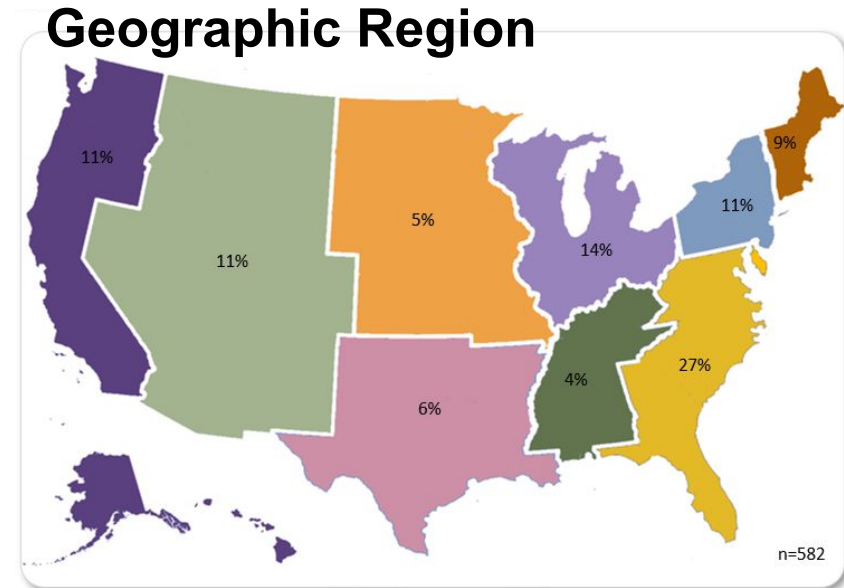
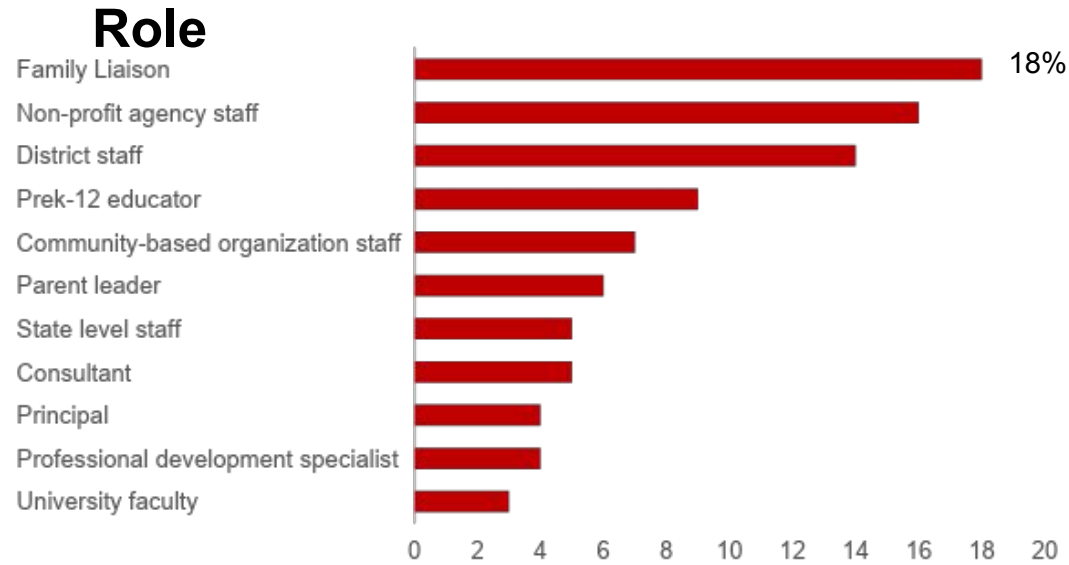
**Which of these competency areas  
do you feel most comfortable  
with?**

#### **VOTE:**

- **Reflect**
- **Connect**
- **Collaborate**
- **Lead**



# Our Sample (N=582)



**Serve:** 69% serve elementary school age children

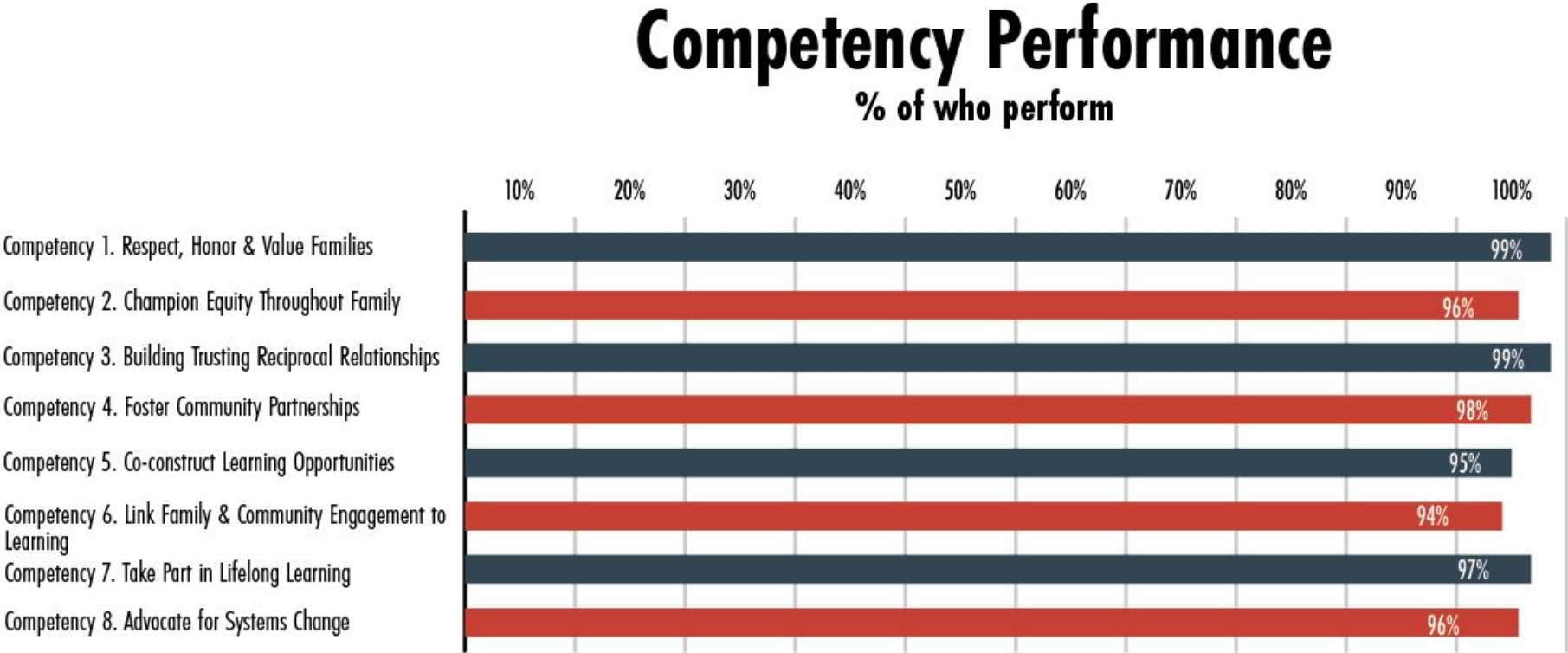
### Experience:

- 59% have worked in family-facing roles for more than a decade
- 20% have less than 5 years experience

**Degree:** 83% have a bachelors degree or higher

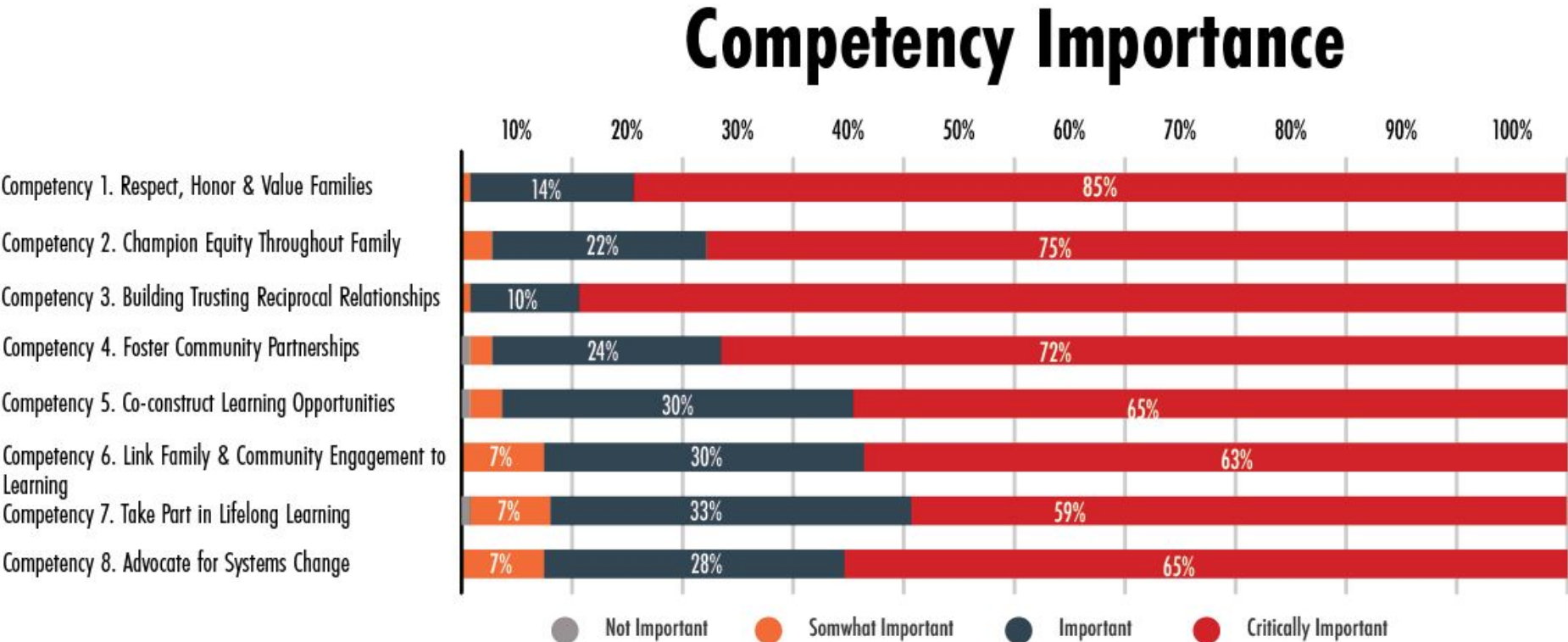
# Finding 1: Performance of Each Competency

Each of the evaluated competencies is performed by more than 90% of surveyed family-facing professionals, with most performed by more than 95%.



# Finding 2: Importance of Each Competency

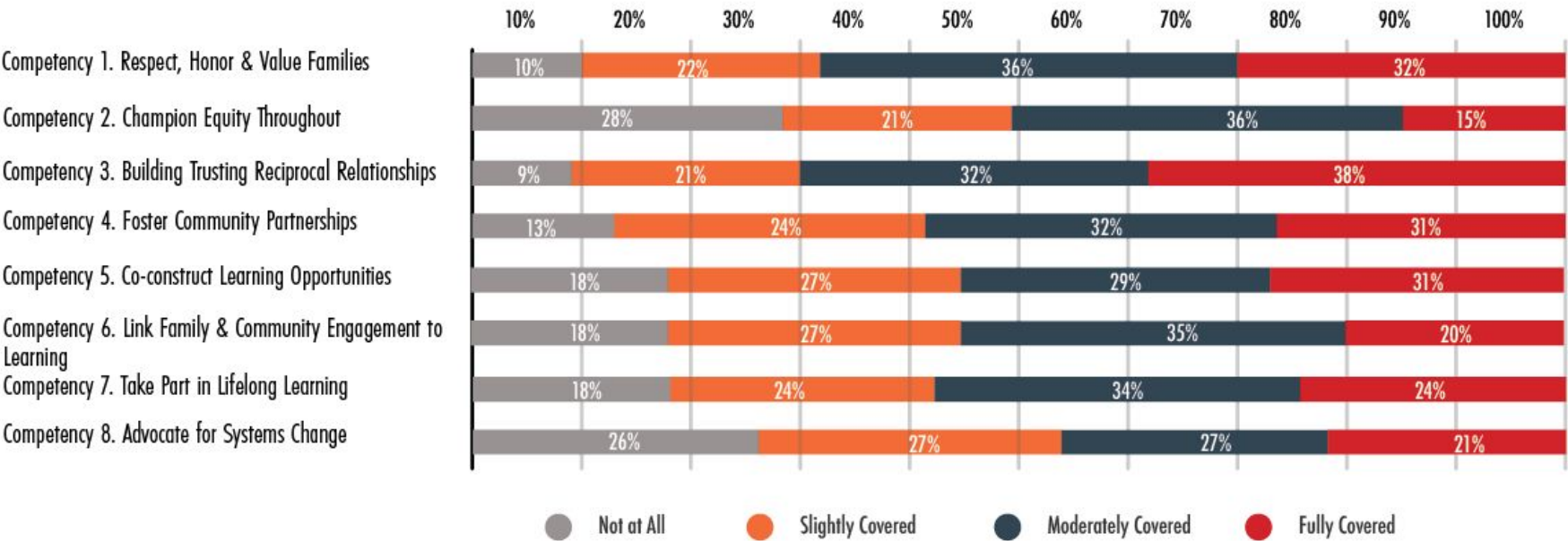
Competency 3 (Building trusting relationships with families) and Competency 1 (Respecting, Honoring and Valuing Families) were rated the two most critically important competencies for family-facing professionals to develop



# Finding 3: Preparation for Each Competency

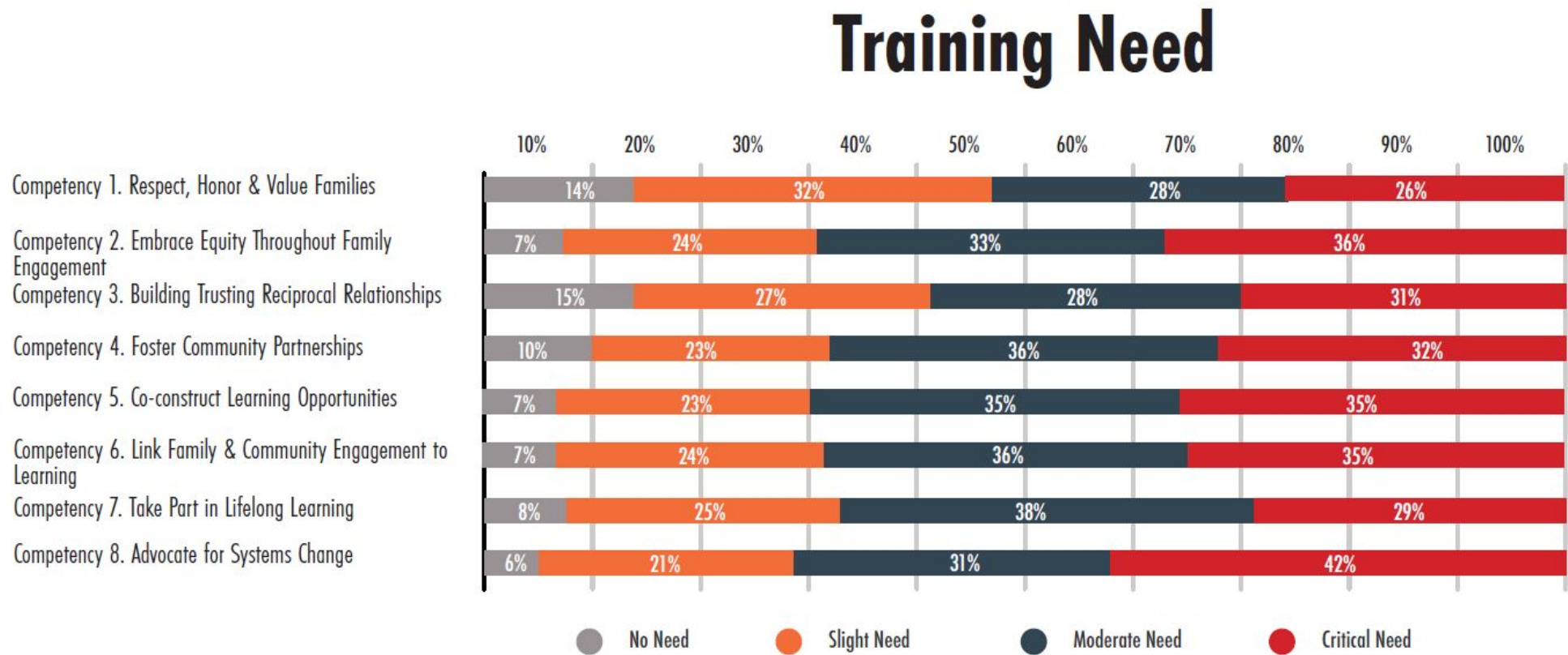
- Respondents are most prepared in competency 3 (to build trusting relationships) and competency 1 (to respect, honor, and value families).
- They are less prepared in competency 8 (to advocate for systems change) and competency 2 (to champion equity throughout family engagement).

## Competency Preparation



# Finding 4: Training Needs

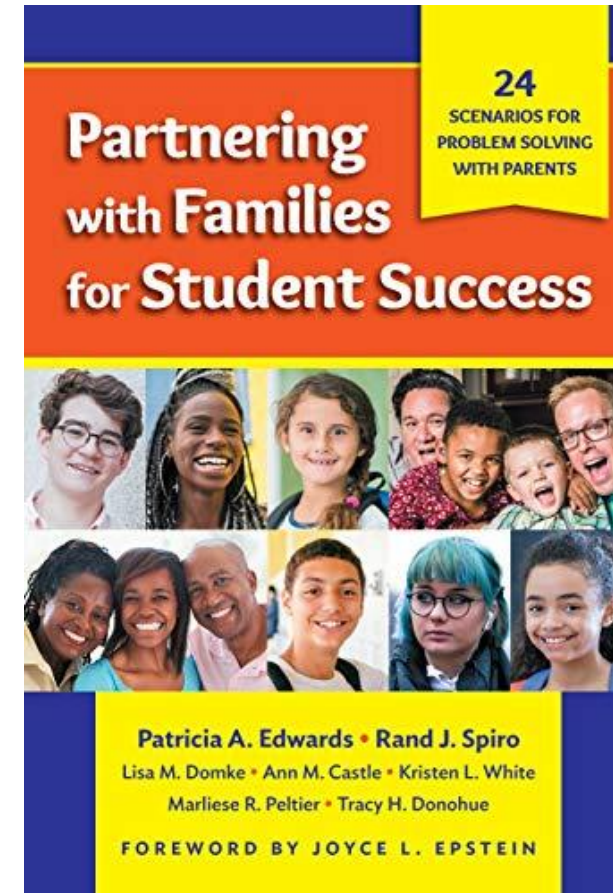
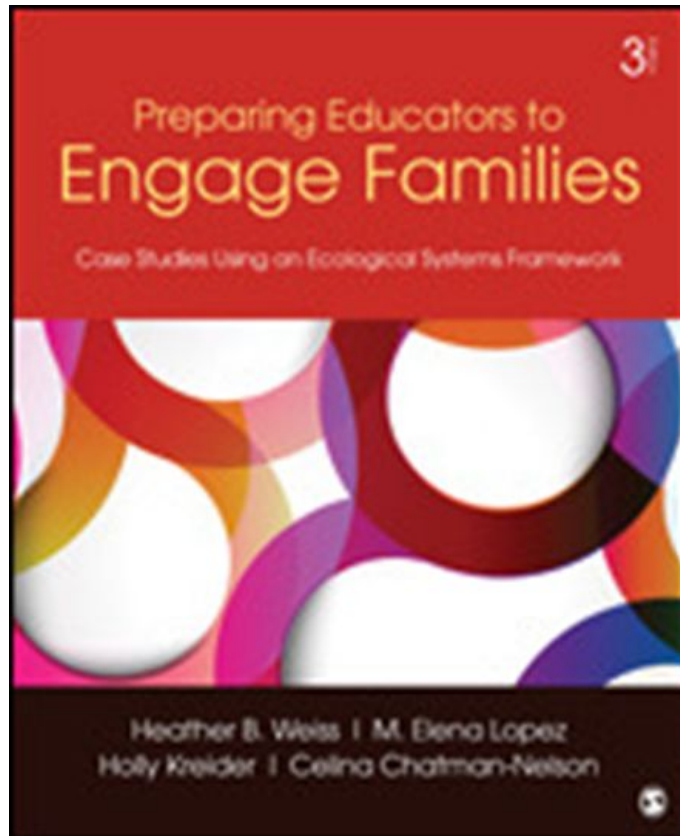
- Respondents view their greatest needs for training are in competency 8 (to advocate for systems change), competency 2, and competency 5 (to co-construct learning opportunities with families).



**How might we begin to develop  
and use the core competencies?**



# Family Engagement Core Competencies



# The Real Meaning of Back-to-School Night

By Rabeya Akther

Nadya is a 30-year-old mother who came to the U.S from Bangladesh 2 years ago with her twins, a 6-year-old boy and girl. She would like to participate and help her children in school but hasn't attended any school events. I am a school-family liaison, so I reached out to Nadya to invite her to our public school's "Back-to-School Night." She told me that she planned to go and had gotten a flyer about it from the school two different times. The day before the event, though, I called to remind her and she told me that her plans had changed. She would not go.

# For Discussion

**Reflect:** Check in internally. How is this situation making you feel? How will you stay centered? How might Nadya be feeling?

**Connect:** What could you do to connect with Nadya?

**Collaborate & Lead:** How might you use this opportunity to collaborate and lead alongside Nadya to promote change?



# Epilogue

Nadya could not drive, and her husband did not have time that day to take her. It was not possible for her to take public transportation because she was afraid she wouldn't find the address and was also afraid to walk there with her twins in the dark. She also thought the Back-to-School Night was a dinner party or potluck to meet with other parents and teachers. So she didn't think the event was very important, even though she had received the event flyer from the school twice.

I explained to her that it was not a dinner party or a potluck. It was very important for her and her children. She would meet her children's teacher to learn about the syllabus and subjects her children would study. I explained that the Back-to-School Night event was an opportunity to ask questions about her children's education and see her children's classroom.

After I explained why she should attend it, she was very thankful because she did not understand the importance of the Back-to-School Night when she had seen the flyers. She convinced her husband to drive her before he went to work, and she attended the Back-to-School Night. Nadya now goes to most school events throughout the school year. Not only does she attend, she calls other parents to make sure they attend as well.

# Stay Connected

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THANK YOU FOR WATCHING!

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