

# WELCOME!

This event will start shortly. In the meantime,  
visit us at [OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu)

## Ohio Family Engagement — LEADERSHIP SUMMIT —

### **Family Engagement**

# BY DESIGN



# Bring the Village to the Schoolhouse

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ONE DISTRICT'S MULTI-FOCAL APPROACH TO FAMILY ENGAGEMENT

Kelli Perrin, Ana Martinez, and Janis Bellon  
Princeton City Schools  
Cincinnati, Ohio

# Presentation Objectives:

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## Participants will:

- Understand how family engagement contributes to one district's equity plan
- Learn about varied approaches to family and community engagement
- Apply approaches that center family and student needs for stakeholder engagement

# PCSD's Equity Plan

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District Mission: To empower each student for college, career, and life success.

Equity Plan Goals:

- a. Create and sustain a climate and culture that demands and supports systemic equity practices and increases student performance for each student.
  
- a. Include and affirm the voices and identities of staff, students, families, and communities to inform district and school improvement efforts.



# PCSD's Equity Plan

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## What impacts the Equity Plan:

- Significant rise in multilingual learner enrollment
- 40+ heritage languages known within the district
- Need for more diverse stakeholder voice in district-wide decision making
- Access to district-wide events

## What meets our Equity Plan:

- Empowering parents/guardians to take leadership roles and represent their communities
- Cultural representation within district, campus, and community events.
- Language support
- Routes to express needs and wants with comfort and confidence.

# Focus 1: Flexibility Meets Needs

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# Focus 1: Flexibility meets needs.

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**Activity 1 - Discussion:** Think about conference nights and family-teacher meetings. What are the barriers that prevent parents / guardians from attending such events?

In the chat, quick list of possible barriers that we encounter in the schoolhouse for such events.



# Princeton's Targets for Growth:

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- Access to translated dialogue
- Flexibility in timing for parent-targeted events
- Need for inviting environment to learn about educational matters
- To empower community stakeholders with advance information to navigate the school system.
- Community creation at the campus level
- Opportunities for parental involvement



# 2<sup>nd</sup> Cup of Coffee

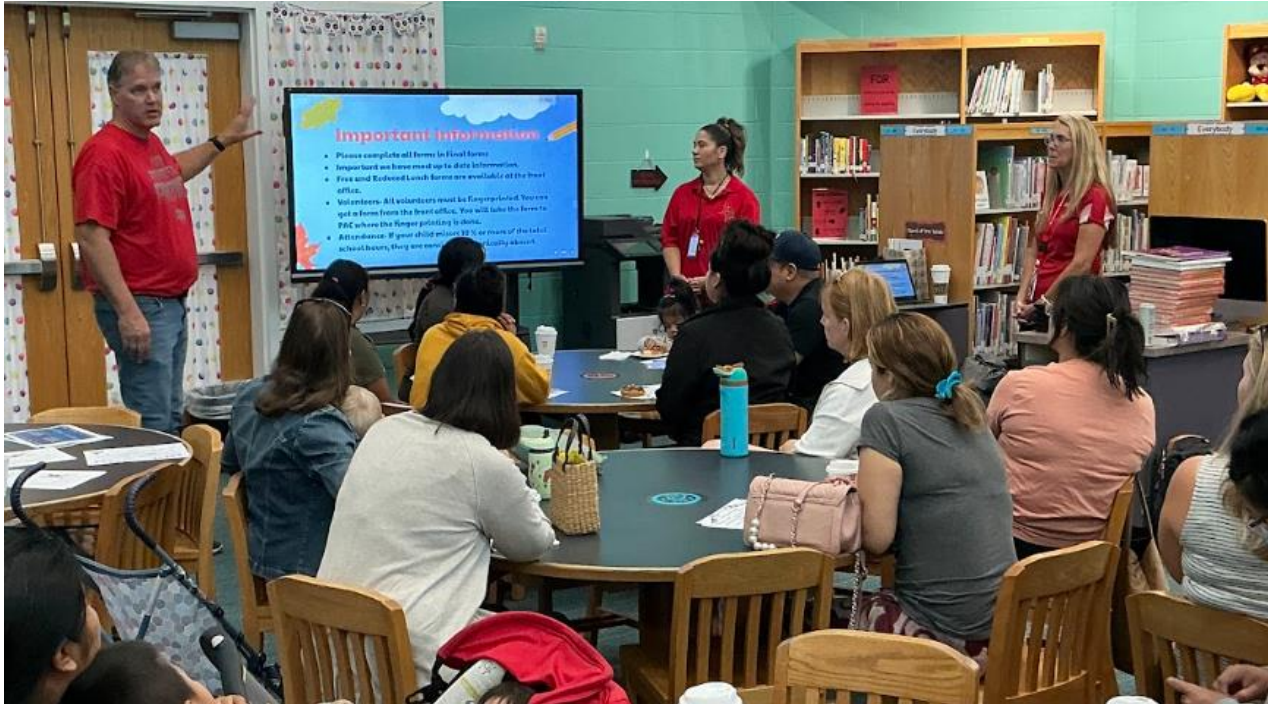
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- Campus Oriented
- Timing flexibility – during 1<sup>st</sup> shift, around the start of the school day
- Quarterly meetings, around mid-point
- Friendly, welcoming environment
- Opportunities for discussion, sharing of ideas, and to meet district and campus representatives.



# 2<sup>nd</sup> Cup of Coffee

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- ❑ Began as an initiative to bring multilingual families into the schoolhouse
- ❑ Showcases the campus as a welcoming, inclusive environment
- ❑ Responds to lack of parental volunteering from multilingual families.
- ❑ Resolves need to educate families about immediate campus needs and how stakeholders can positively impact.

# Focus 2: Celebrating the Community @ The Schoolhouse

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What generates excitement about attending a school event?

Think about what brings people together and bridges understanding amongst diversity.

## Activity 2 - Building A Word Cloud:

Scan the QR code, or go to [menti.com](https://menti.com) and join the discussion using the code:

8779 1284

As a group, let us brainstorm what excites stakeholders about school events.



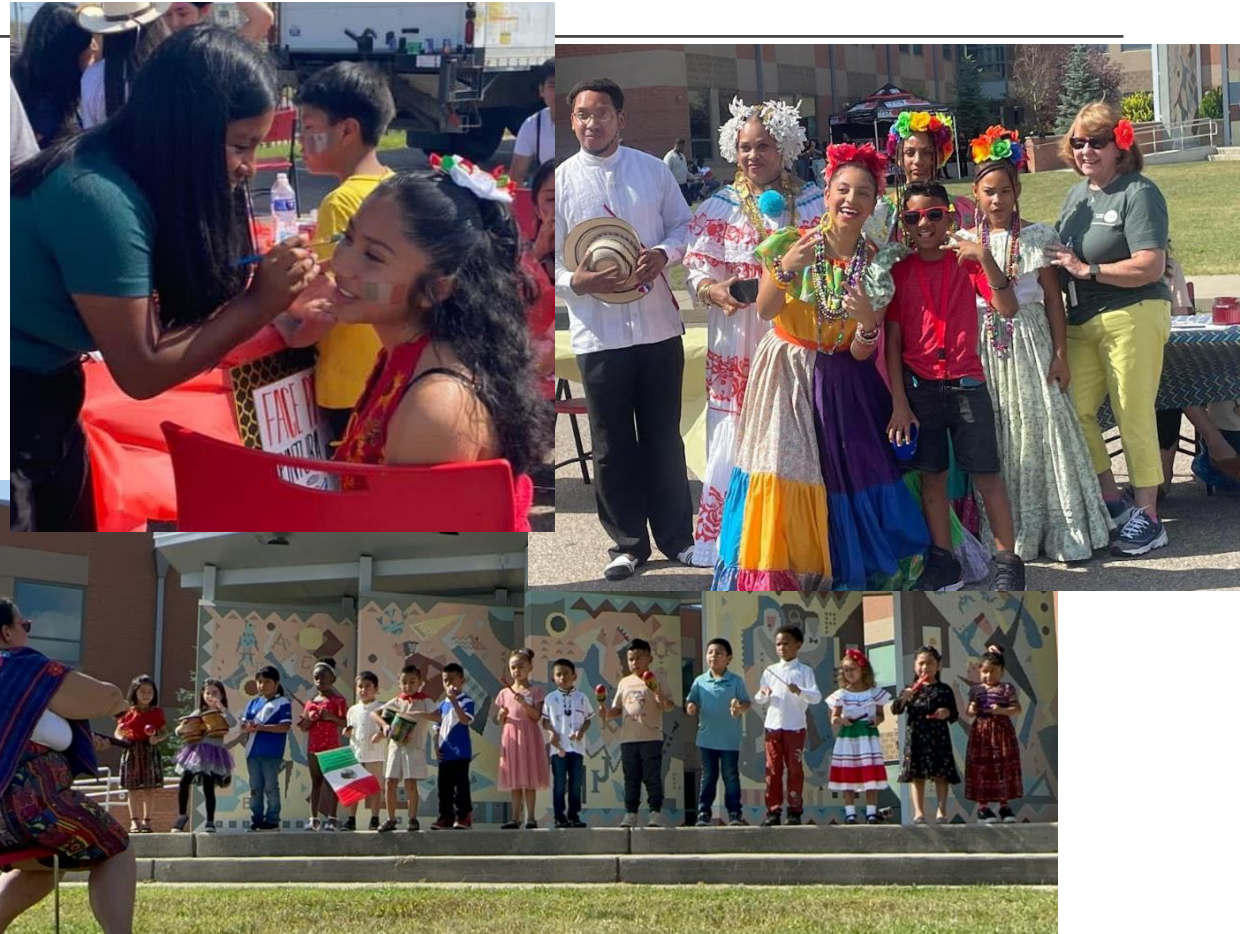
# Princeton's Targets for Growth:

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- ❑ Connecting with community members that need enhanced visibility
- ❑ Highlighting the wonderful diversity within our stakeholder population
- ❑ Demonstrating diversity within students' talents, abilities, and personal goals.
- ❑ Inviting businesses in the immediate community to share their needs, and allow contributions to the needs of the schoolhouse
- ❑ Opportunities to showcase outside of traditional schoolhouse gatherings (i.e. sports, plays)

# Hispanic Heritage Festival

- ❑ 3rd year - has become an annual event
- ❑ Unites communities from 8 different neighborhoods with a multitude of cultural representation
- ❑ Recognition of Hispanic Heritage Month: 2nd largest subgroup
- ❑ Access to community resources (health, social, education, legal)
- ❑ Authentic cultural representation through music, food, art, and recreation



# Hispanic Heritage Festival

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- Centers the campus within community
- Annual event with corporate sponsorship
- Free to all participants
- Opportunities for student leadership, volunteering, and performance
- Highlights contributions from Hispanic/Latin(x) stakeholders in immediate proximity of the school district
- Demonstrates cultural cornerstones of Hispanic community living around Princeton schools

# Focus 3: Creating Leaders from Underrepresented Communities

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# Focus 3: Creating Leaders from Underrepresented Communities

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## Activity 2 - Brainstorming A Course:

Scan the QR code, or go to [menti.com](https://www.menti.com) and join the discussion using the code:

1542 3709



Let's imagine we have an opportunity to teach parents *everything they would need to know* about schooling in the United States.

Then, we put it in a course.

What lessons would we need to teach? What are some areas where we have gaps in understanding as parents and community members?



# Princeton's Targets for Growth:

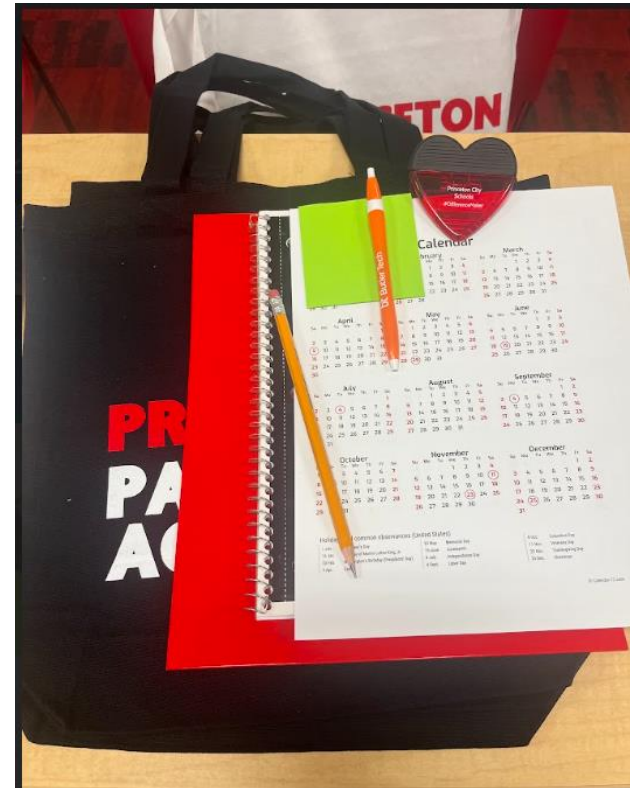
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- ❑ Inviting multilingual parents and guardians to be campus leaders
- ❑ Educating those unfamiliar with US school systems
- ❑ Create an environment where stakeholders feel safe to ask questions and receive information
- ❑ Empower stakeholders with the ability to lead others in their community around school matters
- ❑ Build relationships among district administrators, community leaders, and school board representatives.

# Princeton Parent Leadership Academy

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- Building centered, eventual involvement of all categories of stakeholders
- Elimination of participation barriers
- Child care provisions
- Focus on parents new to American school systems
- Meeting unique community needs
- Celebration of completion



# Princeton Parent Leadership Academy

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- ❑ 6 week course, 1 evening per week
- ❑ All materials provided for participants
- ❑ Has evolved from a fixed course model to a module-selected model
- ❑ Parents gain access to teachers, school and district administration, school board members, and community leadership
- ❑ Sense of campus-level camaraderie amongst participants



# Parent Leadership Academy Participants

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“In the academy, I learned things that I never heard about before. The things we talked about in the class, no one will tell you outside of the class”.

“I don’t know how to read or write. But I can speak and use my voice to advocate for my daughter. Her teachers will know who I am.”

“I know who to ask when I need help.”



# Impact

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*“I love that there is a way for parents to engage with all parts of their school environment. This is needed. I love that there are people willing to invest their time into something like [the parent academy].”*

SCHOOL BOARD MEMBER

PRINCETON CITY SCHOOLS

*“This crowd is huge! Look how many parents we are reaching!”*

*– on 2nd Cup of Coffee*

ADMINISTRATOR @ HERITAGE HILL ELEMENTARY SCHOOL

PRINCETON CITY SCHOOLS

*“I love the friendly soccer game. I work, so I can’t play for the school.”*

*– speaking about the Hispanic Heritage Festival*

STUDENT @ PRINCETON INNOVATION CENTER

PRINCETON CITY SCHOOLS



*“At parent-teacher conferences, we know who has attended the Parent Academy. They ask more [intentional] questions and want to be more involved in their children’s education.”*

*–on the Parent Academy*

TEACHER @ SHARONVILLE ELEMENTARY

PRINCETON CITY SCHOOLS

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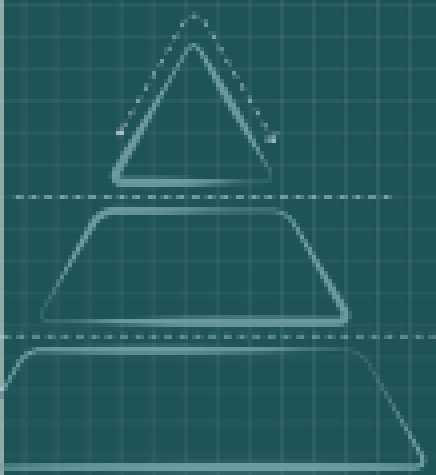
## **Ana Martinez**

Bilingual Parent Liaison

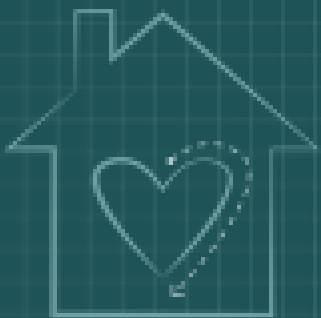
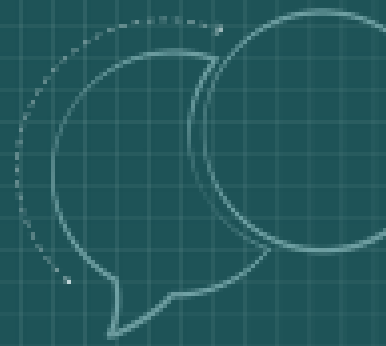
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Contact us!



Family Engagement  
**BY DESIGN**



THANK YOU FOR WATCHING!

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Ohio Statewide  
**Family  
Engagement  
Center**

—at The Ohio State University—



Ohio Statewide Family Engagement Center



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