

# WELCOME!

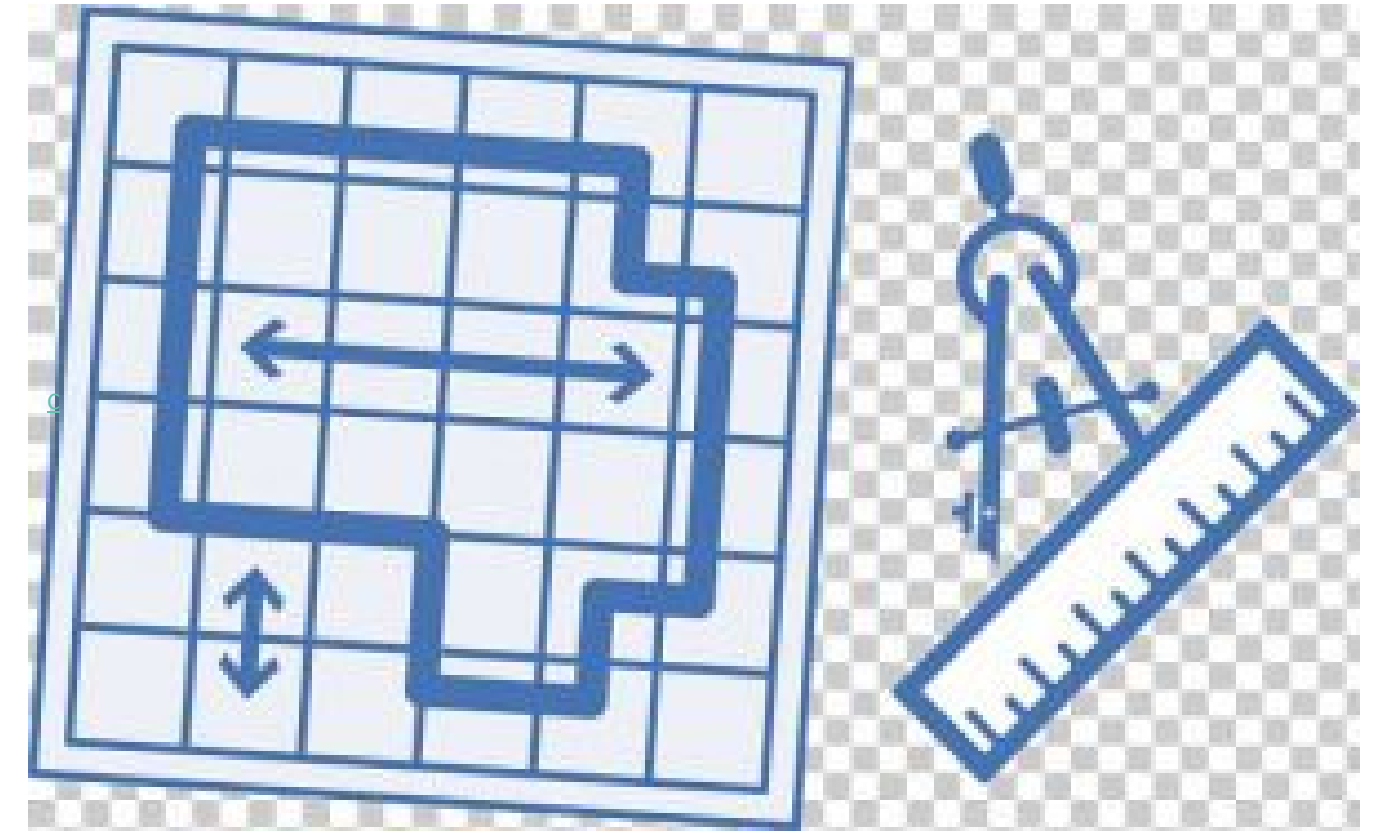
This event will start shortly. In the meantime,  
visit us at [OhioFamiliesEngage.osu.edu](https://OhioFamiliesEngage.osu.edu)

Ohio Family Engagement  
— LEADERSHIP SUMMIT —

**Family Engagement**

**BYDESIGN**

THE BLUEPRINT FOR STRONG SCHOOL, FAMILY, AND  
COMMUNITY PARTNERSHIPS: **TRAINING AND TECHNICAL  
ASSISTANCE**





- The Universal Pre-Kindergarten Program launched in 2007
- Created to improve quality in the system and outcomes for children
- Developed in a year-long community planning process with 210 stakeholders
- Funded by Invest in Children, implemented by Starting Point





- Mixed service delivery system of public and private preschools, community -based preschools, Head Start Programs and family child-care homes.
- UPK joined the National Network of Partnership Schools in 2007, we are now NNPS Professional Development Partners



# Everyone wants **EXCELLENT SCHOOLS** and **HEALTHY** and **SUCCESSFUL STUDENTS.**

*Can educators do this work alone?*



# WHAT ARE NNPS'S RESEARCH-BASED EXPECTATIONS FOR EXCELLENT SCHOOL-BASED PARTNERSHIP PROGRAMS?

- Use the Framework of Six Types of Involvement so that parents become involved in varied ways.
- Establish an Action Team for Partnerships (ATP).
- Write an Action Plan for Partnerships each year (linked to school improvement goals if applicable).
- Allocate a budget for planned activities.
- Allocate time for monthly meetings of the ATP.

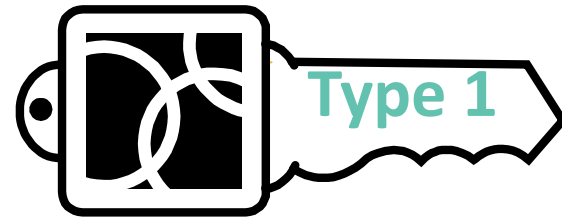


# WHAT ARE NNPS'S RESEARCH-BASED EXPECTATIONS FOR EXCELLENT SCHOOL-BASED PARTNERSHIP PROGRAMS?

- Allocate time to attend family engagement trainings/meetings
- Allocate time to meet with Family Engagement Specialist for technical assistance visits
- Evaluate and improve the partnership program each year using site level data
- Network with other UPK sites for ongoing guidance for improving partnerships every year.

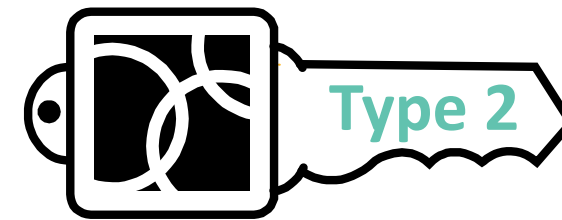
# THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

## *EPSTEIN'S SIX TYPES OF INVOLVEMENT*



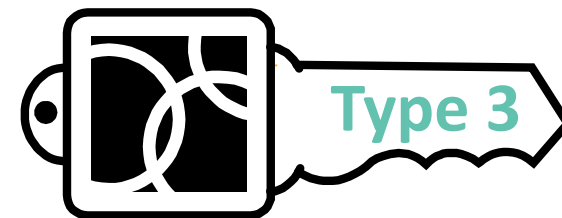
Type 1

**PARENTING:** Assist families in understanding child development, and in setting home conditions that support children as learners. Assist schools in understanding families.



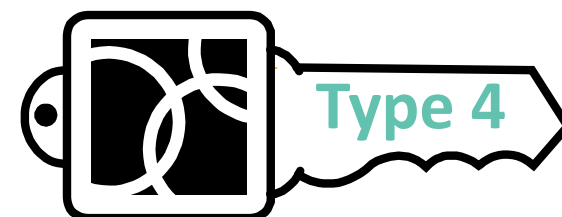
Type 2

**COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



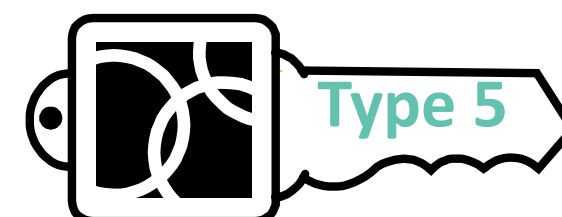
Type 3

**VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



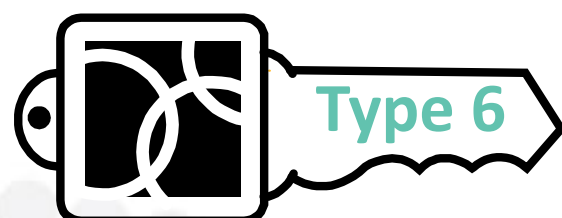
Type 4

**LEARNING AT HOME:** Involve families with their children in learning activities at home, including Family Learning Labs, Kindergarten readiness activities, and other program decisions.



Type 5

**DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



Type 6

**COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.



# ACTION TEAM STRUCTURE



# Members of the Action Team for Partnerships

**How Many?** 6-12 members

**Who?**

2-3 teachers or more (1 must be at the Pre-K level)

2-3 parents/family members (at least 2 at Pre-K level) or more

Representatives may include parent liaison,

families from various neighborhoods, PTA / PTO rep

Principal/Director/Administrator

1-2 or more others (nurse, counselor, community partners, special education teacher, after-school program leader)

**Terms?**

1 year (renewable)

10

Replacements made as needed

**Leaders?**

Chair or Co-Chairs communicate well with educators *and* families

Other ATP members serve as Chairs or Co-Chairs of committees for specific school goals, for each type of involvement, or for planned activities

**All features are flexible to fit school conditions and needs.**



# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS



# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL, FORM G-GOALS)

## SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, what family and community involvement activities will be implemented, dates, responsibilities, and needed resources.

<b>School:</b>			<b>School Year:</b>		
<b>GOAL 1-ACADEMIC: Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills. Write a SMART (Specific, Measurable, Achievable, Relevant, Timely) academic goal:</b>					
<b>Goal 1 chair or co-chairs:</b> _____					
<b>Desired result(s) for THIS goal:</b>			<b>How will the school measure the result(s)?</b>		
<b>Organize and schedule family and community involvement activities to support THIS goal.</b>					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED
Add pages if needed to outline more activities that support THIS goal.					

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL, FORM T-TYPES)

## SCHEDULE OF ACTIVITIES FOR THE SIX TYPES OF INVOLVEMENT

The One-Year Action Plan for Partnerships includes activities that are *presently* conducted at the school and *new activities* that will be implemented this year to strengthen the six types of involvement. For each type, outline the activities, dates, responsibilities, expected results and measures, and needed resources.

**TYPE 1–PARENTING:** Assist families in understanding child and adolescent development and in setting home conditions that support children as students. Also, assist schools in understanding family backgrounds, cultures, and goals.

Type 1 chair or co-chairs from ATP: \_\_\_\_\_

What would you like to accomplish by improving Parenting activities?

TYPE 1 Activities (2 or more, continuing or new)	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESULTS EXPECTED: Measured By:	RESOURCES NEEDED (funds, supplies, etc.)

Add pages if needed for more Type 1 Activities

# FAMILY ENGAGEMENT THEMES



Action Plans must include the following themes:

**Involving Fathers in Partnership – 2009 Award Winning Practice!**

**Celebrating Diversity**

**3 R's of Social Emotional Development (*Respectful, Resilient and Ready to Learn*) -ASQ/DECA**

**2GEN4UPK**

**Action Teams Activate!**

**Family Learning Labs- Current Theme**

**Can also include these additional themes:**

**Family Literacy**

**Healthy Bodies/Healthy Minds – 2011 Award Winning Practice!**

**Learning Through the Arts – 2012 Award Winning Practice!**

**Full STEAM Ahead with UPK – 2014 Award Winning Practice!**

**Learning on the Go – 2016 Award Winning Practice!**

**UPK at Your Service – 2020 Award Winning Practice!**

**Virtually Engaging– 2021 Promising Practice!**

**Hybrid Engagement**

**Tapping into Family Funds of Knowledge**






# FAMILY LEARNING LABS

- Family activities that strengthen the home to school connection (TYPE 4)
  - ❖ Book of the month (read or watch on YouTube)
  - ❖ Learning Objectives (tips and additional activities)
  - ❖ Activity (to be shared at the UPK site)
  - ❖ Reflection (QR code)
- 8 curated Monthly Family Learning Labs (October-May)
- Enhance Literacy Skills and Science, Technology Engineering Art, and Mathematics (STEAM) Skills



Topic: Literacy

<b>Book of the Month</b> Read or watch on YouTube: The Family Book by Todd Parr  	<b>Learning Objectives</b> <b>Phonemic Awareness:</b> Play the name game song - using different family members' names - creating silly rhymes. <a href="https://www.youtube.com/watch?v=5MQLIS_dyn0">https://www.youtube.com/watch?v=5MQLIS_dyn0</a> <b>Vocabulary:</b> While reading the book, talk about the different members of families (ex., brothers, sisters, aunt) make text connections by naming people in your family as you read
--	--

<b>Activity</b> Create a collage of photos or draw a picture showing you and your family members.	<b>Reflection:</b> <b>Discuss Together:</b> How did the activity go? What did you learn? What went well? What would you change? Please complete the survey: 
--	---

Reading aloud is one of the most important things parents can do with their children. By reading aloud together, you will introduce rich new words, provide a model of expressive reading, and build vocabulary. The name game develops awareness of initial sounds, onsets, and rimes in spoken words.

The background features several stylized human figures in a vibrant green color. Each figure is composed of a circular head and two thick, curved arms raised upwards, suggesting a gesture of joy, success, or participation. The figures are arranged in a way that they appear to be interacting or celebrating together.

# TRAINING AND TECHNICAL ASSISTANCE



# Family Engagement Trainings

1. Action Team Orientation- Sept./Oct
2. Action Team Refresher-Sept./Oct
3. Action Team Office Hours- Sept./Oct
4. Best Practices in Family Engagement -January
5. Preparing for NNPS Evaluation-May
6. End of the Year Celebration -June



# Family Engagement Technical Assistance

1. Administrative Visit
2. Action Team Technical Assistance Visit
3. Teacher Technical Assistance Visit- <sup>18</sup> 20 curated lesson plans
4. Action Team Observation Visit
5. Event Observation Visit



# DATA COLLECTION





# ACTION TEAM REPORTING

## 1. Action Team Meetings (documentation from 4 meetings)

- a. Agendas
- b. Attendance Sheet
- c. Meeting Minutes

## 2. Family Engagement Events

- At least one site wide/classroom event/activity

- a. Event Flier and photos
- b. Event/Activity Attendance Sheets
- c. Evaluation of Action Plan Activities
- d. Family Engagement Event/Activity Survey

## 3. Teacher Family Engagement TA Visits

- a. UPK Family Engagement Teacher Pre-Surveys
- b. UPK Family Engagement Teacher Post Surveys





# FAMILY ENGAGEMENT EVENT/ACTIVITY ATTENDANCE DATA



---

# ChildPlus

---

## Software



# Q and A

*What questions do you have about  
GETTING STARTED and MOVING  
FORWARD with YOUR program of  
school, family, and community  
partnerships ?*

# Starting Point Family Engagement Contacts:

**Catherine Thomas**, Director of Universal Pre-Kindergarten

[Catherine.Thomas@starting-point.org](mailto:Catherine.Thomas@starting-point.org)

216-575-0061 x361

---

**Kourtney Blasko**, UPK Family Engagement Specialist

[Kourtney.Blasko@starting-point.org](mailto:Kourtney.Blasko@starting-point.org)

216-575-0061 x392





# STARTING POINT



**Family Engagement**  
**BY DESIGN**

THANK YOU FOR WATCHING!

[OhioFamiliesEngage.osu.edu](https://OhioFamiliesEngage.osu.edu)



Ohio Statewide  
**Family  
Engagement  
Center**

—at The Ohio State University—



**Ohio Statewide Family  
Engagement Center**



**OhioSFEC@osu.edu**



**@OhioEngage**