

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

Ohio Family Engagement
— LEADERSHIP SUMMIT —

Family Engagement

BYDESIGN



Exploring resources and strategies to enhance family engagement with multilingual families

Yesenia Alvarez Padilla



Ohio Statewide

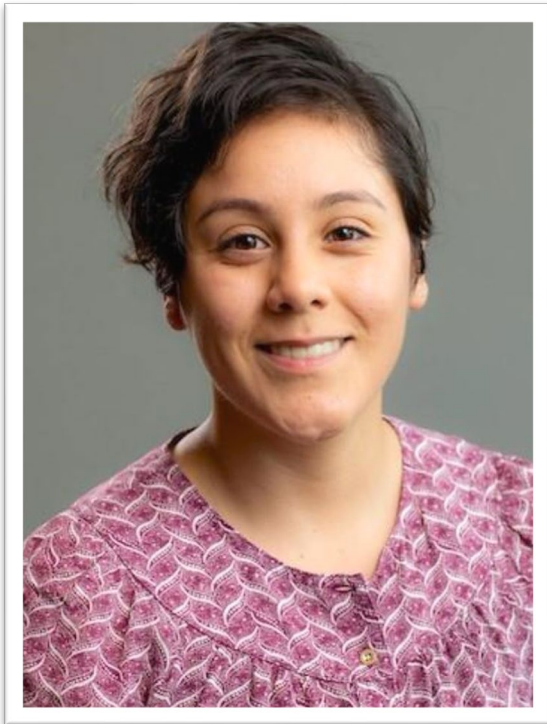
Family Engagement Center

at The Ohio State University

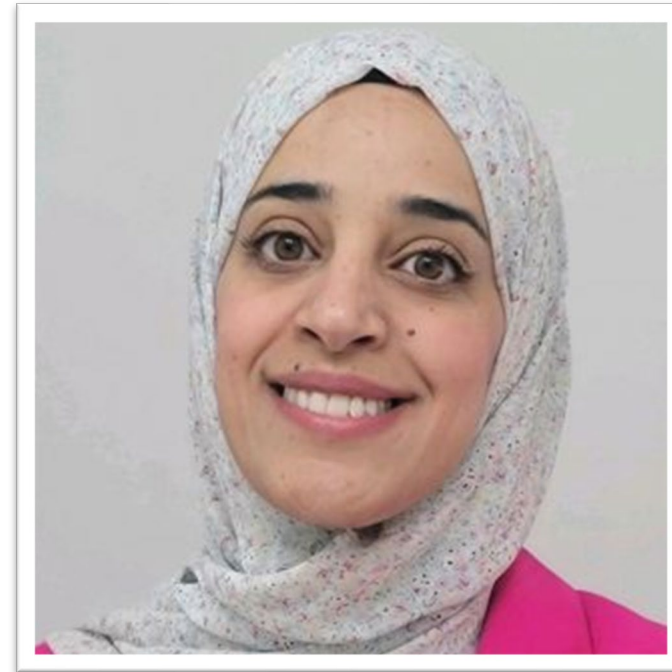
Our mission is to support the development and academic achievement of children by providing tools and learning opportunities to Ohio families and schools for building effective family-school partnerships.



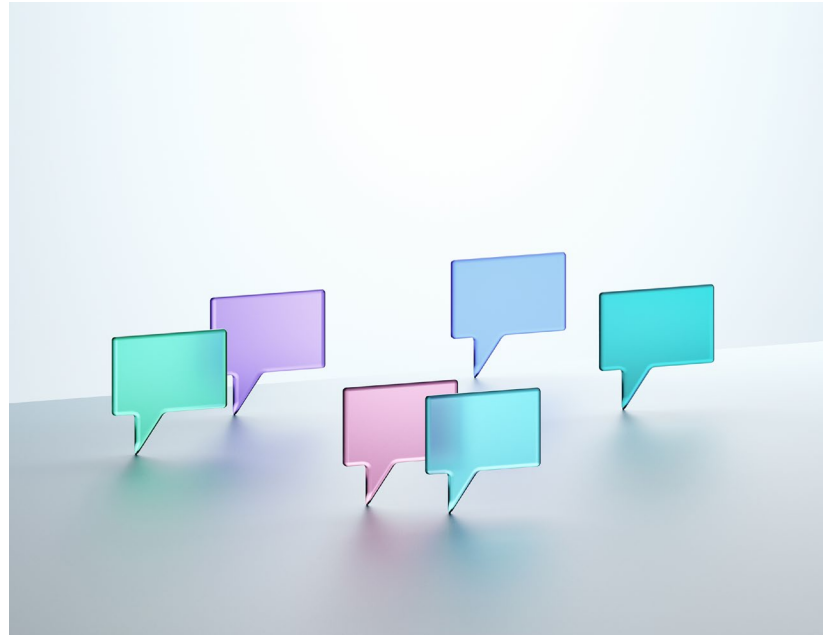
Yesenia Alvarez Padilla



Hind Haddad



Community Building



Share

- Name
- Role
- School/Organization

Today's Purpose

Why did you sign up for this session?

Why is important to reflect on our family engagement strategies with multilingual families?



Learning Objectives

- ✓ Discuss barriers and bridges to family engagement
- ✓ Reflect on current family engagement practices
- ✓ Explore resources and strategies to improve family engagement

Agenda

- ✓ Introductions
- Barriers and Bridges Activity
- Core Competencies Reflection Tool
- Research-Based Strategies
- Writing for Families
- Closing

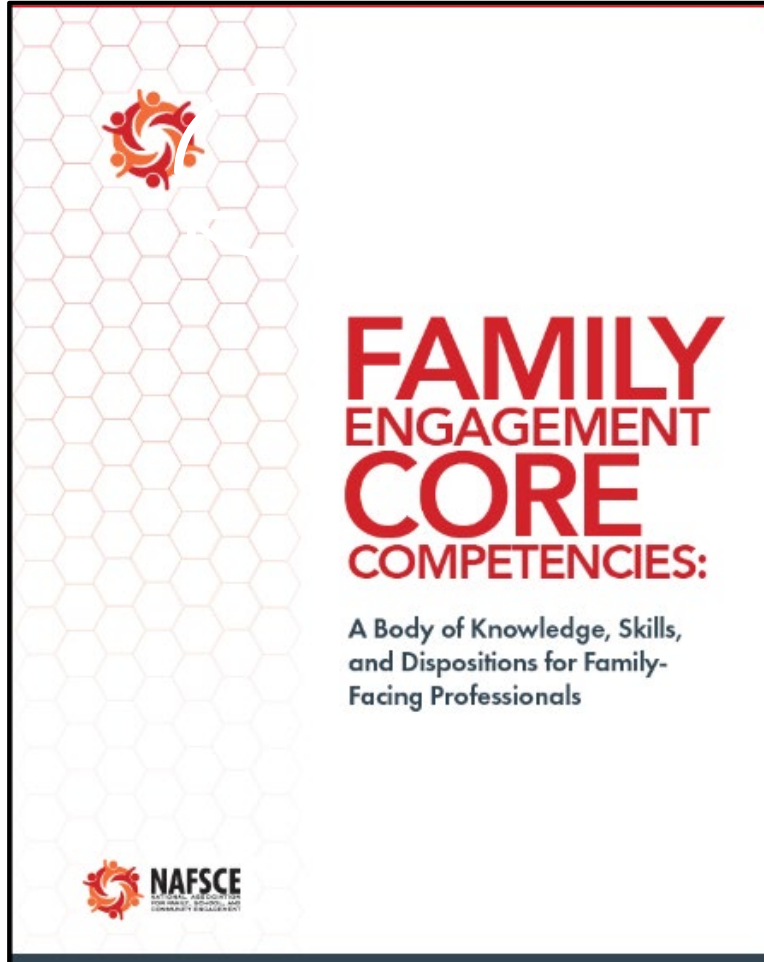
Barriers & Bridges



Debrief

- What barriers did your group identify?
- What about bridges?


Family Engagement Core Competencies



REFLECT
Look inward to develop cultural humility, embrace equity, and respect and value the diversity of families.



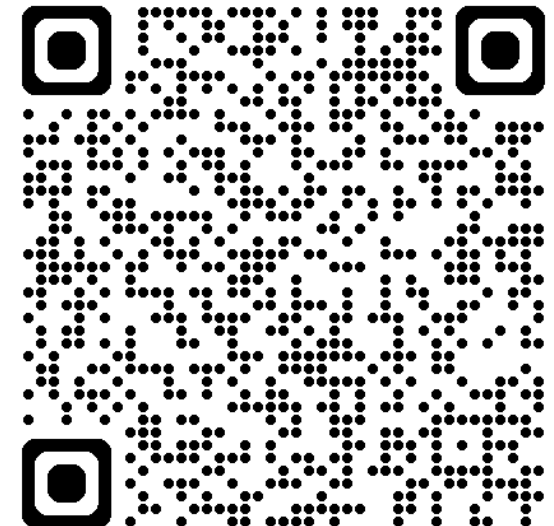
CONNECT
Build trusting relationships with families based on mutual respect and foster social networks among families and communities.



LEAD
Take part in the broader field and advocate alongside families for systems change to champion equity.



COLLABORATE
Co-construct and curriculum, programs, services, and policies with families to expand student learning and development and communicate academic progress.



Family and Community Partnerships

Reflection Tool for Family-Facing Professionals

presented in partnership by



REFLECT
Family Engagement Core Competency 1a, 1b, 2a, 2b

Family-facing professionals... linguistic diversity of families... develop, grow, and change...

Family-facing professionals... own beliefs, values, and... family and community...

| | | | | | |
|-----------|-----------------------|------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| 1 | Is conversant in... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 2 | Describes and... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 3 | Matches family... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 4 | Puts themselves in... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 5 | Considers diverse... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 6 | Considers diverse... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |

FAMILY AND COMMUNITY PARTNERSHIPS REFLECTION TOOL FOR FAMILY-FACING PROFESSIONALS

CONNECT
Family Engagement Core Competency 3a, 3b, 3c, 3d, 4a, 4b, 4c

Family-facing professionals build trusting, reciprocal relationships with families. They cultivate mutual trust, communicate effectively, create welcoming environments, and reach out actively to families, especially those who might be most underserved.

Family-facing professionals foster community partnerships to support children and youth, and cultivate social support...

| | | | | | |
|-----------|--|------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| 1 | Keeps their word and honors... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 2 | Listens actively to families' ideas... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 3 | Persists with engagement in difficult... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 4 | Communicates in honest and... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 5 | Utilizes different modes of communication... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 6 | Negotiates differences with... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |

FAMILY AND COMMUNITY PARTNERSHIPS REFLECTION TOOL FOR FAMILY-FACING PROFESSIONALS

COLLABORATE
Family Engagement Core Competency 5a, 5b, 6a, 6b, 6c

Family-facing professionals co-construct learning opportunities with families. They build upon family knowledge as resources for learning and join together with families in planning, implementing, and evaluating learning opportunities and services.

Family-facing professionals link family and community engagement to learning and development. They develop data systems that are accessible to families, create conversations around developmental and academic progress, and expand on family learning in the home...

| | | | | | |
|-----------|---|------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| 1 | Utilizes a variety of methods to... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 2 | Embeds knowledge of family... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 3 | Actively includes a diverse representation... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 4 | Creates systems for families to... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 5 | Talk with families about developmental... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 6 | Ensures that individualized student... | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |

FAMILY AND COMMUNITY PARTNERSHIPS REFLECTION TOOL FOR FAMILY-FACING PROFESSIONALS

LEAD
Family Engagement Core Competency 7a, 7b, 7c, 8a, 8b, 8c

Family-facing professionals take part in lifelong learning. They identify and participate as a member of the family engagement profession and they engage in professional learning to grow family engagement knowledge, dispositions, and skills. They use data to assess, evaluate, and improve family and community engagement.

Family-facing professionals advocate for systems change. They identify and examine new and existing policies and practices to further family and community engagement. They champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes and reform the conversation around family and community engagement to expand public understanding.

| | | | | | |
|-----------|---|------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| 1 | Works collaboratively with families and colleagues to create community-wide family engagement visions and initiatives. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 2 | Participates in associations and other peer and professional networks. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 3 | Attends professional learning about engaging families to stay up to date. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 4 | Uses data to adapt and adjust their family engagement practices and to make improvements both at the individual and program-wide level. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 5 | Advocates alongside families for funding and resources to support families and communities. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |
| 6 | Attends leadership meetings (e.g., board meetings, parent leadership meetings) to understand issues and support efforts to create policies for family engagement. | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| Evidence: | | | | | |

(continue on next page)

FAMILY AND COMMUNITY PARTNERSHIPS REFLECTION TOOL FOR FAMILY-FACING PROFESSIONALS

Beginning (1)

- Limited understanding, knowledge, skills or ability.
- Deficit-based attitudes
- Tend to think of family engagement as a one-way street
- Family engagement as compliance and random events that are school-centric.

Developing (2)

- Acknowledge the critical role that parents and caregivers play.
- Beginning to understand reciprocity of family and community engagement.
- Moving away from deficit-based attitudes
- Situating their work beyond school mandates and processes.

Skilled (3)

- Considering new ideas in this area and testing new approaches
- See families as partners who actively contribute to the success of their children.
- Recognize the strengths and assets of families
- Developing parent and family engagement and family leadership as strategic priorities.

Accomplished (4)

- Utilize a deeply reciprocal model of family engagement.
- Leverage the strengths and assets that families bring.
- Build and cultivate authentic relationships with families and communities
- Create multiple opportunities for family and community engagement, including parents in decision-making roles.

Reflection Activity

- **Domain: Connect**
- **Items 6-9**

| CONNECT | | | | |
|--|--|-------------------------------------|----------------------------------|---------------------------------------|
| Family Engagement Core Competency 3a, 3b, 3c, 3d, 4a, 4b, 4c | | | | |
| <p>Family-facing professionals build trusting, reciprocal relationships with families. They cultivate mutual trust, communicate effectively, create welcoming environments, and reach out actively to families, especially those who might be most underserved.</p> | | | | |
| <p>Family-facing professionals foster community partnerships for learning and family well-being. They build community partnerships to support children and families, establish systems to expand how families link to community resources, and cultivate social support networks and connections among families.</p> | | | | |
| 1 | Keeps their word and honors commitments. | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| 2 | Listens actively to families' ideas with an open mind and without judgment. | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| 3 | Persists with engagement in difficult circumstances. | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| 4 | Communicates in honest and jargon-free ways. | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| 5 | Utilizes different modes of communication that are regular, personalized, proactive, and responsive to circumstances of all families | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| 6 | Negotiates differences with humility and an openness to change and learn. | | | |
| | Beginning <input type="checkbox"/> | Developing <input type="checkbox"/> | Skilled <input type="checkbox"/> | Accomplished <input type="checkbox"/> |
| | Evidence: | | | |
| <i>(continues on next page)</i> | | | | |
| <p>FAMILY AND COMMUNITY PARTNERSHIPS REFLECTION TOOL FOR FAMILY-FACING PROFESSIONALS</p> | | | | |
| | | | | 7 |

Mentimeter Directions

- Scan the QR Code
- Menti.com
 - Use code: 3219 8048
 - Rate yourself on given prompt.



Debrief

- What were some of your areas of strength? Why?
- What are some of your biggest challenge areas? Why are these areas challenging?
- What are two or three of your priority areas for growth over the next six months?



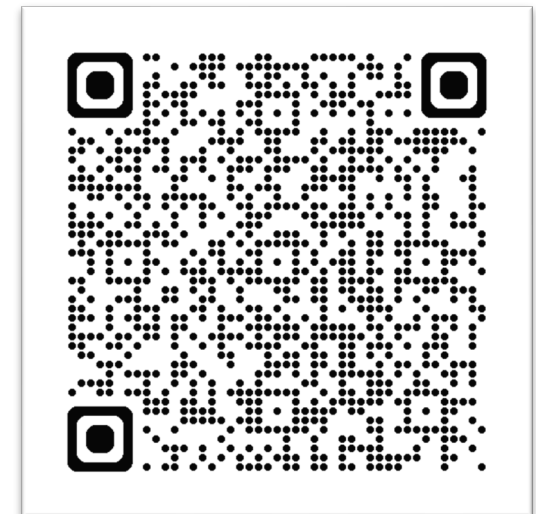


Resources and Strategies

Research Brief



- Welcoming school environment
- Positive mindsets
- Address barriers



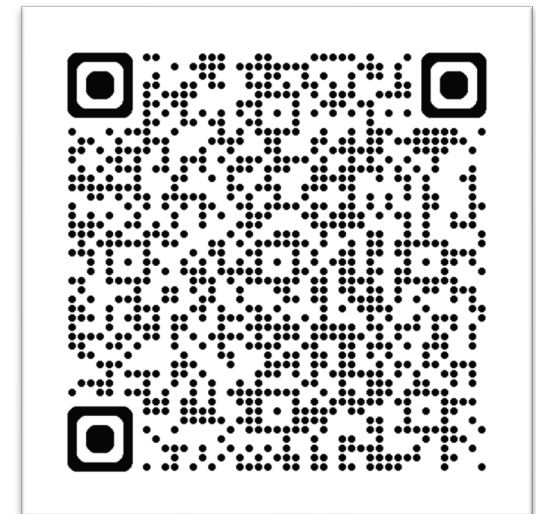
Partnering with Families from Diverse Cultural and Linguistic Backgrounds

Research-based Strategies for Educators

Developed by the Ohio Statewide Family Engagement Center
Jhuma N. Acharya, Yesenia Alvarez Padilla, and Barbara J. Boone



- Orient families
- Promote family engagement
- Embrace diversity



Writing for Families

Less is more

Design for easy navigation

Emphasize why they should care

~~You are Writing
more than ever,
competing for
the attention of
Busy Readers
who skim.~~

Communicate
More Effectively in
the Real World

Todd Rogers and
Jessica Lasky-Fink

Writing for Families

Make reading easy

Use enough formatting, but not more

Make responding easy

~~You are Writing
more than ever,
competing for
the attention of
Busy Readers
who skim.~~

Communicate
More Effectively in
the Real World

Todd Rogers and
Jessica Lasky-Fink



Debrief



Resource for Educators and Families



Family Roadmap

- Information on various education topics
- Videos, checklists, infographics, question to ask
- Eight languages



Administrator's Resource Kit

- Federal requirements and guidance
- Attendance
- Culturally responsive environments
- Mental health resources



Instructional Roadmap

- Evidence based strategies for EL development
- General education approaches
- Literacy techniques
- Considerations for developing EL program



Family Roadmap

Welcome

Selecting
a school

Enrollment

Keep
going
↑

Graduation

Engaging
with the
school

English
language
support



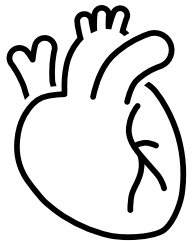
Additional Support

Education Rights

Reflection



Head – What ideas or insights came up for you?



Heart – What is something you connected with or felt inspired by?



Hands – How can you apply what you learned?

OHIO STATEWIDE FAMILY ENGAGEMENT CENTER

60 HRS

PROFESSIONAL DEVELOPMENT

OHIO STATEWIDE FAMILY ENGAGEMENT CENTER

120 HRS

PROFESSIONAL DEVELOPMENT

OHIO STATEWIDE FAMILY ENGAGEMENT CENTER

140 HRS

PROFESSIONAL DEVELOPMENT

OHIO STATEWIDE FAMILY ENGAGEMENT CENTER

180 HRS

PROFESSIONAL DEVELOPMENT

Center on Education and Training for Employment

Center on Education and Training for Employment

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UPCOMING WORKSHOP

Hands-on Webinar How to Engage Multilingual Families

OCTOBER 15, 2024

11AM – NOON EST

Registration opens 9/10

Last day to register: 10/11



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
Family
Engagement
Center

at The Ohio State University

HOW
Hands-On Webinars

REGISTER HERE



Sign up for our News & Guidance for Educators!



<https://go.osu.edu/newsguide>

A collage of three overlapping newsletters from the Ohio Statewide Family Engagement Center. The central newsletter is the most prominent, showing a woman and a young boy smiling. The newsletters are titled 'Ohio Statewide Family Engagement Center News and Guidance' and are published by 'The Ohio State University'.

Ohio Statewide Family Engagement Center News and Guidance at The Ohio State University

Issue 41: August 7, 2024

Home Visits: A pathway to trust

"I knew that if anybody was going to come into my home, in a nonjudgmental way and ask me [What are your hopes and dreams for your child?], that they really cared. After my first home visit, we worked together to help my daughter and she was reading at grade level by the end of the year."

- April Ybarra, School Parent and Parent Teacher Home Visit participant, *Mindset Shifts and Parent Teacher Home Visits*

Home visits from school personnel to families are a pathway to building trust between families, teachers, and students. Teachers, families, and students all benefit when they work together. Parents and caregivers are more willing to engage when they believe they can trust the school and teachers and know the school trusts them. Trust is the willingness to be vulnerable to another based on the confidence that they are benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 2003). Historically, parents and caregivers are more trusting of teachers, while teachers are less trusting of parents and caregivers (Adams & Christenson, 1998). Also, the more confident educators feel about engaging with families, the more they trust families, and vice versa (Bachman, 2023).

Ohio Statewide Family Engagement Center News and Guidance at The Ohio State University

from the Ohio Statewide Family Engagement Center

g. If you do, Anthony J.

Ohio Statewide Family Engagement Center News and Guidance at The Ohio State University

Family to Family NEWSLETTER

Subscribe Today and
Read Past Issues



Family to Family NEWSLETTER

Issue 2: May 1, 2024

It is our pleasure to bring the Family-to-Family newsletter to Ohio and beyond. We want to connect with you as parents to hear from you. We share resources and our family stories. Information you'll find helpful as you support your children's education. We hope you enjoy this second issue and will share it with the families you know.

Family to Family NEWSLETTER

Issue 3: July 3, 2024

As you enjoy summertime with your family, we are pleased to bring you the latest issue of the Family-to-Family newsletter. In this issue you can include math in your family's activities, and provide a planning tool to help with your children's transition to the next school year. As you enjoy the rest of your summer with your family, we're here with our resources.

Family to Family NEWSLETTER

Issue 4: September 4, 2024

School is back in session! Each day of school is important for your child's learning, friendships, and growth. When children miss school, it is easy to fall behind and disconnect from friends and teachers. In this fourth issue we highlight effective attendance strategies and feature resources for supporting your children in middle and high school in their transition to life after high school. We also include a helpful resource for navigating education. We believe these resources will help you have a great start to the school year. Check out our family resource hub linked below for more resources you can use anytime during the school year.

COLLEGE OF EDUCATION AND HUMAN ECOLOGY



<https://go.osu.edu/familynews>

Family Engagement
BY DESIGN

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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