

WELCOME!

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

Ohio Family Engagement
— LEADERSHIP SUMMIT —

Family Engagement

BYDESIGN

Professional Learning

Families and Schools: Building Hope and Belonging Together By Design

Brett Zyromski, Ph.D.



Ohio Statewide

Family Engagement Center

at The Ohio State University

INTRODUCTIONS: Who is in the room?



Brett Zyromski, Ph.D.
Associate Professor,
The Ohio State University

A LITTLE ABOUT ME:

- Co-Founder, Co-Chair, Evidence-Based School Counseling Conference
- Research Fellow: The Center for School Counseling Outcome Research & Evaluation
- Faculty Affiliate: The Center on Education and Training for Employment (CETE)
- Project Manager or Co-PI: Over \$12 million dollars of Federal or State grants
- Published 40+ peer-reviewed articles, 2 books, and 150+ presentations and workshops
- Former Counselor in Schools (Urban, Rural)

Hope and Belonging

Students that have high levels of Hope and Belonging are successful at school and in life.

- Participants will learn about the science of Hope and the ways that Belonging is a superpower for students.
- Participants will leave the session with practical insights into how we can all intentionally design effective strategies within schools, communities, and/or with our families to help build Hope and Belonging for our students and adults.

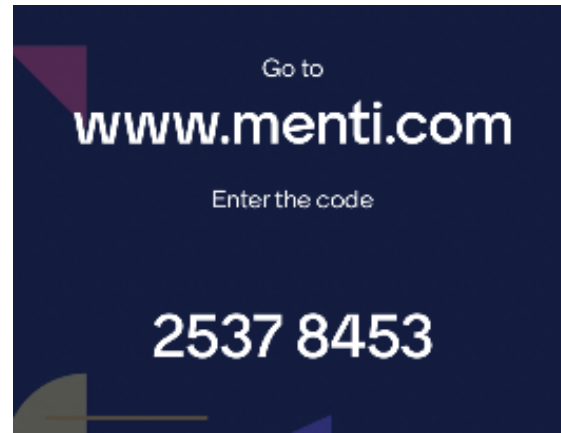
Interactive Activity #1

Using the Chat function, after you hear the definition of belonging from Dr. Z., please type your thoughts around the following prompts:

- Where do you feel like you belong?
 - Perhaps at holidays with family?
 - At your home with your pets?
 - During spiritual or religious activities in those organizations?
 - When you involve yourself with fraternity or sorority members on service activities?
 - With select friends? Or a community organization?

Let's Talk! MENTIMETER ACTIVITY

1. What does it feel like to Belong?
2. What are characteristics of places in which we feel like we belong?

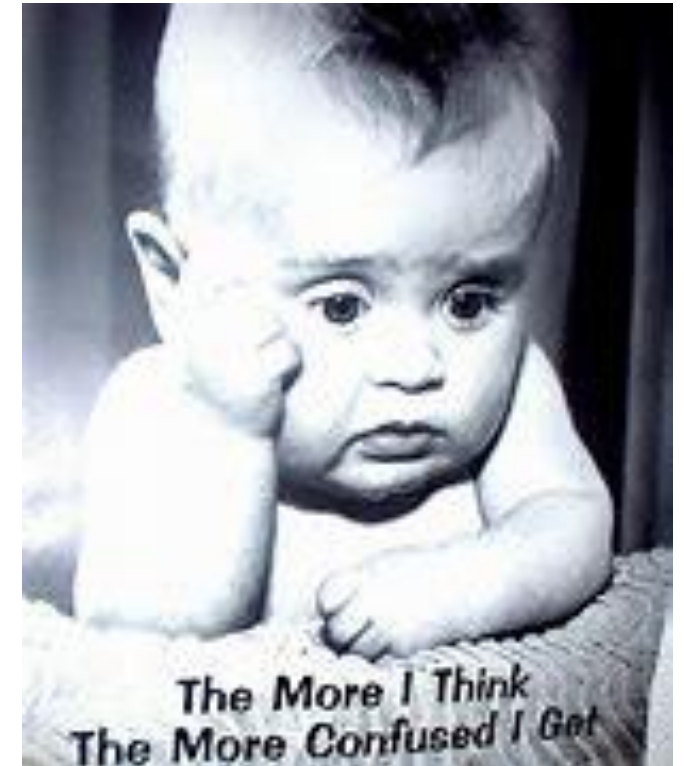
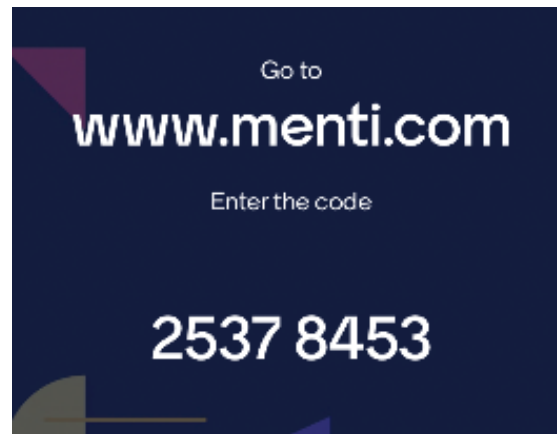


You belong.

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Let's Talk! MENTIMETER ACTIVITY

1. What does it mean to have Hope?
2. What does it look like to lack Hope?
3. What does a hopeful person look like and sound like?



1

Students are Struggling

Not all students feel like they belong or have hope . . .



Department of Ed Impact Summary



- [Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students \(US Dept. of Ed. Office for Civil Rights\)](#)

Observation 1: Academic growth has been impacted and existing disparities widened

Observation 2: Disparities in access and opportunity have widened

Observation 3: ELL Student struggles have been exacerbated

Observation 4: Disability-based disparities have widened

Observation 5: LGBTQ+ populations face heightened abuse, isolation, anxiety, and stress

Observation 6: All students have faced mental health and well-being challenges

Observation 7: Sexual abuse and violence towards women increased (especially transgender, non-binary, or gender non-conforming)

Observation 8: Asian American and Pacific Islander harassment and violence have increased

Observation 9: New barriers to postsecondary for marginalized populations have emerged

Observation 10: Institutes of higher education serving BIPOC and low-income students have experienced lower enrollment

Observation 11: Students with disabilities enrolled in higher education courses face new and enhanced hardships and barriers to success.



*Articles linked to author citations for your use.

Profound Mental Health Impact



[US Surgeon General published an Advisory Report](#) (2021), titled, “Protecting Youth Mental Health.”

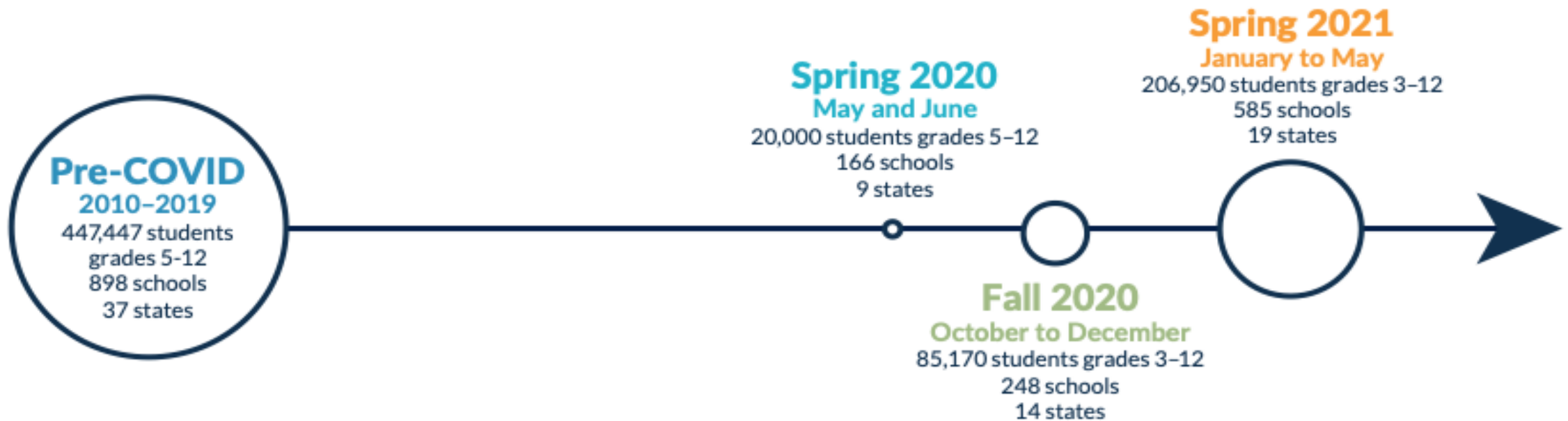
Suggests youth mental health in the pandemic is at risk of being a public health crisis:

- [CDC Youth Risk Behavior Survey](#) results suggests that In 2019, 1 in 3 high school students and half of female students reported feeling sad or hopeless, an increase of 40% from 2009.
- [A research study](#) with 80,000 youth across the world found that symptoms of anxiety and depression doubled during the pandemic, with 1 in 5 experiencing anxiety and 1 in 4 experiencing depression.
- [Yard et al., \(2021\)](#) report that emergency room visits in early 2021 for suspected suicide attempts were up 51% for adolescent girls and 4% for adolescent boys compared to 2019.





Barriers to Learning: YouthTruth Student Survey



Source: <https://youthtruthsurvey.org/wp-content/uploads/2021/08/YouthTruth-Students-Weigh-In-Part-III-Learning-and-Well-Being-During-COVID-19.pdf>

Findings



ONE

Social, Emotional & Academic Development



While students' perceptions of learning returned to pre-pandemic levels this spring, there is cause for concern about students' social and emotional well-being. Students offer insights on how technology can help or hinder learning.

TWO

Obstacles to Learning



The overall number of obstacles to learning for students is down. However, inequitable experiences and compounding barriers persist, especially for Black and Latinx learners.

THREE

Respect & Teacher Support



Students felt more respect from adults during the pandemic as well as increased academic support from teachers. However, respect and teacher support are experienced unevenly across student groups.

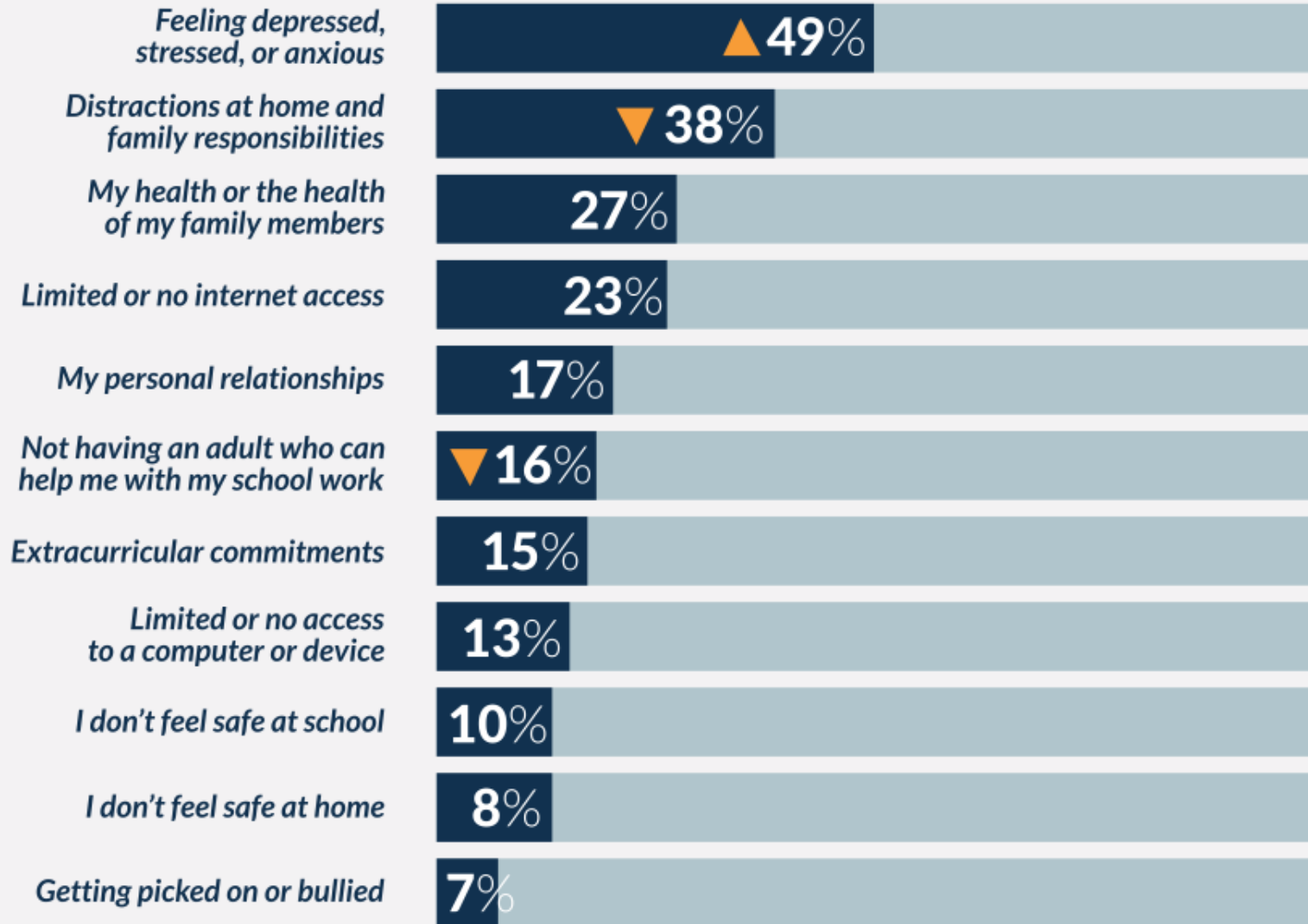
FOUR

Plans for the Future



Fewer students plan to go to college. Students offer ideas for making access to higher education more equitable.

Do any of the following make it hard for you to do your best in school?



▲ Significant increase since fall 2020

▼ Significant decrease since fall 2020



3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [ACESConnection.com](https://www.acesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.





Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and well-being.



People with 6+ ACEs can die **20 yrs** earlier than those who have none.



4 or more ACEs

3x the levels of lung disease and adult smoking

11x the level of intravenous drug abuse

14x the number of suicide attempts

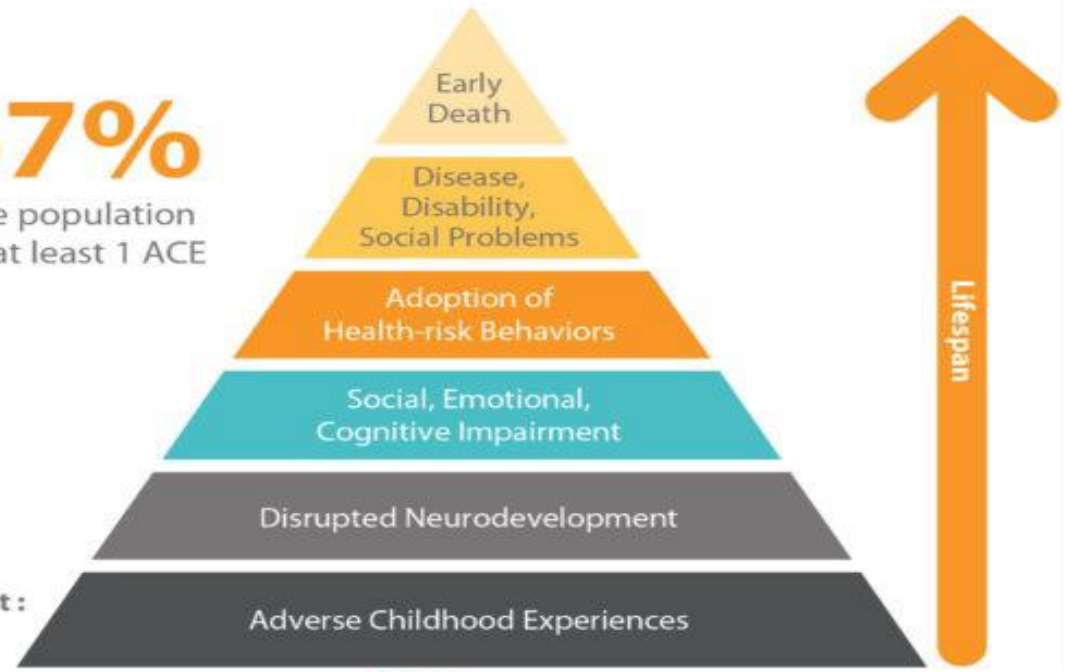
4x as likely to have begun intercourse by age 15

4.5x more likely to develop depression

2x the level of liver disease

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today. ”
Dr. Robert Block, the former President of the American Academy of Pediatrics

67% of the population have at least 1 ACE



For more info or to schedule a class, contact:
Julie Gramlich, Founder
annemarieproject.org@gmail.com
573-644-4965 • annmarieproject.org



How the ACES Work

Adverse Childhood Experiences

- Abuse and Neglect (e.g., psychological, physical, sexual)
- Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)



Impact on Child Development

- Neurobiologic Effects (e.g., brain abnormalities, stress hormone dysregulation)
- Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
- Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)



Long-Term Consequences

Disease and Disability

- Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational transmission of abuse

Social Problems

- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting problems
- High utilization of health and social services
- Shortened Lifespan

2

Buffering ACEs and Trauma with Hope and Belonging



PH

Positive Childhood Experiences & Protective Factors: What's the Difference?



Positive Childhood Experiences



Research through the lens of examining how various constructs **load directly** into outcomes that buffer the negative effects of ACEs

Protective Factors



Research through the lens of examining how various constructs load directly into buffering the negative effects of trauma in general - sometimes overlaps with ACEs



Positive Childhood Experiences

1. Felt able to talk to family about feelings
2. Felt family stood by them during difficult times
3. Enjoying participating in community traditions
4. Felt a sense of belonging in high school
5. Felt supported by friends
6. Had at least 2 non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home.



Bethell et al., 2019

Protective Factors

- Positive adult relationship
- Emotional stability
- Empathy
- Peer intimacy
- Positive student-teacher relationship
- Positive student-peer relationships
- Prosocial friends
- Psychological resilience
- Resilience coping
- School belonging
- School engagement
- School safety
- Self-efficacy
- Social emotional support
- Support from class
- Support from peers



Protective Factors - Research (1)

Positive, supportive relationships with one or more adults = School Success

(Forster et al., 2017)

School Engagement and Belonging, and Feeling Safe = Better Health

(Davis et al., 2019; Liu et al., 2020; Moore & Ramirez, 2016)

Feeling Supported By Others buffers depression

(Brinker & Cheruvu, 2017; Cheong et al., 2017)



Protective Factors - Research (2)

Emotional Stability and Self-Efficacy buffers mental health issues

(Cohrdes & Mauz, 2020)

Social Support or Empathy buffers some effects of dating abuse

(Davis et al., 2019)

Resilience buffers feelings of anxiety, depression, and distress

(Beutel et al., 2017)



PL



Protective Factors - Research (3)

ACEs = substance use
← **protective adult relationships**
Brown & Shillington, 2017



Youth with 0-5 ACEs, **stronger social bonds**, ↓rearrested
Craig et al., 2017

Childhood sexual abuse → **having a confidant** → ↑mental health
Fuller-Thomson et al., 2019

↑ACEs → ↑emotion dysregulation → ↑anxiety
← **psychological resilience**
Poole et al., 2017



3

IMPACT OF HOPE

What is Hope?

“Hope is the belief that your future can be brighter and better than your past and that you actually have a role to play in making it better”

- Casey Gwinn & Chan Hellman

Authors of Hope Rising, p. 9



What is Hope?

AGENCY



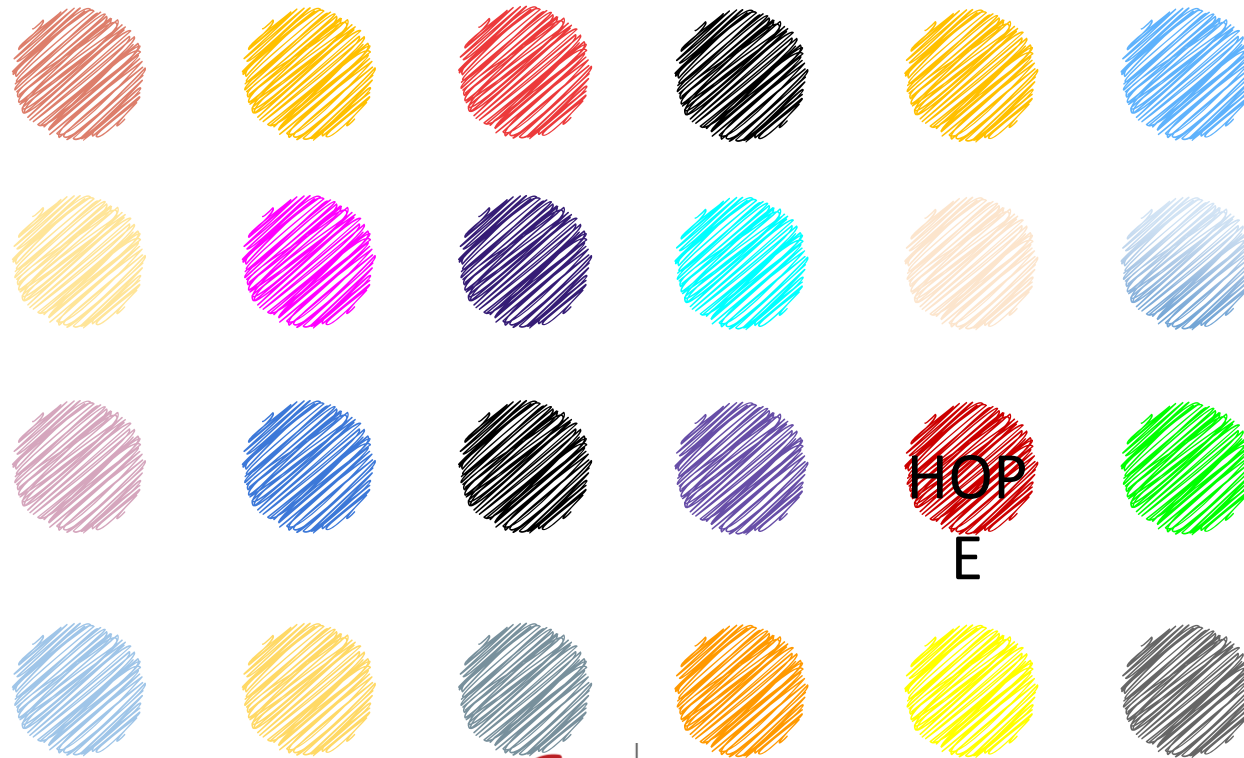
PATHWAYS

Hope is the combination of willpower (agency) and waypower (pathways)



THE IMPACT OF HOPE

The 24 characteristics of well-being study



IMPACT OF HIGHER HOPE



DAILY
ATTENDANCE RATE



GRADES



TEST SCORES



TARDINESS RATE



SELECTIVENESS IN
COURSE SCHEDULE



IMPACT OF HIGHER HOPE: FOR HIGH SCHOOLERS



GRADE POINT
AVERAGE



ABSENCES



GRADUATION
RATES



COLLEGE
ENROLLMENT
RATES

Shane Lopez's research for Gallup showed that higher hope students perform **a full GPA point higher** than students with the same intellectual capacity but lower levels of hope



More Impact of Hope



2.8x more likely
to report
excellent grades



3.1x more
likely to agree
that they do
well in school



4.1x more
likely to be
engaged in
school



2.2x less likely
to miss a lot
of school



A SCHOOL CULTURE OF HOPE LEADS TO
BETTER STUDENT OUTCOMES



HOPE IS THE **FOUNDATION** FOR
PROTECTIVE FACTORS AND
HOPE **PREDICTS** SCHOOL BELONGING



THE HOPE CONTINUUM

HOPE

RAGE

<- Goal is significantly blocked

DESPAIR

<- Pathways
unavailable

APATHY

The Simplicity of Hope



Goal

Pathway (waypower)

Willpower (agency)

Adapted from Dr. Chan Hellman

BUILDING HOPE



Be hope-centered

Be
Positive &
Affirming

Ask Open
Questions
& Listen

Empathize



WILLPOWER BOOSTERS



Connection



Nutrition



Self-care



Sleep



Experiences



Purpose/Why



Future Memories

What other
“Willpower
Boosters” can
you think of?
-add to CHAT

ARE WE MEASURING WHAT MATTERS?

The Children's Hope Scale

SCALE	Low	Medium	High
Total Summed Score divided by 6	<3.0	3.0-6.47	>6.47

The Adult Hope Scale

Scoring instructions included in the link



Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

- _____ 1. I think I am doing pretty well.
- _____ 2. I can think of many ways to get the things in life that are most important to me.
- _____ 3. I am doing just as well as other kids my age.
- _____ 4. When I have a problem, I can come up with lots of ways to solve it.
- _____ 5. I think the things I've done in the past will help me in the future.
- _____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

_____ 1. I think I am doing pretty well.

Agency (Willpower)

Sum of 1,3,5

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I've done in the past will help me in the future.

_____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Likert Scale:

(1) = None of the time (2) =

Pathways (Waypower) =
Sum of 2, 4, 6

_____ 1. I think I am doing pretty well.

_____ 2. I can think of many ways to get the things in life that are most important to me.

_____ 3. I am doing just as well as other kids my age.

_____ 4. When I have a problem, I can come up with lots of ways to solve it.

_____ 5. I think the things I've done in the past will help me in the future.

_____ 6. Even when others want to quit I know I can find ways to solve the problem.

Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997

Agency (Willpower)



Pathways (Waypower)



HOPE

30+ = High HOPE

**19-29 = Moderate
HOPE**

**7-18 = Lower
HOPE**

6- = Low HOPE



**HOPE
Can
Rise!**



The Children's HOPE Rating Scale allows us to disaggregate data to better support our students





HOPE Rating Scale is also a Root Cause Survey

- Are students lacking the ability to see pathways to their goals?
- Are students lacking motivation or resilience in overcoming obstacles?
- Knowing the separate scores allows us to tailor our interventions toward the areas students need the most support.



Dr. Hellman's Evidence-based Pro Tips:

- Students with higher ACE scores or increased levels of trauma will struggle in identifying pathways
- When completing the goal setting or other work groups pair students who have low pathways scores with students of higher pathways scores.

4

Belonging



What is Belonging?

The term belonging is often used interchangeably with ‘connectedness’, ‘community’, ‘engagement’, or ‘school bonding’.

We all need to feel like we belong - it is a basic human need.

We will use the Goodenow and Grady (1993) definition as the degree to which students feel “accepted, respected, included, and supported by others in the school social environment” (p. 80).



Belonging in School Settings



When students:

- Feel a part of the school community and are happy at school.
- Feel that teachers care about them and treat them fairly.
- Positive relationships with other students and feel safe at school (Libbey, 2004).

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IMPACT OF HIGHER BELONGING



SELF-ESTEEM



SELF-EFFICACY



LIFE
SATISFACTION



IMPACT OF
DEPRESSION



EMOTIONAL
DISTRESS



ACADEMIC
OUTCOMES



The Center for Disease Control

The CDC identifies school belonging is a primary force for helping students thrive in school and life

(https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

School Connectedness Helps Students Thrive

[Print](#)



School connectedness is when students feel that adults and peers in school care about their learning as well as about them as individuals. This includes a sense of being cared for, being supported, and belonging at school.

Schools play a critical role in promoting students' health and development and can take action to help students feel connected.

Why is Connectedness Important?

When youth feel [connected to their school](#), they are **less likely** to experience:

- ⊕ Poor mental health
- ⊕ Sexual health risks
- ⊕ Substance use
- ⊕ Violence



5

Building Hope and Belonging by Leveraging School- Family Partnerships

5 High-Impact Strategies for School-Family Partnership

How might the science of Hope or the power of Belonging impact each of these strategies?

Think Willpower and Waypower (Hope) – and positive relationships (Belonging). . .

1. Help your child know they belong in the school community.
2. Support your child's relationship with their teachers.
3. Experience family and school routines and traditions together.
4. Support behaviors that build success and well-being.
5. Continue to build good relationships at home.



Strategy #1

Help your child know they belong in the school community

Willpower and Waypower ideas?



Sense of Belonging:

- Talk about school often at home. Ask about schoolwork, other kids in class, and their teachers. Celebrate what they're learning.
- Support their participation in extracurricular activities. Talk with them about what they want to try.



Strategy #2

Support your child's relationship with their teacher

Willpower and
Waypower ideas?



Teacher-Student Relationships:

- Ask your child which teachers or other adults at school they know or feel supported by.
- Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.



Strategy #3

Experience family and school routines and traditions together

Willpower and Waypower ideas?



Routines and Rituals:

- Use household routines that promote structure, responsibility, and fun.
- Celebrate school traditions with your child.
- Encourage your child to share with their friends and teachers about cultural or family traditions that are important to your family or community.



Strategy #4

Support behaviors that build success and well-being

Willpower and
Waypower ideas?



Problem-solving and self-regulation:

- Talk about and model healthy sleeping habits, like setting a regular bedtime.
- Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.
- Promote activities that align with your child's interests and that build problem-solving skills (Examples: sports, yoga, music, theater, etc.)



Strategy #5

Continue to build good relationships at home

Willpower and Waypower ideas?



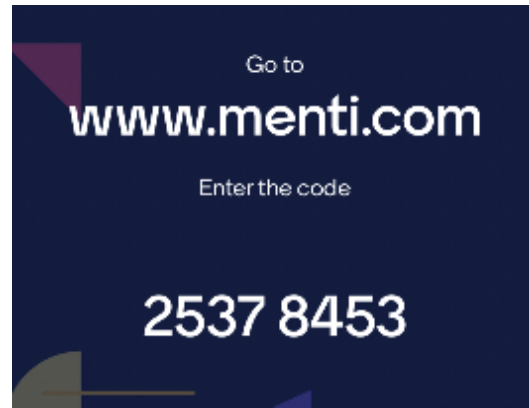
Relationships at Home:

- Have fun together as a family by playing games, making food together, having a family movie night, etc.
- Have simple, daily conversations with your child about school, friends, and more.



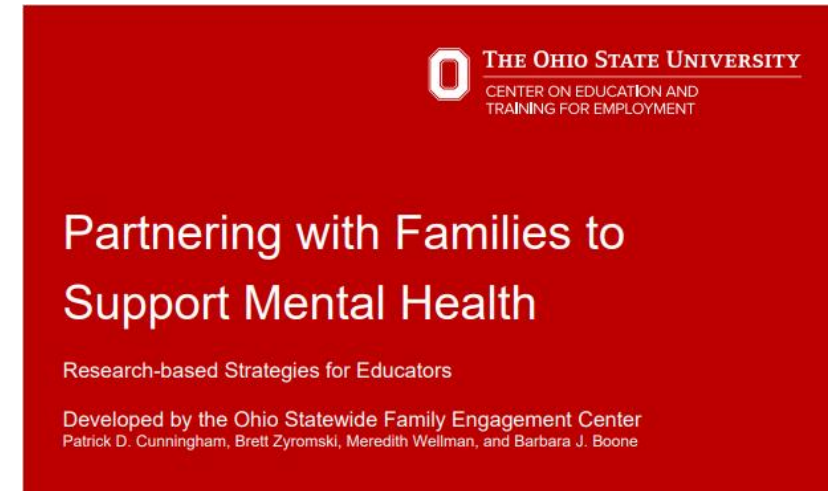
Let's Talk! MENTIMETER ACTIVITY

1. How might we use the science of Hope in our own families?
2. How might we build Belonging in our partnership work?
3. How might these interventions differ by community?



Current Project

- Literature review on opportunities for partnership between schools and families to support students' mental health
- Developed research brief to summarize findings
- Developing resources for educators and families



THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Partnering with Families to Support Mental Health

Research-based Strategies for Educators

Developed by the Ohio Statewide Family Engagement Center
Patrick D. Cunningham, Brett Zyromski, Meredith Wellman, and Barbara J. Boone



1 Page of Tips for Families

Early Childhood/Elementary

5 EASY WAYS TO

Support Your Child's Mental Health

- 1 Help your child know they belong in the school community.**
 - Talk about school often at home! Ask about schoolwork, other kids in class, and about their teacher. Celebrate what they are learning.
 - Support your child's participation in extracurricular activities (like sports or afterschool programs). Talk with them about what they want to try.
- 2 Support your child's relationship with their teacher.**
 - Ask your child which teachers or other adults at school they know.
 - Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.
- 3 Experience family and school routines and traditions together.**
 - Use household routines that promote structure, responsibility, and fun (Example: Singing a silly song while you take out the trash together).
 - Celebrate school traditions with your child (Example: Attending school concerts).
- 4 Support behaviors that build success and well-being.**
 - Talk about healthy sleeping habits, like setting a regular bedtime.
 - Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.
- 5 Continue to build good relationships at home.**
 - Have fun together as a family by playing games, making food together, having a family movie night, etc.
 - Have simple, daily conversations with your child about school, friends, and more.

Can you believe all of these new things you are learning?

Who is the adult at school that is most special to you?

Let's make this a fun, family tradition.

Let's set ourselves up for a good day.

How are you feeling about _____?

- English
- Arabic
- Dari
- Nepali
- Somali
- Spanish
- Swahili
- Ukranian



1 Page of Tips for Families

Middle/High School

5 EASY WAYS TO

Support Your Adolescent's Mental Health

- 1 Help your teen know they belong in the school community.**
 - Talk about school often at home. Tell your teen what you see them learning and achieving.
 - Support your teen's participation in extracurricular activities.
- 2 Support your teen's relationship with their teachers.**
 - Ask your teen which teachers or other adults at school they feel supported by.
 - Make sure the teacher or school counselor knows if your teen feels lonely or unwelcome at school.
- 3 Experience family and school traditions together.**
 - Encourage your teen to share with their friends and teachers about cultural or family traditions that are important to your family or community.
 - Participate in school traditions with your teen (*Example: Attending school concerts*).
- 4 Support behaviors that build success and well-being.**
 - Talk about and model healthy sleeping habits (*Example: Early, regular bedtime*).
 - Promote activities that align with your teen's interests and that build problem solving skills (*Examples: Sports, yoga, music, theater*).
- 5 Continue to build nurturing relationships at home.**
 - Have fun together as a family by playing games, making food together, etc.
 - Have simple, daily conversations with your teen about school, friends, and more.

I know your classes are more challenging this year, but I'm proud of how you've _____

Who can you talk to if things are tough at school?

Let's celebrate together! Remember last year when...

What do you need to do today to meet your goal? Do you need any help from me?

How are you feeling about _____?

- English
- Arabic
- Dari
- Nepali
- Somali
- Spanish
- Swahili
- Ukranian





Launching Your Middle Schooler to Success



I have confidence in you.

Support your middle schooler's growing independence.

- Let your middle schooler have a say in family decisions.
- Middle schoolers have opinions! Be open to listening to them.
- Middle schoolers need rules, but they also have enough experience to help set them.

You stuck with it and your improvement shows.

Encourage a growth mindset.

- Has your middle schooler worked hard on a school assignment? Value effort over results.
- Treat mistakes as an opportunity for learning. If everything is easy, there is no growth.
- Encourage your middle schooler to solve problems on their own.

Let's make a plan for how to get this done.

Teach your middle schooler how to be a strong student.

- Education is real world. Connect schoolwork to current events and future goals.
- Talk about learning/study strategies like breaking up tasks and time management.
- What about the Backpack Black Hole? Check in with your middle schooler on missing work.
- Everyone needs help sometimes. Tell your middle schooler it's okay to speak up.

I'm on your team!

Stay positive during homework time.

- Homework can be tough on everyone after a long day. Keep the mood fun and loving.
- Show that you care. Listen for the root of the problem and help them focus on solutions.
- Don't wait until frustration is at a 10! Talk about how to calm down when things get tough.

What was the best part of your day?

Be aware without being too nosy.

- Ask for information about activities and unstructured time.
- Show your middle schooler that they can trust you. You'll be more likely to be kept in the loop.
- Bad news? When your middle schooler opens up to you, try not to react negatively.

What's a fair amount of time to be on your phone?

Build structure together.

- Rules...middle schoolers still need them. The best rules are easy to understand and consistent.
- Rules will sometimes be broken. Work together to create consequences that make sense.
- What's the point? Talk about why the rules are important for your middle schooler.

I'm here for you anytime you need me.

Provide emotional support.

- Be available in times of distress to give security and comfort.
- Be a cheerleader. Tell your middle schooler how great they are!
- It's okay to be a little nosy. (Middle schoolers secretly like it.)
- Your middle schooler is growing up fast! Notice and celebrate all the changes.

Learn more at ohiofamiliesengage.osu.edu



#GrandUnderstandings

Our Message to GrandFamilies

We recognize that raising your grandchildren or other relatives can require a lot of you. Be assured, you are giving them a better present and future. At the Ohio Statewide Family Engagement Center- we see you and we hear you. We want to support you in working together with schools and the community. Below you will find some resources about schools and family well-being- created with help from grandfamilies. When families, schools, and communities work together, children are more successful in learning and in life.

SCHOOLS ARE HERE TO HELP

If you haven't already, reach out to your grandchild's school with your questions. Schools can help with learning supports, behavior, mental and physical health, and your family's overall well being.

Consider reaching out to one of these staff members for more information:

- teacher
- school counselor
- school social worker
- principal
- schools nurse

THERE ARE RESOURCES FOR YOU

Many grandfamilies and kinship families find it helpful to connect to others and the community. Joining a group of others with similar lives is a good idea. To find a group or other supports to help your family along the way, consider these Ohio resources. Click on each one or scan the QR code for more information.

185,469 children in Ohio live with their grandparents



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OhioKAN
KINSHIP, ADOPTION, NURTURE

Kinship Caregivers Connect

Ohio Grandparent/ Kinship Coalition

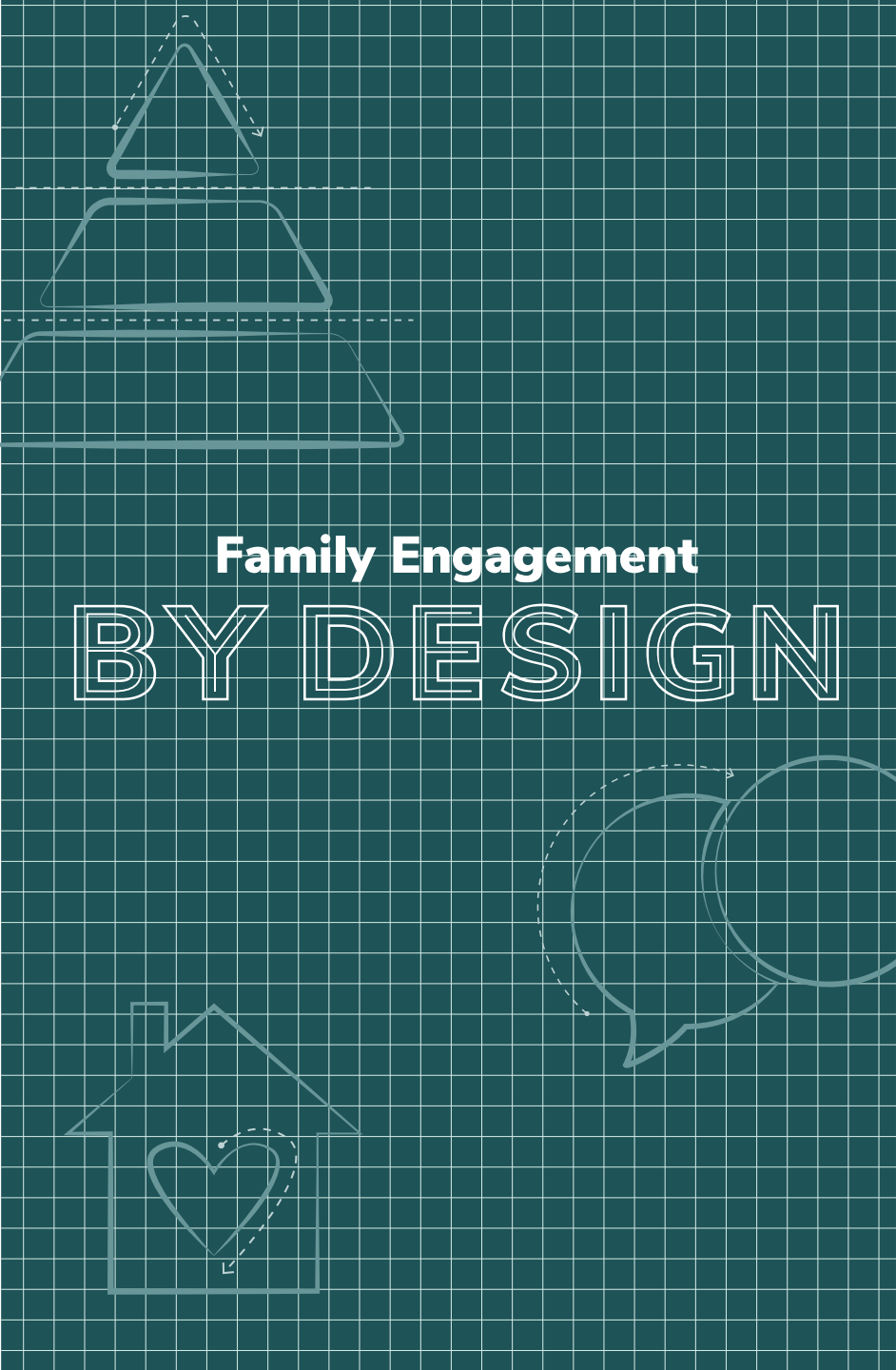
Kinship navigator program
ohioKAN.jfs.ohio.gov

Online support group
kinshipcaregiversconnect.com/

Advocacy organization
<https://ohiograndparentkinship.org/>

go.osu.edu/grandresources





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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