WELCOME!

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

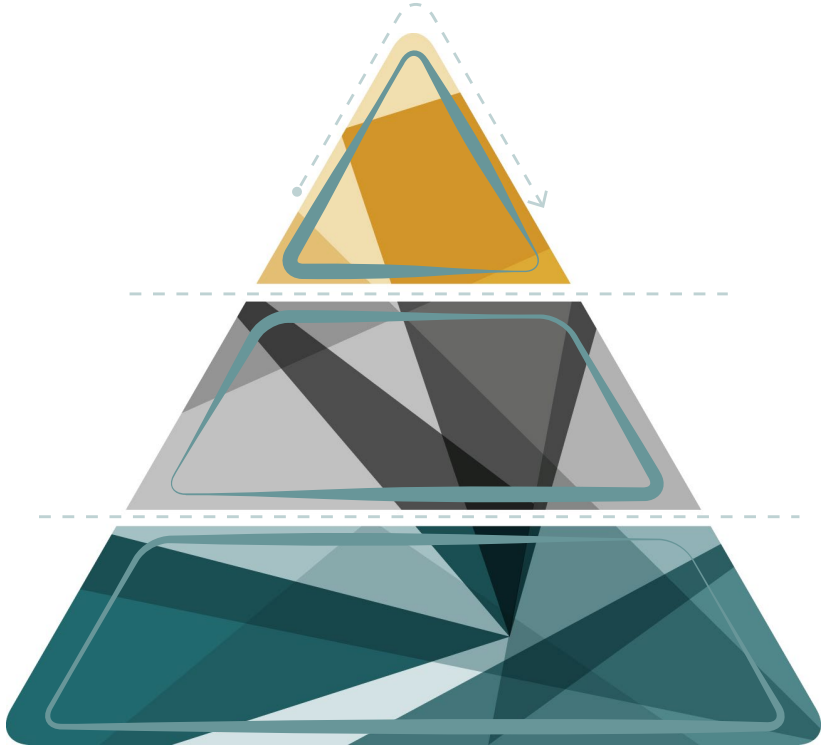
Ohio Family Engagement

— LEADERSHIP SUMMIT —

Family Engagement

BY DESIGN

Ohio Statewide
Family Engagement Center
Professional Learning — at The Ohio State University



Designing for All:

Leading Strong Tier One Family Engagement Practices in Your School

Boone, B. J., Bachman & H. F. (2024). *Designing for All: Leading Strong Tier One Practices in Your School.* [PowerPoint slides].
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Introductions

In the chat:

- Name
- Role
- School/Organization
- Location

universal (adj.)

- Including or covering all or whole collectively or distributively without limit or exception
- Available equitably to all members of a society

Guiding Question

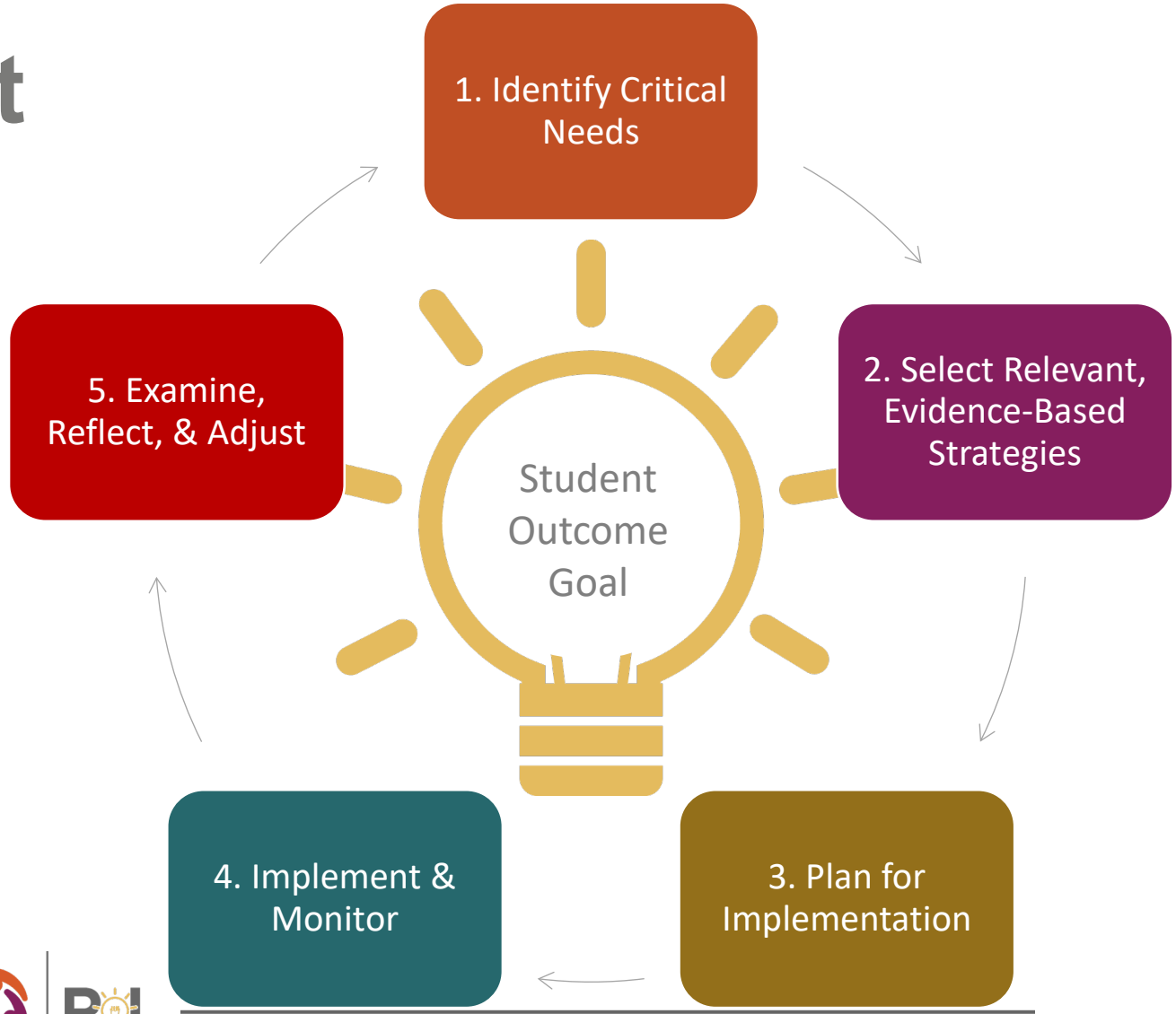
How can I lead the universal design of strong tier-one family engagement practices in my school?

Today's Learning Outcomes:

- I can identify the purpose of family engagement strategies.
- I can anchor family engagement in a student outcome goal.
- I can assess the universal family needs, preferences, and strengths of families at my school in relation to a goal.
- I can apply universal design principles to plan goal-oriented and family-centric strategies for engagement.
- I can explain how the design of strong tier-one family engagement practices promotes a cycle of improvement.

Cycle of Improvement

An organizational strategy facilitating communication and decision-making by teams who engage in problem-solving as they take actions to remove barriers and implement solutions.



Multi-Tiered Family Engagement

Centering Families means

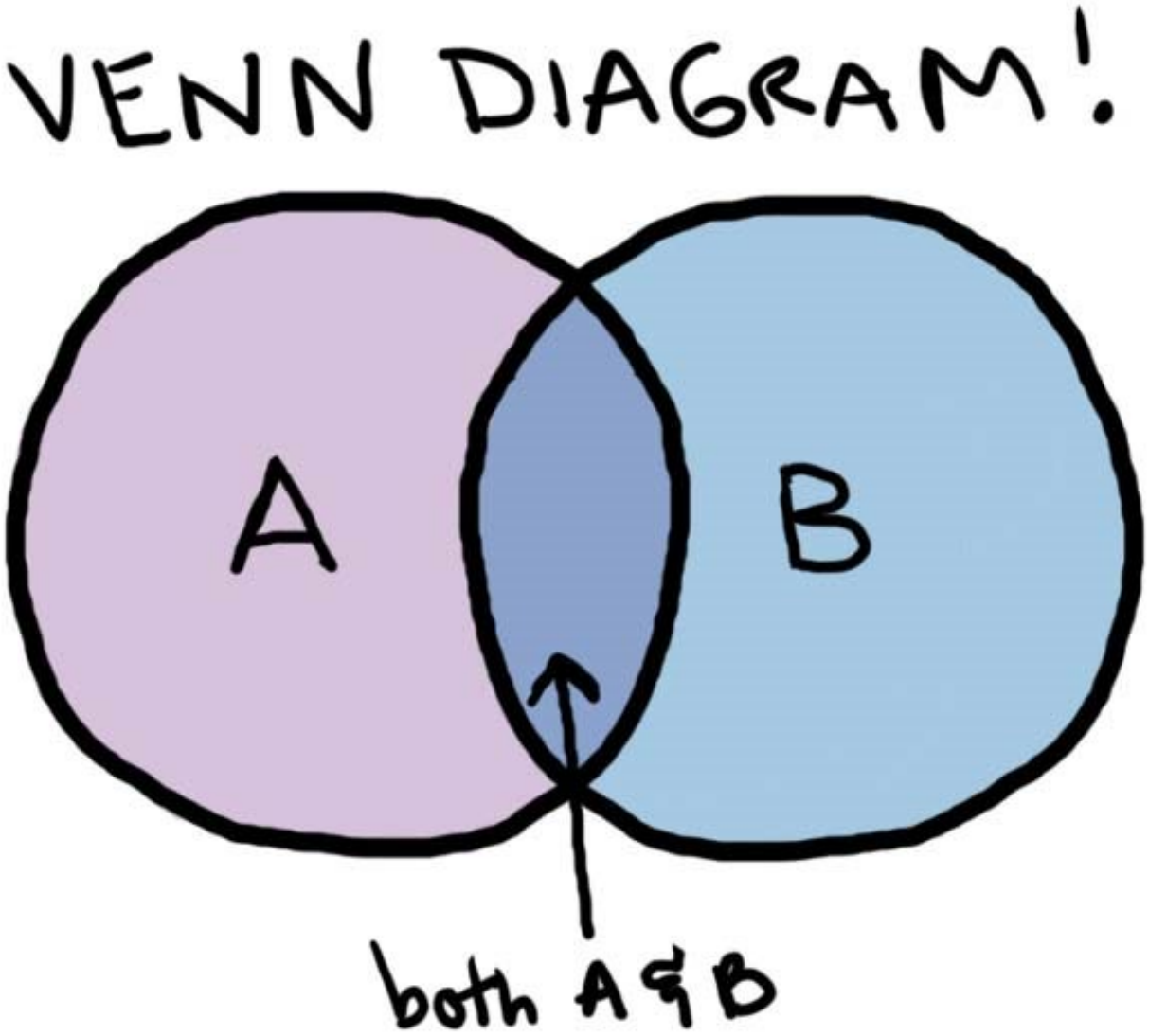
- ✓ family preferences
- ✓ family needs
- ✓ family strengths

are well-understood, and relevant and evidence-based family engagement strategies are planned to match!

What's the Difference?

Multi-Tiered Family Engagement

MTSS for Students



Anchoring in Student Outcomes

Ingredients:
Your people, processes, & resources

Levers: Strategies

Outcomes:
Student learning and healthy development

Anchor or No Anchor

menti.com
Code: 7960 0130

GAME SHOW

Key Terms

Universal Family Engagement Strategy: a strategy used by the school to collaborate with an entire population of families

Student Outcome Goal: the intended outcome of any effort of the school (including family engagement)

Universal Goals are SMARTE:

1. Strategic & specific
2. Measurable
3. Attainable
4. Results-based
5. Time-bound
6. Equitable

Example of a Universal Goal

By December 30(5), through the implementation of a Multi-Tiered Family Engagement plan(3), we will implement collaboration strategies at each tier(1) to effectively partner with and learn from(6) all students' families(2) to improve student attendance by 20%(4) as part of our school's initiative to decrease chronic absenteeism(1).

1. Strategic & specific
2. Measurable
3. Attainable
4. Results-based
5. Time-bound
6. Equitable

Writing a Universal Goal

Chat Waterfall: Follow this frame to write your own universal goal in chat.

DON'T hit enter until we say go!

By [time-bound], through the implementation of a Multi-Tiered Family Engagement plan [and add any other strategies adding to the attainability of your plan], we will implement collaboration strategies at each tier to effectively partner [and add any other equitable outcomes] with [results-based: provide number or percentage] families to [results-based: student outcome goal] as part of [strategic: add alignment to school improvement initiatives].

Centering Families in a Universal Goal

Centering *all* families in relation to a universal goal means getting to know the families of our students and welcoming their voices and initiative.

Questions to Consider: Roles

What do parents and other caregivers see as their roles in their children's education?

Do they see family engagement activities offered by the school as "one more thing" or as helpful for their child and family?

How can the school help all families see there are roles that are a good fit for them to support their child's education?

Questions to Consider: Confidence

Do all families feel confident when interacting with the school?

Do interactions with school staff value and respect all families?

Or do interactions with school staff erode this sense of confidence through belittling, the use of jargon, complicated policies and processes, or other complex systems?

How can the school help all families feel confident when collaborating with the school?

Questions to Consider: Welcome

Do all families perceive that they are invited and welcomed by the school?

Or does the school implicitly or explicitly communicate that families are not welcome?

How can the school express a culture of openness?

Questions to Consider: Knowledge & Skills

What knowledge and skills do all families have in support of the student outcome goal?

How is the school communicating that all families have valuable knowledge and skills?

Questions to Consider: Time & Energy

What time and energy do all families have in support of the student outcome goal?

How is the school providing flexibility to accommodate a wide variety of schedules?

Questions to Consider: Culture

What family cultures are present in the school?

What norms and traditions might families expect during engagement with school staff?

What family traditions and values will support the student outcome goal?

Universal Design

- ✓ Equitable Use
- ✓ Flexibility in Use
- ✓ Simple & Intuitive Use
- ✓ Perceptible information
- ✓ Tolerance for Error
- ✓ Low Physical Effort
- ✓ Size and Space for Approach and Use

Planning for Centering Families

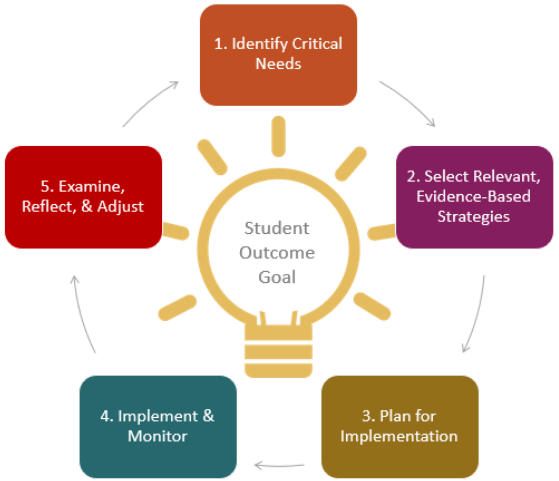
https://go.osu.edu/designmtfeplan

File – Make a Copy

File - Download

Universally Designing Family Engagement

- **Step One:** Anchor in Student Outcomes with a SMARTE Goal
- **Step Two:** Center Families' Strengths, Needs, & Preferences
- **Step Three:** Consider Universal Design. What barriers exist in our current strategies? What other options do we have?
- **Step Four:** Plan Strategies that Match Families' Strengths, Needs, & Preferences



Improving Schools with Multi-Tiered Family Engagement

1. Access your notecatcher.
   - File – Make a Copy
   - File – Download
2. Record your ideas to any or all of the discussion questions.

https://go.osu.edu/designmtfenotes

Small Group Discussion: Constructivist Listening

Purpose: To create a space to become better at talking and listening in depth.

Instructions:

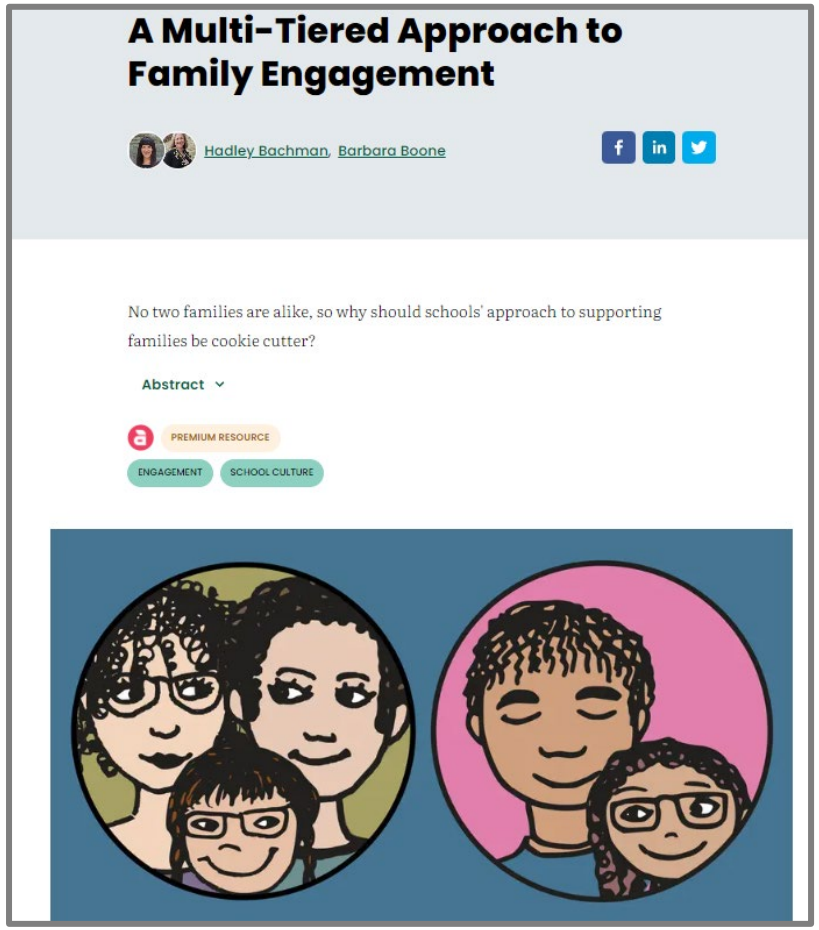
1. Join breakout room.
2. Each participant has 2 min each to practice explaining **how multi-tiered family engagement creates a cycle of improvement.**
3. Do not interrupt to interpret, paraphrase, analyze, give advice, or break in with a personal story. Silence is ok.
4. End with 3 min of open discussion time.

Reflection in Chat

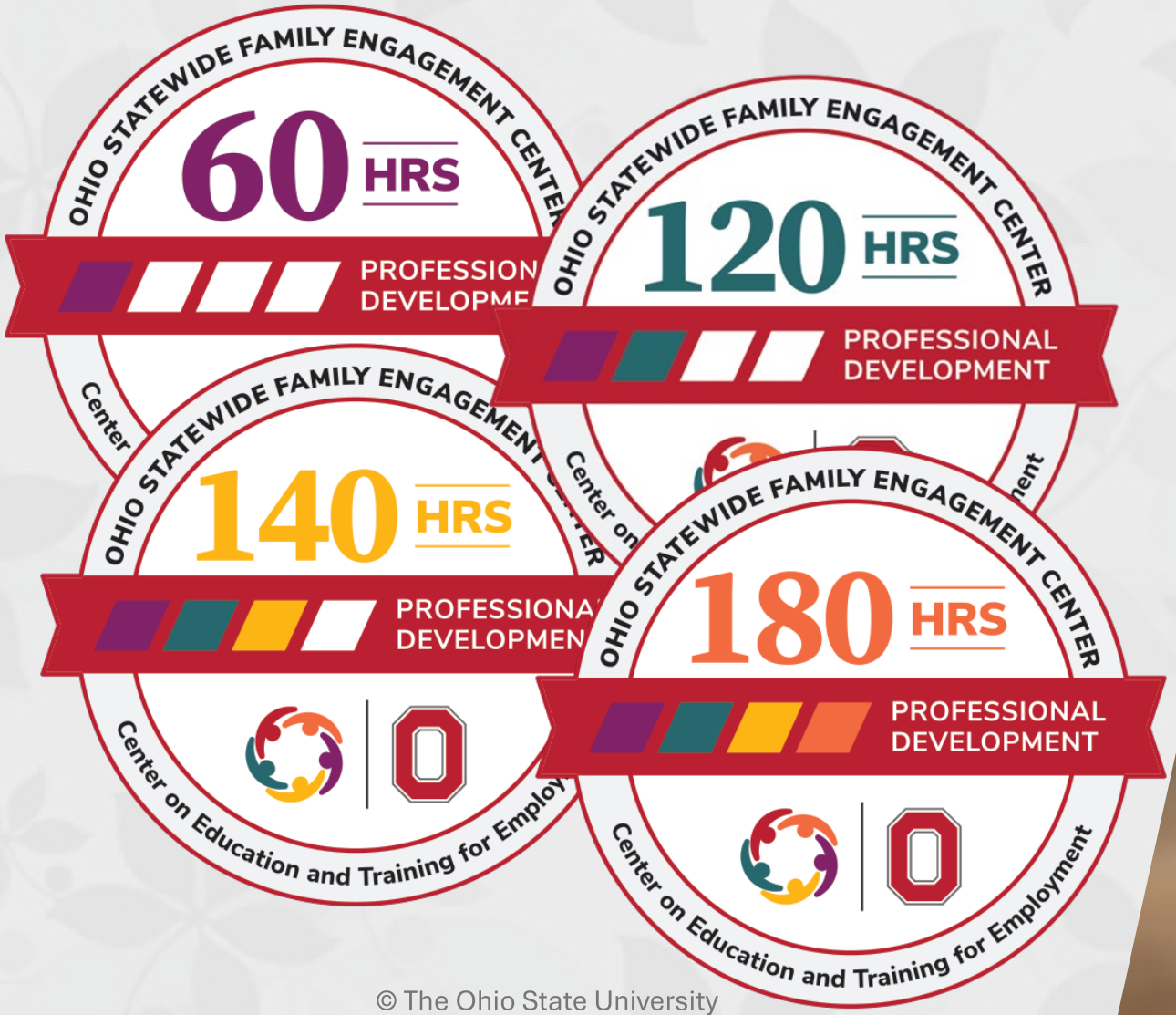
How can/will you lead a cycle of improvement with Multi-Tiered Family Engagement?

What is your first step?

Resource:
Want to learn more?



Earn a Digital Badge!



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HANDS ON WEBINAR

HOW to...

Engage Families of English learners

OCTOBER 15, 2024

11AM – NOON EST

Registration opens 9/10

Last day to register: 10/11

Ohio Statewide Family Engagement Center at The Ohio State University

HOW Hands-On Webinars

REGISTER HERE

Family Engagement

BY DESIGN

THANK YOU FOR WATCHING!

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