

NEXT STEPS

- Create a small Parent support team ,work with teachers and some parent who are willing to help to create awareness and educate them on the importance on parent engagement.
- Finalize and share the parent frame work by deciding what the learning session will focus on.
- Advocate for partnership and community support with school for continuous Family engagement activity.
- Schedule regular review and feedback



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THE OHIO STATE UNIVERSITY

Increase Parental Involvement/ Inclusion in Child Education



**THE OHIO STATE
UNIVERSITY/Ohio Statewide
Family Engagement Center**

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Cincinnati, OH**

INTRODUCTION/NEED ADDRESSED

Parental involvement/Inclusion play a very significant role in advocating for children education. This allows parents to identify gaps in the education system and push for positive changes. When parents participate in school activities, they bring diverse perspectives and innovative solutions to educational policies. Parent inputs helps shape policies that directly affect their children's education, creating a more inclusive and supportive learning environment. As a parent, I have found that there is a need of more parental involvement. Research shows that the level of parental involvement is associated with academic success. Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. Furthermore, children excel even more when their parents assist them with reading and helping them with their homework, attend school sponsored events, and volunteer at their children's schools .

GOAL and OBJECTIVES

By September, 2026, the school will host one family learning session, aiming for about 30% attendees, and measuring impact through a brief exit survey where at least 50% of parents report the session provided helpful tools to support their child education

The objective is to promote the event reach out to families using multiple methods calls, texts, flyers, school platforms and clearly explain why attending will benefit them and their child. Make it easier for families to come by considering timing, and creating a welcoming environment. .

IMPLEMENTATION PLAN DESCRIPTION

Planning and Assessment weeks 1-3

- Form a small support team which includes Parents, Teachers and School Administrator
- Conduct a school assessment through survey
- Review current engagement and identify the gaps

Strategy Development weeks 3-6

- Gather materials and resources
- Decide on activities by deciding and planning simple ways and practical ways to involve parent, such as meetings ,volunteering or regular update about their child progress
- Inform and invite parent through letters, messages and school Apps
- Set measurable targets for increase /improvement for parent involvement rate and event attendance

Program launch week 6-8

- Launch family engagement night/family learning session
- Keep track of attendance
- Listen to feedback from both parents and teachers
- Recognize and celebrate parents who are actively involved.
- Observe any student academic improvements

EXPECTED OUTCOMES

- Increase parent engagement attendance by 30%. This will help parent to familiarize with academic and behavioural standards to advocate effectively when discrepancies occurs.
- Improve academic performance. Student's whose parents are involved tend to earn higher grades and achieve academic success in their education.
- Strengthen school/parent relationships. Fostering trust and collaboration helps parents feel heard.

EXPECTED CHALLENGES

Time and Busy Schedules:

Many parent work long irregular hours,making it difficult to attend school meets and events which is linked to economic Hardship and financial constraints

Low engagement or interest:

A few parents may feel disconnected from the school or believe their involvement is not necessary or they are not even aware of the impact on their child's education which can reduce participation.

Lack of confidence:

Some parents may feel unsure about helping with schoolwork or speaking to the teachers especially if they have had negative school experiences themselves.