

“Family Engagement Strategies With Learn to Earn Dayton” A Crucible of Practice Conversation

March 12, 2024

@readingby3rd #GLReading #LearningTuesdays



CRUCIBLE
OF PRACTICE

Reflections on Lessons Learned



“Family Engagement Strategies With Learn to Earn Dayton”



Reflections on Lessons Learned



Housekeeping Tips

- Please introduce yourself in the chat box.
- All attendees are participating in Listen Only mode during the beginning of the session. We will also have a large group discussion after our conversation leads have shared their story. During the discussion, we encourage you to come off mute and participate in the conversation.
- We will be using Padlet to document our large group discussion. This will be shared along with other resources from the session in a follow-up email to all registrants.
- Please take the brief evaluation survey posted at the end of this session.

MARCH 12
12:30–2 PM ET



Family Engagement Strategies With Learn to Earn Dayton

The Campaign for
GRADE-LEVEL
READING

Conversation Leads



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Conversation starter: 1

Family engagement relies on connection and relationship building which is centered on trust. To model checking in, our first ice-breaker is also rooted in connection.

One-Word Check-in

In the chat box, please share how are you feeling right now?



Conversation starter: 2

In your current role, how would you describe your opportunities to engage with families:

- A. I do not have the opportunity at all.
- B. I engage with families once in awhile.
- C. Engagement is limited, but I would like to create more opportunities.
- D. I engage with families a lot.



Conversation starter: 3

When considering family engagement in your community, what has the focus been?

- Supporting access to resources
- Building partnerships with families
- Supporting awareness about helpful services
- All of the above
- Other





K12 Initiatives Learn to Earn Dayton

Family Engagement Strategies Through
School Readiness, Attendance & Reading
Proficiency

Overview by Learn to Earn Dayton



Empowering Families: Tools for Effective Advocacy in Education

- **Empowering Families:**
 - Educating families on their rights and responsibilities as caregivers.
- **Open Communication:**
 - Encouraging families to ask questions, whether during conferences or throughout the year.
 - Promoting continuous engagement to keep families informed and involved.
- **Resource Awareness:**
 - Providing information to families on resources available.
 - Educating families on the district's chain of command for effective advocacy.
 - Offering access to essential contact information, including phone numbers, websites, and addresses.



Empowering Families: Tools for Effective Advocacy in Education

Regular Attendance Encouragement:

- Actively encourage families to attend school meetings through various communication channels, including ParentSquare, phone calls, and text messages.

Reinforcement of Information:

- Emphasize the importance of attending meetings by consistently re-sharing relevant information that comes from the schools.
- Explicitly invite families to participate in school activities, assuring them that their presence is valued and welcomed.
- Stress the significance of their input and expertise, conveying that their unique perspectives are not only wanted but also necessary for the school community's growth and success.
- Reassure families that their involvement in school meetings is a crucial part of building a collaborative and supportive educational environment.



Empowering Families: Stay informed; What do Families Know?

Data in Literacy Awareness & Absenteeism:

- Conducting two listening sessions revealed a lack of understanding among families on interpreting student test score data.
- Families were unaware of their students reading below grade level, emphasizing the need to break down and simplify test score data.
- The realization that caregivers were unaware of their student's literacy levels inspired initiatives like "Reading is LIT" to bridge the information gap and promote literacy awareness.
- Engagement activities highlighted that families struggled to recall essential terms like CVC (Consonant-Vowel-Consonant), consonants, and proper grammar rules crucial for supporting their child's reading abilities.
- Families acknowledged the importance of daily at-home reading but expressed a lack of knowledge regarding suitable materials for effective reading sessions with their students.
- A survey revealed that families lacked awareness regarding the consequences of absenteeism.



Empowering Families: Build Positive Relationships & Effective Communication with the School

Embracing Partnership:

- School staff and support staff must wholeheartedly embrace the partnership for its success.
- Balancing Support and Intrusion
- Recognizing the challenges faced by the school, it is crucial to provide support without intruding on daily responsibilities and overwhelming tasks, ensuring a balanced approach.

Inclusive Expertise:

- Welcoming ideas and expertise from all staff members who interact with students is essential for a comprehensive understanding of student needs and challenges.
- Acknowledging that valuable insights may come from unexpected sources, such as cafeteria staff, encourages a diverse perspective on student relationships and support.
- Holistic Student Support
- Understanding that every staff member plays a role in student development, and fostering collaboration and openness across all roles contributes to a more holistic approach to student support.



Empowering Families: Seek Additional Supports

- Connecting to Community Resources:
- Actively facilitate connections between families and community resources to enhance overall support services.
- Resource Awareness: Ensure families are well-informed about the array of available resources within their local area.
- Serve as a liaison, fostering communication and collaboration between families, schools, and the broader community.
- Refer families to services that cater to the holistic needs of the entire family, promoting comprehensive support.



The Need: Reading Skills

Montgomery County Progress Snapshot

2023 Reading Proficiency Rate

63%

We increased proficiency from last year's rate of

62%

We have not bounced back to our pre-pandemic rate of

65%

Reading Proficiency, Disaggregated by Identity


Population	2018-19 %	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	
Montgomery County	65%	62%	63%	Baseline
Asian	80%	77%	77%	-
Black	43%	38%	36%	271
Hispanic	68%	53%	52%	28
Multi-Racial	69%	66%	61%	8
White	73%	70%	73%	-
Economically Disadvantaged	52%	47%	48%	349
English Language Learner	49%	47%	49%	45
Male	63%	60%	61%	49
Female	67%	63%	64%	-

 Positive progress from 2021-22 to 2022-23

 Current rates match or exceed pre-pandemic (2018-19)

Reading Proficiency, Disaggregated by District

Population	2018-19 %	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	
Montgomery County	65%	62%	63%	Baseline
Brookville	88%	85%	80%	-
Centerville	77%	79%	86%	-
Dayton	38%	38%	34%	238
Huber Heights	63%	54%	53%	45
Jefferson Tap	33%	53%	20%	7
Kettering	81%	83%	83%	-
Mad River	68%	62%	57%	16
Miamisburg	64%	54%	62%	5
New Lebanon	76%	72%	73%	-
Northmont	76%	69%	70%	-
Northridge	52%	33%	36%	31
Oakwood	94%	92%	91%	-
Trotwood-Madison	61%	38%	38%	49
Valley View	75%	61%	66%	-
Vandalia-Butler	72%	77%	75%	-
West Carrollton	64%	54%	55%	21

 **Gap Closing:** This column is the number of additional students needed for the population to meet the county-wide average (reported for populations currently below the county average).

Montgomery County students have not bounced back to pre-pandemic reading proficiency scores.

Additionally, certain school districts and demographic identities continue to fall below the county-average for proficiency.

The EGLC is committed to providing resources to empower and support educators and families so that all students -- regardless of race, gender, or zip code -- become strong readers.



The Need: Absenteeism

Montgomery County Progress Snapshot

2023 Chronic Absenteeism Rate

27%

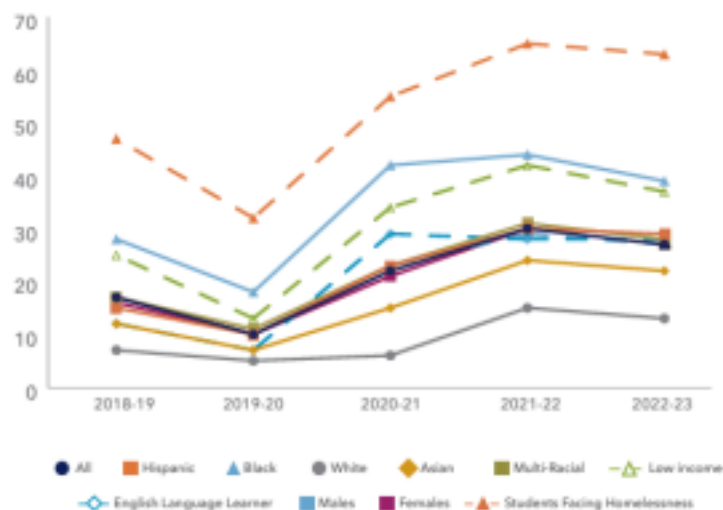
We improved from last year's rate of

30%

We have not bounced back to our pre-pandemic rate of

17%

Chronic Absenteeism, Disaggregated by Identity



Source: Ohio Department of Education and Workforce, Requested and Received January 2024

Chronic Absenteeism, Disaggregated by District

Population	2018-19 %	2021-22	2022-23	Gap Closing
Ohio	17%	30%	27%	-
Montgomery County	17%	30%	27%	Baseline
Brookville	5%	8%	10%	-
Centerville	9%	24%	17%	-
Dayton	39%	56%	51%	2970
Huber Heights	18%	37%	32%	308
Jefferson Twp	28%	50%	52%	64
Kettering	8%	14%	16%	-
Mad River	19%	40%	37%	371
Miamisburg	15%	29%	27%	20
New Lebanon	12%	23%	24%	-
Northmont	9%	29%	19%	-
Northridge	36%	42%	47%	308
Oakwood	4%	14%	12%	-
Trotwood-Madison	35%	56%	47%	505
Valley View	9%	16%	14%	-
Vandalia-Butler	11%	15%	16%	-
West Carrollton	19%	25%	30%	96

Chronic absenteeism skyrocketed after the pandemic. With nearly 27% of all Montgomery County students being chronically absent, there are opportunities for gap closing across all demographics and a need for a regional effort to serve all families.

Students facing homelessness, Black students, and economically disadvantaged students need the most support. (ODE, 2023)

The pandemic created a new reality where caregivers are not taking their students to school. The highest quality education is only meaningful if students are present to benefit.

While nearly 27% of all students are chronically absent, nearly 40% of Black and low-income students are chronically absent (ODE, 2023). This provides an opportunity for targeted interventions to close the gap.

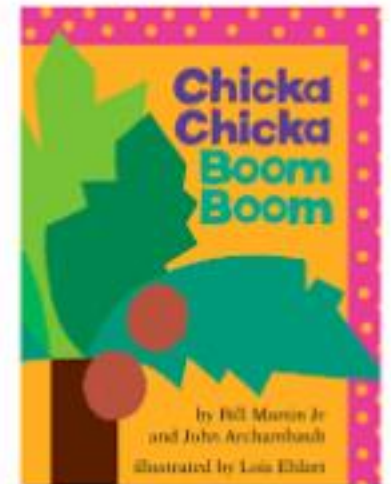
The EGLC's focus on family engagement prioritizes both attendance and educational activities to lead to literacy proficiency.

Reading Is Lit!



The Development Process/Vision:

- Collaborated with key local stakeholders, including early grade teachers, Think TV, librarians and education consultants, to create a curriculum aligns with state standards and the principles of Science of Reading and integrates diverse perspectives and expertise
- Utilized the popular children's book *Chicka Chicka Boom Boom* as a foundational element
- Encouraged family engagement through activities
- Utilize surveys for families, students and educators for continuous quality improvement
- Incorporated teacher boxes, ensuring educational resources are accessible, tailored and optimized for both student learning and classroom engagement



Reading Is Lit!

Aligned to state standards, Literacy Boxes include:

- an engaging book,
- manipulatives/hands-on activities that reinforce learning,
- instruction cards for kids and parents, and
- a full digital library of high-quality videos from our partners at ThinkTV.

Boxes are delivered to classrooms (for teachers to model the lessons/activities) and the families of all Mighty Classroom students as part of engagement activities.

The team is creating digital resources for wider use and greater sustainability.



Reading is Lit **Your Name is Lit**
This box is all about the letters, letters, and words that make our names unique!

ACTIVITY #1: READ

- Read about Chika Chika Bees Bees.
- Hunt for the letter 'c'.
- Match the dots and trace the letter 'c' to the letters of the book.
- What did you like about this book?

ACTIVITY #2: WORD FAMILIES

- Sound out the four word families.
- Use the letter cards to make rhyming words with 'at', 'ap', and 'it'.
- Pick a letter, say the sound, add it to one of the word families, and use the word.
- Make words - read or pretend - using each of the word families.
- Make many words - what was able to think for each family?

ACTIVITY #3: SHAPES OF LETTERS

- What do you notice about the shapes of these letters?
- Some letters are made of straight lines (L, H, E), others are made using curved lines (C, G), and some are made of both (B, K, G).
- Group your lines - then find activities for writing this.
- Use the letters by funny lines, shape lines, or both!

Elements of the EGLC

Active members of the EGLC meet bi-monthly to review current data/progress and consider future initiatives. **Membership is open** to any engaged educator -- from schools or school partners -- as well as caregivers or community leaders.

The **Mighty Classroom** framework is the most robust service of the EGLC. Learn to Earn Dayton engages in close partnership with schools to help coordinate a data-driven model that blends high-quality teaching, high-dosage tutoring, family engagement, and a focus on improved attendance in order to support reading proficiency.

In 2023, the EGLC determined the need for a literacy resources that families could use together at home, reinforcing lessons learned in school and encouraging increased caregiver participation in reading proficiency. The **Reading Is Lit project** was launched and continues as a stand-alone element of the EGLC.

The EGLC typically works "behind the scenes," focusing its attention on supporting educators. Annually, the EGLC presents at the **Readiness Summit**, providing a progress update to the wider community. Additionally, an **annual author visit** (with subsequent book study) is open to the public.

Leaders from the EGLC have been tapped to **share resources with national literacy partners**. In 2024, our Mighty Classroom framework and the regional attendance campaign were recognized with a Pacesetter Award by the National Campaign for Grade Level Reading. Our team has shared the work of developing and launching



Mighty Classroom Overview

With a commitment to the science of reading, family engagement, and student supports that drive academic achievement - the Mighty Classroom framework offers coordinated activities and enrichments designed to grow family engagement, halt chronic absenteeism, and inspire school attendance, with the ultimate goal of fostering improved literacy and academic achievement.



Mighty Classroom Elements

Mighty Classrooms follow a model that incorporates:

- a certified, experienced teacher dedicated to the Science of Reading
- a paraprofessional assigned to the classroom, to allow for small group learning
- integration of Reading Is Lit boxes -- as a resource for teachers and provided to families for home use
- a deep focus on family engagement, prioritizing attendance and third grade reading proficiency
- incorporation of high-dosage tutoring in-class and/or afterschool
- commitment to sharing data in Learning Circle



Mighty Classroom Results

Attendance:

In our pilot year, we saw **75% of participating students maintain or improve attendance**. For those students with improved attendance, the average growth compared to the previous year was 7.89%, equating to **an average of 14.2 additional days of school** – a significant amount of additional instruction time and support for students based upon a 180 day school year.

Academics:

The framework led to increased academic achievement in the pilot year. **Nearly 70% of kindergarten, first, and second grade students met or exceeded their projected growth goals from fall to winter**. While the national trend is that first graders increase scores by 10 points between fall and winter; Mighty Classroom students more than doubled the national norm for literacy growth, with an average of a 23.7 point increase.





Connect

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Upcoming GLR Learning Tuesdays Webinars:

BIG BETS WORKING

“Expanded Learning = Expanded Recovery: How Afterschool Programs Drive Student Progress”

Tuesday, March 12, 3:00 - 4:30 pm ET/12:00 - 1:30 pm PT

FUNDER-to-FUNDER CONVERSATION

“Investing in the Future: Philanthropy’s Role in Strategic Public Financing for Children”

Tuesday, March 19, 12:30 pm – 2 pm ET/ 9:30 am – 11 a.m. PT

PARTNER

“The Power of Place: Embedding Two-Generation Approaches in Housing Developments”

Tuesday, March 19, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

