Ohio | Department of Education

Family and Civic Engagement Team
Roles and Responsibilities

Family and civic engagement in counties, districts and schools prioritizes school-family-community partnerships designed to engage families and communities in creating shared vision and responsibility for the education and well-being of children within their community. The partnerships optimize and refine existing policies, infrastructures, planning processes and resources. These partnerships should promote improved cross-agency and cross-initiative collaboration. Through these collaborative efforts, resources are maximized toward increased graduation rates and student success.

The new educational reform package for Ohio, House Bill (HB) 1 requires that districts develop Family and Civic Engagement (FCE) Teams comprised of parents; community representatives; health and human service representatives; business representatives; and others as identified by each school district's board of education. It will be important for districts to consider how this teaming structure will relate to their existing district leadership team (DLT). For example, some districts might prefer to expand their DLTs to include the FCE membership requirements. Other districts might prefer to have someone from the FCE Team attend DLT meetings and advise on priorities related to family and civic engagement.

Regardless of how these teaming structures are designed in districts, several key roles and responsibilities need to be fulfilled. Please note that the responsibilities *italicized* below are those required in HB 1. These roles and responsibilities also will be further refined in response to the experiences and lessons learned from work with the 25 counties participating in the FCE in Schools Initiative sponsored by the Ohio Department of Education and Ohio Family and Children First.

Collaborative Planning Process

Development and facilitation of a collaborative, improvement planning process that integrates with existing assessments, such as CCIP, SIP and OIP, and mobilizes school- and community-based learning supports based on the needs, assets and aspirations of students, families and community members. Learning supports are defined as the collection of resources, programs, services, strategies and practices – as well as environmental and cultural factors extending beyond the classroom – that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (State of California, SB 288; Adelman and Taylor, 2006; Ohio Department of Education [ODE] CSLS Guidelines, 2007)

Responsibilities:

Mobilize and Convene Team Stakeholders

- Recruit, organize, mobilize and retain the appropriate student, family, school, district and community stakeholders to participate on the Family and Civic Engagement Team for collaborative improvement planning.
- Establish productive team dynamics and interdependent working relationships among all stakeholders that enable effective and efficient planning.
- Develop a governance structure that serves to establish leadership, create a common vision among stakeholders and support the district leadership team.
- Design, refine and manage the process of parent-family recruitment, support and engagement.
- *Work with local county Family and Children First Councils (FCFCs) to recommend to the board of education the qualifications and responsibilities to be included in the job description for the family and civic engagement coordinator*

Needs/Resource Assessment and Gap Analysis

- Conduct an assessment of student, family, school and community needs, assets and resources for student success – which might include utilizing Level III of the Ohio Decision Framework to answer essential questions related to leadership; school climate (including student discipline occurrences; students attendance and mobility; students with multiple risk factors; and teacher and student perceptions); and parent/family, student, and community involvement and support; along with using additional assessment tools and data.
- Identify gaps in assets and resources.

Action Planning

- Identify and prioritize focus areas based upon gap analysis.
- *Develop five-year FCE plan* that aligns with district and school improvement plans.
- Develop and implement research-supported models and strategies for meeting needs and building assets as structured by a prevention, early intervention, and intensive programs and service model.
- Develop and implement a collaborative structure that coordinates and mobilizes multiple people, organizations and strategies to happen simultaneously as they result from the plan (e.g., single point of contact, leadership and management structures).
- Develop a collaborative infrastructure to maximize school- and community-based resources in support of priority needs.
- Develop an evaluation plan to monitor effectiveness of selected strategies.
- Optimize roles, responsibilities and relationships in alignment with identified priority areas.

Implementation

- Acquire/redeploy/manage/maximize resources.
- Implement, and monitor implementation and alignment of expanded district and school improvement plans.
- Implement and monitor infrastructure design and formal mechanisms for communication.

Evaluation

- Evaluate the effectiveness of selected strategies.
- Evaluate the effectiveness of the planning process and the infrastructure development.
- Modify plans, strategies and structures to support continuous improvement.

Coordination and Integration of Programs, Services and Strategies

Coordination and enhancement of school-family-community programs, services and strategies to achieve three goals: (1) Maximize opportunities for academic learning and healthy youth development, both during the regular school day and during out-of-school time; (2) Address nonacademic barriers to school success and positive child/youth development; (3) Connect learning support systems to classrooms to improve interactions between teachers and students.

Responsibilities:

- Identify, design, refine and/or manage a process of developing linkage and referral systems for the coordination and identification of services between district, school and county systems that can be continuously monitored, evaluated and improved.

- Identify, design, refine and/or manage a process of organizing school and community program and service providers to: 1) determine the availability and accessibility of programs and services (e.g., locations, schedules, reporting mechanism, accountabilities); and 2) address individual student needs.

System-Level Capacity Building

Development and implementation of collaborative, distributed, and adaptive leadership and management structures and operational processes for comprehensive systems of learning support.

Responsibilities:

- Build the capacity of key community and school leaders such as educators, principals, superintendents, district administrators and community leaders to collaborate.
- Organize and mobilize teams and policy planning in support of institutionalization and sustainability.
- Manage cross-system and sector-communication and bridge-building.
- Collaboratively identify policy needs, including opportunities to integrate separate, specialized policies and funding streams.
- Identify and assist with professional development and capacity-building opportunities that are important for comprehensive learning support systems.
- Disseminate information across stakeholders related to family and civic engagement activities to mobilize community members and ensure clear communication among partners.
- *Provide annual progress reports on the development and implementation of the FCE plan.*
- *Provide the board of education with the FCE plan so they can submit the plan and annual progress reports to the county FCFC.*
- Report writing to document process, activities and outcomes related to family and civic engagement activities.
- Present on the initiative to key community stakeholders and various other community groups to increase awareness and gain support.
- Conduct social marketing and promotion for comprehensive systems of learning supports in schools, districts, community agencies; and among youth, families and community members.
- *Advise and provide recommendations to the school board on matters specified by the board.*