



Strand 5, Family Engagement

2019-2020

Virginia Tiered Systems of Supports



VIRGINIA DEPARTMENT OF EDUCATION



Professional Learning Event for State Grantees: Family Engagement, Strand 5

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Today's Learning Intentions – What we will know and do...

- Participants will examine family and community data collected since October and respond to guiding questions in each of six essential family engagement elements.
- Teams will develop goals and action steps to both respond to areas of identified need and identify new opportunities for increasing family and community voice and participation in systems change.

The VTSS Framework: The Implementation Matrix

1. Aligned Organizational Structure
2. Data Informed Decision Making
3. Evidence-Based Practices
4. Family, School, and Community Partnerships
5. Monitoring Student Progress
6. Evaluation



The Virginia Tiered Systems of Supports

IMPLEMENTATION MATRIX for Divisions (adapted)

4. Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
4.A Communication (Adding families and communities as partners in implementation)	The DLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation.	The DLT consults with diverse families and community stakeholders to identify opportunities for collaboration. The DLT outlines and communicates a plan to facilitate family, school, and community partnerships.	The DLT provides support and guidance to schools to facilitate family and community partnerships. Community and family stakeholders are represented on key committees.	The DLT integrates families and community partners into the division communication plan. The DLT monitors the fidelity of partnership structures and communication loops at least annually.	DCA: 10, 12, 22 TFI: 1.11, 2.3, 2.4, 3.3, 3.4, 3.8 A-TFI: 1.11, 1.15b, 2.5
4.B Cultural and Linguistic Responsiveness (Authentic Engagement)	The DLT researches the family groups represented in the community as well as all community providers.	The DLT examines existing practices to determine which family or provider groups are/ are not represented.	The DLT provides and documents opportunities for authentic engagement among families and community providers.	The DLT monitors division and school practices for authentic engagement.	DCA: 12 TFI: 1.11, 1.4, 3.4, 3.6 A-TFI: 1.4a, 1.11, 2.5

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Tier I, Universal Strategies linked to VTSS Implementation Matrix

Multi-Tiered Strategy	Exploration	Installation	Initial Implementation	Full Implementation
Tier I Universal	The DLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation	Some staff provide a warm welcome to students and families.	Some teachers build positive relationships with students and families to motivate attendance.	Staff use data to identify when they need to intensify personal relationships to engage and motivate students on high attendance dip days.
	The DLT researches the family groups represented in the community as well as all community providers.	Students and families receive a flyer regarding the importance of attendance and the dangers of missing just two days a month.	Students and families receive a letter, robo call, text or email when absences for any reason are adding up, but no personal engagement.	Students and families received data on their attendance and the impact on learning in Parent-Family conferences and IEP meetings.
		School staff offer incentives focused on perfect attendance.	School staff are beginning to recognize good and improved attendance.	School staff, students, families and community partners have a year-long, schoolwide approach, informed by students and families, to recognize and good and improved attendance.

Adapted from: <https://www.attendanceworks.org/resources/webinars/> Aug. 2019 Open Doors: Create a Health School Climate presentation

December 2019
Strand 5 Family Assessment Activity

- Team members will review just a few pages of the Family Engagement surveys.
- Individually review the selected items pulled from the two assessment tools (MMSD and Michigan) shared in October.
- CHECK up to three examples aligned with what is already collected and regularly monitored.
- STAR up to three more you think are important to add to your survey and collection efforts.
- In groups of three or four discuss common items checked as well as the ones you STARRED. As a result of your discussion be prepared to share at least two priority items your group wants to add to your survey efforts.
- The goal is for your full team to set your next action. For example, will you use one of the surveys we shared, pull from two or three and design your own?

Six Process Conditions for planning a family engagement event, program or initiative, based on Version 2 of Dual Capacity

(adapted from Mapp et al., 2017 and Mirr, 2019)

Process Condition	Steps to address concerns in your division.
<p>Linked to Learning & Development: The first process condition is whatever we plan for and with families should be <i>linked to learning</i>- in other words, aligned with the learning and developmental goals for the students. Teachers use effective instructional practices to help students learn and grow. When family engagement is linked to learning goals, families are empowered to interact with their children at home in ways to support student academic success.</p>	
<p>Relational: Building relationships of trust and respect with families. Families and school staff have an opportunity to learn about each other, share stories, and to build partnerships that are based on respect. When relationships are strong, families feel welcome & believe school staff care about their children's success.</p>	
<p>Asset-Based: An important goal it to help all families grow in their ability to support their child's academic success. All aspects of a school's family engagement efforts should take advantage of the existing expertise of families. Schools are tapping into these existing strengths and building family expertise to support learning. A strengths-based approach increases confidence and empowers families to be active, knowledgeable and informed.</p>	
<p>Culturally Responsive and Respectful: Culturally relevant family engagement strategies communicate to students that their family identities are understood and valued. It also demonstrates respect for families with a diverse range of backgrounds and structures. (Source: https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/family-and-community-engagement)</p>	
<p>Collaborative: Initiatives should strive to bring families and staff together so that they can learn from and with each other. This relationship between families and practitioners is reciprocal and builds on the strengths of both parties. Under collaborative process conditions, everyone is listened to, contributes, and is empowered. This condition means that initiatives must be designed where true sharing among staff and families is valued and cultivated. Also intentionally fosters family-to-family networks and opportunities to learn and work in small groups and build on peer-to-peer learning.</p>	
<p>Interactive: We adults learn by doing. Active learning is even more important for adults than for children! To master any skill, we need a chance to practice it. Family engagement events should be interactive (and fun!). We sometimes hand our families lists of activities and instructions of things to do at home to support their children's learning, but with no opportunity to practice, get support, and discuss the activities, families are often confused about what to do.</p>	

Six Components of Family Engagement *(Minch, et al.,2017)*

Positive Relationships- educators recognize families' needs and cultural characteristics, leading to greater understanding and respect among all

Family Empowerment- educators use effective strategies to identify and encourage families' knowledge, skills and efficacy for supporting students learning

Leadership- Family Engagement is included in professional development, school vision, mission, and goals and are aligned with division vision and goals for engagement

Multi-tiered Approach- multidimensional approaches are used to engage families in dialogue through multiple communication modes

Data-based Goals & Outcomes- goals and outcomes are identified based on student outcome data and input from families and staff

Collaborative Problem-Solving- families of children receiving Tier 2 and Tier 3 supports are effectively engaged in all steps of the problem-solving process



Guiding questions/data collection protocol for Strand 5 Family Engagement

This document is designed to serve as a guide for division teams to consider guiding questions about critical family engagement elements, review existing data, and identify new data sources to address the questions. Responses to the guiding questions as well as existing and needed data (guided by Needs Assessments) can help guide development of specific goals and action steps for the division to take prior to our December meeting. *(based on Minch et al., 2015; in **Aligning and Integrating Family Engagement in PBIS, 2017**)*

Element of Family Engagement	Guiding Questions	What data is needed to answer this question?	Do you have access to this data, at what level (school/ Division)? What data will you need to move forward?
Leadership	Does school/division leadership understand, value and actively support family engagement and inclusion of family voice in VTSS efforts?	Examples: <ul style="list-style-type: none"> ● Types/frequency of data collected and used by schools and division on family satisfaction, engagement or involvement. ● Use of the data- number of teams that examine the potential relationships between family data and school/Division profile data. 	
Data-based Goals & Outcomes	Do families and educators collaboratively develop data-based goals and evaluate their outcomes?	Examples: <ul style="list-style-type: none"> ● Number of schools with one or more goals or on-ongoing activity around supporting family engagement in their children’s education. ● Number of schools with a formal process to examine results on factors such as school safety, engagement, cultural responsiveness, and academic growth. 	



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Element of Family Engagement	Guiding Questions	What data is needed to answer this question?	Do you have access to this data, at what level (school/ Division)? What data will you need to move forward?
Positive Relationships	Do families have welcoming, respectful, genuine and positive experiences with the school and division?	<p>Examples:</p> <ul style="list-style-type: none"> ● Existence of Division policies, guidance, or professional development to administrators, teachers, staff, regarding how to communicate with families of all cultures and backgrounds. ● Existence, type, frequency of data collected and used by Division on family perceptions of family engagement (manner in which educators approach families, attitude educators have regarding family involvement, atmosphere created by educators, and actions and practices)? ● Existence, type, frequency of data collected and used by Schools on family perceptions of family engagement (manner in which educators approach families, attitude educators have regarding family involvement, atmosphere created by educators, and actions and practices)? 	
Family Empowerment	<p>Are families valued, encouraged and supported to be equal partners in their children's education?</p> <p>Are efforts to empower families ongoing, consistent and authentic?</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Existence, type, frequency of Division training to teachers and administrators to help them understand expectations and strategies to be effective partners with diverse families, including: <ul style="list-style-type: none"> - families experiencing poverty; - families with children with disabilities; 	



Guiding questions/data collection protocol for Strand 5 Family Engagement

		<ul style="list-style-type: none"> - non-traditional families such as foster or kinship; and - families with diverse cultural identities. ● Existence, type, frequency of Division and school parent leadership training and social networking programs. ● Existence, type, frequency of training and other events designed to share information and build skills of families to be meaningful partners in education of their children (ex., teaching families about home strategies to build reading consistent with reading instruction at school; sharing schoolwide behavioral expectations with families and guiding them to reinforce expectations in home settings) 	
<p>Multi-tiered Approach</p>	<p>Do families understand tier distinctions and their implications? Are practices and processes for engagement of families of students receiving tier 2/3 services differentiated from those at tier 1?</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Existence, type, frequency of specific and accessible information about what tiers of support are available. ● Existence, type, frequency of specific and accessible information about culturally responsive and restorative practices are offered by the Division and schools. ● Existence of school documentation of family involvement in Tier 2 and Tier 3 planning meetings for their children. 	



Guiding questions/data collection protocol for Strand 5 Family Engagement

Element of Family Engagement	Guiding Questions	What data is needed to answer this question?	Do you have access to this data, at what level (school/ Division)? What data will you need to move forward?
Collaborative Problem-Solving	Are family beliefs, needs, and values included in problem solving conversations and decision making at all tiers?	Examples: <ul style="list-style-type: none"> ● Division VTSS team inclusion of a regularly-participating parent or caregiver representative. School team inclusion of a regularly-participating parent or caregiver representative. ● Existence of a stated process or practices used to ensure representation of all community families in decisions impacting the educational environment. 	

Action Plan 4: Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes

Feature 4.A Communication (Adding families and communities as partners in implementation)

Phase of Implementation (check one)

- Exploration: The DLT examines the existing partnership structures and communication loops between family, school, and community around VTSS implementation.
- Installation: The DLT consults with diverse families and community stakeholders to identify opportunities for collaboration. The DLT outlines and communicates a plan to facilitate family, school, and community partnerships.
- Initial Implementation: The DLT provides support and guidance to schools to facilitate family and community partnerships. Community and family stakeholders are represented on key committees.
- Full Implementation: The DLT integrates families and community partners into the division communication plan. The DLT monitors the fidelity of partnership structures and communication loops at least annually.

Evaluation Measure/Evidence

DCA 10: District utilizes a communication plan

Buildings are able to score a 2 on TFI: 1.11, 2.3, 2.4, 3.3, 3.4, 3.8

DCA 12: District uses a process to report policy relevant information to outside entities

Buildings are able to fully implement A-TFI: 1.11, 1.15B, 2.5

DCA 22: DIT secures training on VTSS for all division/school personnel and stakeholders

Other

Action Items (include needed resources)	Who is responsible?	By when?	Notes/Comments
Leadership			
Family Empowerment			
Positive Relationships			

Data-based Goals and Outcomes			
Action Items (include needed resources)	Who is responsible?	By when?	Notes/Comments
Multi-tiered Approach			
Collaborative Problem Solving			

References

<https://www.attendanceworks.org/resources/webinars/> Aug. 2019 Open Doors: Create a Health School Climate presentation

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Mapp, K., Carver, I. and Lander, J. (2017). *Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success*. USA: Scholastic.

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