Beyond Intention to Impact: Purposeful Examination of Effective Family Engagement Strategies



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Organizing Schools for Improvement

"The disconnect between local school professionals and the parents and community that a school is intended to serve is a persistent concern in many urban contexts. The absence of vital ties is a problem; their presence is a multifaceted resource for improvement. The quality of these ties links directly to students' motivation and school participation and can provide a critical resource for classrooms."

(Bryk, 2010)

An Equitable, Multi-Level System of Supports

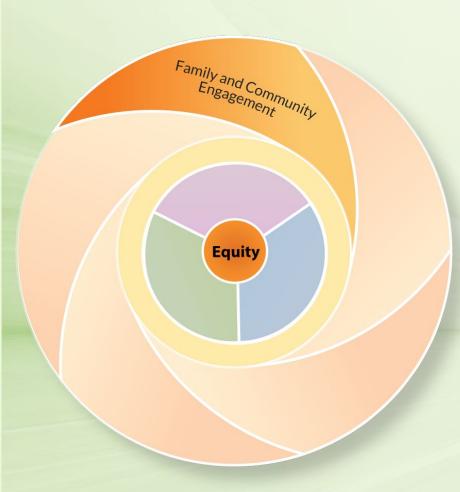
Wisconsin schools and districts are tasked with equipping every student with the knowledge, skills, and habits necessary for success beyond high school.

To do this, we must offer developmental, academic, behavioral, and social-emotional supports. Additionally, every learner's needs are different, so supports must be provided at varying levels (or tiers) of intensity.

How can schools and districts set up their educational systems to meet these needs? The Wisconsin Department of Public Instruction and the Wisconsin Rtl Center's vision is that schools and districts implement equitable, multi-level systems of supports.



Wisconsin's Framework For Equitable Multi-Level System of Supports



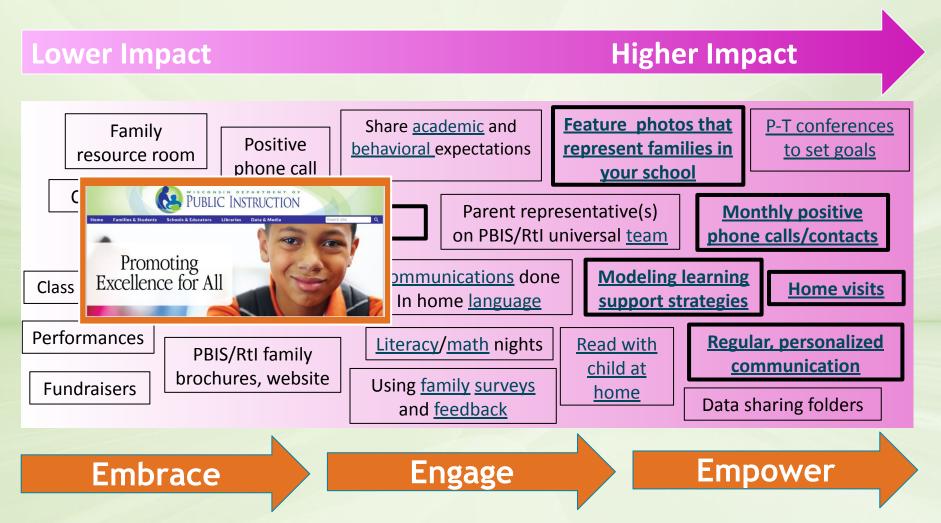
Family & Community Engagement:

Embrace: Through words and actions, staff convey a welcoming environment, respectful of families' home cultures, values, and languages. Schools recognize families as the first teachers of and foremost experts on their child.

Engage: Families participate meaningfully in school and district level decision making. Family perspectives are intentionally sought through two-way communication, paying particular attention to family input from populations underserved by the school and district.

Empower: As children proceed through the system, schools and districts involve families as active partners in their child's learning. Schools and districts empower families: through respectful relationships, with information and resources, and by connecting families with community assets

Partnering with Families Within an Equitable Multi-level System of Supports



Where do you see most of your school or district family engagement practices landing?

Embrace, Engage or Empower?





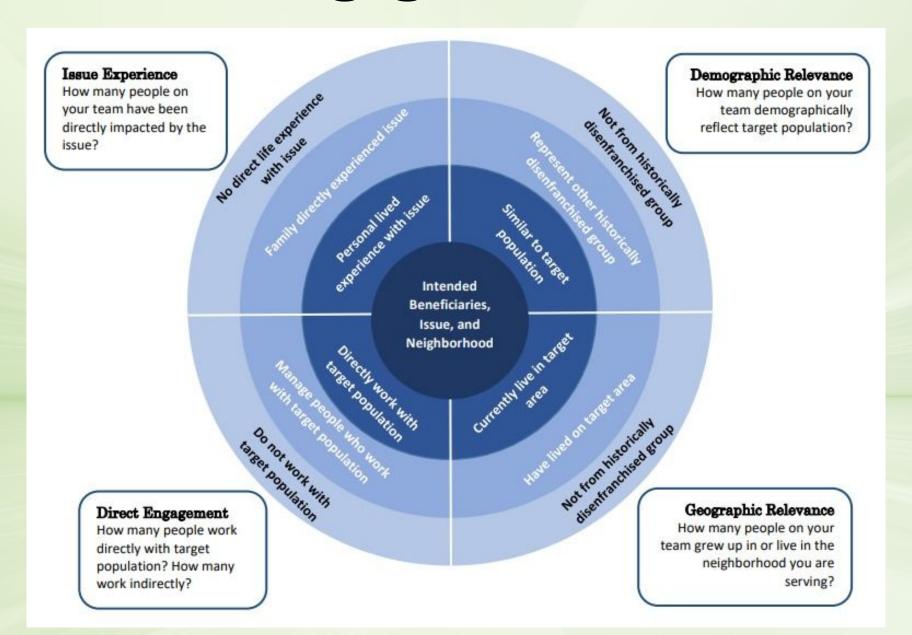
Defining Elements of Family & Community Engagement



- Create a welcoming environment
- Be respectful of families' home cultures, values & languages
- Recognize families as the first teachers of an foremost experts on their child
- Include families of meaningful participants in school-level decision making
- Seek out family perspectives through two-way communication, especially from underserved populations
- Partner authentically in finding solutions and making decisions that impact their child's learning

- Empower families through respectful relationships, information and resources, and by connecting families with community assets
- Partner with community agencies to create more comprehensive and accessible supports for learners and families, beyond the limits of the school day and school year
- Build cultural & linguistic bridges between families and the system

Stakeholder Engagement Guide (NIRN)



Family Engagement in the time of Covid-19

With students in an unpredictable setting of in person, cohort-based, and remote learning, family engagement is absolutely critical for meaningful learning to take place.

"Family Engagement is not about ways that families should partner with schools, but about ways that districts, schools, and educators must partner with and see families as assets for teaching and learning."

(CRSFE in the time of Covid-19, n.d., 1)

Benefits of Partnering with Families

In the chat:

 Enter a few words or phrases on the benefits of Partnering with Families

Importance of Family Engagement

Students

- Increased Achievement (Fan & Chen, 2001)
- Increased Attendance (Simon, 2001)
- Reduced School drop-out rates (Barnard, 2004)
- Improved Social behavior (Fantuzzo, McWayne, Perry, & Childs, 2004)
- Improved Peer affiliations (Garbacz, Zerr, Dishion, Seeley, & Stormshak, 2018)

Parents and Teachers

- Increased Parent efficacy and role construction (Semke, Garbacz, Kwon, Sheridan, & Woods, 2010)
- Improved Parent trust of teachers (Santiago, Garbacz, Beattie, & Moore, 2016)
- Improved Teachers job satisfaction and fewer transfer requests (Christenson, 1995)

Consistent 3 Year Suspension Trends for Sustaining Schools



1

Statistically significant overall suspension rate decrease.

2

Statistically significant suspension rate gap decrease between Black and White students.

For all other student groups: results have been varied.

(Sometimes positive, sometimes negative, often not significant. Some of this was due to small sample sizes.)

How can we take traditional family engagement practices and make them more engaging?



Barriers to (authentic) Family Engagement

- 1. Conflicts with Family Life Logistics
- 2. Poor timing and Methods of Communication
- 3. Discomfort in the Building
- 4. Priority Given to Traditional Involvement

Involvement → **Engagement:** PT Conference

- 1. Start with a question! (i.e. "What are the things you hope that [name] learns by the end of the year?")
- 2. Provide conference materials early (we regularly send out meeting agendas a few days in advance, so why not do the same with our families?)

Involvement → **Engagement:** Newsletters

- 1. Provide space for comment: "What should I know from you or about your child?"
- Share School-wide behavior and academic data:
 Share the data wins with families to highlight the hard work of staff

Involvement → **Engagement: Curriculum Night**

- 1. Record administrator presentations: With the pandemic, video conferencing has become more ubiquitous in schools, so use it for other school activities.
- 2. **Survey families**: Not only survey their opinions, but also make sure you know *HOW* they would like to be contacted and to *INFORM* the school on their thoughts and opinions.



Annie E. Casey Foundation

"There is a difference between stakeholder engagement and empowerment. Engagement may simply involve getting input or limited participation.

Empowerment involves taking leadership, making decisions and designing solutions and strategies at every phase of social-change efforts."

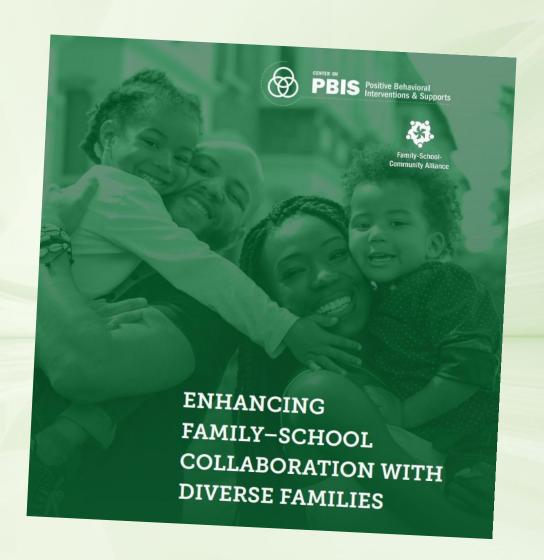
Enhancing Family-School Collaboration

Fundamental Attitudes for Creating Equity:

- Educating Children is a Privilege
- See Parents/Families as Partners

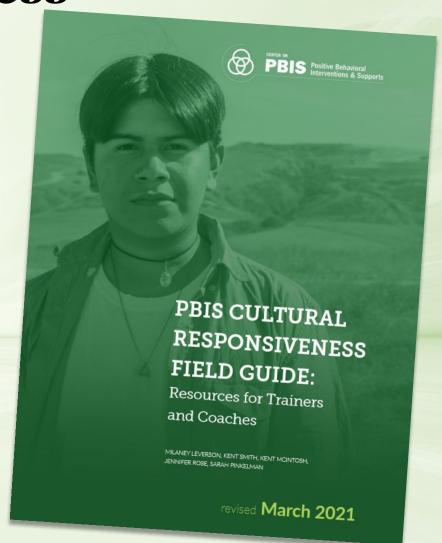
Key Strategies for Family-School Collaboration Equity in an Equitable Multi-Level System of Support:

- 1. Develop Positive Relationships
- 2. Commit to Meaningful Home-School Communication
- 3. Develop Systemic Processes for Shared Decision-Making



PBIS Cultural Responsiveness
Field Guide Resource

This resource can also be viewed online <u>here</u>.



Family Engagement on PBIS and RtI **Self-Assessments**

Family Engagement items are on all PBIS and Rtl self-assessment tools.

- **TFI:** 11 items (1.1, 1.11, 1.15, 2.3, 2.4, 3.3, 3.4, 3.6, 3.8, 3.12, 3.17)
- **SIR:** 5 items (7, 25, 34, 43, 49)

Resources available at:

https://www.wisconsinrticenter.org/wp-content/uploads/2019/01/ Family-Engagement-Items-in-an-Equitable-Multi-Level-System-of-Su pports-Assessments-a.pdf

Family Engagement Items in an Equitable, Multi-Level System of Support Assessments

Primary Team Assessments

Tiered Fidelity Inventory (TFI):

- 1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and 1.1 ream composition: Her 1 team includes a Her 1 systems coordinator, a school auministrator, a rammy member, and individuals able to provide (a) applied behavior expertise, (b) coaching expertise, (c) knowledge of student academic and individuals after to provide (a) applied behavior expertise, (b) concluding expertise, (c) knowledge or student academic behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high
- niversal foundations, (e.g., expectations, consequences, acknowledgements) at least every 12 months. universal numurations, (e.g., expectations, consequences, acknowledgements) at reast every 12 informs.

 1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1
- 1.1.3 restricts evaluation. The 1. team obcuments membrane and effectiveness functioning of accounts obscuring of restricts at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families,
- community, district in a usage rormat.

 2.3 Screening: The II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, e.g. streening. The in team uses decision rules and mortiple sources of data (e.g., Juns, academic picture) attendance, teacher/family/student nominations) to identify student who require Tier II supports.
- attendance, teacher/raminy/student nominations) to identify student who require the it supports.

 2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and
- avanaore to all starr, rammes, and students
 3.3 Screening: Tier III team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify student who require Tier III supports. 3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with
- 3.4 Student Support Feath, For each neutrinus student support pain, a uniquely constructed team exists future input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the
- student-specific support plan.

 3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g. intensive mental health) as
- necocu.

 3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for 3.0 Quanty or the number of their stated needs across life domains (e.g., academics, health, career, social). individualized support options to meet their stated needs across the domains (e.g., academics, nearth, career, success). 3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., personal).
- 3.12 Formal and Natural Supports: Benavior support plants; requiring extensive and coordinates support; reserving centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personner) and natural (e.g., raminy) menos) supporters.

 3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are 3.1.7 Minual Evaluation, At reas difficulty, the first or systems than assessed the executive states of students, families, and school personnel; and evaluations are used to guide action planning.

School-wide Implementation Review (SIR):

- 7. Use formal strategies to share our grade-level/course benchmarks with all parents/guardians.
- Use formal strategies to state our grade-revery course deficitions with an patentage variations
 S. Use formal strategies that ensure parents/guardians know and understand universal screening results 34. Use a process to regularly inform parents/guardiansof angoing student progress in response to
- interventions/chamenges

 43. Use a process to collaborate with and engage parents/guardiansof students receiving support at the selected level as, to explores to conductive with una engage parenty guaraiansof students receiving support at the selected le 49. Engage parents/guardiansos octive team participants at each step of the problem-solving process for students receiving support at the intensive level



BUILDING FOUNDATIONAL UNDERSTANDING

Why is "fidelity" important?

Fidelity = when schools accurately and consistently implement supports as designed and those supports achieve their intended results.

High implementing school = A school implementing an equitable, multi-level system of supports with fidelity

Sustaining school = A school implementing an equitable, multi-level system of supports with fidelity for 3 or more consecutive years





EMLSS Outcomes

- Over 70% of sustaining schools increased reading achievement scores on their report card (from year before fidelity to third year at fidelity).
- 1. Sustaining schools see statistically significant improvements for all students overall and for some student groups (Hispanic students, students with IEPs) in ELA proficiency on their report card.

Continuous Improvement of Family Engagement

What is a practice that your school or district used during remote learning, that engaged families?

- O What worked?
 - For whom?
 - Under what circumstances?
 - How do you know?
- O How can it be improved?
 - How can this be used to establish partnerships with families?
 - In what ways can it can be co-developed with families?
 - How can it be scaled up to be systemic?
- O Gather stakeholder input?
 - survey/interview/
 - Feedback is a gift!



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