

Family Engagement Self-Assessment and Action Planning Facilitator's Guide

Purpose

The Family Engagement Self-Assessment is designed to help school systems reflect on current professional practice and to identify the Family Engagement practices or Core Principles you may want to focus on as part of your action plan development and implementation.

The data collected from Family Engagement Self-Assessment and ongoing action planning provides system level information for current continuous improvement goals and informs new goal setting. Action planning for sustainability with intentionality on equity is an ongoing process.

Intended Audience

This Self-Assessment and Action Planning process is designed to be completed by teams who have the information necessary to reflect upon the spectrum of family engagement practices within a school (individual teacher level to whole-school initiatives). Ideally, teams should have the following membership: administrators, PreK-12 teachers, related service providers, families, and school family engagement coordinators and liaisons, if available.

I. Self-Assessment

Ideally, the discussion of the responses will be facilitated by someone familiar with the Family Engagement Toolkit and Self-Assessment. The Agency of Education's VTmtss Team is available to facilitate the use of this self-assessment and to answer questions. Individuals may also use this Self-Assessment to reflect on their practice.

Please contact Nancy Hellen, VTmtss Coordinator at Nancy.Hellen@vermont.gov for support.

Time to Administer

Expect a time commitment of 3 to 4 hours.

- One hour for team members to independently complete the Family Engagement Self-Assessment prior to a facilitated discussion.
- Half an hour for the compilation of the individual Family Engagement Self-Assessment submissions. If the VTmtss team is providing technical assistance, they will compile the data for the submitted self-assessments.
- One and half to two hours for facilitated discussion of the collected data.

Contact Information:

If you have questions about this document or would like additional information please contact: Nancy Hellen, Student Support Services, at Nancy.Hellen@vermont.gov.

Additional meetings for action planning. Ongoing; meeting at least four times a year is recommended.

Preparation and Materials

The Family Engagement Toolkit and Self-Assessment (FETSA) section, Sample Process Agenda for completing the Self-Assessment (pg. 95), includes considerations, roles, process agenda, and sample questions for discussion to aid with facilitation.

1. Identify the team of school staff, family members and community partners who will participate in the process.
 - The team should be diverse in terms of the professional roles and cultural perspectives of the student population and should include a member who can make decisions for the school or LEA concerning the change conversation, and a member who can speak to the social and emotional needs of students (e.g., a school counselor or SEL support specialist, special educator, early childhood educator).
 - Your team should also include at least one member who can authentically speak to the needs of those experiencing the equity gap: Historically Marginalized students (students from different racial and ethnic groups, students with disabilities, students in poverty, migrant students, homeless students, English learners) as well as students who identify as lesbian, gay, bisexual, transgender, or queer. School systems that are unable to identify additional team members from within their staff should reach out to their broader partner community (family members, students, non-profit organizations, etc.) for volunteers.
2. Review the SU/school Continuous Improvement Plan's goals to determine how family engagement is represented. If the school is operating a Title I program, review the school's Title I Parent and Family Engagement Policy as well as the Title I Schoolwide Plan (if the school has a schoolwide program) to prepare for facilitated systems-level conversations. Review data from families, such as climate surveys and the Special Education Program Parent Involvement Survey.
3. Make a copy of the Family Engagement Self-Assessment available for each team member. NOTE: If you are engaging the VTmtss Team in facilitating, or are facilitating this process as an AOE vendor, an online form is available, and the collected data will be collated for you.
4. Individual Family Engagement Self-Assessment Scoring

In the three columns provided after each Core Principle section, ask each team member to score their self-assessment.

Scoring Directions

- Find the total score for each Core Principle.

- Divide the total score from each Core Principle by the maximum available points listed in the third column. For example, if a score of 10 on Core Principle 1 you would divide that score of 10 by the 20 maximum points available for Core Principle 1 for a final score of 50%.
5. Collect the team’s self-assessment data and determine how the collated data will be shared and viewed during the discussion.
 6. Familiarize yourself with the *DataWise* [Noticing/Wondering protocol](#) (3:40), or data discussion protocol of your liking and share with team members.
 7. Determine who will take the role of facilitator, notetaker, timekeeper, and process monitor.

Facilitating the Family Engagement Self-Assessment

1. Have a notetaker prepared to record the discussion of the collected data. These notes can be referenced throughout the discussion and future Action Planning when determining a priority problem of practice.
2. Begin discussing the data with a round of What do you notice about the data? followed by a round of What do you wonder about the data? NOTE: The real value of this self-assessment is not the rating as much as the discussion and identification of strengths and areas of growth.
3. Consider the following questions for recording group discussion notes to add to your Data Inventory and leverage when determining a priority problem of practice.
 - What does the data tell you about the current strengths of your Family Engagement practices?
 - What does the data tell you about areas of growth in your Family Engagement practices that need to be addressed?
 - What else are you interested in learning about your family engagement practices? What further information is needed?

Resources

- [Family Engagement Toolkit and Self-Assessment](#)
 - Sample Process Agenda for Completing the Self-Assessment ([pg. 95](#))
 - The Role-Specific Guidance section of the FETSA ([pg. 41](#)) has examples of practices of each core principle along with ‘quick wins’ and next steps. Roles covered are Administrators ([pg. 41](#)), Teachers ([pg. 51](#)), IEP Team Members ([pg. 60](#)), and Other School Professionals ([pg. 73](#)).
- [DataWise](#) resources and protocols

- Early MTSS, [Family Engagement](#) National Center for Pyramid Model Innovations (NCPMI) Guidance of Family engagement , includes the U.S. Departments of Education and Health and Human Services (ED-HHS) Policy Statement on Family Engagement: From the Early Years to the Early Grades
- [Title I Parent Family Engagement Rubric](#), Title I, Part A, Policy and Procedure requirements

II. Extended Reflection and Action Planning

Time to Administer

Ongoing; meeting at least four times a year is recommended.

Preparation and Materials

Now that your team has completed the Self-Assessment the team determines your SU or school's strengths and growth areas, you can address enhancing family engagement practices or improving the effectiveness of practices you may want to focus on as part of your action plan development and implementation. Once you review your self-assessment results, you will need to consider how you will collect information to ensure that how you have completed the self-assessment reflects not only the perspectives and opinions of those in the room, but families and other key stakeholders as well.

- Groups or individuals review the sample strategies provided based on their role in the sections, Considerations for Family Engagement ([pg. 32](#)) and Role-Specific Strategies and Practices ([pg. 41](#)).
- Decide on methods to widen stakeholder involvement in the action planning. Gathering Feedback from Stakeholders on Family Engagement ([pg. 99](#)), explores benefits of methods including Focus Group, Survey, Interview, Document Review.
- The Family Engagement Brainstorming Worksheet ([pg. 113](#)) is a tool to help identify priority areas for family engagement work. Focusing on no more than three or four core principles or priority areas will help ensure your success.
- Action Planning and Stakeholder Engagement Template ([pg. 117](#)) provides a template for short, medium, and long-term family engagement action planning.

Facilitating the Family Engagement Action Planning Meetings

Ideally, the action planning process should represent a whole-school perspective and include administrators, teachers, family members, and other school staff. This section of the Toolkit (pg. 80) provides an overview of the Plan, Do, Study, Act (PDSA) cycle as a framework for action planning, and tools to help you develop your own school wide action plan. Information is also provided for individuals seeking to improve their own practice independently with the goal of incorporating this independent work into a larger, school-wide plan, either now or in the future.

Plan

Decide how to gather feedback from other key stakeholders to ensure multiple perspectives on your program and its needs are considered.

Next, you will identify targeted areas for improvement based on data collected from the self-assessment, family focus groups, surveys, and interviews, as well as any other data collection tools your school, district, Supervisory Union, or Supervisory District have in place.

Do

Once targeted areas for improvement are identified you will enter the Do phase by identifying steps to achieve the outcomes you want to see. The “Sample Process Agenda for Action Planning and Stakeholder Engagement” introduces two additional activities once you have wrapped up brainstorming priority areas.

Study

In the Study phase, you evaluate the activities you conducted in the Do phase. What worked well? What didn’t work? Did the changes you make result in the outcomes you hoped to see?

Act

In the Act phase, you make changes and updates to your plan to improve implementation based on the information and data you collected. The activities in this stage become the new standard for how you or your school conducts family engagement activities moving forward. These are also the basis of the next iteration of your planning in the Plan phase.

Ongoing action planning provides system-level information to inform your Continuous Improvement Plan. Evaluating your ability to achieve your activities and outcomes is critical to understanding the impact of your family engagement work. Improvements to your family engagement practices should be approached using an ongoing cycle of continuous improvement. The Plan, Do, Study, Act cycle can guide your work to improve family engagement practices for many years to come.

Sustainability Planning

The Sample Process Agenda for Sustainability Planning ([pg. 126](#)) agenda is intended to give you an idea of what a meeting devoted to sustainability planning might look like in practice. Sustainability planning is an ongoing activity that you conduct throughout your work on family engagement. In the “Action Planning and Stakeholder Engagement Template” short-, medium-, and long-term goals and outcomes, including a timeline for regular meetings are determined. Use this sample process agenda to help you plan for and implement those ongoing regular meetings.

Resources

- [Family Engagement Toolkit and Self-Assessment](#)
 - Action Planning for Family Engagement ([pg. 80](#)) provides an overview of the Plan, Do, Study, Act cycle and tools for strategic action planning.

- Gathering Feedback from Stakeholders on Family Engagement ([pg. 99](#)), methods include Focus Group, Survey, Interview, Document Review
- Question Bank ([pg. 105](#))
- The Sample Process Agenda for Sustainability Planning ([pg. 126](#))
- [Family Engagement Equity and Access Tool](#) - This tool highlights strategies to support school systems, educators, and family engagement personnel with differentiating services and supports based on the unique needs of each child and family.
- [Family Engagement for Individualized Education Program \(IEP\) Team Members: Ensuring Meaningful Participation by Families](#) - This resource provides strategies for Individualized Education Program Team members to consider to develop a more comprehensive approach to family engagement for families of children with disabilities. These strategies may also support school or district family engagement efforts.
- [Family Engagement: Making Connections with VTmtss](#) - This tool in conjunction with the VTmtss Driver Diagram, identifies which VTmtss components align and supports a Family Engagement problem of practice.
- [NAEYC - Family Engagement](#) - Early MTSS, National Association for the Education of Young Children
- [Title I Parent Family Engagement Rubric](#) - Title I, Part A Policy and Procedure requirements
- [Parent, Family and Community Engagement](#) - This AOE webpage page provides parents/families, community members and school districts resources to advance parent/family engagement.
- The [Plan-Do-Study-Act Worksheet](#) - This tool is designed for teams engaged in the PDSA process by systematically walking through each phase.