

Overview of the Family Engagement Toolkit and Self-Assessment and Other Family Engagement Resources

Through the Lens of
VTmtss Framework

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Resources Presented

- Family Engagement Toolkit and Self-Assessment
- Strategies for Individualized Education Program Team Members
- An Introduction To Vermont Family Engagement Toolkit and Self-Assessment (video)
- Family Engagement Toolkit and Self-Assessment Making Connections with VTmtss
- VTmtss Driver Diagram
- Parent, Family and Community Engagement webpage

What Research Indicates

- When students report feeling support from both home and school, they have more self-confidence, feel school is more important and as a result tend to do better in school.
- Increased family engagement in schools is strongly associated with:
 - Faster rates of literacy acquisition among children
 - Increased rates of going on to secondary education among youth
 - Increased attendance rates among students
 - Decreased rates of school dropout among youth
- The literature also underscores the importance of even basic communication between school and home.

Theory of Action

*If the AOE is fully committed to continuous improvement for [Vermont Education Quality Standards](#) (EQS) and Every Student Succeeds Act (ESSA) expectations, *then*, we will operate from a shared vision and collective responsibility and apply a systemic approach to continuous improvement by:*

- Engaging in partnerships with community members, families, institutes of higher education, other government agencies and other relevant stakeholders;

What - Family Engagement

- Families come in many variations, inclusive language
- Build trusting collaborative relationships
- Recognizing and respecting and addressing families' needs
- Embracing a philosophy of partnership



Equity

- The Agency of Education implements state and federal laws, policies, and regulations to ensure all Vermont learners have equitable access to high-quality learning opportunities.
- Family Engagement AOE Requirements:
 - Federal programs, Title I
 - Special education
 - State laws & policies
- A core principle of Family Engagement is
 - Educators are responsible for ensuring that every child and family has the opportunities they need to be successful in the educational experience.
 - Educators must differentiate their services and supports based on the unique needs of each child and family, including disability, culture, language, and socioeconomic status.

Family Engagement Toolkit and Self-Assessment

- Available on [Parent, Family and Community Engagement webpage](#) for all to use
- Created as part of the State Systemic Improvement Plan (SSIP) in 2019



7 Core Principles of Family Engagement

- Creating a Welcoming Environment
- Building Effective Two-Way Communication
- Supporting the Success of Students
- Sharing Power and Responsibility
- Partnering with the Community
- Providing Equity and Access
- Ensuring Sustainability



What does it look like in practice?

- Each core principle includes a ‘What does it look like in practice?’ section.

This section is comprised of elements which provide a foundation of what is in place with the core principle as the focus.

Core Principle: Creating a Welcoming Environment

Element: Families have a personal relationship with one or more school staff members and feel comfortable sharing their thoughts and opinions.

Considerations for Family Engagement

- Considerations for Partnering with Families in Crisis
- Considerations for Partnering with Diverse Families

Role-Specific Guidance

- Family Engagement for Administrators: A Whole-School Approach
- Family Engagement for Teachers: Building a Welcoming Classroom
- Family Engagement for IEP Team Members: Ensuring Meaningful Participation by Families
- Family Engagement for Other School Professionals



Quick win

Encourage your staff to develop a statement that articulates what you value in family participation. Make sure that it is visible to families and referenced during family events and staff meetings or trainings.

Strategies for Individualized Education Program Team Members

- **Family Engagement for Individualized Education Program (IEP) Team Members: Ensuring Meaningful Participation by Families**: This resource provides strategies to consider to develop a more comprehensive approach to family engagement for families of children with disabilities.
 - These strategies were condensed from the Family Engagement Toolkit and Self-Assessment: Role Specific Guidance, page 60

Family Engagement Self-Assessment Rating System

Element	Not Yet in Place	Emerging Practice	Established Practice	Innovative Implementation	Score
A. Families have a personal relationship with one or more school staff members and feel comfortable sharing their thoughts and opinions.	1	2	3	4	
B. Families entering the school are greeted personally, have a clear sense of where to go, and find the overall environment inviting.	1	2	3	4	

Final Self-Assessment Score

Core Principle	Total Score From Self-Assessment (Copy from above)	Maximum Available Points	Final Score (Total Score divided by Maximum Available Points, multiplied by 100)	Priority Focus Area?	Notes
Core Principle 3: Supporting the Success of Students		28			

Continuous Improvement

Action Planning for Family Engagement

- Four Steps for Action Planning: The Plan, Do, Study, Act Cycle
- Brainstorming Worksheet:

For the priorities listed above, what are the unique considerations for different subgroups in your school?

What current initiatives and activities can be leveraged to support the priorities you have identified for family engagement?



Understanding Current Family Engagement Practices

- Sample Process Agenda for Completing the Self-Assessment
- Gathering Feedback from Stakeholders on Family Engagement: Tips and Best Practices
- Family Focus Group Question Bank
- Family Survey Question Bank.

Sample Process Agenda for Completing the Self-Assessment

Sample Questions for “Family Engagement in Your School/District/SU”

- How do we approach planning family engagement activities from year to year? Do we have a family engagement plan?

Sample Questions for “Determining Additional Data Collection Needs”

- How do you currently gather information from families about their experiences with the school?

Planning Your Family Engagement Work

- Sample Process Agenda for Action Planning and Stakeholder Engagement
- Family Engagement Brainstorming Worksheet
- Action Planning and Stakeholder Engagement Template
- Sample Process Agenda for Sustainability Planning



Resources to Share with Families

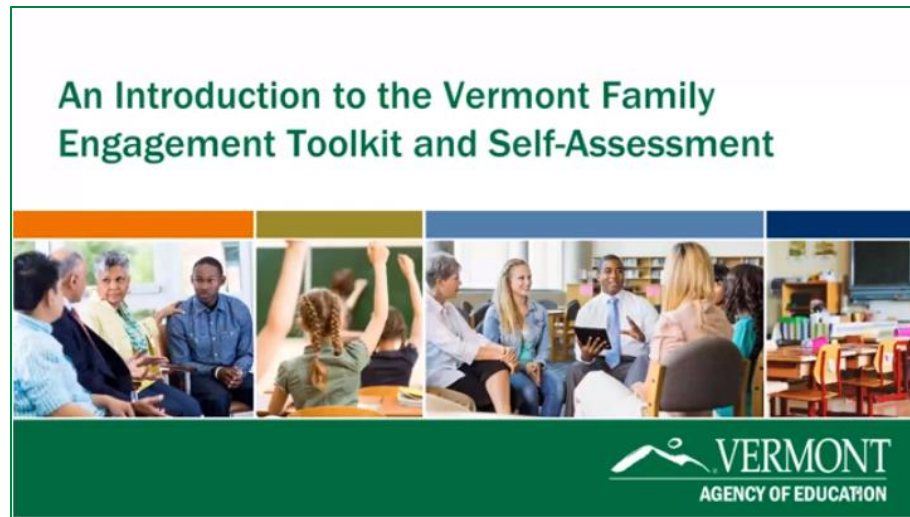
- Partnering with Your Child's School: What Families Need to Know, Share, and Ask
- Resources for Vermont Families
- Preparing for and Participating in Your Child's IEP Team Meeting



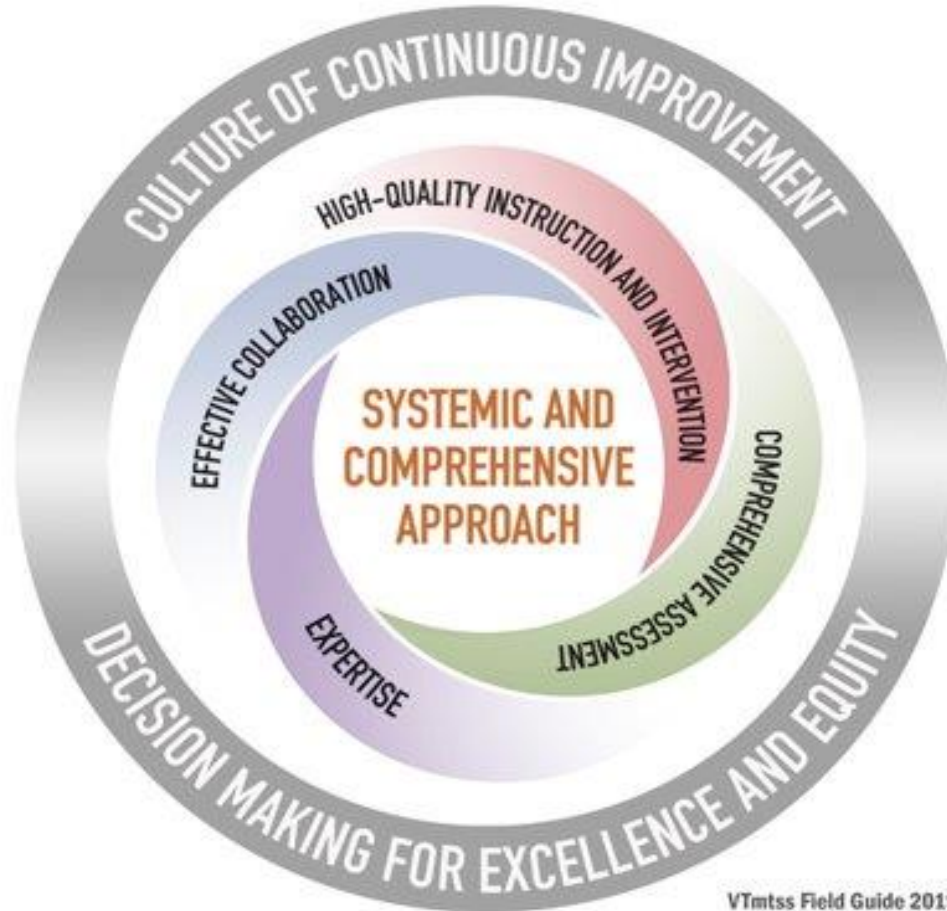
Introduction Video

An Introduction To Vermont Family
Engagement Toolkit and Self-
Assessment

- 13-minute video



VTmtss Framework



Overview of VTmtss

The VTmtss Framework is a systemic approach to decision-making for excellence and equity within a culture of continuous improvement that focuses on successful outcomes for all students. This systemic approach:

- Supports the effective collaboration of all adults to meet the academic, behavioral, social emotional needs of all students;
- Engages and develops the collective expertise of educators, students, family and community partnerships.



The VTmtss Framework Components

Systemic and Comprehensive Approach

Effective Collaboration

High-Quality Instruction and Intervention

Comprehensive and Balanced Assessment System

Expertise



Family Engagement: Making Connections with VTmtss

- This [resource](#) is intended to be used by school systems that are reviewing and improving their Family Engagement.
- Identified for each Family Engagement principle are;
 - performance indicators,
 - descriptions of what effective practices look like, and
 - the relevant VTmtss Driver Diagram component indicator

Example of Family Engagement: Making Connections with VTmtss

PI CATEGORY 3: THERE IS COLLABORATION WITH FAMILIES FOR STUDENT SUCCESS AND A SCHOOL CULTURE THAT HONORS THAT FAMILIES ARE IMPORTANT

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
Families are engaged as partners in student success.	<ul style="list-style-type: none"> • Educators and <u>families</u> partner to identify and implement plans and practices that support jointly identified desired outcomes or goals for students. • Families are included throughout the entire IEP development process. 	<p><u><i>Effective Collaboration:</i></u> <i>(characteristic #2, indicator #2)</i> School structures support ongoing collaborative engagement focused on improving student outcomes in behavior, academics, and social-emotional learning.</p>

Parent, Family and Community Engagement webpage

- The [Parent, Family and Community Engagement webpage](#), provides parents/families, community members and school districts resources to advance parent/family engagement.
 - Family and Community Engagement Practice Highlights
 - Family Engagement Resources Provided by the Agency of Education
 - Resources from Other Agencies and Providers

Resources & Contacts

- [Parent, Family and Community Engagement webpage](#)
 - [Family Engagement Toolkit and Self-Assessment](#)
 - [Family Engagement for Individualized Education Program \(IEP\) Team Members: Ensuring Meaningful Participation by Families:](#)
 - [An Introduction To Vermont Family Engagement Toolkit and Self-Assessment](#) (video)
 - [Family Engagement Making Connections with VTmtss](#)
- [Vermont Multi-Tiered System of Supports webpage](#)
 - [VTmtss Field Guide 2019](#)
 - [VTmtss Driver Diagram](#)

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