

Effective Practices to Strengthen, Monitor, and Measure Home-School Partnerships

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This Presentation Supports...

TFI 3.0 Feature Number	Description
1.16 Family and Community Engagement	Tier 1 leadership teams purposefully and regularly engage families and community members that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.
2.11 Family and Community Engagement	Tier 2 leadership team purposefully and regularly engages families and community members that are representative of the school's demographics and (b) any marginalized groups in the regular review of schoolwide and community data in order to identify systemic barriers that may contribute to over or under representation of student groups in Tier 2 supports, and co-design and actively revise the selection and adaptation of Tier 2 interventions and the implementation of Tier 2 foundational practices (items 2.3-2.9).
3.11 Family and Community Engagement	Tier 3 leadership team purposefully and regularly engages families and community members that are representative of the school's demographics and any marginalized groups in the regular review of schoolwide and community data in order to identify systemic barriers that may contribute to over or under representation of student groups in Tier 3 supports and co-design and actively revise the selection and adaptation of interventions and the implementation of Tier 3 foundational practices (items 3.3-3.6).

Learner Objectives



Increase familiarity with commonly used terms and definitions



Develop an understanding of existing research



Understand how to leverage PBIS/MTSS teams to strengthen partnerships



Increase access to resources to support the work

Who's here?

**School-based
Implementors**

**Regional/National-
level Implementors**

**District-level
Implementors**

**Researchers/
Higher Ed.**

**State-level
Implementors**



“No matter how skilled professionals are, or how loving parents are, each cannot achieve alone what the two parties, working hand-in-hand, can accomplish together” .

(Peterson & Cooper, 1989; pp. 229, 208).

Who is Family?

Family – This term is not limited in definition but rather is applied to the concept of the network of individuals responsible for, or possessing a significant role in, the life of a student outside of school.



Let's talk terms

- There are a few terms to define the interaction between families and schools.
- Research and school staff are still working on coming to a consensus on how to phrase this interaction.



What are Family-School Partnerships?

- We don't wait to interact with families until students are in need of Tier 3 supports.
- The simple answer isthe interactions between schools and families.
- Our focus...How can we promote positive interactions?

The Proposed Characteristics of Family-School Partnerships

Parents are viewed as *empowered partners*.

Interactions among partners are *collaborative* and *bi-directional*.

Relationships are *cooperative, interdependent, and balanced*.

Maintenance of a *positive relationship* is a priority.

Services provided are *flexible, responsive, and proactive*.

Differences in perspectives are seen as strengths.

There is a commitment to *cultural competence*.

There is an emphasis on *outcomes and goal attainment*.

Family-School Partnerships Improve Outcomes



Students

- Increased engagement
- Reduced absences
- Increased student self-regulation
- Higher GPA
- Improved social-behavioral competence
- Positive impact to teen's access to college



Parents

- Improved understanding of schools
- Better communication with child about school
- Increased involvement in educational activities at home
- Increased parenting efficacy
- Improved relationship with teachers



Teachers

- Greater job satisfaction
- Fewer transfer requests
- Improved teacher performance indicators
- Improved relationships, communication, and trust with parents

Family Engagement Supports Students with Disabilities

- On-task classroom behavior
- Academic achievement
- Grades
- Reading skills
- Participation in school activities and groups

- Disciplinary actions for students with disabilities
- Risk for exclusionary discipline
- Harassment and bullying
- Mental health problems (e.g., depression, anxiety, and suicidality)



“How can they build a partnership with us if they don't really know us?”

- Parent

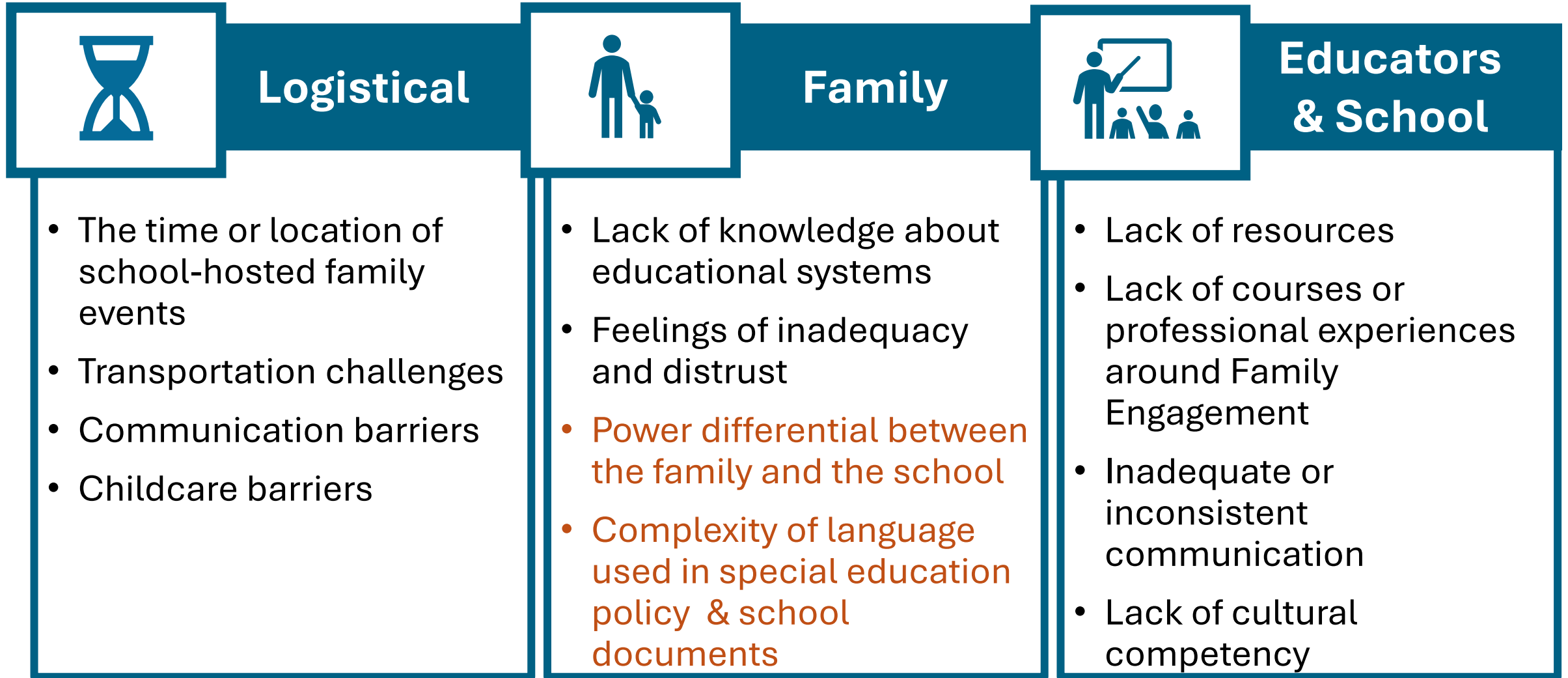


“I would like to see teachers talk to my parents about my work and how I'm doing so far, beyond just a report card, a piece of paper.”

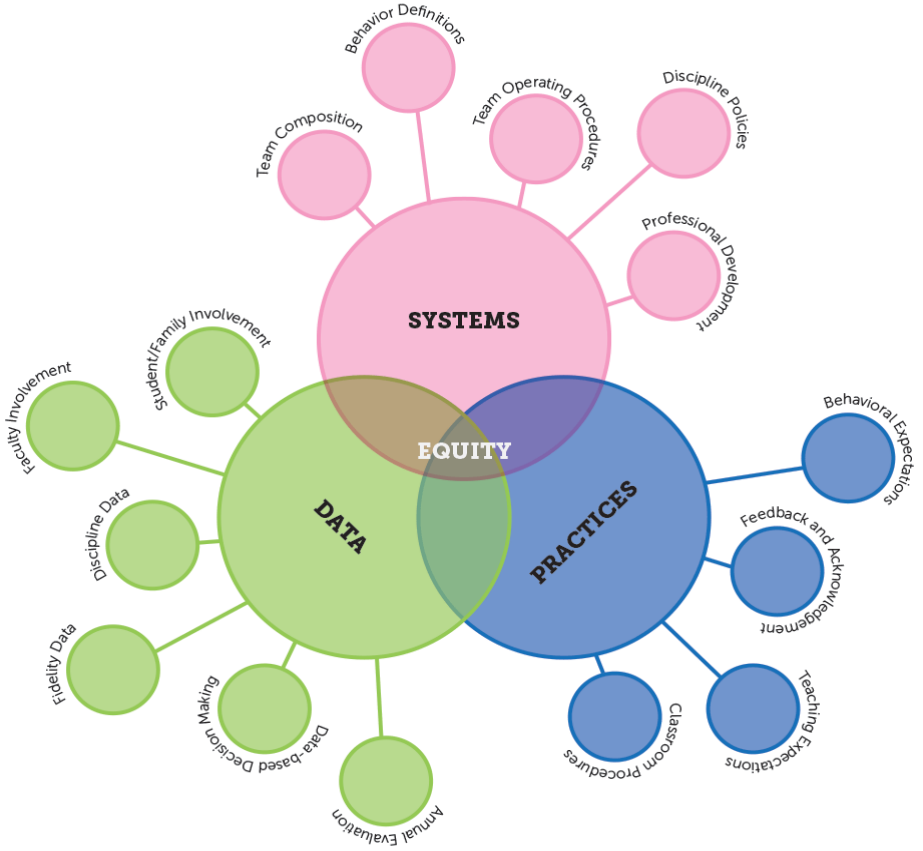
- Student

Common Barriers to Family Engagement

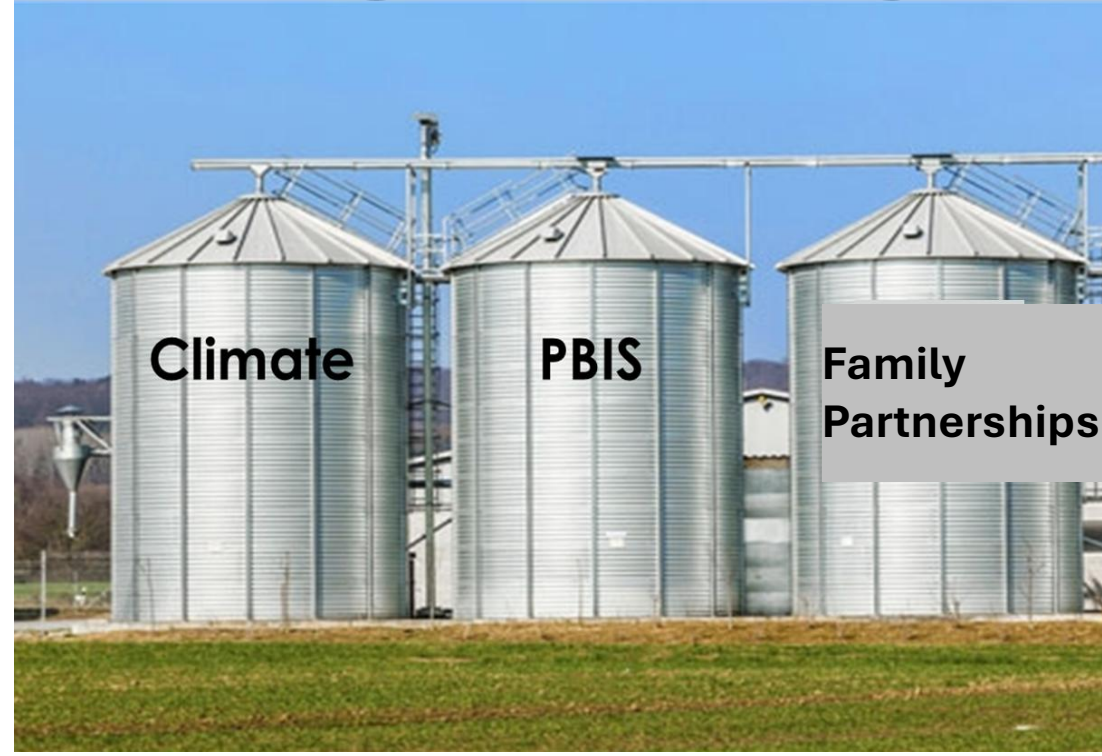
Additional Barriers for Families of Students with Disabilities



How can Family Partnerships be organized within Systems Work?



Integration is Key!

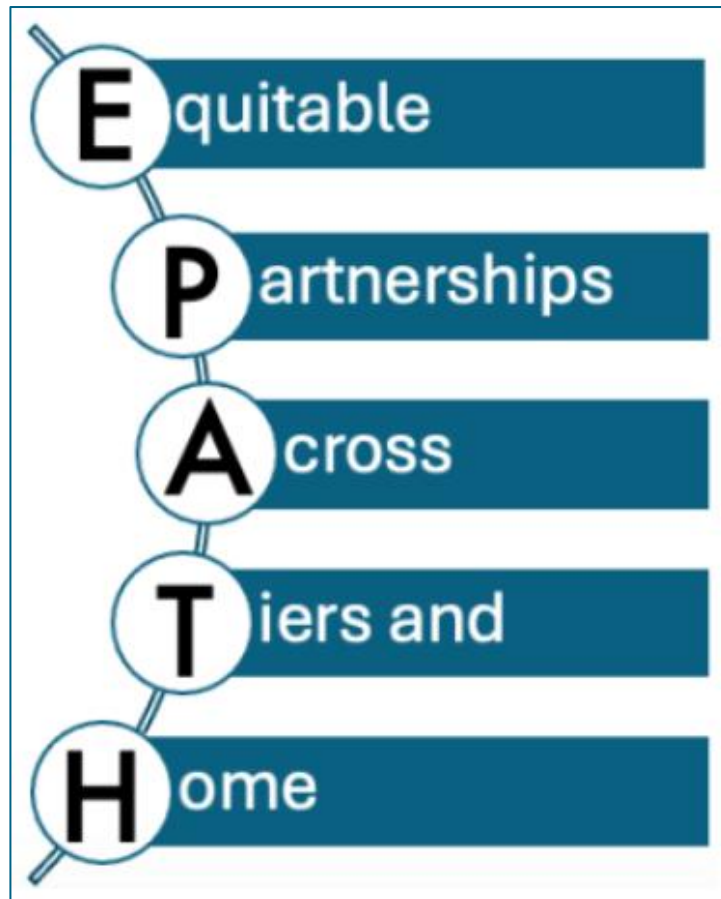


What's resonating?



How close are you to
partnerships?

Leveraging PBIS/MTSS Teams to Strengthen Home-School Partnerships



Schools implementing this approach center the voices and experiences of their families and establish equitable partnerships across tiers (of their PBIS/MTSS framework) and home (E-PATH).

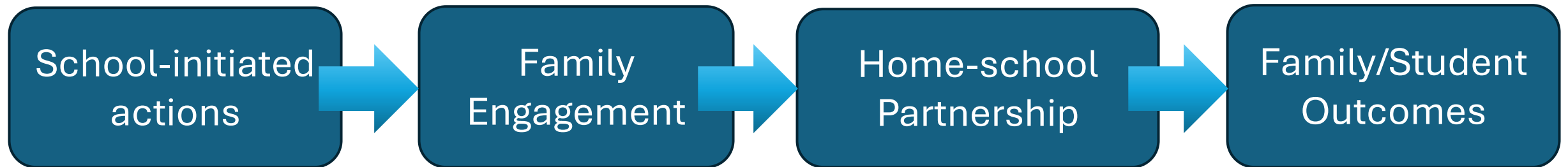
We developed this approach in partnership with the [Navigating Excellence Parent Center Assistance & Collaboration Team \(NE-PACT\)](#), the [SPAN Parent Advocacy Network](#), the [Rhode Island Parent Information Network \(RIPIN\)](#), and the [Connecticut Parent Advocacy Center \(CPAC\)](#).

This work is funded by The Office of Special Education Programs (OSEP) at the U.S. Department of Education (ED).

E-PATH Goals

Develop a **self-study process** for school leadership teams to...

- examine current practices,
- build data collection routines to guide decision-making, monitor implementation and outcomes



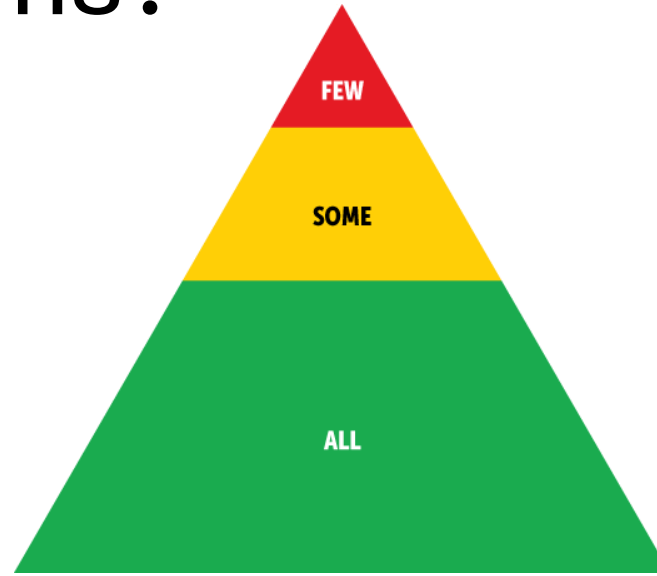
Why PBIS/MTSS Teams?



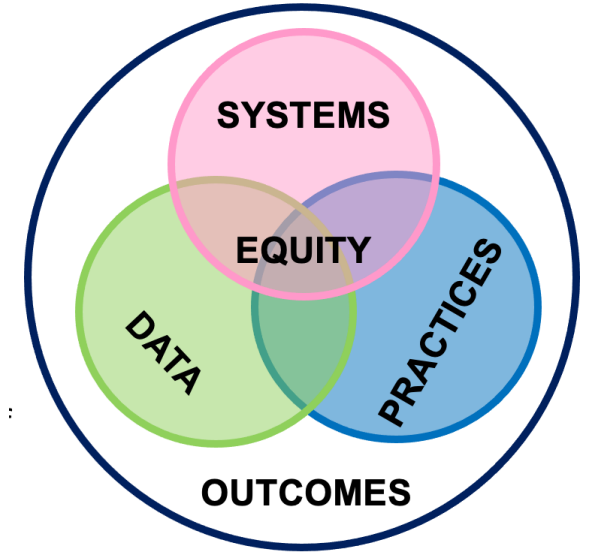
**Existing structures
in place**



**Family voice is an
established priority**



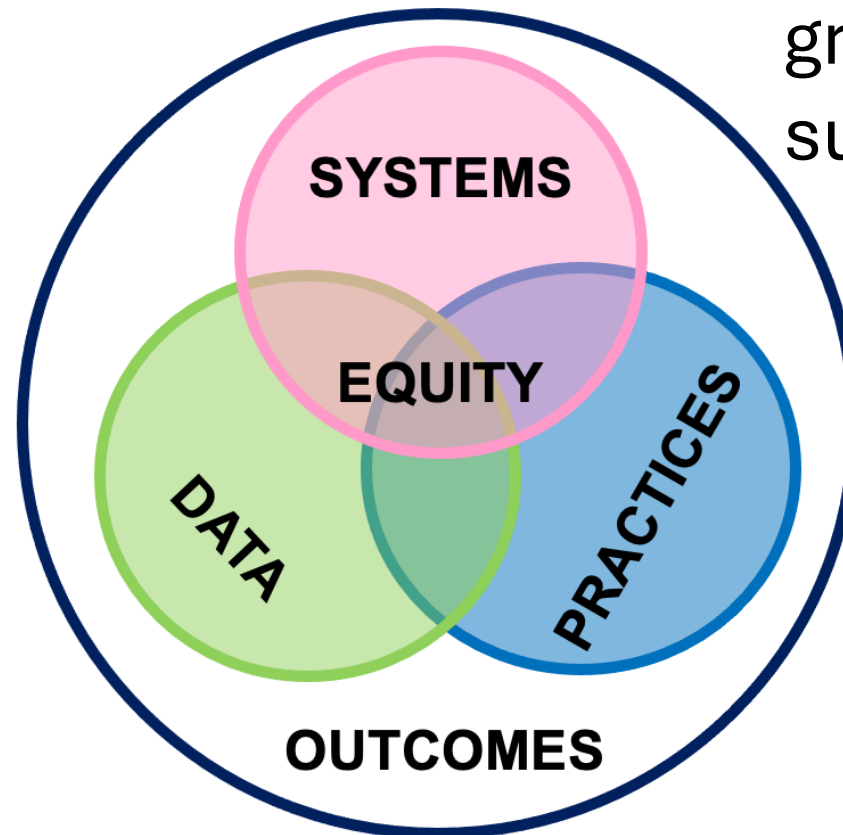
**We understand how
to differentiate**



**We have a responsive
framework**

Our Responsive Framework

How we know if we're doing it; how we know if its working

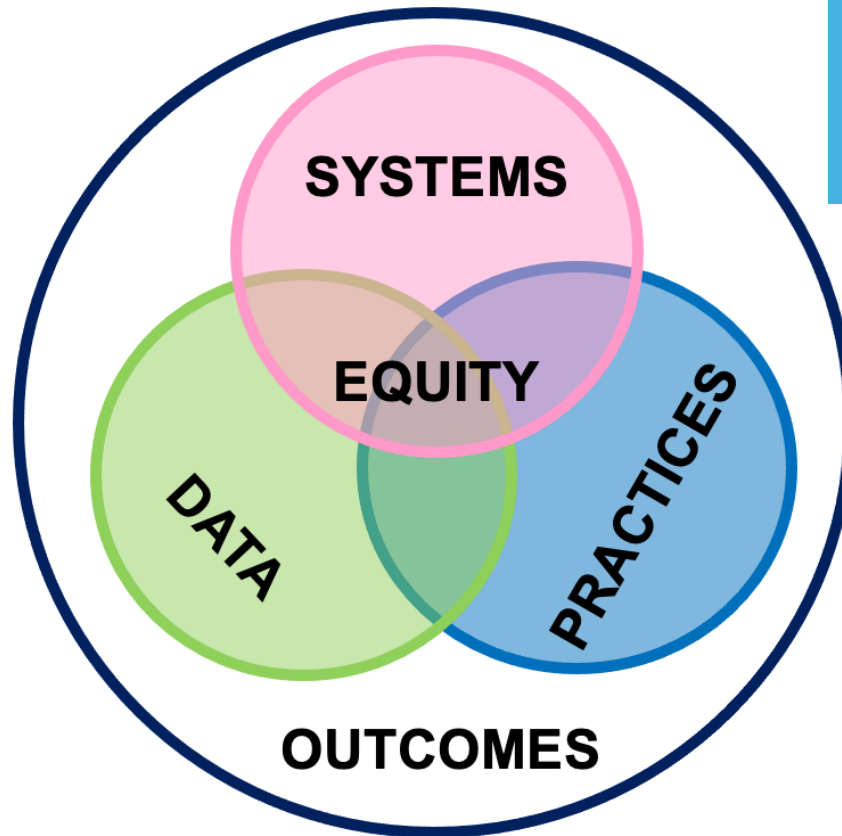


Things we do to support grown-ups (so they can support kids)

Things we do to support kids

Our Responsive Framework, Applied to FE

Monitoring our use of effective FE practices; measuring perceptions, need, and impact



What we put in place to make it happen and promote sustainability

Things we do increase family engagement and strengthen partnership

Practices...What we know



Narrow approaches to family engagement that focus solely on active participation in school events can disempower and alienate underserved families of students with disabilities and exacerbate educational inequities.

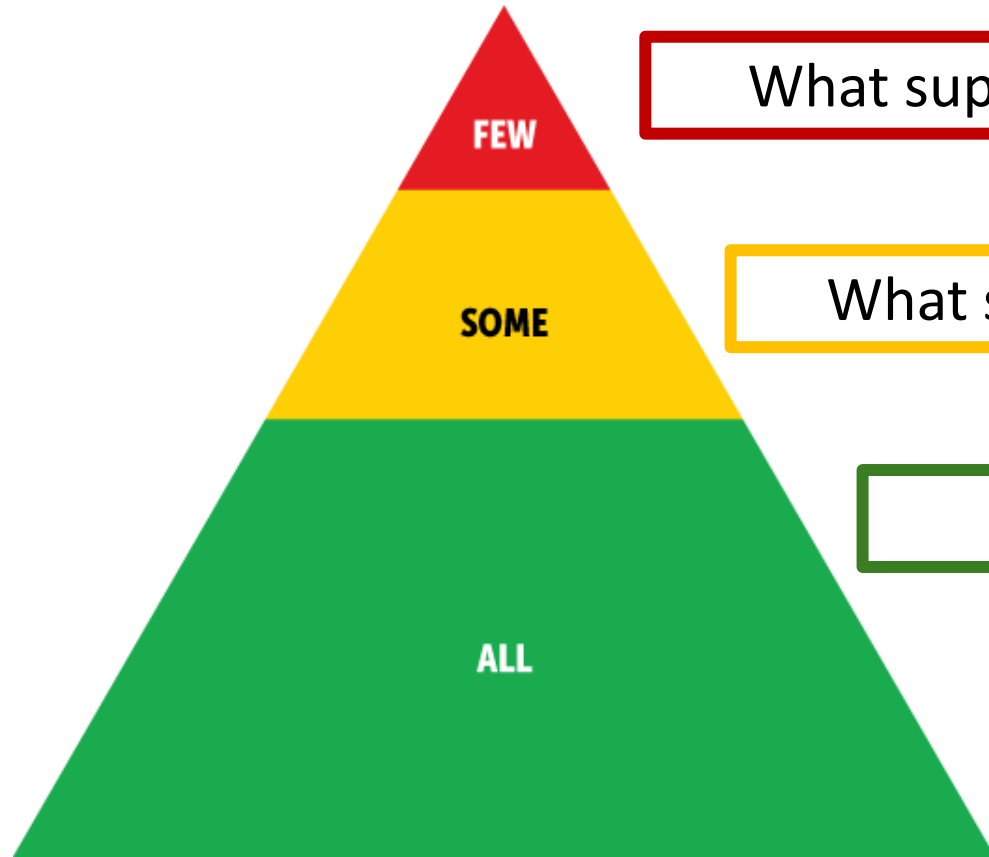
School-based Actions

Adapted from Barger et al., 2019 and the National Association for Family, School, and Community Engagement (NAFSCE) Family Engagement Core Competencies (2022).

Governance	Access to Information	Active Participation	Home-Based Application
<i>The equitable opportunity to be involved in school-based decision making.</i>	<i>Equitable opportunities to engage with school-based information including asking questions.</i>	<i>Equitable opportunities to contribute to school-based functions and responsiveness to school efforts.</i>	<i>Equitable opportunities to transfer school-based practices outside of the school setting.</i>
Ex. Schools involve families in schoolwide (e.g., tier 1) planning.	Ex. Schools communicate effectively with families.	Ex. Events and opportunities to engage are inclusive and accessible.	Ex. The school provides training for families about supporting students at home.

More on this, later!

Practices...What we know



What supports do a *few families* need?

What supports do *some families* need?

What supports do *all families* need?

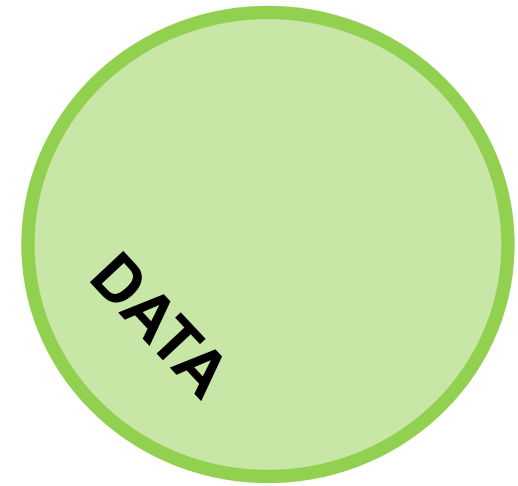
How do we figure out what families need?

...Data!

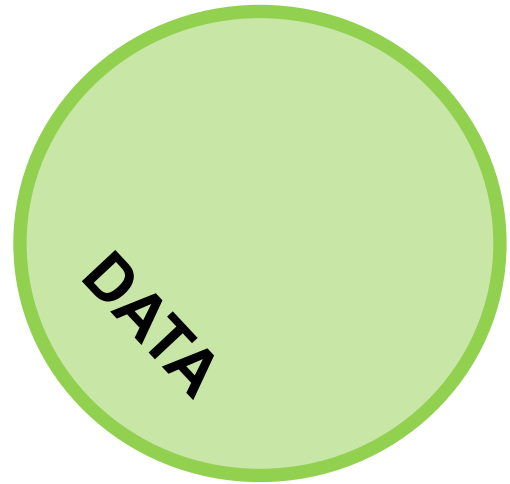


Outcome Data	Fidelity Data
<i>(in FE)</i> measuring perceptions, need, and impact.	<i>(in FE)</i> Measuring our use of effective practices.

Outcome Data (some suggestions)



Measuring Perceptions, Needs	Measuring Impact
Surveys (climate, relationship)	Event attendance data
Focus groups	Committee/team membership
Town hall meetings	Exit tickets
	Communication logs



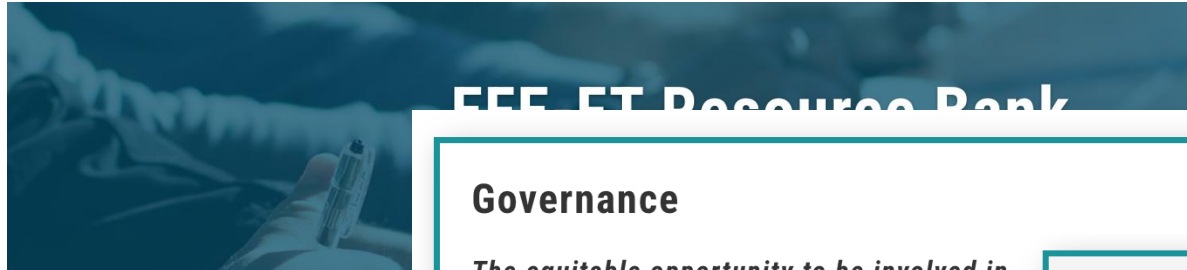
Fidelity Data (our favorite suggestion!)

Equitable Family Engagement Fidelity Tool (EFE-FT)

Designed for use by school teams to measure of the extent to which schools are engaging in effective family engagement practices.

Domain 1 Governance			
<i>The equitable opportunity to be involved in school-based decision making.</i>			
Action Item	Criteria for Full Implementation	Score	Priority Item?
G.1 The team gathers information from families. <i>Scoring Notes/Action Planning:</i>	<ul style="list-style-type: none"><input type="checkbox"/> More than one method is used to gather information from families (e.g., surveys, focus groups, town hall meetings); and<input type="checkbox"/> the type of information includes perspectives, preferences, and needs; and<input type="checkbox"/> content includes home-school communication, resource allocation, climate, barriers to engagement; and<input type="checkbox"/> information is analyzed and disseminated to the school community and relevant partners.		

EFE-FT Resource Bank



EFE-FT Resource Bank

Governance

The equitable opportunity to be involved in

G.1 The team gathers information from families.

G.2 The team includes family members.

G.3 Schools involve families in schoolwide

G.4 Classroom educators collaborate effectively

A resource for schools to turn their EFE-FT

The Resource Bank has been developed to help schools engage in action planning, using the **Family Engagement Fidelity Tool** (EFFE-FT) organized using the four EFE-FT dimensions: information, active participation, a

We encourage schools to identify ways to strengthen per reporting period and add to their team's action plan to increase fidelity.

Governance

G.1 The team gathers information from families.

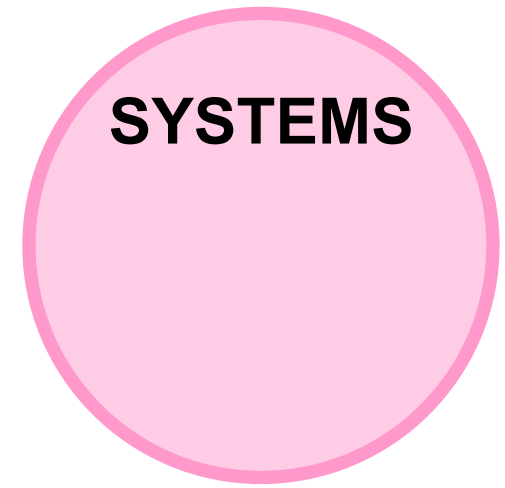
Action Item/Implementation Components

More than one method is used to gather information from families (e.g., surveys, focus groups, town hall meetings).

Resources/Action Steps

- Establish a data collection calendar that considers time of year and/or other planned school activities. For example, pair survey administration with planned school events to increase response rate (see P.1 for more).
- Build data routines with families to increase predictability and participation.
- Focus groups can be held with support by the local Parent Center
- A sample focus group protocol can be [found here](#)

Systems: making it happen and promoting sustainability



- Identify equitable family engagement as a priority (e.g., include in school mission statement; link to school/district goals; include in communications about PBIS).
- Identify specific team members to lead the charge
- Preserve space/time during meetings
- Add items to your existing action plan
- Include in your data collection calendar

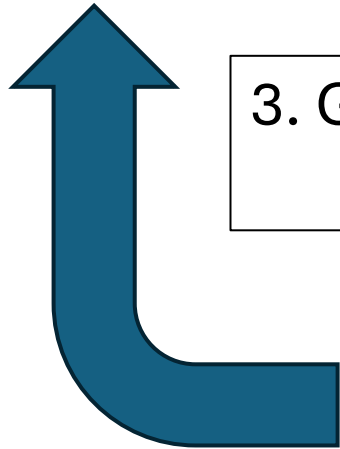
Awesome! Now what?

1. Establish the **priority** within your team.

2. Complete a/the **fidelity tool** to determine what you already have in place and identify (a few) priority areas.

3. Gather **resources** and **plan** for implementation.

4. **Implement** priority items and **monitor** progress.

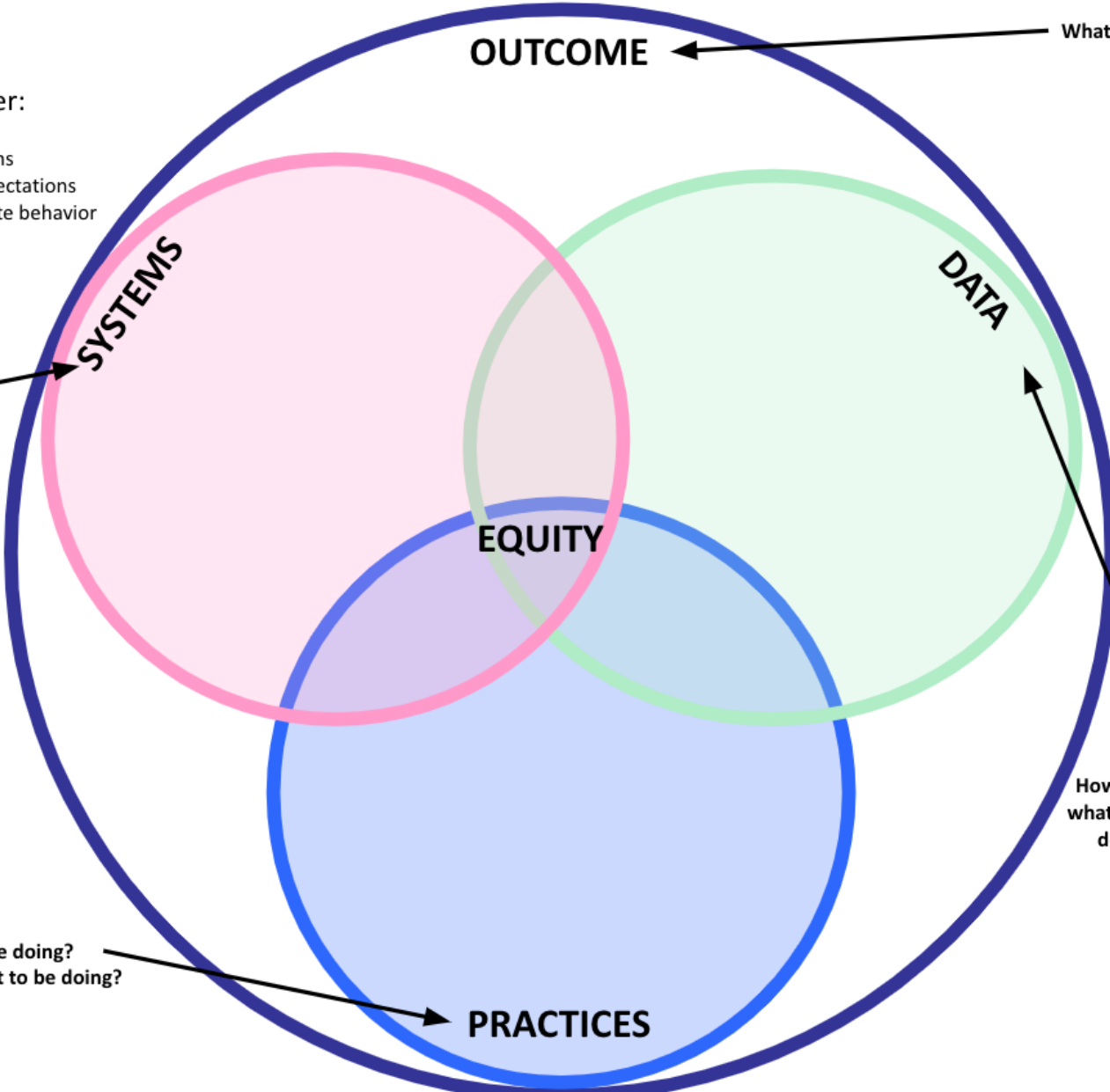


Outcome Logic Model Planner

Choose **one** outcome to focus on for this planner:

Examples:

- Developing procedures to identify and teach SW expectations
- Developing procedures to identify and teach class-wide expectations
- Developing a continuum of responses to increase appropriate behavior
- Strengthening the use of family engagement practices
- Using SWIS with fidelity



What are we trying to achieve?

How do we support staff to implement this with fidelity? How do we sustain this?

How do we know we are doing what we say we are doing? How do we know it is working?

What are we doing?
What do we want to be doing?

What is one highlight associated with this outcome?

What is one lesson learned?

**What questions
can we answer?**

**What has implementation
been like for you?**

**What would you
like to share?**

Resources (free!)

Information about PBIS and Families

Center Webpage (pbis.org):

<https://www.pbis.org/topics/family>

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts (eBook):

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

Enhancing Family-School Collaboration with Diverse Families:

<https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>

Surveys, tools

Center Climate Survey Suite (pbis.org):

<https://www.pbis.org/resource/school-climate-survey-suite>

Panorama Family-School Relationships Survey:

<https://www.panoramaed.com/products/surveys/family-school-relationships-survey>

Equitable Family Engagement – Fidelity Tool (E-PATH project page):

<https://nepbis.org/equitable-family-engagement/>

Logic Model Planner:

https://drive.google.com/file/d/1ILxxh1V5iZXfRANZeT3BkaZHqwkjtYQC/view?usp=drive_link

**P.S.,
We're on your team!**



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