



## Family and Community Engagement in MTSS



Ana Sainz de la Peña  
Francine Dutrisac  
Paula Zucker

(Pixabay)



Pennsylvania Training and Technical Assistance Network

---

---

---

---

---

---

---

---

### PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

2

---

---

---

---

---

---

---

---

### PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

3

---

---

---

---

---

---

---

---

## Outcomes

Participants will...

Identify the federal ESSA requirements for family engagement.

Define meaningful family engagement for English Learners' success.

Implement culturally responsive family and community engagement in their school context.

---

---

---

---

---

---

---

---

## Act 48 Requirements

**Two-Part Webinar : 2:00 to 3:30**

Webinar 1 *Family and Community Engagement in MTSS*

Webinar 2 *Addressing English Learners' Career and Readiness Skills for Life after Graduation in MTSS*

You must attend both webinars to be awarded ACT 48 credits. Please contact

Sharon Faul at [Sfaul@pattan.net](mailto:Sfaul@pattan.net) if you are participating as a group.

---

---

---

---

---

---

---

---

## MTSS Rationale

A Multi-Tiered Systems of Support (MTSS) framework is designed so that schools can provide the appropriate level of instruction and intervention for their students.

Using performance data and monitoring learning rates through MTSS, educators can make important culturally responsive instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of academic attainment.

6

---

---

---

---

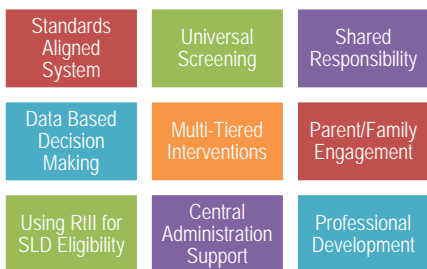
---

---

---

---

### Technical Adequacy: 9 Key Elements



7

---

---

---

---

---

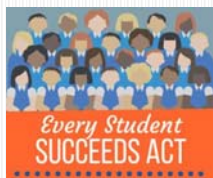
---

---

---

### *Every Student Succeeds Act (ESSA)*

#### Impact on the Education of English Learners




---

---

---

---

---

---

---

---

### The Every Student Succeeds Act (ESSA)

- Serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB).
- The intent of the law has been to raise achievement for low-income and otherwise disadvantaged children.

---

---

---

---

---

---

---

---

Gaps in educational opportunity and achievement will only be remedied . . .

...when those closest to the affected students –parents, families, and communities – **are driving decision-making.**

---

---

---

---

---

---

---

#### Parent and Family Engagement Provisions in the Every Student Succeeds Act (ESSA)

- Ensuring that information related to programs, meetings, and other activities is sent to parents in a format and a language the parents can understand;
- Providing other reasonable support for engagement activities;
- Providing opportunities for the informed participation of families with limited English proficiency or disabilities, and families of migratory children in a format and language they understand; and
- Providing reasonable support for parental involvement activities as parents request them.

---

---

---

---

---

---

---

#### Intent of the *Every Student Succeeds Act*

- Parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.
- Although legally required engagement and consultation is enumerated in the law, parents and communities should seek to be involved far beyond those instances.

---

---

---

---

---

---

---

Federal grants under *Title IV* will be awarded to statewide organizations to establish statewide family engagement centers to:

- assist parents in participating effectively in their children's education and helping their children meet state academic standards;
- develop and implement, in partnership with the state, statewide policy to provide services that will help to remove barriers for family engagement; and
- develop and implement parental involvement policies required in the ESSA.

---

---

---

---

---

---

---

#### Parent and Family Engagement Policies

- In order to receive Title I funds, districts must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities.

---

---

---

---

---

---

---

#### For Culturally and Linguistically Diverse Families

Consider the following:

- Communication in the preferred language and mode of communication of the family (e-mail, phone call, flyers, text...)
- Scaffolds to remove language and cultural barriers
- Transportation and child care needs
- Choose sites for meetings and times based on the family's needs and schedules
- Advertise events in local publications such as newspapers and radio stations in the first language of the families; visit community-based organizations and local churches
- Utilize dismissal time as an opportunity to share upcoming events and school news

---

---

---

---

---

---

---

Required Title III parent, family and community engagement activities can be selected from the following:

- Supporting schools in training school staff regarding engagement strategies;
- Supporting programs that reach families at home, in the community and at school;
- Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
- Subgranting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or
- Engaging in any other activities that the district believes are appropriate in increasing engagement.

---

---

---

---

---

---

---

---

The successful implementation of the Every Student Succeeds Act (ESSA) and progress towards educational equity for all students depends on . . .

the meaningful inclusion of the **parents** and **communities** that represent students who are:

- low income
- of color
- English learners
- Native Americans
- immigrants, **OR**
- who have a disability

---

---

---

---

---

---

---

---

## Positive Partnership Experiences

- A most inspiring family involvement activity
- A successful collaboration with community partner
- An activity that made all families feel welcome at school
- An excellent way that volunteers helped a school
- One example of how teamwork produced a successful family involvement activity
- An example of how a principal's leadership improved school, family, and community partnerships
- A great strategy to increase communication between home and school
- One example of how a school district helped improve family and community involvement




---

---

---

---

---

---

---

---

### Why do we need culturally responsive approaches to family engagement?

Every year, over 1.2 million students drop out of high school in the United States alone.



That is... 1 student every 26 seconds = 7,000 students/day!

---

---

---

---

---

---

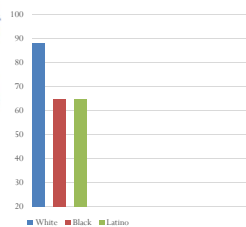
---

---

### Why do we need culturally responsive approaches to family engagement?



Pennsylvania Graduation Rates




---

---

---

---

---

---

---

---

### Family Engagement and School Completion

Middle school and high school students whose families remain involved tend to:

- Make better transitions
- Maintain the quality of their work
- Develop realistic plans for their future
- Have higher graduation rates
- Advance to postsecondary education



(Clark, 1993; Henderson & Mapp, 2002; Mapp, 2004; Schargel & Smink, 2001; Williams Bost, 2004).

---

---

---

---

---

---

---

---




---

---

---

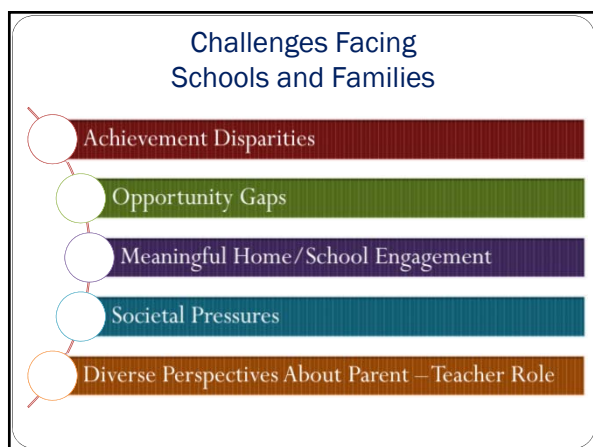
---

---

---

---

---




---

---

---

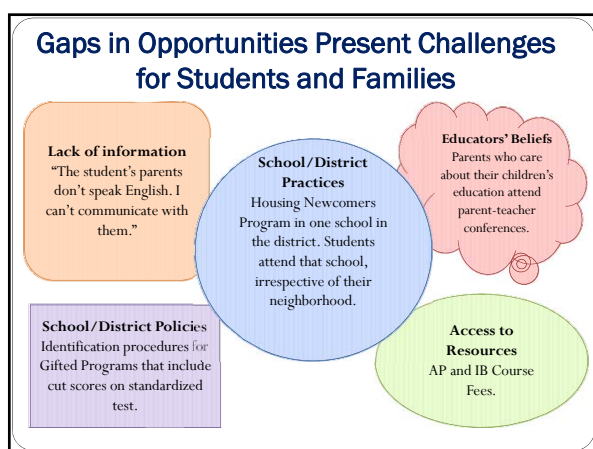
---

---

---

---

---




---

---

---

---

---

---

---

---






---

---

---

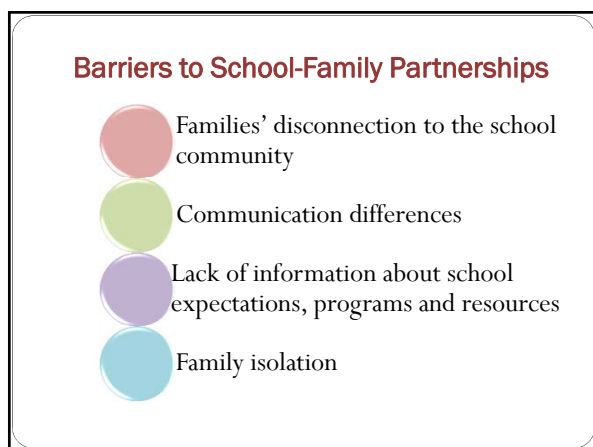
---

---

---

---

---




---

---

---

---

---

---

---

---

### Reflect on the following:

- What are barriers to authentic family engagement that exist in your current position?
- How relevant are the challenges presented for your school/district?
- What impact have families had on your current program?

---

---

---

---

---

---

---

---

## Culturally Responsive Family Engagement: Three Key Qualities




---

---

---

---

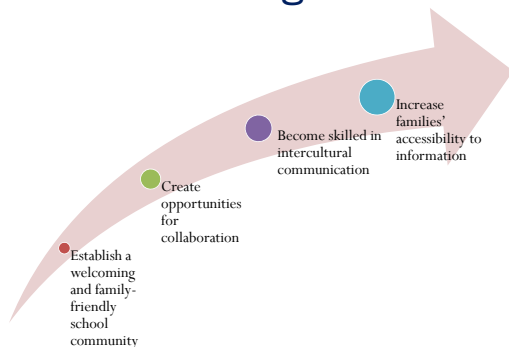
---

---

---

---

## Transcending Barriers




---

---

---

---

---

---

---

---

## Culturally Responsive Strategies to Increase Family-School Partnerships




---

---

---

---

---

---

---







---

## Culturally Responsive Educational Systems

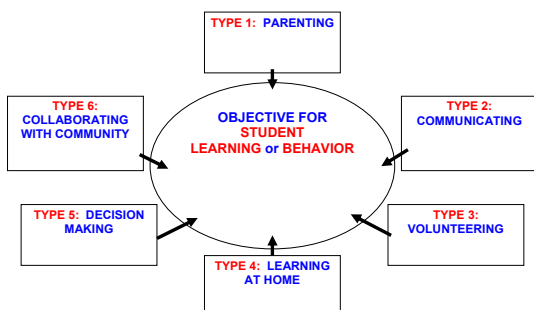
- Are concerned with instilling caring ethics in the professionals that serve diverse students
- Support the use of curricula with ethnic and cultural diversity content
- Encourage the use of communication strategies that build on students' cultures
- Create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences

NCCREST, 2009

### THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT

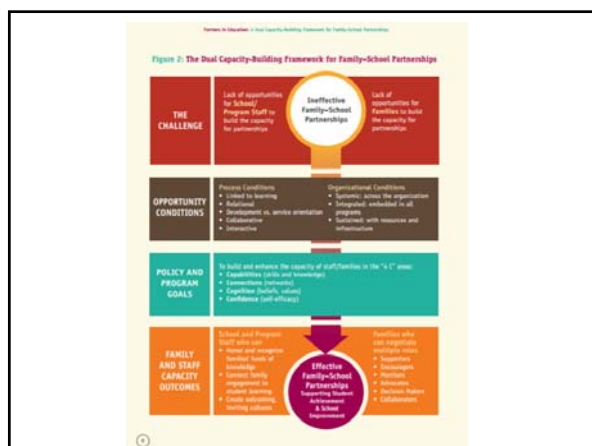
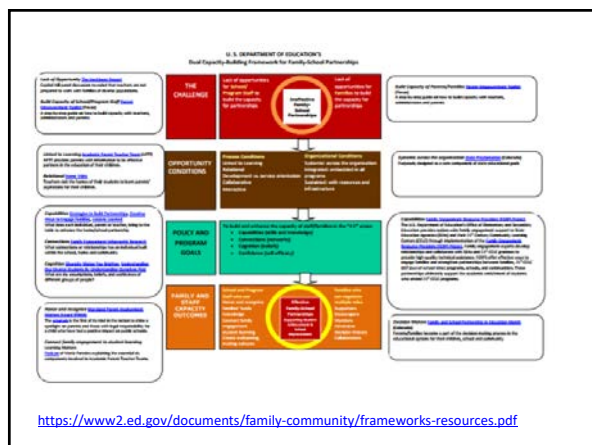
-  **Type 1: PARENTING:** Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
-  **Type 2: COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
-  **Type 3: VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.
-  **Type 4: LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.
-  **Type 5: DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
-  **Type 6: COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

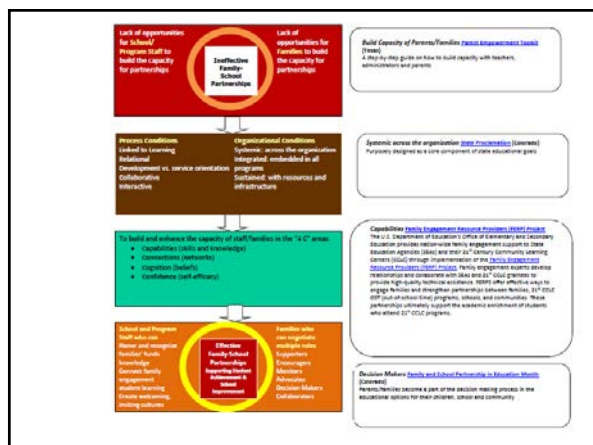
### ACCULTURATION PROCESS





By building school classrooms and school climates in which parents and families are **integrally** and **constructively involved** as **participating partners** in their children's education, the likelihood of academic success increases for every child.





## Family-School Partnerships – Assessing Your Practices

<http://www.cde.state.co.us/mtss/practice-profile-fscp-2016>

Practice Profile: Family, School, and Community Partnership v.9.20.16   9			
	Ideal "Gold Standard"	Acceptable Variation	Unacceptable Variation
<b>Welcoming All Families</b>	Families are active participants in the educational system, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing. Positive relationships exist. The school community respects and includes every family.	Relationships have been established between families and between families and educational staff. Families feel comfortable attending school/district activities, at school(s) and in the community.	Families feel disconnected by the school(s). Some families are not included in efforts to partner effectively. Relationships are not established.
<b>Communicating Effectively</b>	Families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal, authentic, inquiries are made of families, and staff members are responsive. Multiple methods of communication ensure access and equity. Communication is ongoing.	Plans for multiple methods of communication are being developed and implemented. Staff members share information on relevant topics (e.g., instruction, issues, and decisions). Families are encouraged to initiate communication.	Communication is one-directional. Information is infrequent and/or minimal. Only one communication method is used. Content is rarely related to student learning. Access and equity are not considered.
<b>Supporting Student Success</b>	Families and staff continuously collaborate as active partners to support students' learning at home and at school through a tiered system of supports. Information is shared about student-level and system-level progress.	School-based learning activities are known and supported by families and staff. Student-level progress data is consistently shared with each family.	There is no home and school coordination for student learning and progress. Learning is school-owned. Progress data is not known by all.
<b>Speaking Up for Every Child</b>	Families are empowered to be advocates for their own and other children, to ensure fairness and access. Families know how school systems operate, how to raise questions, and what their rights and responsibilities are.	Families feel empowered to advocate for their own children. Every family has awareness of family rights and responsibilities.	Families feel discouraged from asking questions or advocating. Families are not aware of their rights or how school systems operate.
<b>Sharing Power</b>	Families and staff are partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Family voice and family leadership are evident. Shared responsibility is exhibited in problem-solving processes.	Select policies, documents, and procedures are results of partnering. Common language and investment protocols are used in problem-solving and decision-making processes.	Family voice is absent from individual and system-wide decision-making. Strategic, inclusive problem-solving is not taking place.
<b>Collaborating with Community</b>	Families and educational staff mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to create students, families, and staff to expanded learning opportunities, community services, and civic participation.	Links to community resources exist. The school/district has a place in the life of the greater community.	Families, educational staff, and community partners do not collaborate on projects. There is no mutual commitment between stakeholder groups to support student learning.
<b>Dual Capacity-Building</b>	Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.	Learning approaches, language, and content are considered when planning for adult learners. Tiered supports for families and educators are evidence-based. Delivery methods are tested.	Adult learning principles are not considered. Partnering content and/or skill development is not available. A single delivery method or stakeholder group is served. Skills needed for partnering is not visible.

## Community Partners

Strategic partnerships with other organizations can be vital to the success of your District/School's goals and initiatives.

Most importantly, partners can advocate for your school's goals while contributing their own contacts, skills, talents and assets, allowing your organization to broaden its impact while accessing new audiences.




---

---

---

---

---

---

---

---

## Community Partners

Recognizing the importance of partnerships is not difficult, but understanding how to build those partnerships is critical.

Partnerships with other organizations take time and effort, but if managed well, they can help your District/School achieve its goals more effectively and with fewer resources.




---

---

---

---

---

---

---

---

## Community Partners

- Remember, when forming partnerships your School should strive for quality, not quantity.
- Not all partnerships result in accrued benefits for your School.
- Partnerships should be formed strategically, based on the value the partnership brings to your School and your students. Working with organizations that do not have a mission or values that complement your own does not typically bring added value to your District/School.




---

---

---

---

---

---

---

---

## 2017-2018 ELs and MTSS Upcoming Professional Development Opportunities

*Evidence of Language Use: Progress Monitoring for Elementary English Learners in Multi-tiered Systems of Support*

Face-to-Face (8:30 – 3:00)

- PaTTAN East October 31
- PaTTAN Harrisburg November 3
- PaTTAN Pittsburgh December 7




---

---

---

---

---

---

---

---

## 2017-2018 ELs and MTSS Upcoming Professional Development Opportunities

*Evidence of Language Use: Progress Monitoring for Secondary English Learners in Multi-tiered Systems of Support*

Face-to-Face (8:30 – 3:00)

- PaTTAN East for November 10
- PaTTAN Harrisburg for November 17
- PaTTAN Pittsburgh for December 8




---

---

---

---

---

---

---

---

## 2017-2018 ELs and MTSS Upcoming Professional Development Opportunities



*Effective Practices for Meeting the Requirements of ESSA for English Learners Two-Part Webinar*

**Part 1: Family and Community Engagement in MTSS**

October 25, 2017      2:00 – 3:30

**Part 2: Addressing English Learners' Career and Readiness Skills for Life after Graduation in MTSS**

January 18, 2018      2:00 – 3:30

---

---

---

---

---

---

---

---

## 2017-2018 ELs and MTSS

### Upcoming Professional Development Opportunities

*The Language Instruction Educational Programs in MTSS - Policy and Practices for Charter Schools Two-Part Webinar*

#### Part I:

- *ESSA Policies and Practices for Language Instruction Educational Programs* November 2, 2017 2:00 – 3:30

#### Part II:

- *Best Practices for Instruction and Assessment for English Learners* December 1, 2017 2:00 – 3:30




---

---

---

---

---

---

---

---

## 2017-2018 ELs and MTSS

### Upcoming Professional Development Opportunities

*Collaborative/Co-teaching Models of Language Development in Multi-tiered Systems of Support*

Face-to-Face (8:30 – 3:00)

- PaTTAN Harrisburg May 2
- PaTTAN East May 8
- PaTTAN Pittsburgh May 15




---

---

---

---

---

---

---

---

## Resources

- [U.S. Department of Education and Department of Justice Dear Colleague Letter on Obligations to English Learners](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf) (PDF), <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- [U.S. Department of Education English Learner Toolkit for States and LEAs](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html) (PDF), Chapter 6 “Tools and Resources for Addressing English Learners with Disabilities” <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

---

---

---

---

---

---

---

---



## RESOURCES

- National Network of Partnership Schools Promising Practices
- Dual Capacity-Building Framework
- The Equity Alliance at ASU, JoEtta Gonzales, Ed. D, Seena M. Skelton, Ph.D
- Northwest Regional Educational Laboratory
- Oregon 21<sup>st</sup> Century Community Learning Centers

---

---

---

---

---

---

---

## Website Resources

- [www.pattan.net](http://www.pattan.net)
- <http://nnps.jhucos.com/>
- <http://www.ed.gov/parent-and-family-engagement>
- <http://equityallianceasu.org/>
- <http://educationnorthwest.org/>
- <http://www.sedl.org/pubs/framework/>

---

---

---

---

---

---

---

## Contact Information

[www.pattan.net](http://www.pattan.net)

Dr. Victor Rodriguez-Diaz  
Assistant Director  
[Vrodriguez@pattan.net](mailto:Vrodriguez@pattan.net)



**Commonwealth of Pennsylvania**  
Tom Wolf, Governor

---

---

---

---

---

---

---