

**A Multi-Tiered Approach to Family Engagement**

**Facilitator’s Guide**

**Step 1**: **Open the Template from** [**this folder**](https://drive.google.com/drive/folders/19dUTCYysYkccewjspZ5tQe_xCdzYG9tT?usp=sharing). Be prepared to share your screen or project. Make a copy of the template so that it is editable.

**Step 2:** **Fill in a school/district-specific scenario (see above) in the box marked “Our Scenario.”** This may be related to a student-outcome goal or a goal you are working on with the school/district.

Say: *Today we are introducing a tiered approach to family engagement. Our goal is that all families not only have the opportunity but can and do engage with the school through differentiated practices that meet the needs of each family. In this model, we categorize our practices, services, and supports into different tiers which we then make available to families flexibly based on their needs in a given situation. We want to be clear; we are not assigning families to tiers. Instead, we are planning proactively to adapt our approach to family engagement so that each family is supported. Families will need different levels of support at different times and in different situations. Our model is expansive: the purpose is to widen our practices so that all families have opportunity.*

**Step 3**: **Start to work on the triangle on page 1.** This plan is built from the bottom row, upwards. Each row starts with identifying needs/opportunities BEFORE determining possible response/supports. **Start in “Universal for All Families” row.**

Say: *Tier One is Universal Family Engagement, where we focus on what ALL FAMILIES need and what opportunities we want all families to have. Tier One strategies are proactive, preventing problems and challenges for families. What do ALL FAMILIES need to know or be able to do in this scenario?* (e.g., All families want information about…; All families want to ask questions about....) Fill in this part of the box with 3-5 ideas. (You may need to make font size smaller or only write in phrases to fit a few ideas.)

Say: *What response/supports can the school plan for ALL FAMILIES?* (e.g., The school can provide/request/seek out...) Fill in this part of the box with 3-5 ideas.

**Step 4: Move to the “Targeted for Some Families” row.** Say: *Tier Two is where we plan for families within our school population that may need more intense, more frequent, or just different strategies. These families also have access to Tier One supports. What do SOME FAMILIES need to know or be able to do in this scenario?* (e.g., Families of students with disabilities will want to engage in this way…or will need to know...)

Say: *What response/supports can the school plan for these families?* (e.g., The school can provide/request/seek out...)

**Step 5: Move to the “Intensive for Individual Families” row.** Say: *Tier Three is where we plan for individual families within our school population who may need highly individualized strategies for engagement. These families also have access to Tier One and Two supports. What UNIQUE NEEDS/OPPORTUNITIES might INDIVIDUAL families need to know or be able to do in this scenario?* (e.g., A family notified the school that their child...)

Say: *What response/supports can the school plan for these INDIVIDUAL FAMILIES?* (e.g., The school can provide/request/see out...)

**Step 6: Move to page 2 and begin to complete “What are the Roles for Families?”**

Say: *How could families be Initiators in this scenario?* (e.g., Initiate contact with…)

Say: *How could families be Co-designers in this scenario?* (e.g., Input on…)

Say: *How could families be Receivers in this scenario?* (e.g., School sends home…)

Say: *How could families be Providers in this scenario?* (e.g., With their child, families can…)

Say: *How could families be Evaluators in this scenario?* (e.g., Feedback to…about…)

**Step 7: Move to “What will indicate a need to change levels?”**

Say: *What decision indicators might show us a family needs a different level of support? This could come from student data or data/feedback from the family.*

* *A change of intensity means how deeply or intensely we are working with a family. What shows a need for a change of intensity in supports or engagement opportunities for a family or a group of families?*
* *The next type of indicator would show us that we need to change dose or frequency of our approaches to family engagement. What shows a need for a change of dosing in supports or engagement opportunities?*
* *Finally, we may have some indicators that show us we need a change of practice, because what we are doing just isn’t working. What shows a need for a change of practice in supports or engagement opportunities?*

**Step 8: Review Plan:** Consider each criteria item below. Read it aloud. Then say: *What are the plan’s strengths? What can still be improved?*

**Proactive and preventative**: We don’t wait for problems. We want our Tier 1 strategies to inform families and support families in such a way that problems don’t occur. We are acting so that families and students have what they need to be successful.

**All have opportunity**: Our plan isn’t for some families; it is for ALL families. When some families are not engaging, our school community suffers. Instead of blaming families for not engaging, we strategize for how to differentiate our practices so that all families have the opportunity to support their child’s learning in meaningful ways.

**Roles for families**: Being receivers of supports from the school and providers of supports to their children are the main way that schools tend to expect families to engage. However, our plans should include meaningful roles as initiators, co-designers, and evaluators for us to achieve true partnership and collaboration.

**In Advance**: In advance of any new initiative, we create intentional plans for a multi-tiered system of support for family engagement. This planning process is integral to our work as educators, not an afterthought.

**Data Driven Indicators**: Tier 1 supports and strategies are based on school data. Indicators for supports and strategies at a Tier 2 or Tier 3 level are based on data-driven indicators. As a school, we collect data from students, families, and our classrooms to determine the best family engagement practices to use to provide opportunity for all families to engage.

**Evidence-informed**: No matter the level, the strategies included are evidenced-based practices for family engagement. These strategies are central, sustained, family-centered, goal-oriented, systemic, focused on student impact, and for all.

**Step 9: Make any needed revisions based on Step 8.**

**Step 10: Put your plan in action!**