Session Objectives

Participants will:

- Learn the components of a comprehensive structure for implementing family-school-community partnerships.
- Gain strategies to partner with families based on the National Standards for Family-School Partnerships.
- Discuss partnership initiatives and resources in Colorado.
- Plan next steps to implement a comprehensive, sustainable partnership structure.
One year in the future, the local newspaper is writing a story about your site’s family-school-community partnership program. What will the headline say?

After writing your headline, share with others at your table.
Family-School-Community Partnerships

A Research Base
OVERLAPPING SPHERES OF INFLUENCE OF FAMILY, SCHOOL, AND COMMUNITY ON CHILDREN’S LEARNING

Theoretical Model

Force B
Experience, Philosophy, Practices of Family

Force C
Experience, Philosophy, Practices of School

Force D
Experience, Philosophy, Practices of Community

Force A
Time/Age/Grade Level
Students need multiple sources of support to succeed in school and in their communities.

Teachers and administrators may be initially hesitant to increasing family involvement.

Teachers, administrators, and external supports need inservice, preservice, and advanced education on partnerships.

Schools must reach out in order to involve all families.

Structures will be most useful to schools and to families if they are customized, comprehensive, and continually improved to help meet important goals for students.

On the Colorado TELL Survey, the teaching condition with the strongest connection to high student achievement and growth is:

**Community Support and Involvement**

...whether parents/guardians in the community are engaged, influential, and supportive of teachers and schools – across all school levels. This finding has been found in 2009, 2011, 2013, and 2015!

(New Teacher Center, 2015)
What is important to know about school, family, and community partnerships?

Not only **THAT** partnerships contribute to good schools and successful students.

But also **WHAT** is needed in an excellent partnership program.

and… **HOW** to organize and sustain high-quality and effective programs of family and community involvement.

We must think in **new ways** about leadership for partnerships at **all policy levels**.
Comprehensive, Sustainable Structure Components

- Framework
  - Meet the Challenges
  - Reach Results for Students
- Action Team
- Action Plan
- Evaluation
National Standards for Family-School Partnerships

Definitions
Challenges
Starting Points Inventory
Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

- Create a welcome climate.
- Build a respectful, inclusive school community.

Meet the Challenge

Create opportunities for families, staff, and administrators to develop personal relationships.

Families and school staff engage in regular, two-way, meaningful communication about student learning.

- Share information between school and families.
- Communication should be two-way and on-going.

Meet the Challenge

Provide information in a language and format that is easy for families to understand and access.

Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Share information about student progress.
- Support learning by engaging families.

Meet the Challenge

Create opportunities for families to learn how to support their children’s learning at every grade and level.

Link to Achievement

- **Academic Press**
  - Clear content
  - High expectations
  - Accountability for performance

- **Social Support**
  - Strong social ties with adults in and out of school

- **Results when Both are Present**
  - Four times yearly growth in math
  - Three times yearly growth in English

“The trusting relationships between teachers and families established at the beginning of the school year, through home visiting, are associated with academic success.”

Students whose families received a home visit, compared to students whose families did not receive a home visit:
- Were absent, on average, 2.7 fewer days
- Scored 1.55 times higher on reading comprehension tests

The study controlled for previous attendance rates and test scores, to isolate the effect of the Family Engagement Partnership.
How have you seen Standards 1-3 in action at your site?

Welcoming all Families
Communicating Effectively
Supporting Student Success
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Understand how the school system works.
- Empower families to support their own and other children’s success in school.

Ensure that families are aware that federal and state laws mandate that schools involve and inform families.

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- **Strengthen the families’ voice in shared decision-making.**
- **Build families social and political connections.**

**Meet the Challenge**

Include family leaders from all racial, ethnic, socioeconomic, and other groups in the school.

Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- **Connect the school with community resources.**
- **Have the school give back to the community.**

**Meet the Challenge**

Use community partners to strengthen families and support student success

How have you seen Standards 4-6 in action at your site?

Speaking up for Every Child
Sharing Power
Collaborating with the Community
Reaching Results for Students
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Students gain academic skills that are tutored or taught by volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>Increase students’ awareness of their own progress in subjects and skills</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Students complete more homework in the specific subject area</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Students gain specific benefits linked to policies enacted by parent organizations</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Students benefit from diverse parent representative on decision-making committees</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Students gain skills and talents in subject area from enriched curricular experiences</td>
</tr>
</tbody>
</table>

Our Perspective on Relative Impact of Family Engagement Strategies on Student Learning

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.
Family-School-Community Resources
Support from CDE and SACPIE S.B. 13-193
Increasing Parent Engagement in Public Schools

- Coordinate and communicate with districts’ Family Partnership Liaison
- Promising practices trainings
- SAC/DAC trainings
- Identify key indicators of successful parent engagement
- Report to State Board of Education, the Colorado Commission of Higher Education, and the Education Committees of the Senate and House on progress
CDE Resources

- Family/Parent Resources: http://www.cde.state.co.us/resourcesforparents
- Training Resources: http://www.cde.state.co.us/uip/familyengagement
- Promising Partnership Practices: http://www.cde.state.co.us/uip/promising
- SACPIE: http://www.cde.state.co.us/sacpie
- Colorado Academic Standards Parent Guides: https://www.cde.state.co.us/standardsandinstruction/guidestostandards
National Resources

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships


OPPORTUNITY CONDITIONS
- Process Conditions
  - Linked to learning
  - Relational
  - Development vs. service orientation
  - Collaborative
- Organizational Conditions
  - Systemic: across the organization
  - Integrated: embedded in all programs
  - Sustained: with resources and

POLICY AND PROGRAM
- To build and enhance the capacity of staff/families in the "4 C" areas:
  - Capabilities (skills and knowledge)
  - Connections (networks)

FAMILY AND STAFF CAPACITY OUTCOMES
- School and Program Staff who can
  - Honor and recognize families’ funds of knowledge
  - Connect family engagement to student learning
  - Create welcoming, inviting cultures
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

Effective Family–School Partnerships
Supporting Student Achievement & School Improvement
EQUALITY
EQUITY
Look back at your headline from this morning and turn it into a FSCP goal for student learning. With a partner discuss:

1. What resources/initiatives are already in place to achieve the goal?

2. What resources/initiatives are still needed to achieve the goal?
Thank You!

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SACPIE

http://www.cde.state.co.us/SACPIE/