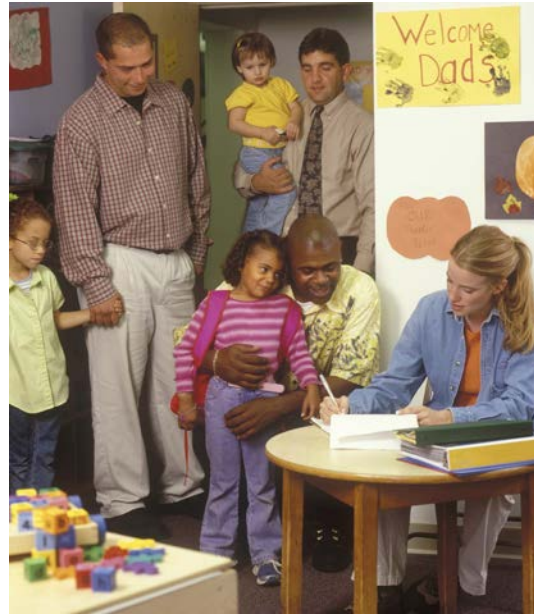


National Standards for Family-School Partnerships

These standards were developed by the PTA (2008), based on the research of Joyce Epstein and her associates at Johns Hopkins University.

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community



This document was created by the elementary committee of the *State Advisory Council on Parent Involvement in Education (SACPIE)* to increase family engagement within in efforts to support students' literacy growth.

To learn more about SACPIE and find resources for improving Family, School, and Community Partnering, please visit <https://www.cde.state.co.us/sacpie>.



HURDLES & SOLUTIONS TO Increase Family Engagement in Schools



The research is clear that effective school and family partnerships that support and increase student achievement, are based on mutual trust and respect and shared responsibility for the education of students.

All families care about their child's education, but they may not be sure what role(s) they play in ensuring a positive educational experience.

A strong family-school partnership improves both academic and behavioral outcomes for students.



SUPPORT ONE:

Relationship-Building with Families

- Know the people you are talking to and find ways to connect with them and understand differences.
- Understand challenges of generational vs situational poverty.
- Understand how each culture values education and sees their role in supporting the child and school.

SUPPORT TWO:

Family/Community Liaison

- Know the importance of having staff dedicated to building relationships with and supporting parents.
- Offer parenting classes as school or district level.
- Connect families to social services and other resources.

SUPPORT THREE:

Joint or Split Meetings

- Provide access to simultaneous interpretation for workshops and meetings.
- Provide access to translators for written and digital materials.
- Alternate between English and Spanish as the primary language at meetings.
- Empower family leaders to help facilitate meetings.

SUPPORT FOUR:

Opportunities for Engagement and Leadership that Highlight Culture

- Understand that families may not know how to contribute.
- Seek out families vs. waiting for families to offer help.
- Suggest a few different --but specific-- options for families to volunteer.
- Provide funding to support events.
- Identify family leaders from each community that represent the student population.
- Survey families for how they would like to engage with the school and then set community goals.
- Empower families and support them in goals that they want to accomplish with engaging with the school.

SUPPORT FIVE:

Incentives for Volunteering

- Offer babysitting nights (ex: Valentine's Day)
- Host quarterly and end-of-year volunteer celebrations.
- Provide training for volunteers and teach them skills that they could use to support students and to help them be successful in other avenues.
- Track volunteer hours.

SUPPORT SIX:

Staff Training and Support for Partnering with Families

- Empower staff to positively impact students.
- Support staff in learning about the values and beliefs of culture/communities they serve.
- Conduct home visits for staff to get to know their students and families.
- Build capacity in equity and inclusion.

SUPPORT SEVEN:

Communication with Families

- Understand the form of communication that best works for families:
 - Phone Calls, Texts, Email, Newsletter,
 - Social media
- Know what translation services are available through the school district and community organizations.

OTHER CONSIDERATIONS

Creating a Welcoming Environment for All Families

- Availability of families/alternate workhours
- Reliable transportation
- Child care
- Deportation fears – discomfort with being in public facilities
- Experience with American education system
- Language barriers – literacy level in native language or English learner
- Multiple jobs