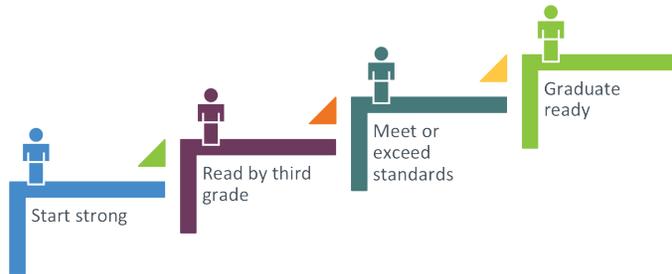


Statewide Goals Support Home – School Partnerships

The Colorado Department of Education has identified four strategic goals to “Support Every Student, Every Step of the Way.”



Included here are three significant Colorado legislated educational priorities that correspond to the goals and explicitly name expectations for partnering between home and school:

- READ Act: Educators and families coordinating early literacy support
- Individual Career and Academic Plan (ICAPs): Educators, students, and families together planning postsecondary success
- Educator Effectiveness: Educators following specific performance standards which include family partnering

The State Advisory Council for Parent Involvement in Education (SACPIE) is a legislated council that advises education stakeholders about best practices for involving families in increasing student achievement. According to law, council members are diverse stakeholders including parents and statewide organization representatives, from preschool to higher education.

The Colorado Department of Education works collaboratively with SACPIE in offering resources to families, educators and communities.

For more information and partnering materials:

SACPIE <http://www.cde.state.co.us/sacpie>

CDE <http://www.cde.state.co.us/resourcesforparents>

Questions Darcy Hutchins, CDE Family Partnership Director
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State law asks each school district to appoint a family partnership contact to serve as a liaison between CDE and schools. This support structure coincides with research which shows that schools nested within districts that support family engagement report higher quality partnership programs than schools that do not receive district support. *Epstein, Galindo, & Sheldon, 2011*



Families, Schools and Communities Partnering to Support Student Learning



School-initiated, specific family participation programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels.

Jeynes, 2012

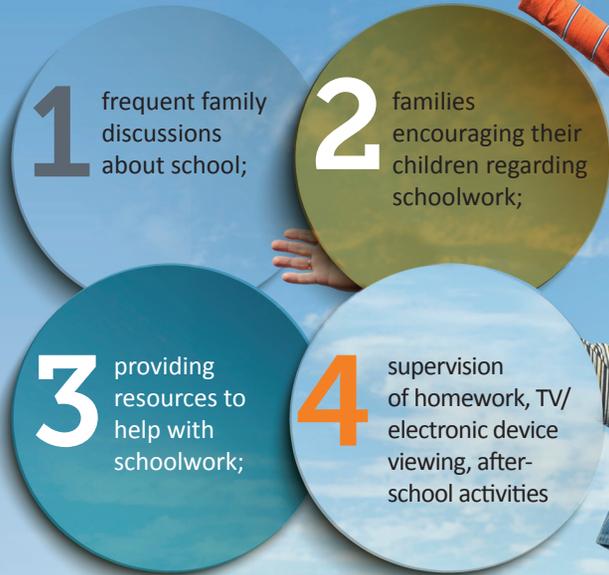


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Nationally and in Colorado, there has been a shift from what has been considered “traditional parent involvement” to a focus on active partnering, which stems from knowing what works to improve student learning and coordinating in- and out-of-school opportunities.

Family, school, and community partnering can be defined as the collaboration of families, schools and communities as active partners in improving learner, classroom, school, district and state outcomes.

Specific home and community coordinated actions which improve student achievement are: *Marzano, 2003*



Everyone Has a Role

Everyone can...

- Use a partnering vocabulary such as “we”, “our”, “together”
- Practice the National Standards
- Know his/her job in supporting student learning at home and school
- Work together to solve challenges

- Celebrate successes
- Build relationships
- Respect differences; listen to understand
- Share cultures and expertise
- Use data to make decisions
- Improve continuously, use ongoing feedback
- Tell students that adults are working together for their success

Community Members can...

- Ensure that students and adults are a part of their learning community

Families can...

- Talk to their student every day about school; encourage learning
- Provide support for learning at home in a way that works for them

Educators can...

- Engage every family; reach out, ask what is needed, and follow up
- Use a tiered support framework to offer differentiated partnering; one size does not fit all

The National Parent Teacher Association (PTA) developed national standards for what parents, schools and communities can do together to support student success.

Standard 1 **Welcoming All Families into the School Community**

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.

Standard 2 **Communicating Effectively**

Families and school staff engage

in regular, two-way, meaningful communication about student learning.

Standard 3 **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.

Standard 4 **Speaking Up for Every Child**

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.

Standard 5 **Sharing Power**

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

Standard 6 **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.

The State Advisory Council for Parent Involvement in Education supports a 7th standard to advance partnerships

Standard 7 **Providing Professional Development and Pre-Service Training in Partnering with Families for Administrators and Teachers**

Educators have knowledge and skills in reaching out to every family, creating meaningful partnerships focused on student success.