

State Advisory Council on Parent Involvement in Education (SACPIE)

The What, Why, and How of Partnering with Families in Colorado

Colorado Special Education Advisory Committee (CSEAC)
April 17, 2013



Families, Schools, and Communities Fostering Student Success

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Welcome and Introductions!

How Can SACPIE and CSEAC Partner? How Do They Work Together?



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What is SACPIE?

Legislation
Members
Objectives
Activities
Goal
Standards



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A Legislated Council

- ◆ In 2009, the Colorado General Assembly found that it was in the *best interests of the state to create a state advisory council for parent involvement in education that will review best practices and recommend to policy makers and educators strategies to increase parent involvement... thus helping...raise the level of student achievement throughout the state.* (C.R.S. 22-7-301(2), 2012)



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Includes Members Who Represent...

- ◆ Parents and School or District Accountability Committees
- ◆ Non-Profit Organizations That Promote Families Who:
 - ◆ Have Students with Disabilities
 - ◆ Are Underserved
 - ◆ Need Support
- ◆ Early Childhood
- ◆ Statewide Organizations For:
 - ◆ Counselors
 - ◆ Teachers
 - ◆ School Executives
 - ◆ School Boards
 - ◆ Charter Schools
 - ◆ Parents and Teachers
- ◆ CDE
- ◆ Higher Education (CCHE)
- ◆ Human Services



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Works Toward Three Objectives

1. Inform stakeholder groups about best practices for promoting family-school partnerships.
2. Recommend statewide family partnership initiatives.
3. Seek funding to develop a grant program.



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Supports...

- ◆ **Implementing programs to involve families in:**
 - ◆ Improving their child's academic achievement.
 - ◆ Partnering in Response-to-Intervention (RtI).
 - ◆ Improving graduation and persistence in higher education.
- ◆ **Developing opportunities to support partnering such as:**
 - ◆ Offering parent education and leadership trainings.
 - ◆ Creating family-to-school liaison positions.



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Strives To Achieve an Overarching Goal

- ◆ To partner with Colorado's families in maximizing the potential of every student by:
 - ◆ Reducing dropout rates.
 - ◆ Reducing gaps in academic achievement and growth among student groups.
 - ◆ Increasing the number of students who continue into higher education.



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Aligns with the National Standards for Family-School Partnerships

1. Welcoming All Families into the Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community (PTA, 2008)

SACPIE's 7th Standard: Providing Professional Development and Pre-Service Training for Administrators and Teachers



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Why Should Schools Partner with Families and Communities?

Time
Research
Laws
The Shift



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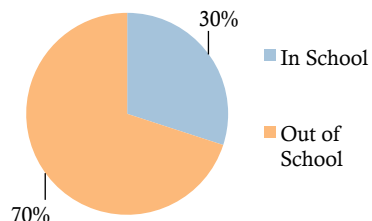
Time

Coordinated Learning Between Home and School

Students Spend More Than 70% Of Their Waking Hours Outside of School.

(Clark, 1990; Callender & Hansen, 2004)

During School Years (Waking Hours)



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Research

Student Achievement

- On the Colorado TELL Survey, the teaching condition with the strongest connection to high student achievement is *Community Support and Involvement* – whether parents/guardians in the community are engaged, influential, and supportive of teachers and schools – across all school levels. (New Teacher Center, 2012)



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Research Student Achievement

- **For Students:**
 - Higher achievement, more homework completion, come to school more and stay in school longer, observing more similarities between home and school.
- **For Families:**
 - Becoming more supportive of child and teachers, becoming more confident in how to help child learn, learning more about education programs.
- **For Teachers and Schools:**
 - Improved teacher morale, higher ratings of teachers by parents, parents support schools and bond issues.

(Esler, Godber, & Christenson, 2008)



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Research Student Achievement

The C' s: *Coordinated or Connected or Continuous or Complementary or Congruent or Consistent Learning*

- ◆ Practice increases memory traces and fluency.
- ◆ Applying learned knowledge in the real world reinforces concepts.
- ◆ Summarizing information forces more in-depth processing.

(Gage & Berliner, 1998)



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Research Student Achievement

Reaching Out to Every Family for Every Student

- ◆ Families who perceive teachers as valuing their contributions, keeping them informed and providing them with suggestions, participate more in student learning. (Patrikakou & Weissberg, 2000)
- ◆ School-initiated, specific programs which involve families in student learning at home are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)



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Research Student Achievement

Finding Solutions

- ◆ Educators and families need:
 - ◆ Defined roles and responsibilities
 - ◆ Workable times and logistics
 - ◆ Self-confidence. (Hoover-Dempsey, Whitaker & Ice, 2010)
- ◆ When students struggle in school, the most effective interventions are when families and school personnel work together, use two-way communication, and implement mutually developed plans and strategies (Cox, 2005)




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Laws

Informed by Research, Focused on Results

- ◆ Federal:
 - ◆ Elementary and Secondary Education Act (ESEA)
 - ◆ Individuals with Disabilities Education Act (IDEA)
 - ◆ Workforce Investment Act (WIA)
- ◆ Colorado:
 - ◆ Individual Career and Academic Plan (ICAP) (S.B. 09-256)
 - ◆ Education Accountability Act (S.B. 09-163)
 - ◆ Educator Effectiveness (S.B.10-191)
 - ◆ READ Act (H.B. 12-1345)



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Laws

Colorado Read to Ensure Academic Development (READ) Act (2012)

The parent plays a **central** role in supporting the student's efforts and so parents will:

- ◆ Help **develop** the READ Plan;
- ◆ Be given **strategies to use at home** in supporting the student's reading success;
- ◆ Be **encouraged** to work with the student's teacher in implementing the READ Plan;
- ◆ Receive **ongoing, regular, updates and communication concerning progress.**



(HB 12-1238)

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Laws

Colorado Educator Effectiveness (2009)

- ◆ **Principal Quality Standards:** Principals design and/or utilize structures and processes which result in family and community engagement, support, and ownership for the school.
- ◆ **Teacher Quality Standards:** Teachers provide proactive, clear, and constructive feedback to families about student progress and work collaboratively with families and significant adults in their lives.
- ◆ **7.01.** Districts and schools shall create systems and structures that focus on providing parents with meaningful opportunities to support the academic achievement and growth of their children.



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(SB 09-191)

A National Shift Based on Time, Research, and Laws

The Six Types of Parent Involvement (Epstein, 1995)

- ◆ Parenting
- ◆ Communicating
- ◆ Volunteering
- ◆ Learning at Home
- ◆ Decision-Making
- ◆ Collaborating with Community

National Standards for Family-School Partnerships (PTA, 2008)


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



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What is the Shift?

<u>Traditional Parent Involvement</u>	<u>Family Partnering</u>
<ul style="list-style-type: none"> ◆ Parents ◆ Schools are responsible. ◆ School-initiated, set formal meetings. ◆ School to home, one-way communication. 	<ul style="list-style-type: none"> ◆ Family ◆ There is shared responsibility. ◆ Flexible hours and meeting venues. ◆ Ongoing two-way communication.


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What is the Shift?

<u>Traditional Parent Involvement</u>	<u>Family Partnering</u>
<ul style="list-style-type: none"> ◆ Parents give consent to educational plans. ◆ Structured volunteering at school. ◆ Homework is often seen solely as the child's responsibility, with consequences for lack of completion. 	<ul style="list-style-type: none"> ◆ Educational plans are jointly developed and delivered. ◆ Supporting learning at home and school. ◆ Homework is seen as an important home-school link and communication tool, with successful completion related to achievement; problem-solving occurs to ensure success.


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How is the Shift Applied to Special Education?

<p><u>Traditional Parent Involvement</u></p> <ul style="list-style-type: none"> ◆ Often more of a compliance focus ◆ Annual, triennial reviews tend to be primary touch points, with formal progress reports ◆ Schools and home both working towards goals, but often separately 	<p><u>Family Partnering</u></p> <ul style="list-style-type: none"> ◆ Compliance AND student outcome focus ◆ Also, there is school and home progress monitoring, two-way communication ◆ Coordinated learning between home and school, focused on goals and outcomes
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How Does SACPIE Support Partnering Throughout the State?

Focus on The Students We Share



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SACPIE Supports Best Practices ...

- ◆ Applying research and laws to practice;
- ◆ Sharing knowledge and responsibility among educators, families, and communities;
- ◆ Using data to make decisions in strategic action planning and for continuous improvement.



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SACPIE Supports Best Practices...



- ◆ **Students:** What is BEST for OUR students?
- ◆ **Goals:** What do we want to ACHIEVE TOGETHER?
- ◆ **Input:** What do families or schools or communities THINK, FEEL, KNOW?
- ◆ **Decisions:** Are WE ALL “at the table” and “on the team”?
- ◆ **Roles:** How can WE PARTNER around that?
- ◆ **Responsibilities:** What are WE EACH doing?
- ◆ **Data:** How will WE KNOW it is working?

(CDE, 2009)



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SACPIE Supports Best Practices ...

SACPIE Website

- ◆ CDE, Commissioner of Education Webpage
<http://www.cde.state.co.us/SACPIE/index.asp>
- ◆ Home
- ◆ About Us
- ◆ Meetings, News, and Trainings
- ◆ Resources: CDE, Member Contributions, Websites, Articles
- ◆ Quick Links



How Can CSEAC and SACPIE Partner for Student Outcomes?

Together We Can

- ◆ Please share ideas with a neighbor....



Thank You!

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Disclaimer: The views and opinions expressed in this presentation are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.



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