Family-School-Community Partnering

Promising Practices to Implement a Comprehensive, Sustainable Structure

Winter 2014

topics:

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.

Session Objectives

The standards of behavior by which we agree to operate while we are engaged in learning together.

Norms
A Blast From The Past

Together We Can

Vision
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission
The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

CDE Strategic Goals: Every Student Every Step of the Way

- Start strong
- Read by third grade
- Meet or exceed standards
- Graduate ready
Family-School-Community Partnerships

A Research Base

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

Force A
Time/Age/Grade Level

Force B
Experience, Philosophy, Practices of Family

Force C
Experience, Philosophy, Practices of School

Force D
Experience, Philosophy, Practices of Community

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)

- In School: 30%
- Out of School: 70%
- 10%
**TELL Survey Results**

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, p.1)

---

**Implementation Research**

- Families vary in how much they are presently involved.
- 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.

---

**Partnership Structure Development**

- Structures and practices of partnership make a difference.
- Subject-specific practices assist students’ learning.
- Teachers who use practices of partnership are more likely to report that all families can help their children.
- 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.

---
Secondary School Research

- Often family involvement drops off by the time teenagers are in middle and high school.
- Higher student-teacher ratio
- Distance from school
- Complex curriculum
- Students’ desire for independence
- Based on a narrow view of involvement
- Family involvement practices at home and at school have been found to influence:
  - Academic Achievement
  - School Attendance
  - Homework Effort
  - Graduation and college matriculation rates


National Standards for Family-School Partnerships

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.

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

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.

---

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.

---

How have you seen Standards 1-3 in action at your site?

Welcoming All Families into the School Community
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.

Speaking up for Every Child

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.

Sharing Power

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.

Collaborating with the Community
Discussion Question

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

Speaking Up for Every Child
Sharing Power
Collaborating with the Community

Starting Points Inventory

Complete the inventory to identify whether your site is excelling, progressing, or emerging for each indicator. Then prioritize an area of improvement and identify how you will evaluate that practice.

- **Emerging**: Limited level of development and implementation
- **Progressing**: Functioning level of development and implementation
- **Excelling**: Highly functioning level of development and implementation

Meeting the Challenges
Welcoming All Families into the School Community

- Create opportunities for families, staff, and administrators to develop personal relationships.
- Encourage staff to value the contributions of all families.
- Provide multiple ways for families and community members to volunteer.
  - In the school
  - For the school
  - As audience members

Communicating Effectively

- Establish ongoing, two-way channels of communication.
- Provide information in a language and format that is easy for families to understand and access.
- Ensure teachers and administrators are easily accessible to any family.

Supporting Student Success

- Ensure that families and teachers communicate about student progress beyond conferences and report cards.
- Create opportunities for families to learn how to support their children’s learning at every grade and level.
- Develop families’ capacity to strengthen learning at home, including through interactive homework assignments.
Speaking up for Every Child

- Ensure that families are aware that federal and state laws mandate that schools involve and inform families.
- Implement and communicate a clear process to resolve problems.
- Meet with every student and family to map out a plan for the student’s future, including the opportunity to go to college or technical school.

Sharing Power

- Include family leaders from all racial, ethnic, socioeconomic, and other groups in the school.
- Offer training to enable parent leaders to develop skills to serve as representatives of other families.
- Include student representatives along with parents on decision-making committees.

Collaborating with the Community

- Include families in the process of linking the school to community resources.
- Use community partners to strengthen families and support student success
  - Student-centered
  - Family-centered
  - School-centered
  - Community-centered
- Establish ways for the school to give back to the community.
Challenge-go-Round

1. Work with your team to identify a challenge to implementing Family-School-Community Partnerships. Write your challenge on the poster.
2. At the signal, rotate clockwise to the next poster and write one solution.
3. Repeat until each challenge has 3 solutions.
4. Return to the poster with your challenge and determine which solution you like the best.

Reaching Results for Students

Standard 1
- Students gain academic skills that are tutored or taught by volunteers

Standard 2
- Increase students’ awareness of their own progress in subjects and skills

Standard 3
- Students complete more homework in the specific subject area

Standard 4
- Students gain specific benefits linked to policies enacted by parent organizations

Standard 5
- Students benefit from diverse parent representative on decision-making committees

Standard 6
- Students gain skills and talents in subject area from enriched curricular experiences

Benefits of Partnerships for Families

- Increased feeling of support from school and other parents
- More interactions with other families in school and community activities
- More effective responses to student problems
- Increased awareness of student progress and how to help students do better
- Increased feeling of ownership of school
- Others?

Benefits of Partnerships for Teachers

- Increased respect for families’ strength and efforts
- Greater readiness to involve all families in new ways
- Increased satisfaction with family involvement and support
- Others?

Multi-Tiered System of Supports

RtI (2009)
Family & Community Partnering Supports
Academic Supports
Behavior Supports
PBIS
Academic Supports
“Multi-Tiered System of Supports…”

Whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices & systems

Layered Continuum of Supports

- Every student receives Universal supports
- Some students also receive Targeted supports
- Few students also receive Intensive supports

EVERY ED, EVERY KID, EVERY FAMILY
Colorado MTSS Essential Components

Shared Leadership

Family, School, and Community Partnering

Data-Based Problem Solving and Decision Making

Universal Screening and Progress Monitoring

Layered Continuum of Supports

Evidence-based Instruction, Intervention and Assessment Practices

Multi-Tiered Family, School, and Community Partnering (FSCP)

**Universal Tier – ALL EVERY**

Positive school climate with school-wide efforts to welcome, include, and support every student and family; stated beliefs that: (1) education is a shared responsibility between families and schools; (2) families are equal partners; (3) student success is always the focus; and each classroom provides coordinated learning opportunities for home and school.

**Intensive Tier – FEW**

Includes all Universal.

Individualized school and community partnering for a few families, students, and educators.

**Targeted Tier – SOME**

Includes all Universal, Targeted.

Focused school/community outreach and problem-solving, partnering for some families, students, and educators.

MTSS FSCP Video, Trainings, And Tools

http://cde.state.co.us/mtss

MTSS FSCP Video, Trainings, And Tools
Taking a Team Approach

Research on Action Teams for Partnerships

- ATPs that meet regularly and replace departing members have higher quality partnership programs. (Epstein, 1995; Sanders, 1999; Van Voorhis & Sheldon, 2002; Sheldon & Van Voorhis, 2005; Sheldon & Galindo, 2011)

- ATPs that divide into subcommittees rather than work only as a whole team report higher quality partnership programs. (Van Voorhis & Sheldon, 2002; Hutchins & Sheldon, 2012)

- Principals’ strong support of the ATP and stable team leadership are related to higher quality partnership programs. (Van Voorhis & Sheldon, 2002; Sheldon, 2005; Sheldon & Sanders, 2009)

Possible Team Structure

School-Based Leadership Team
Unified Improvement Plan

ACTION TEAM for SCHOOL, FAMILY, and COMMUNITY PARTNERSHIPS

Major Improvement Strategy 1
Draw from the National Standards

Major Improvement Strategy 2
Draw from the National Standards

Major Improvement Strategy 3
Draw from the National Standards
Another Possible Team Structure

School-Based Leadership Team
Unified Improvement Plan

- Major Improvement Strategy 1
  - Draw from the National Standards

- Major Improvement Strategy 2
  - Draw from the National Standards

- Major Improvement Strategy 3
  - Draw from the National Standards

Portrait of a Successful ATP

- Help members communicate with each other
- Plan goal-oriented partnerships
- Conduct useful meetings with a good agenda
- Make decisions collegially and share leadership for planned activities
- Continue to write and implement plans to improve partnerships

Taking a Team Approach

Discuss with your group who will be involved with implementing a comprehensive partnership structure.

You may use the planning guide provided or use a different tool in your discussion.
Family-School-Community Resources and Requirements

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:**
  - Exceptional Children’s Educational Act (ECEA)
  - Individual Career and Academic Plan (ICAP) (S.B. 09-256)
  - Education Accountability Act (S.B. 09-163)
  - State Advisory Council for Parent Involvement in Education (S.B. 09-090)
  - Educator Effectiveness (S.B.10-191)
  - READ Act (H.B. 12-1345)
  - Increasing Parent Engagement in Public Schools (S.B. 13-193)

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
What does S.B. 13-193 mean for schools and districts?

- Solicit parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population.
- Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
- Each school district board of education shall adopt a district policy for increasing an supporting parent engagement in the public and charter schools of the district.
- Districts shall identify a Family Partnership Liaison as the point of contact for family engagement training and resources.

Parent Notification and Public Hearing

<table>
<thead>
<tr>
<th>Summary</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release of Preliminary SPF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Districts notify parents within 30 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Board holds hearing 30 days after notification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Board adopts PI or Turnaround Plan and submits to CDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example

- Aug 15: Tumbleweed Elem receives PI plan type
- Sept 14: District X sends notification to Tumbleweed parents, inc. plan type, reason, and info on hearing
- Nov 1: District X holds public hearing for school, inc. progress on plan.
- Dec 10: District X adopts Tumbleweed UIP and submits to CDE

State vs. Federal Requirements

<table>
<thead>
<tr>
<th>State</th>
<th>Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent notification and public hearing</td>
<td>Parent notification</td>
</tr>
<tr>
<td>Family engagement strategies on UIP for Priority Improvement and Turnaround</td>
<td>Parents shall be involved in the district and school level programs</td>
</tr>
<tr>
<td>Parents on SAC/DAC have the right to advise the principal about programming decisions and contents of Unified Improvement Plan</td>
<td>Parents shall be involved in the decisions concerning the use of federal funds</td>
</tr>
<tr>
<td>Each school district board of education shall adopt a policy for increasing and supporting parent engagement in public schools</td>
<td>Parents shall be involved in the development and evaluation of the District-level Parent Involvement Policy</td>
</tr>
<tr>
<td>SAC shall assist school district in implementing the parent engagement policy adopted by the local school board</td>
<td>Parents shall be involved in the development and evaluation of the school-level parent involvement policy</td>
</tr>
</tbody>
</table>
Family, School, and Community Partnering
Colorado Support Structure

Colorado Family, School, and Community Partnering for Every Student’s Achievement

CDE - 193

Colorado Family, School, and Community Partnering for Every Student’s Achievement

A CDE cross-departmental team focused on all facets of family, school, and community partnering within the CDE and throughout the Colorado education community operating under the National Standards for Family-School Partnerships (PTA, 2008).

FSCP CoP Active CDE Units, Offices and Programs

- Adult Education and Family Literacy
- Colorado State Library
- Dropout Prevention and Student Engagement
- Early Learning and School Readiness
- Exceptional Student Services
- Federal Programs
- Health and Wellness
- Improvement Planning
- Language, Culture, and Equity
- Office of Learning Supports (RtI and PBIS)
FSCP CoP Activities (2011-2014)

- Share department, state, and national trainings and resources
- Contribute to a shared work space
- Provide feedback on documents, resources, trainings, videos
- Meet monthly
- Develop an FSCP definition (11.26.13)
- Learn about communities of practice
- Collect sample family-school partnership learning opportunities and resources
- Collaborate on presentations (Colorado Teachers of English to Speakers of Other Languages – CoTESOL, 11.9.13)
- Support S.B. 13-193 and CDE’s Family Partnership Director

FSCP CoP
Sharing CDE Learning Opportunities
Sample Offerings

- The FSCP CoP is beginning to more strategically organize CDE trainings and resources:
  - State Library
    - Lessons from SPELL (Supporting Parents in Early Literacy Through Libraries)
  - Exceptional Student Services Unit
    - Parents Encouraging Parents (PEP)
    - Website
  - Office of Learning Supports
    - Network/Bulletin
    - Online Courses
    - Statewide Community of Practice
    - Face-to-Face Trainings

SACPIE is 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)
SACPIE 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.

SACPIE Must Inform: Best Practices, Strategies, National Standards
(S.B. 09-090)

- Involving families in the following:
  - Improving levels of academic achievement
  - Closing the achievement and growth gap
  - Implementing Response to Intervention (RtI, MTSS)
  - Increasing the high school graduation rate
  - Increasing persistence and on-time graduation rates in higher education
  - Increasing family participation on education committees
  - Designing parent education, leadership, and liaison programs
  - Establishing school-based parent information centers

SACPIE Includes Members Who Represent...

- Parents on 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
SACPIE Includes Four Working Committees And Reports Annually

- **Early Childhood**: To identify and communicate with Colorado early childhood councils and networks regarding partnerships and resources.
- **K-12**: To work with CDE in supporting districts to enact accountability, requirements, regional trainings, indicators, policies; study legislation.
- **Higher Education**: To communicate with the Colorado higher education community regarding partnerships, resources, and measures; to support the implementation of SACPIE’s Additional 7th Standard – Providing professional development and pre-service training for teachers and administrators.
- **Partnerships**: To understand, review, update, and publicize relevant programs, trainings, resources, and events; investigate grant funding.

SAPCIE has a Best Practices Framework

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

- Align strategies and practices with the National Standards for Family-School Partnerships (PTA, 2008) for every student and family.
- Ensure inclusion of those with cultural, linguistic, socioeconomic, and learning differences.
- Apply research and laws to practice, focusing on student success.
  - Do what works, consistently.
- Share knowledge and responsibility.
  - Partner actively and equitably.
- Use data to make decisions.
  - Be strategic and intentional.
  - Action plan, based on what exists and what is needed.
  - Continuously improve.

Family Partnership Policies
Policy Requirements — SB 13-193

- Local boards to work with the parent members of the district accountability committee (DAC) to create, adopt and implement a parent engagement policy. C.R.S. 22-32-142(1)(a).
- The School Accountability Committee (SAC) shall assist that district in implementing at the school the adopted family engagement policy.
- This policy can be the Title I district-level parent involvement policy (KBA).

Policy Considerations

**Policies should be:**
- Clear
- Comprehensive
- Flexible
- Funded
- Facilitated

Partnership-Specific Considerations

- Account for schools’ and districts’ starting points.
- Focus partnership practices on specific school and family goals for student success.
- Include research-based initiatives for family-school partnering.
- Set high standards for excellent, sustainable partnerships (be realistically optimistic!).
- Specify ways to measure how well partnership initiatives are implemented and whether goals are met.
Policy Review and Critique

Review your Family Engagement Policy. This may be your district’s policy (KB or KBA), your school’s policy or compact, or the sample policy provided.

Determine whether or not the policy meets the considerations and how it can be improved, implemented, and evaluated.

Action Planning

FSCP Action Plan

- **Goals**
  - Specific
  - Linked to Unified Improvement Plan
  - Focus on student success and school climate

- **Desired results**
  - Different results for different goals and activities
  - Specific results for students, families, and teachers
  - Measurable
FSCP Action Plan

- Assessments
  - Tools to measure results

- Partnership activities
  - Once or ongoing
  - For different grade levels
  - Involve multiple stakeholders

- National Standards
  - 6 types represented in action plan
  - Match closely with activity

FSCP Action Plan

- Dates of initiatives
  - Evenly distributed through school year

- Grade level(s)

- What needs to be done and when
  - Organization
  - Thoughtful planning
  - Planned evaluations

- Persons in charge and helping
  - Different leaders for different activities
  - Outreach to others

ONE-YEAR ACTION PLAN
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type</th>
<th>Dates of Activities</th>
<th>Grade(s)</th>
<th>What Needs to Be Done For Each Activity &amp; When?</th>
<th>Persons in Charge and Helping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and community volunteers will mentor students during the after school program (continuing).</td>
<td>Family 4,6</td>
<td>All year</td>
<td>Grade 4,5</td>
<td>Recruit &amp; train mentors (Fall)</td>
<td>Mrs. Smith &amp; Mr. Lyons</td>
</tr>
<tr>
<td>Should there be students to need 1st grade volunteers. Parents will sign that they know child is volunteering.</td>
<td>Family 1,5</td>
<td>January</td>
<td>All</td>
<td>Connect with the media center for a kick-off event (December).</td>
<td>Mrs. Smith &amp; Mr. Lyons</td>
</tr>
<tr>
<td>Fifth grade students will be reading partners for third grade students. Two days per week for twenty minutes before end of the day. Parents will be informed about the program. (new)</td>
<td>Family 3,2</td>
<td>All year</td>
<td>3rd &amp; 5th grades</td>
<td>Teachers will pair students (Oct.)</td>
<td>Mrs. Smith &amp; Ms. Sands</td>
</tr>
<tr>
<td>Family Literacy Night to celebrate Dr. Seuss' birthday.</td>
<td>Family 2,4</td>
<td>March</td>
<td>All</td>
<td>Organize guest readers and solicit donations from community businesses and organizations. (Jan)</td>
<td>Mrs. Smith &amp; Ms. Garcia</td>
</tr>
</tbody>
</table>
Tarzan Principle: Link It All Together and Move Away from “Random Acts” of Partnering to Intentional Practices

- SB13-193
- UIP
- Title Programs
- READ Act
- Postsecondary Workforce Readiness; ICAP
- Accountability
- Colorado Academic Standards
- Educator Effectiveness
- MTSS: RtI, PBIS, Special Education

FSCP Action Planning

This is your time to plan. You may work on the family engagement component of the UIP or use one of the other planning tools to determine next steps for your family-school-community partnership structure.

Thank You!

Darcy Hutchins, Ph.D.
hutchins_d@cde.state.co.us
(w) 303-866-5921
(c) 303-562-8174

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