



**COLORADO**  
Department of Education

# Family-School- Community Partnering for Student Success

Darcy Hutchins, Ph.D.  
Family Partnership Director

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# Session Objectives

Participants will:

Learn the components of a comprehensive, research-based family-school-community partnering (FSCP) structure.

Relate the comprehensive structure to federal and state law.

Discuss high-impact FSCP strategies for student success.



# What is Family-School-Community Partnering?



# Systemic Support Structure

## Federal and State Legislation

ESSA Section 1116

SB 09-90  
SB 13-193



## Colorado Department of Education

Family Partnership Director  
SACPIE

CDE FSCP CoP  
Other Advisory Groups



## Districts

FSCP Coffee Chats  
Directors and Coordinators

District Accountability Committees



## Schools

Title I FSCP Liaisons  
School Accountability Committees

High Impact Strategies  
National Standards for FSCP

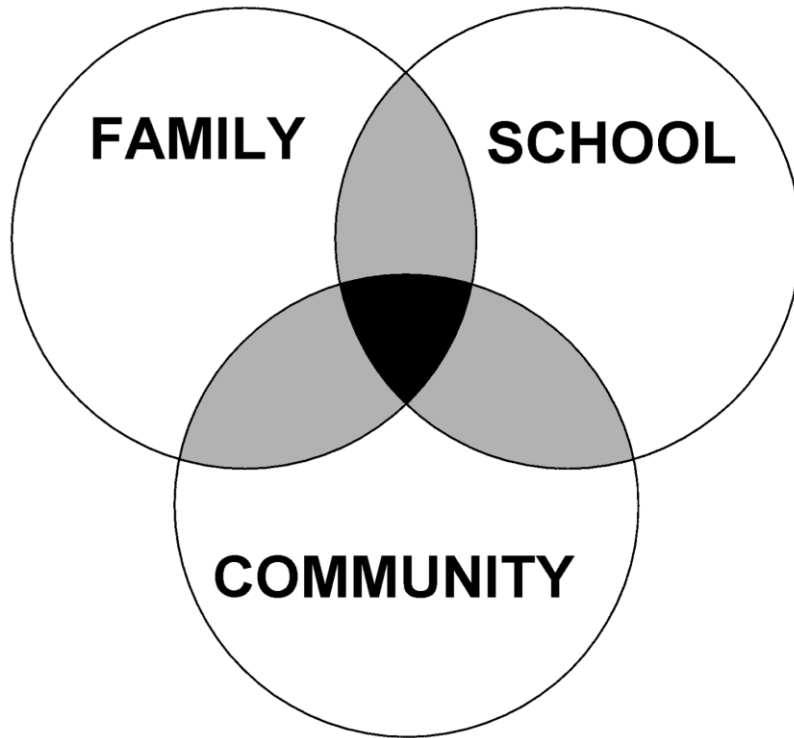


Students and Families  
Achievement and Climate



# Research Base

# Theoretical Model: Overlapping Spheres of Influence



Factors Influencing  
Effective Partnering  
Experiences,  
Beliefs,  
Practices

# Implementation Research

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.



# Four Core Beliefs

Are you ready for FSCP?

All parents have dreams for their children and want the best for them.

All parents have the capacity to support their children's learning.

Parents and school staff should be equal partners.

The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

What do these core beliefs look like in practice?

How can you support these beliefs in your school?

# Comprehensive FSCP Structure Components

# Comprehensive, Sustainable Structure Components

## Framework of the National Standards for Family-School Partnership

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

Shared Leadership

Action Plan

Evaluation



# 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.

- Develop personal relationships.
- Create a family-friendly atmosphere.
- Provide opportunities for volunteering.

## Build a respectful, inclusive school community.

- Respect all families.
- Remove economic obstacles to participation.
- Ensure accessible programming.



# Communicating Effectively

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

## Share information between school and families.

- Use multiple communication paths.
- Survey families to identify issues and concerns.
- Have access to the principal.
- Provide information on current issues
- Facilitate connections among families.

## Communication should be two-way and on-going.



# 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.

- Link student work to academic standards.
- Share school progress.

## Support learning by engaging families.

- Develop family ability to strengthen learning at home.
- Promote after-school learning.



# 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.

## Understand how the school system works.

- Understand rights and responsibilities under federal and state laws.
- Resolve problems and conflicts

## Empower families to support their own and other children's success in school.

- Plan for the future.
- Smooth transitions.



# 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.

## Strengthen the families' voice in shared decision-making.

- Have a voice in all decisions that affect children.
- Address equity issues.
- Develop parent leadership.

## Build families social and political connections.

- Connect families to local officials.
- Develop an effective parent involvement organization that represents all families.



# 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.

- Organize support from community partners.
- Turn the school into a hub of community life.
- Partner with community groups to strengthen families and support student success.

## Have the school give back to the community.



# Questions to Consider

What is your school already doing to partner with families, aligned with the National Standards for Family-School Partnerships?

- Starting Points Inventory

<http://www.cde.state.co.us/uip/startingpointsinventory>

Are you implementing those initiatives to scale and with fidelity?

What are your priorities for 2018-19?



# Sharing Leadership (State)

## SAC Composition

- The principal or the principal's designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of a PTSA
- At least one community member

## SAC FSCP Duties

- Assisting the district in implementing at the school level the district's parent engagement policy
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.
- Publicizing opportunities to serve and solicit parents to serve on the SAC.



## Written parent and family engagement policy

- Description of how LEAs will engage the parents and families of Title I eligible students in developing, revising, and reviewing the LEA improvement plan and plan for use of ESEA funds.
- To the extent practicable, the written policy should be shared in a language that parents and families can understand.
- Developed in collaboration with parents and families that represent the Title I student population of the district.

# Questions to Consider

## Does your school have a functioning School Accountability Committee?

- Are you representing every stakeholder?
- Do the members have a voice?
- Is the committee culturally responsive?
- FSCP Team Tracker:  
<http://www.cde.state.co.us/uip/teamfscptracker>
- Action Team for Partnerships Structure:  
<http://www.cde.state.co.us/uip/actionteamforpartneringsstructure>

## Action Planning (State)

School Accountability Committees are tasked to make recommendations concerning the preparation of the school's Unified Improvement Plan.

What FSCP initiatives are included as action steps to accomplish the schools' major improvement strategies?

Are FSCP strategies **genuine, meaningful, and relevant?**

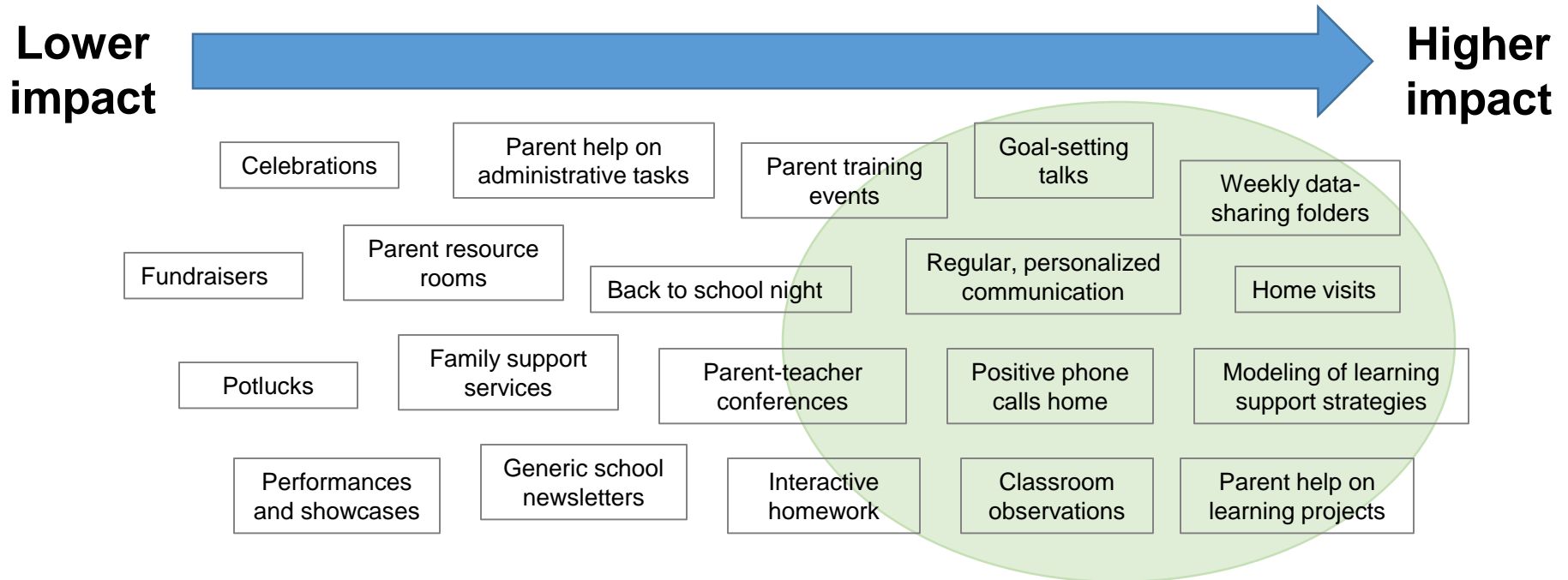


# Evaluation (Federal)

- Annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools.
- Begin with the end in mind.
- Evaluate individual initiatives and the FSCP structure as a whole.
- FSCP Survey:  
[http://www.cde.state.co.us/uip/school\\_family\\_community\\_partnership\\_survey](http://www.cde.state.co.us/uip/school_family_community_partnership_survey)

# High Impact Strategies for Student Success

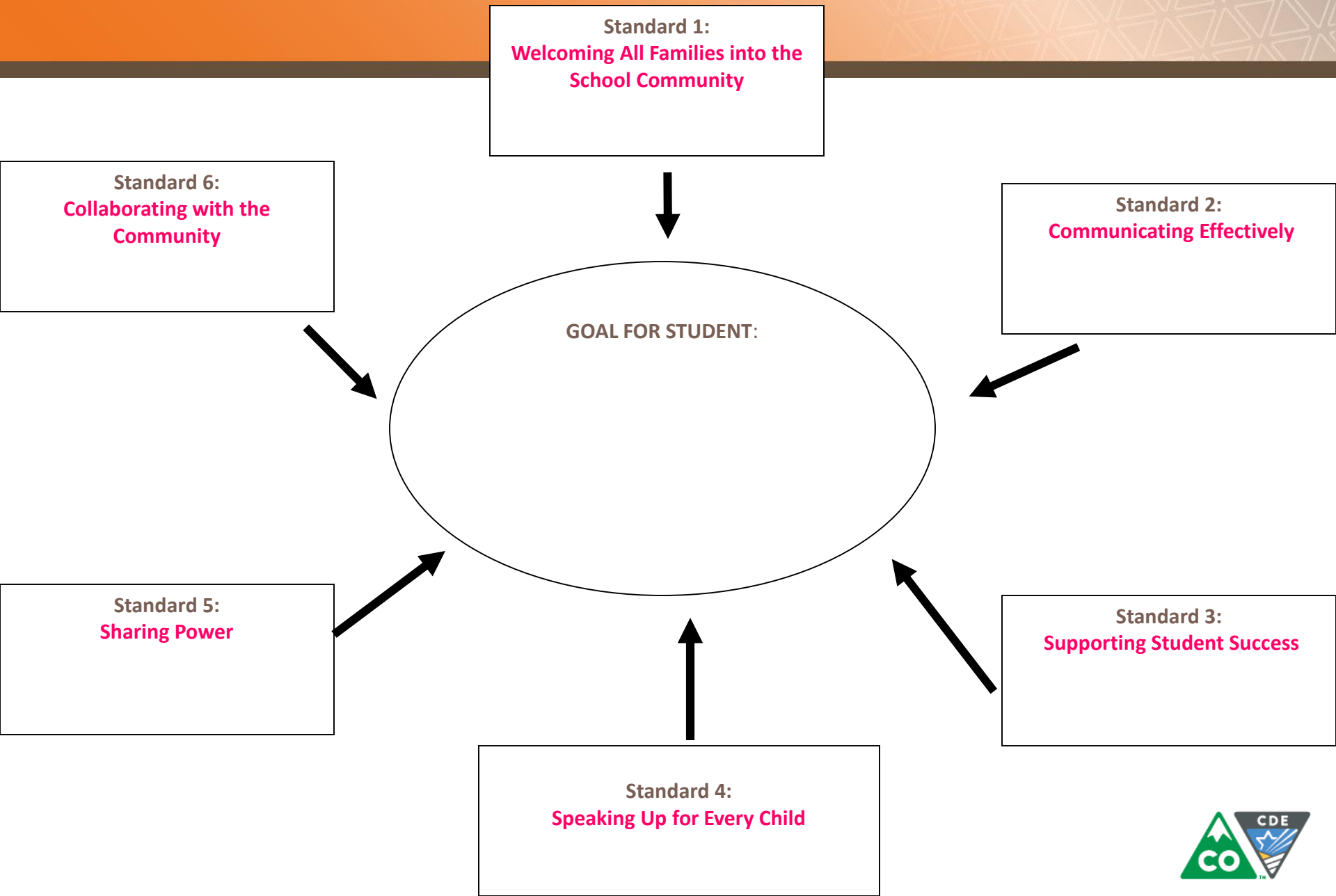
# Relative Impact of Family Partnership Strategies on Student Learning



*Flamboyant Foundation defines family engagement as collaboration between families and educators that accelerates student learning.*



# Reaching Results for Students—Pre Planning



# Family-School- Community Partnering 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>
- Survey:  
[http://www.cde.state.co.us/uip/school\\_family\\_community\\_partnership\\_survey](http://www.cde.state.co.us/uip/school_family_community_partnership_survey)
- Colorado Academic Standards Parent Guides:  
<https://www.cde.state.co.us/standardsandinstruction/guidestostandards>

# National Resources

- Dual Capacity Framework:  
<http://www.sedl.org/pubs/framework/>
- National Association of Family, School, and Community Engagement (NAFSCE): <http://nafsce.org/>
- National Network of Partnership Schools at Johns Hopkins University: <http://nnps.jhucsos.com/>
- Global Family Research Project: <http://www.gfrp.org/>
- Flamboyant Foundation:  
<http://flamboyantfoundation.org/>

# Thank You!

Darcy Hutchins

[hutchins\\_d@cde.state.co.us](mailto:hutchins_d@cde.state.co.us)

SACPIE

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