Promising Practices in Family and Community Partnerships

ESEA Virtual Academy

February 11, 2016
In the chat, answer the following questions:

1. My school’s greatest family-school partnership success is...
2. My school’s greatest family-school partnership challenge is...
Every Student Succeeds Act (ESSA)

Title I, Section 1116
Parent and Family Engagement
A local educational agency (LEA) may receive Title I funds under Section 1116 only if that LEA conducts outreach to all parents and family members and implements programs, activities and procedures for the involvement of parents and family members.

Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
Each LEA receiving Title I funds will develop jointly with, agree on with, and distribute to parents and family members of participating children a written parents and family engagement policy.

This policy will be incorporated into the LEA’s plan establishing the expectations and objectives for meaningful parent and family involvement.
A. Involve parents and family members in jointly developing the LEA plan and the development and support of improvement plans.

B. Provide the coordination, technical assistance, and other support necessary to build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

C. Coordinate and integrate parent and family engagement strategies with other relevant Federal, State, and local laws and programs.
D. Conduct with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools, including identifying:

1. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

3. strategies to support successful school and family interactions.
E. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary the parent and family engagement policies.

F. Involve parents in the activities of the schools served under Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy.
Title I Parent & Family Engagement
Additional New ESSA Requirements

• Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

• Provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate to foster parental involvement.
LEAs must reserve at least 1% of its allocation under subpart 2 to assist schools in carrying out parent and family engagement activities. Exception: this is not required if 1% of the LEA’s allocation is $5,000 or less.

- Parents and family members of children receiving Title I services shall be involved in the decisions regarding how these funds are allotted for parental involvement activities.

- Not less than 90 percent of the funds shall be distributed to Title I schools, with priority given to high needs schools.
Title I Parent & Family Engagement funds should be used to carry out activities and strategies including not less than 1 of the following:

- Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

- Supporting programs that reach parents and family members at home, in the community and at school.

- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

- Collaborating, or providing sub grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with the LEA’s parent and family engagement policy.
Title I Parent and Family Engagement Resources

- CDE: Title I, Parents and NCLB
  [http://www.cde.state.co.us/fedprograms/ti/parents](http://www.cde.state.co.us/fedprograms/ti/parents)

- U.S. Department of Education: Every Child Succeeds Act

- The Leadership Conference Education Fund
Comprehensive, Sustainable Structure Components

- Implementing the Framework of National Standards for Family-School Partnerships
  - Welcoming All Families into the School Community
  - Communicating Effectively
  - Supporting Student Success
  - Speaking Up for Every Child
  - Sharing Power
  - Collaborating with the Community

- Distributing Leadership

- Action Planning

- Evaluating
Family-School-Community Partnerships

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

Force B: Experience, Philosophy, Practices of Family

Force C: Experience, Philosophy, Practices of School

Force D: Experience, Philosophy, Practices of Community

Force A: Time/Age/Grade Level
Link to Achievement

- **Academic Press**
  - Clear content
  - High expectations
  - Accountability for performance

- **Social Support**
  - Strong social ties with adults in and out of school

- **Results when Both are Present**
  - Four times yearly growth in math
  - Three times yearly growth in English

Lee, V.E. et al. (1999). *Social support, academic press, and student achievement: A view from the middle grades in Chicago*. 
On the Colorado TELL Survey, the teaching condition with the strongest connection to high student achievement and growth is:

**Community Support and Involvement**

...whether parents/guardians in the community are engaged, influential, and supportive of teachers and schools – across all school levels. This finding has been found in 2009, 2011, 2013, and 2015!

(New Teacher Center, 2015)
National Standards for Family-School Partnerships
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.

Meet the Challenge

Create opportunities for families, staff, and administrators to develop personal relationships.
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.

Meet the Challenge

Provide information in a language and format that is easy for families to understand and access.
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.

**Meet the Challenge**

Develop families’ capacity to strengthen learning at home, including through interactive homework assignments.

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

Welcoming All Families
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.

Meet the Challenge

- Ensure that families are aware that federal and state laws mandate that schools involve and inform families.

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.

Meet the Challenge

Include family leaders from all racial, ethnic, socioeconomic, and other groups in the school.
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.
- Have the school give back to the community.

Meet the Challenge

Establish ways for the school to give back to the community.

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

Speaking Up for Every Child
Sharing Power
Collaborating with the Community
Our Perspective on Relative Impact of Family Engagement Strategies on Student Learning

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.
CDE 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
- SACPIE: http://www.cde.state.co.us/sacpie
- Colorado Academic Standards Parent Guides: https://www.cde.state.co.us/standardsandinstruction/guidestostandards
Thank You!

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SACPIE
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