

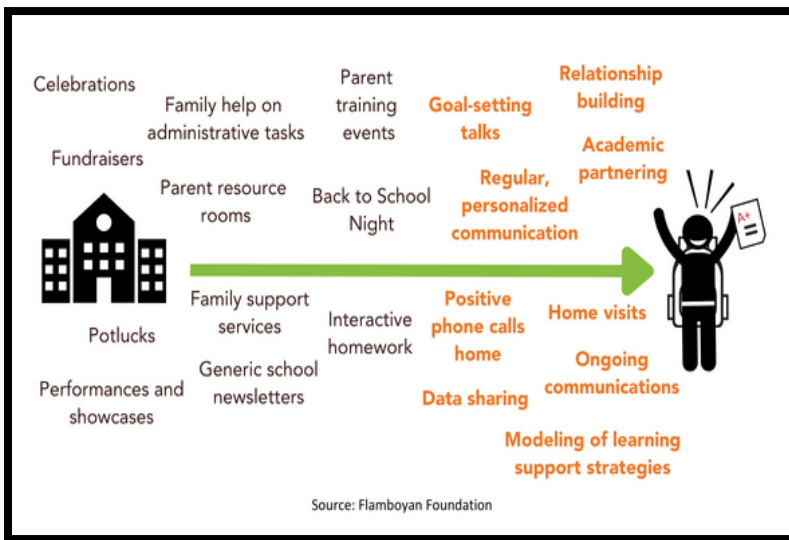
Office Hour FAQ

Culturally and Linguistically Diverse Education

January 22, 2026 Office Hour Topic:

Family, Schools, and Community Partnerships (FSCP)

In order to help build families' capacity to navigate the six roles from the [Dual Capacity-Building Framework](#) that families should be able to play (co-creators, supporters, encouragers, monitors, advocates, and models), schools and district should focus on high impact strategies. High impact strategies are individualized, focused on student learning, and help facilitate relationship building. Celebrations, potlucks, and school newsletters are all important strategies for creating an inclusive and positive school community. However, these low impact strategies are often school led, not learning focused, and require the family to come to the school. High impact strategies on the other hand, are more often teacher-led, learning-focused, individualized, build relationships or support academic partnering, and don't require the family to come to the school.



The State Advisory Council for Parent Involvement in Education (SACPIE) and the Colorado Department of Education (CDE) are pleased to share this 11th annual collection of [Promising Partnership Practices \(2025\)](#). The purpose of this publication is for schools, districts, and other educational organizations in Colorado to highlight how they partner with families and the community for student success. Promising Partnership Practices and additional resources, provides high impact family engagement strategies (located on the right side of the image) that directly support student success.

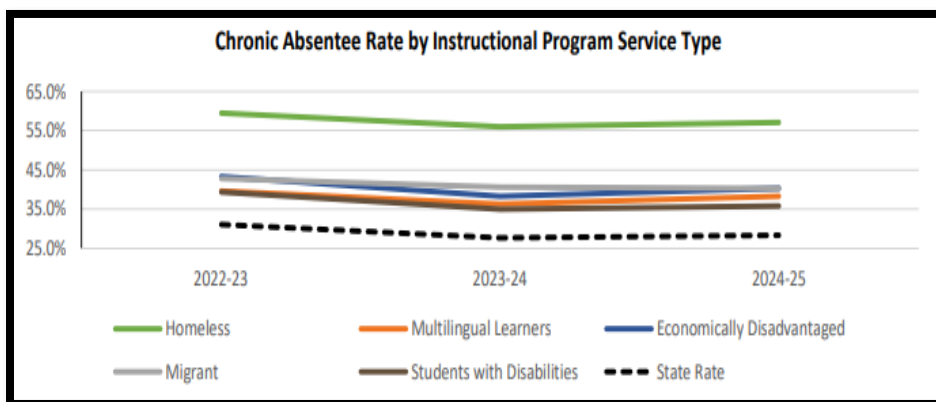
[Evaluation Surveys](#) were developed in collaboration between the CDE and the Colorado Department of Higher Education (CDHE), with input from Colorado families, K-12 educators, and higher education faculty. Surveys should be used to better understand what skills, dispositions, and beliefs general education teachers need to meaningfully engage with PK-12 students' families. They provide data that informs and supports educator preparation programs on preparing future teachers to effectively partner with students' families. CDE encourages programs, schools, and districts to regularly evaluate their FSCP programs and practices to ensure equitable and impactful family engagement; this is key to understanding where the district is, and what needs to be done in order to meet the district's FSCP goals.

For more information, contact the [Family, Schools, Community Partnerships Office](#) with questions about this CLDE Office Hour topic.

Attendance Campaign

After the 2020 pandemic, rates of chronic absenteeism* rose in Colorado and across the country, impacting almost every school and district. At its peak in 2021-22, more than 1 of every 3 Colorado students was chronically absent. Students missing school continues to be a challenge, high rates of absenteeism undermines student learning and increases the disconnect between schools and families of multilingual learners. Research shows that parents have the most influence over their children's lives so enlisting them as true partners in student success is a critical when we talk about attendance strategy for K-12 multilingual learners. Moreover, family engagement studies cite schools that building productive relationships with families can indeed reduce chronic absenteeism.

**Truancy is defined as an unexcused absence. The rate is calculated by dividing the reported Total Student Days Unexcused Absences by the Total Student Days Possible. A student is counted as habitually truant if the student has four unexcused absences in one month and/or 10 absences in one school year. A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.*



Some student groups have higher rates of chronic absenteeism than the statewide average of 28.4% (ticking up from 27.4% in 2024). This includes multilingual learners (38.4%), students with IEPs (35.8%), students who qualified for free/reduced price lunch (40.4%), students experiencing homelessness (57.1%) and migrant students (40.3%).

To bring awareness to addressing chronic absence, the Attendance Campaign established in 2024 challenges districts and schools to embrace a bold yet achievable goal: to cut chronic absenteeism rates from pandemic highs in half over the next five years. CDE has created an [Attendance Guidebook](#) and [Interactive Dashboard](#) as part of efforts within the 50% reduction challenge to help better understand the progress needed as a state to reach this goal. Districts can look up attendance data at both the state and district level, adjust their goals, and see progress since 2021-22.

For more information, or to join the 50% Challenge, please refer to the [Attendance Campaign website](#).