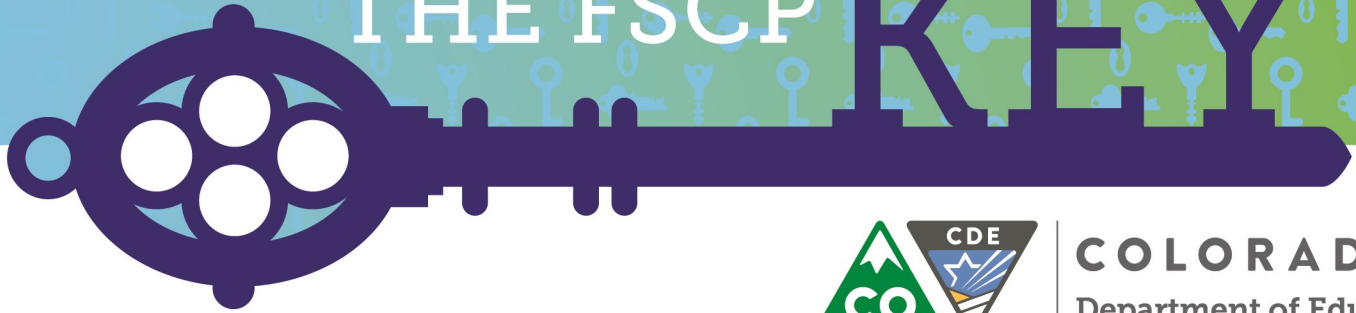


FAMILY, SCHOOL AND COMMUNITY PARTNERING

THE FSCP

KEY



COLORADO
Department of Education



Dear FSCP Friends,

At the beginning of November, four panelists from Jefferson County Public Schools spoke about FSCP at the annual Equity & Excellence Conference. Jeffco has an intentional systemic support structure to encourage families, schools, and the community to partner for improved student outcomes.

While moderating the panel of experts, a phrase came to mind—**Integrate and Elevate**. In order for FSCP to be efficient and effective, it needs to be **integrated** into all aspects of school functioning, but also **elevated** as a priority within that school functioning.

As Cheryl Cook, the district FSCP contact in Thompson School District says, “FSCP is the most cost-effective intervention to improve student achievement.” This month, I encourage you to think through how your district can integrate and elevate FSCP.

In Partnership,

Darcy

UPDATES

Several FSCP events are on the horizon. Please share the dates far and wide and mark them on your calendars.

January 18-19, FSCP Coffee Chat Retreat, Colorado Springs. For district FSCP contacts and leaders. Register here: <https://www.eventbrite.com/e/fscp-coffee-chat-winter-retreat-tickets-38963167884>.

February 12-26, FSCP Online Course about Communicating and Designing Homework “Two-Way.” Register here: http://www.cde.state.co.us/professionaldevelopment/detail/pd_fscp_highimpactstrategies_spring2018.

February 16, FSCP Coffee Chat, Adams12 Five Star Schools hosting. For district contacts.

ESSA Application for School Improvement (EASI): FSCP is one of the consultation options included in the new EASI application. For more information about the application process, go to: <https://www.cde.state.co.us/apps/easiapp/login>.

For a more comprehensive list of announcements from CDE, you may subscribe to The Scoop, a newsletter published every Wednesday: <http://www.cde.state.co.us/communications>.

FAMILY, SCHOOL AND COMMUNITY PARTNERING STANDARDS

1

Welcoming
All Families
into the School
Community

2

Communicating
Effectively

3

Supporting
Student
Success

4

Speaking Up
for Every Child

5

Sharing
Power

6

Collaborating
with the
Community

PROMISING PRACTICES

Parents in Action was created to authentically engage families in academics and extracurricular activities at Crawford Elementary School in a way that accurately represents the diversity of the school. The school, located in Aurora, is made up of diverse families, the majority of whom are from Nepali, Burmese, Somali, and Latin American backgrounds.

The school identified parent leaders in each community. With the support of school staff and Colorado African Organization, Crawford Elementary held meetings with these leaders. The leaders then created surveys for their communities to assess changes they wanted to make at the school, gauge their levels of interests in topics to explore, and discuss how they wanted to be involved in the school.

After the survey information was collected, the parent groups picked projects that they wanted to do and topics that they wanted to learn about. These projects included homework clubs, improving attendance, and student-led cultural presentations.

For more examples of Promising Partnership Practices, go to: <http://www.cde.state.co.us/uip/promising>

RESEARCH BRIEF

Many schools in Colorado conduct home visits as a high-impact strategy for student achievement. The Parent-Teacher Home Visit (PTHV) model is one resource these schools use to implement effective visits.

A recent study indicates the following about the PTHV model:

Implicit biases are part of being human. They are not a character flaw but a feature of the human brain, and they have survival benefits. Although implicit biases are hardwired, the targets of those biases are not. Who we regard as the “out-group” is not only influenced by how our brains categorize, but also by the direct and indirect messages we are exposed to about others throughout our lives, regardless of the accuracy of those messages.

The achievement gap can be explained, at least partially, by educators’ implicit biases, which impact their expectations and behaviors toward students, which, in turn, affects student performance through mechanisms such as stereotype threat and self-fulfilling prophecy.

Implicit biases are not unchangeable. We can become aware of and reduce these biases.

The PTHV model can help to reduce these biases. To read the executive summary, go to: <https://tinyurl.com/>

SACPIE SPOTLIGHT

The SACPIE Early Childhood Committee recommends the following resource for those looking to improve and fund high-quality early childhood programs and activities.

The Center on Enhancing Early Learning Outcomes (CEELO) has developed the Cost of Preschool Quality (CPQ) estimator, a free Excel-based tool, to help users determine costs and funding sources related to implementing high-quality early learning programs for infants, toddlers and preschoolers. The CPQ provides reliable cost calculations and funding estimates so you can respond to questions about expenses associated with implementing high-quality preschool with confidence. This Communica-

tions Toolkit provides the ingredients and strategies you need to craft an effective response to why policymakers and funders should invest in high-quality preschool programs.

For more information about CEELO and the free tool, go to: <https://tinyurl.com/yd9te2fl>.

For questions about the SACPIE Early Childhood Committee, contact the co-chairs:

Noemi Aguilar: aguilar_n@cde.state.co.us
DJ Anderson: djanderson17@gmail.com

THANK YOU FOR SPENDING TIME WITH US THIS MONTH.
WATCH FOR THE NEXT EDITION IN JANUARY.

For questions, contact Darcy Hutchins, Family Partnership Director, hutchins_d@cde.state.co.us, 303-866-5921

