

FAMILY, SCHOOL AND COMMUNITY PARTNERING

THE FSCP

KEY



COLORADO
Department of Education



Dear FSCP Friends,

Even though Roger Federer has lost at the U.S. Open, and it seems apparent that the Yankees will just be a Wild Card in the MLB playoffs, there are still many reasons to be optimistic in September.

First and foremost, 12 districts attended the FSCP Coffee Chat in August and shared ways that they include stakeholders in the improvement planning process. One of our district colleagues mentioned that she encourages schools to view the Unified Improvement Plan (UIP) as “a promise to the community.” What a wonderful way to frame and view the UIP!

Second, many districts and other state agencies are continuing to use FSCP as a mechanism to increase equity. Consider equity as both a lens and an outcome of family-school-community partnering.

As you continue to progress through the 2018-19 school year, I hope you look for ways to 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.

September 21, FSCP Coffee Chat, 10:00am-noon, Cherry Creek School District. For district contacts.

October 4, Family and School Partnership in Education Month, 6:30pm-8:00pm, PACE Center, Parker, CO. All are welcome.

November 1-3, 2018, Parents Encouraging Parents (PEP) Conference, Fort Collins, CO. Click [here](#) for more information.

November 13, 2018, State Advisory Council for Parent Involvement in Education, 11am-3pm, Location TBD. All are welcome.

FSCP Coffee Chats for 2018-19, 10-noon, Third Friday of each month. Half of the chats will be in-person and half will be virtual. Mark your calendars now!

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

Staff at Foothills Elementary School, located in Jeffco Public Schools, understand the importance of teaching the whole child. In order to foster positive social-emotional learning, a planning committee (staff, community partners, PTA officers, Partners in Education (PIE) members, principal, Family Engagement Liaison) instituted Foothills Shout-Outs. The goal is to promote positive reinforcement that celebrates specific character traits that are practiced at school and at home.

School staff now have an outlet to develop positive relationships with families. Families feel compelled and empowered to be more responsive and encouraged to take an active role in reinforcing their child to be a *Character Champion* at home and at school. Foothills Shout-Outs breaks the cycle of families being on the end of a negative phone call home. The result is a healthy partnership built on trust between school and home.

In addition to sending regular Shout-Outs home, Foothills also held a Shout-Out Pep Rally. Over 60 families attended. During the rally, families “shouted out” to teachers, teachers “shouted out” to families, and kids “shouted out” peers, families, and teachers.

For more examples of Promising Partnership Practices, go [here](#).

SACPIE SPOTLIGHT

The SACPIE Secondary Education Committee is working on a Tool Kit to support schools and districts in implementing effective family engagement practices and strategies that lead to academic achievement and success for students.

Schools and families often struggle to identify specific activities or strategies that will have the greatest impact on student academic achievement and success, particularly in middle and high school.

Research published in *Families, School, and the Adolescent: Connecting Research, Policy, and Practice* (Nancy Hill and Ruth Chao, 2009), describes specific practices that have the highest impact on student success academically and after secondary school.

In a separate study, Hill analyzed various family involvement prac-

RESEARCH BRIEF

The article highlighted in this research brief is an oldie-but-a-goodie. In 2002, Mavis Sanders and Adia Harvey conducted a case study about the importance of principal leadership supporting school-community collaboration.

The case elementary school was in an urban, high-reform school district. Sanders and Harvey conducted semi-structured interviews and focus groups with community partners, students, parents, and school staff.

The case study identified four factors that allowed the school to build successful bridges to its community:

- The school’s commitment to learning.
- The principal’s support and vision for community involvement.
- The school’s receptivity and openness to community involvement.
- The school’s willingness to engage in two-way communication with potential community partners about their level and kind of involvement.

This case study suggests that communities can play a vital role in the school improvement process.

To read the article in its entirety, click [here](#).

tices and addressed the academic and long-term effects of each. She describes how parental participation in activities such as volunteering at school or PTA meetings is positively correlated with academic achievement, for students whose families participate. Similarly, family involvement in educational opportunities outside school, such as visiting the library or museums, also is correlated with academic achievement.

The most successful family engagement strategy is linking what students learn in school to their goals and interests. Helping students make the connection between middle school achievement and post-secondary goals (e.g., better understand the value and utility of education) correlates with higher achievement in middle and high school.

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

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