



Dear FSCP Friends,

January tends to be a tough month for me. It's cold, dreary, inevitably ends with the Patriots in the Super Bowl, and just seems to drag on.

This January, however, was wonderful. I truly think it's because of the FSCP District Leaders Retreat. For two days, 30 district leaders from 19 districts collaborated to discuss and plan how to scale up partnership within their districts.

Colorado is in a very unique position to have state legislation that encourages tiered, systemic partnership supports. The benefits and vision of that legislation came to light at the retreat. In the coming years, my colleagues and I at CDE look forward to strengthening these partnerships for the benefit of student success.

In Partnership,

Darcy

UPDATES

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

Today-February 23, Complete the Teacher and Learning Conditions in Colorado (TLCC) survey: www.tlccsurvey.org. This is an opportunity for Colorado educators to anonymously share their perceptions of teaching and learning conditions in their own schools.

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 13, State Advisory Council for Parent Involvement in Education, 11am-3pm, Colorado Talking Book Library Conference Room. Open to the public.

February 16, FSCP Coffee Chat, 10am-noon, Adams 12 Five Star Schools hosting. For district contacts.

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

The Centennial BOCES, located in Greeley, provides several supports for migrant families and students. The goal is to ensure the voices of *all* migrant families are represented, honored, and heard through the Northern Region's Migrant Education Program.

CBOCES reached out to members in various subgroup communities to identify natural leaders and sought their input. They hired parent leaders who reflected the culture and languages of the newcomer, immigrant, migrant and refugee subgroups.

The Cultural Ambassadors provide more than just language support; they held the keys that opened doors to true partnership. They continue to serve as parent representatives on the Regional Parent Advisory Council (PAC) and as well as on the State PAC.

CBOCES is already seeing a positive impact on students. By engaging newcomer parents in the education their children, CBOCES has noticed an increased enrollment in preschool and school readiness programs, increased attendance of children in schools, and improved relationships between newcomer parents and the community at large.

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

RESEARCH BRIEF

Why do parents become involved in their children's education? Of course, the response is nuanced and dependent on countless factors. That said, Dr. Kathleen Hoover-Dempsey and her colleagues at Vanderbilt University studied this very topic for over a decade.

At the very basic level, parents tend to get involved in their children's education for three reasons: personal motivators, contextual constructs, and life context variables.

As Dr. Hoover-Dempsey explains, "personal motivators (role construction and efficacy) suggest that they *should* be involved, contextual constructs (invitations from school, teachers, and children) *invite* involvement, and life context variables (skills, knowledge, time, energy; family culture; and school responses thereto) *allow or support* involvement."

Understanding the reasons why parents partner with schools can help teachers and administrators either attempt to remove barriers of involvement or plan high-impact initiatives accordingly.

To read the study in its entirety, go to: <https://tinyurl.com/y9danhon>.

SACPIE SPOTLIGHT

The Early Childhood Subcommittee of SACPIE meets regularly from 10:00-11:30 a.m. on the 4th Tuesday of months when there is no SACPIE Council meeting. The last meeting on January 23rd included a presentation from the Office of Early Childhood about Colorado Shines and how it impacts family engagement in early childhood. Colorado Shines is the state system that ensures quality in licensed early childhood settings. It has two main components: the Professional Development Information System and the Quality Rating and Improvement System (QRIS), www.coloradoshines.com.

The QRIS includes an assessment of child care settings to

determine quality in five different domains, one of which is family partnerships. Points for family partnerships are awarded for interacting and communicating with families, giving families opportunities to get together, involving them in decision-making, holding parent-teacher conferences, providing resources and events on child development and parenting skills, making referrals to community services, and supporting families' home languages.

The next meeting on March 23rd will include a presentation from the Early Childhood Colorado Partnership. The meeting is at the Tramway Center, 3532 Franklin St., Denver.

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

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

