

# Family Liaison Professional Development

Adams 12 Five Star Schools

Thornton, CO



**COLORADO**  
Department of Education

Adams 12 Five Star Schools has several supports in place to promote family-school-community partnering, one of which is providing professional development for family liaisons. The goal of the practice is to meet monthly with all family liaisons of Adams 12 who are from Title I and non-Title schools to provide them with training on specific skill building that is directly related to their work with families and students. One of these practices involves learning the Parenting the Love and Logic Way curriculum so that family liaisons can pass on their knowledge of child discipline to their parents.

It is the goal of Adams 12 Office of Federal Programs to help train each liaison in this curriculum to build the capacity within their own buildings instead of having to hire an outside vendor. Family liaisons know their families best and training of this nature is received positively by parents when it is facilitated by someone who is connected directly to their school. Another goal of this practice is to provide an avenue for liaisons to collaborate with each other on projects or share ideas, resources and coping strategies.

The practice is geared towards all Title I and non-Title liaisons who are interested in teaching parenting skills on a voluntary basis to pass on to the parents they serve in their buildings. The Office of Federal Programs works directly with each school using parent set aside funds both at the school and district level to send liaisons to certification classes for Love and Logic. Once certification is received, it is expected that the family liaison will facilitate 1-2 classes during the school year in English or Spanish. If there is a non-Title school that has requested a class, the Parent Engagement Coordinator reaches out to that school make arrangements for the delivery of these services. The Parent Engagement Coordinator and Title I Coordinator reach out to liaisons and principals for input about the type of professional development they are in need of. Monthly agendas and notes of the meetings are shared with liaisons and their building supervisor/principals. Principals are also encouraged to attend a meetings when possible.

The practice of training liaisons monthly in different areas equips them with resources to provide to families who are experiencing barriers to their children's education. Families who are well connected to their schools and teachers tend to have students with higher attendance rates and higher reading scores. Families who feel that they belong to a strong school community are more likely to reach out to helping professionals in times of need.