

Strengthening *Parent Involvement:* **A Toolkit**





*Reproduction of this document is funded by
the
Colorado Parent Information and
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STATE OF COLORADO
Colorado Department of Education
PARENT INVOLVEMENT TOOLKIT

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Introduction

This toolkit is designed to help schools and districts comply with the regulations for parent involvement as prescribed in the No Child Left Behind Act. Meaningful partnerships must be created between the education community and parents in order to most effectively improve the overall quality of education for every child and close the achievement gap. Achieving involvement by the largest number of parents possible requires that methods to reach out to parents take in to account socio-economic and cultural differences. By achieving a more inclusive rather than exclusive education community, greater numbers of children will grow to their educational potential. In addition to the parent involvement specifications of No Child Left Behind, this document addresses the broader area of family and community involvement which are critical to successful student achievement.



STATE OF COLORADO

COLORADO DEPARTMENT OF EDUCATION

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201 East Colfax Avenue, Room 500
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Bill Owens
Governor

Dear Colorado Residents:

The passage of the No Child Left Behind Act of 2001 (NCLB) has brought tremendous opportunities and challenges for schools. The Colorado Department of Education (CDE), under the direction of Commissioner William J. Moloney, convened a group of stakeholders composed of representatives of a variety of organizations to assist in the implementation of NCLB. Representatives from the Colorado Association of School Boards (CASB), the Colorado Association of School Executives (CASE), the Colorado Education Association (CEA), the Colorado Parent Teacher Association (CPTA) and the Colorado Statewide Parent Coalition, have contributed a great deal of time and effort to assist in the important work of making NCLB a realistic blueprint for building the future of Colorado's children.

A number of committees were formed to assist districts and schools in the implementation of NCLB, including the parent involvement requirements of the law. This toolkit is a result of that committee's effort. We hope educators will find this document useful not only in complying with the law, but also in strengthening partnerships with families and communities.

Sincerely,

The NCLB Parent Involvement Committee

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How to Use this Toolkit

This guide is a resource to help district staff implement the Title I Part A, parent involvement requirements. With any important initiative, there are a variety of people who need to be involved. The user's guide offers suggestions as to which portions of the tool kit are most relevant to the roles involved in implementation.

For School Board Members:

- Legal Requirements of NCLB, pages 4-8
- Definition of Meaningful Parent Involvement, pages 16-19
- Sample Policies and Templates for Developing Policies, pages 20-48

For District Central Office Staff:

- Legal Requirements of NCLB, pages 4-8
- Summary of Research, pages 10-14
- Definition of Meaningful Parent Involvement, pages 16-19
- Sample Policies and Templates for Developing Policies, pages 20-48
- Parent Involvement Q & A, pages 49-52
- Comprehensive Planning Process, pages 53-55
- Strategies for Parent Involvement, pages 56-62
- Resources, pages 63-72
- Forms, Appendix A pages 73-91

For Building Principals:

- Legal Requirements of NCLB, pages 4-8
- Summary of Research, pages 10-14
- Definition of Meaningful Parent Involvement, pages 16-19
- Sample Policies and Templates for Developing Policies, pages 20-48
- Parent Involvement Q & A, pages 49-52
- Comprehensive Planning Process, pages 53-55
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For Classroom Teachers:

- Definition of Meaningful Parent Involvement, pages 16-19
- Strategies for Parent Involvement, pages 56-62
- Resources, pages 63-72

For Parents

- Definition of Meaningful Parent Involvement, page 16-19
- Parent Involvement Supplement to the Toolkit
(Available from School Districts in December, 2003)



Section I Legal Requirements

Section I addresses the parent involvement requirements that are delineated in the various Titles of the No Child Left Behind Act. For the purposes of this document, the committee chose to emphasize the requirements listed in Title I Part A Section 1118 since the majority of Colorado school districts receive Title I funding. Later sections of the document will point out more specifically, what districts and schools must do to implement the requirements of Section 1118 and will also provide sample district policies and a sample school-family compact.



NCLB Parent Requirements

Title I Part A (Improving the Academic Achievement of the B Disadvantaged) B	Section 1111 (6) State plans B
<p>Key Points of Legislation B</p> <p>LEAs must notify parents of each attending student regarding the professional qualifications of the student’s classroom teacher regarding:</p> <ul style="list-style-type: none"> • Whether the teacher has met State qualification and licensing criteria for grades and subject areas in which the teacher provides instruction; • Whether the teacher is teaching under emergency or other provisional status; • The baccalaureate degree major of the teacher and any other certification or degree held by the teacher, and the field of discipline of the certification or degree; • Whether the child is provided services by paraprofessionals and, if so, their qualifications. <p>Schools must also provide parents:</p> <p>Information about each child’s level of proficiency of the State academic assessment; timely notice that the child has been taught for four or more consecutive weeks by a teacher who is not highly qualified. The notice must be in an understandable format, and to the extent practicable, provided in a language that the parents can understand.</p>	
Title I Part A B	Section 1112 Local education plans B
<p>Key Points of Legislation B</p> <p>Notice to parents of ELL students regarding reasons for identification, child’s level of English proficiency, instructional methods, programmatic requirements, exit requirements, in cases where the child has a disability, the parents must be notified as to how the program meets the objectives of the IEP. The notice must also provide information on the parents’ rights to have the child removed from the program at their request; and the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction. The district must also provide assistance to parents in selecting among various programs and methods of instruction; if more than one program or method is offered by the LEA.</p>	

Title I Part A B	Section 1112 Local education plans B
Key Points of Legislation B	
Implementation of outreach to parents of ELL to inform parents regarding participation in the education of their children	
Title I Part A B	Section 1114 Schoolwide programs B
Key Points of Legislation B	
Each plan must contain strategies to increase parental involvement in accordance with section 1118	
Title I Part A B	Section 1115 Targeted assistance programs B
Key Points of Legislation B	
Provide strategies to increase parental involvement in accordance with section 1118	
Title I Part A B	Section 1116 School improvement B
Key Points of Legislation B	
Provision for public school choice, parental notification, supplemental educational services	
Title I Part A B	Section 1118 Parental involvement B
Key Points of Legislation B	
Written policy, reservation of funds, annual meeting to involve parents in the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan; provision of information about curriculum, assessment; opportunities for parents to participate in decisions about their children’s education; implementation of a school compact; building capacity for involvement; provision for full participation of parents of ELL students.	
Title I Part B Subpart 3 (Even Start Family Literacy programs) B	Even Start Family Literacy programs B

Key Points of Legislation B	
Requirements that address the establishment of family literacy programs for grantees that apply specifically for these funds.	
Title I Part C (Education of Migratory Children) B	Section 1304 State applications B
Key Points of Legislation B	
In planning and carrying out programs at both the state and local levels, there must be consultation with parent advisory councils. In addition, to the extent feasible, programs must provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping children and families gain access to, other education, health, nutrition and social services.	
Title I Part D (Prevention and Intervention Programs for Children B and Youth Who are Neglected, Delinquent, or At Risk) B	Section 1425 Programs for correctional facilities B
Key Points of Legislation B	
Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of children in delinquent activities.	
Title I Part F (Comprehensive School Reform) B	Section 1606 Local use of funds B
Key Points of Legislation B	
Provision for meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities	
Title II Part A (Teacher and Principal Training and Recruiting B Fund) B	Section 2122 Local applications B
Key Points of Legislation B	
District must provide a description of how the LEA, teachers, paraprofessionals, principals, and parents , have collaborated in the planning of grant activities.	

Title II Part A B	Section 2123 Local use of funds B
Key Points of Legislation B	
LEAs may use funds to provide training to enable teachers and principals to involve parents in their child’s education, especially parents of ELL and immigrant children.	
Title III Part C (Language Instruction for Limited English B Proficient and Immigrant Students) B	Section 3302 Parental notification B
Key Points of Legislation B	
Not later than 30 days after the beginning of the school year inform parents regarding the reason for identification, language proficiency, the method instruction used in program, how the program will meet the educational strengths and needs of their children, how the program will help their child learn English and meet the academic standards for grade promotion and graduation; the specific exit requirements of the program, and for students with disabilities, how the program meets the objectives of the IEP and parental rights	
Title IV Part A (Safe and Drug-Free Schools and Communities) B	Section 4114 B
Key Points of Legislation B	
Districts must provide an opportunity for parents and others to consult on the application.	
Title IV Part A B	Section 4115 Authorized use of funds B
Key Points of Legislation B	
Districts may use funds for activities that involve families and others in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.	
Title IV Part A B	Section 4205 Local activities B
Key Points of Legislation B	



Section II Parent Involvement and Student Achievement

Section II provides a synopsis of the literature stating the importance of parent involvement in increasing student achievement. As Henderson and Berla (1997) indicated: "The evidence is beyond dispute, when families are involved, students do better in school."



Parent Involvement and Student Achievement

Recent reauthorizations of the Elementary and Secondary Education Act, in 1994 and 2001, have mandated increased involvement of parents in the educational process for their children. In addition, "educators, policy makers and parents have begun to call for increased and meaningful involvement of parents in schools." (Cooper, 1999)

Does parent involvement really make a difference in increased student success? Can all parents positively influence student achievement regardless of income? Are middle school and high school too late for effective parental involvement? Read on for the answers to these questions!

For purposes of this document, we broadened the term parent to include "the adults who play an important role in a child's family life, since other adults, grandparents, aunts, uncles, step parents and guardians often carry the primary responsibility for a child's education, development and well-being." (Metropolitan Omaha Educational Consortium, 1999)

Research supporting the importance of family involvement

Henderson and Berla (1997) state that:

"The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but also throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community."

The research on family involvement in education spans 30 years. It links increased student achievement with the parent involvement in the child's learning.

A recent publication by the National Education Service (2002) summarized the impact of parent/family involvement as it relates to: student achievement, student behavior, and culture and age. Below are samples of the findings for each area:

Student achievement

- When parents are involved, students tend to achieve more, regardless of socioeconomic status, ethnic/racial background or the parents' educational level.
- When parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and more consistently complete homework.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.

Student behavior

- Students whose parents are involved in their education often show improved behavior and have lower rates of suspension for disciplinary reasons.
- Student behaviors such as alcohol use, violence and antisocial behavior tend to decrease as parent involvement increases.

Culture and age

- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the culture in the learning institution.
- Junior high and high school students whose parents remain involved usually make better transitions, maintain the quality of their work, and develop more realistic plans for their future. Students whose parents are not involved are more likely to drop out of school.

New Research

Since Henderson and Berla published research supporting the connection between parent involvement and student achievement a new publication that expands upon the earlier research studies has become available. Henderson and Mapp (2002) published a synthesis of research that addresses these topics:

- The impact of parent and community involvement on student achievement;
- Effective strategies to connect schools, families and communities; and
- Parent and community organizing efforts to improve schools.

Here are some key findings from this publication:

Definitions of Parent Involvement and Student Achievement

The studies included in the synthesis defined parent involvement by referring to the six types of parent involvement identified by Joyce Epstein from the Center on School, Family and Community Partnerships at Johns Hopkins University. These are the six types of partnerships that we addressed in our section on Meaningful Parent Involvement page 17.

Key Findings from the Studies on the Impact of Parent and Community Involvement on Student Achievement

- Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement.
- The continuity of family involvement at home appears to have a protective effect on children as they progress through our complex education system. The more families support their children's learning and educational progress, more their children attend to do well in school and continue education.



Key Findings from the Studies on the Impact of Parent and Community Involvement on Student Achievement *continued...*

- Families of all cultural backgrounds, education and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, families can, and often do, have a positive influence on their children's learning.
- Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.

Effective Strategies to Connect School, Families and Community

Henderson and Map reviewed a number of studies that examined effective strategies to foster connections between schools, families and communities. The authors concluded from their analysis of study results that relationships matter. They note:

"These studies suggest that the quality of the relationship influences whether connections among schools, families and communities will be formed and sustained."

The following findings provide more detail about the specific relationship-building strategies to enhance connections and support increased student achievement:

- Programs that successfully connect families and communities invite involvement, are welcoming, and address specific parent and community needs.
- Parent involvement programs that are effective in engaging diverse families recognize, respect, and address cultural and class differences.
- Effective programs to engage families and communities embrace a philosophy of partnership. The responsibility for children's educational development is a collaborative enterprise among parents, school staff and community members.

Key Finding on Parent and Community Organizing Efforts to Improve Schools

According to Henderson and Mapp (2002) a new area of parent involvement is emerging. In some states, the term parent engagement captures the notion of parents mobilizing and focusing their efforts on school improvement. Strategies that are typically used in this type of initiative include mobilizing organizations, holding public discussion, and organizing parents and community members. The studies done in the area of parent and community organizing surfaced this finding:

- Organized initiatives to build parent and community leadership to improve low-performing schools are developing in low-income urban areas and the rural South. These community-organizing efforts use strategies that are aimed at establishing a power base to hold schools and school districts accountable for low student achievement. They have contributed to changes in policy, resources, personnel, school culture and educational programs.

Recommendations and Implications from the Research Findings (Henderson, and Mapp,2002)

Recommendation	Possible Actions to Take
<p>1. Recognize that all parents, regardless of income, education level, or cultural background are involved in their children’s learning and want their children to do well in school.</p>	<ul style="list-style-type: none"> ▪ Examine assumptions about parents, assume that with support and training, they can help their students achieve. ▪ Avoid blaming parents and look for ways to learn from them
<p>2. Create programs that will support families to guide their children’s learning, from preschool through high school.</p>	<ul style="list-style-type: none"> ▪ Adopt features from programs that are linked to gains in children’s learning (e.g. home visits, lending libraries, classes for parents). ▪ At all levels, work with families to support children in making transitions.
<p>3. Work with families to make connections with outside organizations and groups.</p>	<ul style="list-style-type: none"> ▪ Develop families’ political knowledge and skills; help them understand how schools and organization work. ▪ Develop families’ beliefs that they can and do make a difference in their child’s life.
<p>4. Develop the capacity of school staff to work with families and community members.</p>	<ul style="list-style-type: none"> ▪ Increase opportunities for professional development on how to connect families and community members.
<p>5. Link family and community engagement efforts to student learning.</p>	<ul style="list-style-type: none"> ▪ Develop or adopt programs to engage parents in working with their children to develop specific skills (e.g. TIPS, Family Math, Family Science, Family Reading, etc.).
<p>6. Focus efforts to engage families and community members in developing trusting and respectful relationships.</p>	<ul style="list-style-type: none"> ▪ Respect cultural and class differences (i.e. learn about various communities and their perceptions of school). ▪ Adopt simple but effective practices of teacher outreach to families (e.g. personal contact)

<p>7. Embrace a philosophy of partnership and be willing to share power with families. Make sure that parents, school staff and community members understand that the responsibility for children’s educational development is a collaborative enterprise.</p>	<ul style="list-style-type: none"> ▪ Adopt a philosophy that family and community engagement is a key component of your whole school reform plan. ▪ Find creative ways to involve families and communities in planning, establishing policy and making decisions.
<p>8. Build strong connections between schools and community organizations.</p>	<ul style="list-style-type: none"> ▪ Work with community organizations to offer programs that encourage reading, writing and studying during evenings, weekends and summer. ▪ Open the school to community groups and agencies that can offer services to families through a family resource center. ▪ Collaborate with community-organizing groups that want to improve the school. ▪ Coordinate efforts to reach families with community organizations, including religious groups.
<p>9. Design and conduct research that is more rigorous and focused, and that uses more culturally sensitive and empowering definitions of parent involvement.</p>	<ul style="list-style-type: none"> ▪ Use the available resources of universities, or other institutions of higher education to assist in the design, implementation and evaluation of local programs. ▪ Explore how practices to engage families can enhance reform measures to improve and close the achievement gap. ▪ Investigate a greater variety of forms of family and community engagement. ▪ Investigate how families attempt to influence schools and become more involved.

References

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Henderson, N. and Mapp, K (2002) A new wave of evidence, the impact of school, family, and community connections on student achievement: Annual Synthesis.
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Section III Meaningful Parent Family Involvement

Central to the NCLB Parent Involvement Committee's work is the notion that parents must be meaningfully involved in their child's education. The next section of this tool kit offers our definition of meaningful involvement.



Meaningful Parent / Family Involvement

No Child Left behind requires that local education agencies (LEA's) and schools have a parent involvement policy and plan to meaningfully engage parents in the educational process of their children. NCLB specifically requires LEA's and schools to involve parents in planning, implementation, evaluation, and accountability for their overall educational program.

To be meaningfully engaged, parents must have access to information and be empowered to act on it. Parents must be able to work with school staff to promote student achievement, close the achievement gap and reduce the dropout rate. Therefore, parents must also be involved in the decision-making processes of the overall educational program. There are opportunities for parents to be involved in decision making at their school, and at the district at large.

Meaningful parent involvement should meet all of the following National Standards for Parent / family involvement programs (developed by the National PTA through the National Coalition for Parent Involvement in Education, based on the six types of parent involvement identified by Joyce Epstein from the Center on School, Family and Community Partnerships at John Hopkins University).

1. **COMMUNICATING:** Communication between home and school is regular, two-way and meaningful.
2. **PARENTING:** Parenting skills are promoted and supported.
3. **STUDENT LEARNING:** Parents play an integral role in assisting student learning.
4. **VOLUNTEERING:** Parents are welcome in the school, and their support and assistance are sought.
5. **SCHOOL DECISION-MAKING AND ADVOCACY:** Parents are full partners in the decisions that affect children and families.
6. **COLLABORATING WITH THE COMMUNITY:** Community resources are used to strengthen schools, families, and student learning.

In addition, schools and LEA's must involve parents in a variety of parent involvement activities that are crucial to the decisions that affect their children. Schools should involve parents on school and district committees to select textbooks, curriculum, and if possible, staff development and staff hiring. Parents are required by NCLB to be on the committees developing and assessing the Title I implementation plan.

NCLB requires that 1 percent of the Title I funds be reserved for parent activities if the district's Title I allocation is \$500,000 or more. Our committee recommends that all Title I recipient schools set aside 1 percent of their Title I Funds for parent involvement activities.

A Special Note Regarding Type 5 Activities

Titles I, II, and V stipulate that parents should have a role regarding the programmatic decisions that are made. The intent of the regulations is to give parents a voice in decisions that affect the education of their children. Epstein (2001) notes that "Because parents and teachers share an interest in and responsibility for children's learning and development, parents' voices and ideas add important dimensions to school decisions about children's education."

Although the mandate for involvement is clear, the strategies for meaningful involvement in decision making are less so. Too frequently, the involvement of parents along with educators in decision making processes becomes a power struggle. The goal of hearing all voices and perspectives in order to make the most appropriate decisions for students becomes lost.

Listed below are potential strategies for increasing parent involvement in decision making:

- Make sure that the goal or out come of the decision is clear.
- Inform parents as to why their input is needed in order to make a more informed decision.
- Provide training on the collaborative skills need to work effectively in groups and provide training on skills for implementing effective meetings.
- Seek out parents of the various ethnic/racial groups in the communities, perhaps through contacts with community based organizations. Provide interpreter and translation services as needed. Use community newspapers as an approach to recruit parents for participation in decision making groups.
- Assist parents in gathering information from the groups that they represent and also assist them in reporting information back to those groups.
- Provide assistance in the development of leadership skills so that parents can effectively recruit others to participate in the decision making process.
- Schedule meetings at a time when working parents can attend; provide food, transportation and childcare if necessary.

In addition, the following strategies for increasing parents in leadership and decision making roles were suggested by Davis (2000):

- Award one parent a stipend: Have that parent contact other parents, welcome new parents to the school, help resolve conflicts between the home and school, and actively seek parents' opinions and support.
- Make decisions after surveying comprehensive data: Study data on student and family characteristics, academic achievement, and parents' opinions and willingness to support proposals for change.
- Offer leadership training: Bring in a trainer or develop a leadership training workshop that is offered to both parents and staff.
- Do a parent check-in: Before there is an urgent need to make decisions about vandalism, violence, and drug and alcohol issues, check in with parents. Discuss these problems before a crisis occurs. This offers parents an opportunity to plan an active role in these very critical areas.

- Deal with conflict promptly: Explore the issues with a neutral facilitator who will help set boundaries for the discussion and guide parties in developing common purposes, methods for working together, and timelines and check-in points to make sure that the resolution is achieved.
- At the end of meetings, do an "ABC" evaluation:
 - What action will you take as a result of the meeting?
 - What was the best part of this meeting?
 - What concerns do you have?
- Recognize parents for their efforts: Recognize all of the efforts made by parents who serve on school advisory committees and in other decision-making roles. This will not only give credit where credit is due; it will help other parents to know who is representing them.

References

Davis, D. (2000). Supporting parent, family, and community involvement in your school. Available: <http://www.nwrel.org/csrdp/family.pdf>

Epstein, J.L. (2001) School, family, and community partnerships: Preparing educators and improving schools. Westview Press: Boulder, CO



Section IV Implementing Title I Parent Involvement Requirements

The previous components of this tool kit have addressed the legal requirements, definitions, and a research base for parent involvement. This section offers assistance in the implementation of the parent involvement requirements of Title I Part A Section 1118.





Sample Policies

The following are the Colorado Association of School Board's sample policies on parent involvement. The sample policies list the minimum legal requirements of state and federal law, but are to be considered a starting place for local discussions rather than a finished document to simply adopt "as is." Local school districts and schools are encouraged to use the sample policies in discussions with appropriate staff, parents, and community members to develop site-specific policies that meet local needs and circumstances.

No Child Left Behind requires the involvement of parents of students receiving Title I services in development of the district and school policies. Find ways to make that involvement meaningful by starting a conversation about what it means in your community to involve parents in the education of their children and how the school could best support and facilitate that involvement. Once those conversations deepen, local policy-developers should be empowered to go beyond the legal requirements set forth in the sample policies to truly address parent involvement in their schools.



Revised Sample Policy

File: KB

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the policy content or language. This sample policy contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Because this policy was substantially revised, we have not indicated new language in bold. Provisions from the former policy are noted on page 1.

Parent Involvement in Education

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents. The Board recognizes the need for a constructive partnership between the district and parents that provides for two-way communication and fosters educational support for students and parents. In this policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning.

[NOTE: The following requirements appeared in the former CASB Parent Involvement Policy. Several are required by state law and should continue to be included in this policy.]

To that end all district schools shall:

1. Consult with and encourage parents to share in school planning and in the setting of objectives through participating in building level accountability committees.
2. Help parents understand the educational process and their role in supporting student achievement.
3. Inform parents of school choices within the district, including but not limited to, information on open enrollment, choice programs and charter school options.
4. Provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state and district content standards through written materials and public meetings. Information shall explain how the student’s progress will be measured and how parents will be informed of such progress. This information shall also be provided to the building level and district accountability committees.

5. Provide appropriate avenues for parents to find support in their role.
6. Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning district and

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school activities and shall have opportunities for input into district decisions as appropriate.

The Board also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and sets forth the following specific requirements.

Title I Parent Involvement

Development of District Title I Parent Involvement Policy

Pursuant to federal law, each school district and the parents of students participating in Title I programs shall jointly develop a written parent involvement policy to be incorporated into the district's Title I plan. This policy shall describe how the district will accomplish the following:

1. Involve parents in jointly developing the Title I program plan, reviewing implementation of the plan and suggesting improvements to the plan.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the District Title I Parent Involvement Policy (KBA) with regard to improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the District Title I Parent Involvement Policy.

6. Involve parents in the activities of the schools served.

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7. Involve parents in decisions regarding how Title I funds allotted for parent involvement activities shall be used.
8. Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students.
9. Provide materials and training to help parents work with students to improve student achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
10. With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school
11. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their students.

12. Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
13. Provide such other reasonable support for parental involvement activities as parents may request.
14. Review the effectiveness of parent involvement actions and activities of district schools receiving Title I funds.

[NOTE: In addition to the responsibilities listed above, the district and parents may wish to consider the following ideas provided in the parent involvement section of No Child Left Behind. The ideas are discretionary and therefore not included in the above list of required responsibilities.]

15. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
16. Provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training.
17. Provide for payment of reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable

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parents to participate in school-related meetings and training sessions.

18. Train parents to enhance the involvement of other parents.
19. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
20. Adopt and implement model approaches to improving parental involvement.
21. Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I.

22. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

[NOTE: The district-level policy should be titled "District Title I Parent Involvement Policy," coded KBA, and filed in the district policy manual. Be sure to communicate the District Title I Parent Involvement Policy to schools receiving Title I funds so that any district requirements can be incorporated into the school-level Title I parent involvement policies.]

Development of School-Level Title I Parent Involvement Policy

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program (hereafter referred to as "parents") a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. At a minimum, the compact will include the provisions contained in the sample exhibit (KB-E-1) attached to this policy.

Title I Limited English Proficiency Program Parent Involvement

Pursuant to federal law, the district shall implement an effective means of outreach to parents of limited English proficient students to inform them about how they can be involved in the education of their students and be active participants in assisting their students in attaining English proficiency, achieve at high levels in core academic subjects and meet challenging state academic and content standards.

The district shall hold regular meetings for the purpose of formulating and responding to recommendations from parents. Parents shall receive notice of the meetings.

The district shall provide notice to parents of students identified for participation or participating in the program, not later than 30 days after the beginning of each school year (or within 2 weeks if during the school year) that includes the following:

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1. The reasons for the identification of the student as limited English proficient and in need of placement in the program.
2. The student's level of English proficiency, how the level was assessed and the status of the student's academic achievement.

3. The methods of instruction used in the program, as well as methods used in other available programs, including how such programs differ in content, instructional goals and the use of English and native language instruction.
4. How the program will meet the educational strengths and needs of their student.
5. How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient students (and if funds are used for students in secondary schools, the expected rate of graduation from secondary schools for the program).
7. For students with disabilities, how the program meets the objectives of the student's individualized education program.
8. Information pertaining to parental rights that includes written guidance regarding:
 - the right to have the student immediately removed from the program at the parent's request
 - options the parent has to decline enrollment of the student in the program or choose another program or method of instruction if available
 - assisting parents in selecting among various programs and methods of instruction, if offered

The notice and information provided to parents shall be in an understandable and uniform format and to the extent practicable, provided in a language the parent can understand.

[NOTE: If the district receives Title III funds to provide language instruction, it must also adhere to parental notification and participation requirements found in Title III, Part C, Section 3302 of No Child Left Behind.]

Title I Migratory Education Program Parent Involvement

Pursuant to federal law, the district shall establish a Parent Advisory Council for migratory education programs of one or more school years in duration. The Parent Advisory Council shall be consulted to ensure that all programs and projects are carried out in a manner that provides for the same parental involvement as is required for other Title I programs, as noted above, unless extraordinary circumstances make such involvement impractical.

The migratory education programs, to the extent feasible, shall provide for advocacy and outreach activities for migratory students and their families, including informing the students

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and families and helping them to access other education, health, nutrition and social services.

All information and notices to parents of students in Migratory Education Programs shall be in a format and language understandable to the parents.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (*Educational Accountability Act of 1971*) (*local accountability programs*)
C.R.S. 22-7-407 (5) (*informing parents about standards-based education*)
C.R.S. 22-11-201 (4)(b)(l) (*accreditation contract must bind district to administer community involvement, including processes for parents*)
C.R.S. 22-30.5-109 (*publicity regarding educational options*)
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (*accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees*)
20 U.S.C. §6301 et seq. (No Child Left Behind Act of 2001)
Title I, Part A, Section 1118 (Title I parent involvement requirements)
Title I, Part A, Section 1114 (b)(1)(F) (Schoolwide Reform Program must include strategies to increase parent involvement)
Title I, Part A, Section 1115 (c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)
Title I, Part A, Section 1116 (a)(1)(D) (school districts' receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)
Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)
Title II, Part A, Section (a)(3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)
Title I, Part A, Section 1112 (g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)
Title I, Part C, Section 1304 (b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)

Title I, Part A, Section 1114 (b)(2) (*eligible school that desires to operate a schoolwide program must develop a comprehensive reform plan*)

CROSS REFS.: ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
IL, Evaluation of Instructional Programs

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ILBA, District Program Assessment
ILBB, State Program Assessments
KBA, District Title I Parent Involvement Policy
KD, Public Information and Communications

File: KB

[Revised January 2003]
COLORADO SAMPLE POLICY 1992©

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Special Policy Update

June 2003

Template for Developing Your Own District Title I Parent Involvement Policy

We've had several requests for help in developing the legally required, district-specific parent involvement policy required by No Child Left Behind.

Because the policy must be developed jointly with parents and must address the specific circumstances of the community and district, CASB is unable to issue a sample policy that can be adopted "as is" by districts.

However, we have developed the attached template (KBA, District Title I Parent Involvement) that walks the district and district parents through the process. The template is also available on CASB's web site, visit www.casb.org and click on the *What's New* button.

In order to complete the policy, please note that the district and parents must meet, jointly agree on and describe the items indicated by the blank lines.



Please share this information with your board. Let us know if you have questions or need further information.

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TEMPLATE FOR DEVELOPING YOUR OWN DISTRICT POLICY

File: KBA

NOTE: This sample policy is a template only. The district and parents of students participating in Title I programs must meet, discuss and jointly develop the content of this policy to cover the specific legal requirements mentioned below. PARENTS MUST BE INVOLVED IN DEVELOPING THE DESCRIPTIONS TO BE INSERTED IN THE BLANK LINES.

District Title I Parent Involvement

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent involvement policy. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Involvement with Title I planning

The district shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

District support for parent involvement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance and support shall include: ***[insert here a jointly developed description of support for parent involvement the district will provide.]***

[Some ideas for support might include:

- *designation of a District Parent Involvement Coordinator*

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- *creation of a District Parent Advisory Council to provide advice on all matters related to parent involvement in programs supported by Title I funds*
- *development of district protocols for appropriate roles for community based organizations and businesses in parent involvement activities*
- *adoption of district model approaches to improving parent involvement at the school level*
- *allocating district resources to parent involvement activities, beyond minimum legal requirements*
- *designating other district support for parent and teacher development and training*
- *requiring a Parent Involvement Coordinator at each Title I school]*

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- the value and utility of contributions of parents
- how to reach out to, communicate with, and work with parents as equal partners
- implementing and coordinating parent programs
- building ties between parents and the school

[Though the professional development plan does not need to appear in policy, it must be developed and implemented by the district with parent input.]

Coordination of parent involvement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students. ***[Insert***

here a jointly developed description of how the district will accomplish this.
This might include requiring quarterly meetings of staff involved in these programs, coordination of written materials to parents regarding these programs, etc.]

Student learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers

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to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

[Insert here a jointly developed description of how the district will accomplish this. The specifics of this description will depend heavily on the specific barriers being experienced by parents in your district.]

The district shall provide to parents, as appropriate, information to help them understand the state’s academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students’ academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

[Insert here a jointly developed description of how the district will accomplish this. The district could provide support for school-level training for parents in literacy, using technology, and other areas that will foster parental involvement.]

School-based parent involvement activities

[Insert here a jointly developed description of how parents will be encouraged to become involved in the activities of schools with Title I programs.]

[There are many resources you can access to help provide researched-based ideas on parent involvement, including a toolkit developed by CDE in collaboration with many Colorado education organizations. One of the best resources referenced in the toolkit is the parent involvement framework developed by Joyce Epstein and

colleagues in 1997 and subsequently translated into standards by the National Parent Teacher Association. The standards are as follows:

- *Communicating – communication between home and school is regular, two-way and meaningful*
- *Parenting – parenting skills are promoted and supported*
- *Student learning – parents play an integral role in assisting student learning*
- *Volunteering – parents are welcome in the school, and their support and assistance are sought*
- *School decision making and advocacy – parents are full partners in the decisions that affect children and families*
- *Collaborating with the community – community resources are used to strengthen schools, families and student learning*

These standards could be re-framed as expectations for how parents will be involved in activities at Title I schools.]

Method of communicating with parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

Annual evaluation

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy

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- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parental involvement activities as parents may request.

Development of school-level Title I parent involvement policy

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. At a minimum, the compact shall include the provisions contained in the sample exhibit (KB-E-1) attached to this policy.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (*Educational Accountability Act of 1971*) (*local accountability programs*)
C.R.S. 22-7-407 (5) (*informing parents about standards-based education*)
C.R.S. 22-11-201 (4)(b)(I) (*accreditation contract must bind district to administer community involvement, including processes for parents*)
C.R.S. 22-30.5-109 (*publicity regarding educational options*)
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (*accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees*)
20 U.S.C. §6301 et seq. (*No Child Left Behind Act of 2001*)
Title I, Part A, Section 1118 (*Title I parent involvement requirements*)
Title I, Part A, Section 1114 (b)(1)(F) (*Schoolwide Reform Program must include strategies to increase parent involvement*)
Title I, Part A, Section 1115 (c)(1)(g) (*Targeted Assistance Program must include parent involvement strategies*)
Title I, Part A, Section 1116 (a)(1)(D) (*school districts' receiving Title I funds must review effectiveness of parent involvement actions and activities at schools*)
Title I, Part F, Section 1606 (a)(7) (*Comprehensive School Reform Grant Program parent involvement requirements*)
Title II, Part A, Section (a)(3)(B)(IV) (*preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions*)

Title I, Part A, Section 1112 (g) *(parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)*

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Title I, Part C, Section 1304 (b)(3) *(parent involvement and notifications in districts using Title I funds for the education of migratory children)*

Title I, Part A, Section 1114 (b)(2) *(eligible school that desires to operate a schoolwide program must develop a comprehensive reform plan)*

CROSS REFS.: ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
IL, Evaluation of Instructional Program
ILBA, District Program Assessment
ILBB, State Program Assessments
KD, Public Information and Communications

File: KBA

COLORADO SAMPLE POLICY 2003©

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New Sample Exhibit

File: KB-E-1

NOTE: All schools receiving Title I funds are required by law to adopt a policy on parent involvement and to jointly agree upon a school/parent compact. This sample policy and compact contain the content and language CASB believes best meets the intent of the law. However, the school should consult with the district office to access review by the district's Title I coordinator and if appropriate, the district's legal counsel, to determine the policy language that best meets the school's unique circumstances and needs.

School-Level Title I Parent Involvement Policy (School/Parent Compact)

[NOTE: If the school has a Title I Schoolwide Program, this policy and compact apply to all parents in the school. If the school has a Targeted Assistance Program, this policy applies only to parents of students receiving Title I services. Parents to which this policy applies will be invited and encouraged to participate in developing the school/parent compact.]

This policy and compact has been jointly developed and agreed upon by the _____ School and parents of students served in the school pursuant to Title I (hereafter referred to as "parents").

Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education).

Parent involvement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making
- Effective communication between the school and parents

Compact

*[NOTE: The following list of responsibilities is a starting place for your discussions. The parents, administration and staff of each school should have a conversation about and agree upon expectations that will meet the unique needs of students in their particular school. The responsibilities listed in **BOLD** below come from "No Child Left Behind" and must be included. However, you may wish to add to them or bring further specificity to some that are listed (as indicated by the additional material not in bold print).*

The school-parent compact should be developed and agreed upon by all interested parents as a

group. If appropriate, as determined by individual staff members and parents, individual compacts, based on the school compact, may then be developed. In such case, staff members and parents should feel free to include additional responsibilities or bring more specificity to responsibilities already listed.]

Responsibilities of school

The school will:

- **Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.**
- **Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.**

School Parent Involvement Policy, the administration will:

- **Facilitate and implement the Title I Parent Involvement policy.**
- **Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.**
- **Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.**
- **Make the School Parent Involvement Policy available to the community.**

With regard to parent meetings, the administration will:

- **Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.**
- **Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times too facilitate attendance by parents.**

With regard to Title I Programs and Plans, the administration will:

- **Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.**
- **Involve parents in the planning, review and improvement of any Title I programs at the school.**
- **If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.**
- **If requested by parents, provide opportunities for regular meetings**

of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.

- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

- With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school

With regard to the coordination with other programs, the administration will:

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of administration and staff

Administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to

(not only in a language that may be something other than English, but also to address the education level and other factors that affect comprehensibility).

- **Provide such other reasonable support for parental involvement activities as parents may request.**
- Provide access to educational resources for parents to use together with their students.
-

Responsibilities of staff

The staff will:

- **Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.**
- **Advise parents of their student's progress on a regular basis.**
- **Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. For elementary schools [may want to include this provision for all grade levels], at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent Involvement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.**
- **Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.**

Responsibilities of parents

Parents will:

- **Support their student's learning at home by:**
 - **monitoring attendance**
 - **monitoring completion of homework**
 - **monitoring television watching**
 - **encouraging positive use of extracurricular time**
- **Volunteer in the classroom.**
- **Participate, as appropriate, in decisions related to their student's education.**
- Participate in school activities on a regular basis.
- Actively communicate with school staff regarding their student's needs and circumstances.
- Be aware of and follow rules and regulations of the school and school district.

[NOTE: In addition to the responsibilities listed above, the school and parents may wish to consider other discretionary ideas provided in the parent involvement section of "No Child Left Behind". Be sure to determine whether the District Title I Parent Involvement Policy

provides any direction on these specific ideas before incorporating them into the School-Level Title I Parent Involvement Policy.]

[NOTE: The law does not require school personnel and parents to sign the School/Parent Compact. However, if the school and parents feel signing the School/Parent Compact will be helpful, signatures may be encouraged.]

School staff member: _____ Date: _____

Name (print) Title

Parent: _____ Date: _____

Name (print) Signature

[NOTE: Individual Literacy Plans (ILPs) are required for some students under Colorado law. For students with ILP's, any individual school/parent compacts should be developed with awareness of the parental responsibilities provisions contained in the student ILP.]

New Sample Exhibit

File: KB-E-2

NOTE: School districts do not need to file this exhibit in their policy manuals. It is provided only as a tool local schools may wish to use.

School-Level Title I Parent Involvement Policy

(Important questions to ask in developing
a School-Level Title I Parent Involvement Policy)

By asking the right questions, school personnel and parents can see beyond immediate circumstances and formulate sound policy on the basis of agreed-upon criteria. The logical starting place is a policy analysis model that recognizes legal and other practical constraints yet remains focused on objective outcomes. Local criteria are important, including the purpose of Title I programs in the school, the mission and goals of the school and the context of the community being served. When considering policy options, these questions should be asked:

1. Are parents being given a meaningful opportunity to participate in developing the policy?

No Child Left Behind requires that parents be encouraged and invited to attend meetings to develop the policy. Meetings are to be scheduled at various times to promote attendance by all parents.

2. Is this policy a result of open discussion and serious thought?

While sample policies provide an appropriate starting place, parents and school staff should engage in a thoughtful process to develop a policy that meets the unique needs of students in their particular school.

3. How does the policy advance the best educational interests of all students?

This question might seem obvious, but it can easily be overlooked in the heat of a policy debate on specific issues. Parent involvement policies and plans must be carefully formulated to address the needs and results of all students and must not ignore the concerns of any specific demographic group.

4. How does this policy support the purpose, mission and goals of the Title I program, the school, and the school district?

The conscious awareness of purpose, mission and goals is a crucial component in effective policy development. Little or no correlation or even a negative correlation between the parent involvement policy and the purpose, mission or goals of the Title I programs, the school and the school district, indicates a need to rethink the policy.

5. What do current literature and research say that is relevant to the policy?

Reviewing the literature and current research on parent involvement can point policy-makers in productive directions and keep them from making policy mistakes. Schools and parents can access a Parent Involvement Toolkit from the Colorado Department of Education.

6. How is the policy related to other school and district policies?

By asking this question, policy-makers can guard against one policy contradicting another and ensure that individual policies, at both the school and district, support each other.

7. How consistent is compliance with the policy likely to be?

High expectations are an important attribute of effective schools and programs and expectations of compliance with policy should be high. If policy-makers cannot reasonably expect a high degree of compliance, they should rethink the policy.

8. How can the effectiveness of the policy be evaluated?

A comprehensive system to measure the effectiveness of policies should be developed to ensure that reasonable progress is being made toward achieving policy goals. Measurements for a parent involvement policy might include whether a specific percentage of parents are participating in development of school level policy and compact, in school and classroom activities, etc. Another evaluation strategy might be to determine how parent involvement is impacting student learning.

9. What support does the policy require to be successful?

Staff and parent buy-in is crucial to the success of any parent involvement policy. Make sure all staff members and parents have meaningful opportunities to be involved. In addition, it's important to realize that parents can be asked to help support attendance or homework, for example, but they cannot be forced to comply.

10. What will it cost, in human and fiscal terms, to implement the policy?

The time administrators, teachers and other school staff will spend implementing a parent involvement policy is obviously an important consideration. Also important are costs related to the physical plant or other budgetary concerns, all of which must be weighed against the importance of parent involvement. However, cost is not, nor should it be, the single controlling factor in formulating policy. If the policy is vital to supporting the purpose, mission or goals of parent involvement in the Title I program, resources should be shifted from low-priority items to those identified as crucially important.

2 of 3

11. What steps will be taken to implement and enforce the policy?

A policy that is a well-kept secret will not fulfill its purpose. Policy-makers must clearly define strategies to achieve the policy's desired results, continuously monitor the effectiveness of the strategies, and communicate the policy widely to all those involved or affected.

12. Is the policy understandable and clear?

Ask someone who is not involved in the school district to read and interpret the proposed policy or policy change as written to gauge its clarity. If the policy is directed at students, one or more students should review it before it is adopted.

13. How is the policy affected by federal and state legal mandates?

This is an important criterion because the autonomy of the school and school district's operation depends on the ability to operate within the limits of federal and state legal mandates. The sample School-Level Title I Parent Involvement Policy (School/Parent Compact) provided by the Colorado Association of School Boards sets forth the minimum legal requirements. However, the complexity of the law, as set forth in the sample, should not be used as a barrier to thoughtful policy

discussions. Schools and parents are encouraged to go beyond the minimum requirements.



Parent Involvement Policy Q & A

The No Child Left Behind Act of 2001(Section 1118) requires parent involvement policies that include a variety of actions and processes. This section addresses some of the many questions that practitioners have about how to implement this aspect of the law.



Parent Involvement Policy Q & A

District Level Policy

1.) Will a draft form of the written parent involvement plan be accepted with the Consolidated Application?

Yes. However, the draft must demonstrate clearly that parents have jointly worked on this draft and the draft is not just a copy of a distributed sample policy. The draft might set forth a plan for the coming year to show how the final policy will be developed (i.e. scheduled meeting dates, ideas on how to invite and involve parents in the process, etc.). The final school board adopted policy must be submitted by December 1, 2003 for final approval of the consolidated application. This approved policy must meet the requirements that are described later in this Q & A. These include: coordination among programs, description of an annual evaluation on the content and effectiveness of the policy(s), and assistance to parents.

2.) Are the criteria for the written parent involvement policy for all schools or just those receiving Title I funding?

Schools receiving Title I funds, both targeted assistance and schoolwide programs, must have a school-level parent involvement policy (school-parent compact). Schools not receiving Title IA funds are not required to have a written parent involvement policy. Districts receiving Title I funds must have a Title I component in their district parent involvement policy.

3.) What if you are not serving ELL or Migrant students, do you have to include those areas in the parent involvement policy?

If the district currently is not serving ELL or Migrant students but receives Title I funds, it should have language in its policy that includes the ELL and migrant parent involvement components, so that the district will be prepared if those students later enroll. Districts may choose to modify the language slightly to say that in the event ELL or migrant students become enrolled in the district, the following will apply...

4.) What is to be evaluated as part of the parent involvement policy? What are acceptable forms of evaluation?

The law states that the district must conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the District Title I Parent Involvement Policy with regard to improving the academic quality of the schools serviced, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged,
- have disabilities,
- have limited English proficiency,
- have limited literacy,
- are of any racial or ethnic minority background, or
- are parents of migratory children?

Districts must develop an evaluation process that meets the above guidelines. One suggestion is to develop a rubric that allows for gauging the degree to which the academic quality of the schools served has improved and ways in which parents' participation is increasing. Other sources of evaluation may come through district surveys and focus groups. This evaluation must consider all the various aspects of the District Title I Parent Involvement Policy.

5.) What are the "musts" with regard to the requirements of the district Title I parent involvement policy?

MUSTS

...be developed with and agreed upon by parents of students participating in Title I programs.

...demonstrate a coordination and integration of Title I parent involvement strategies with those of other educational programs.

...describe how the district will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities.

...describe how the content and effectiveness of the district parent involvement policy will be evaluated annually in consultation with parents. The district must use these findings to design strategies for more effective parent involvement and to revise, if necessary, the district Title I parent involvement policy.

...commit the district to build schools' and parents' capacity for strong parent involvement.

...describe how parents: (a) jointly develop the Title I program plan with the district, (2) review implementation of the plan, and (3) suggest improvements to the plan.

...describe how the district will involve parents in the activities of the schools served.

...involve parents in decisions regarding how the Title I funds allotted for parent involvement activities shall be used.

...ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent possible, in a language the parents can understand.

...describe how the effectiveness of parent involvement actions and activities by district schools receiving Title I funds will be reviewed.

...describe how, with the assistance of parents, the district will educate teachers, pupil services personnel, principals, and other staff in:

- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- Implementing and coordinating parent programs
- Building ties between parents and the school

...provide such other reasonable support for parent involvement activities as parents may request.

...describe how assistance to parents, as appropriate, will be provided.

School Level Policy

6.) What are the requirements of the school level policy?

All schools receiving Title I funds are required by law to adopt a policy on parent involvement and to jointly agree upon a school-parent compact. The Colorado Association of School Boards has prepared a sample exhibit that might be helpful in developing the policy and compact (<http://www.casb.org/svcs-Policy.htm>). The sample compact exhibit outlines the requirements of the law.

7.) Can the school-parent compact and the school parent involvement policy be one and the same document?

Yes. The school-parent compact describes the responsibilities of school, administration, staff, and parents. This is what must be shared, at a minimum, annually with parents at a parent/teacher conference. As the CASB sample exhibit outlines, the compact is part of the school policy.

8.) How does this policy need to be developed?

The policy and compact should be jointly developed and agreed upon with parents, staff and administration.

9.) Does the school-parent compact have to be submitted with the Consolidated Application?

No. The compact is not required for submittal with the '03-04 Consolidated Applications.

10.) Does the school-parent compact have to be signed by parents?

No. However, schools may ask parents to sign the compact as documentation that it was shared. The law only requires that the compact be shared, at a minimum, once during the year at a parent/teacher conference. In addition, the school may wish to modify the compact on a case by case basis to meet the needs and circumstances of individual parents and students.

11.) Can an Individual Literacy Plan (ILP) serve as the school compact?

Yes, if all the components of the compact are embedded in the ILP and only students with ILPs are receiving Title I services. However, in a schoolwide program, the compact needs to be shared with all parents at a parent/teacher conference.



Section V Parent Involvement Planning Process

In order to ensure that parents are meaningfully involved and that parent involvement programs are effective, careful planning is essential. In this portion of the tool kit we define a planning process to assist in the development and implementation of such programs. The planning process was taken from the work of Joyce Epstein and the training materials on **Creating Family Friendly Schools** developed by RMC Research Corporation, Denver, Colorado.



Parent Involvement Planning Process

Developing a Comprehensive Program of School-Family-Community Partnerships
(detailed in Creating Family Friendly Schools)

1. **Create an action team for partnerships.**

An action team may be the same as a school leadership team or an accountability committee, but the primary focus of the committee will be to assist the school in developing and implementing partnerships with families and communities. The action team may assess current practices, organize new options, implement activities, engage in a continuous improvement process and maintain ongoing communication with the staff.

2. **Establish firm foundations for actions**

It is important that the school or district have a firm basis for its parent involvement practices. Some of the foundations to consider are existing beliefs and the legislative requirements in Colorado State law and the No Child Left Behind Act of 2001.

3. **Provide professional development for district and school staffs**

Several of the regulations addressing parent involvement require training for staff in the area of working with parents. Some of the suggested areas of training include: communication with families, working effectively with families, planning and implementing a volunteer program, increasing family support for learning, and strategies for increasing family involvement. In addition, the action team members may need training in the areas of collaborative teaming and decision-making.

4. **Develop a framework that includes the six types of parent involvement and look for models that exemplify these types**

The six types of parent involvement are defined in the material on meaningful parent involvement. (Section III of this document) Epstein recommends that there should be activities that represent all types of parent involvement. She also suggests that a comprehensive program of involvement inclusive of the six types be implemented rather than an isolated series of events and activities.

5. **Examine current practices**

Conduct a needs assessment to determine where practices are strong, where improvement is needed, and where additional practices should be incorporated. Appendix A contains several samples of needs assessments.

6. **Develop a three-year action outline for the development of partnerships**

A three-year outline allows the school or district to focus on the big picture. Many of the activities may require multiple years for full actualization. The three-year outline has the benefit of indicating how all family and community connections are integrated into a coherent program.

7. **Write a one-year action plan**

Develop a one-year action plan to bring a focus to the first year of work. The plan should delineate the specific activities that will be started, improved, or maintained. It should also indicate who is responsible, timelines, costs and evaluation measures. (See Appendix A for a sample action plan.)

8. Obtain funds and other support

Consider using funds from federal, state or local sources in order to support parent involvement activities. Title I funding is a prime source to access for providing the means to carry out activities. In addition, consider the use of time as a resource for teams to meet and for teachers to communicate or conference with parents.

9. Enlist staff, parents, students and communities to help program implementation

Often districts or schools overburden existing personnel with the demands of parent involvement. One person can not effectively mount a comprehensive program of involvement. Consider the untapped resources that may be available in communities or outside agencies.

10. Evaluate implementation and results

Title I regulations require an evaluation of the effectiveness of the parent involvement policy. Finding appropriate ways to evaluate the effectiveness of the policy may be challenging but it is necessary. See Appendix A for suggestions in conducting the evaluation.

11. Conduct annual celebrations and report progress to participants

It is important to acknowledge the work of all of those involved in working on the parent involvement program. Year-end celebrations are helpful, but more frequent ones can maintain enthusiasm and encourage people to continue the work. Regardless of whether the celebrations are annual or more frequent, these celebrations are opportunities to communicate progress, to solve problems, or to conduct additional planning.

12. Continue working toward a comprehensive and positive program of partnerships

Partnerships mature over time, so the development of partnerships should be considered a process rather than an event. Despite the proverbial challenges inherent in sustaining any relationship long term, the benefits are well worth it!





Section VI- Strategies for Family Involvement

The next section of the "Parent Involvement Toolkit provides an overview of Joyce Epstein's 6 levels of parent involvement and a list of parent involvement strategies or activities for each level. These strategies have been found to be effective in many situations, but must be adapted and fine-tuned to fit the current situation of the schools and families implementing them. They can provide a framework to help schools create new ideas and activities that will benefit the parents they serve. Keep in mind that a meaningful parent involvement program implements activities in all of the levels, so that all families can be involved in ways that work for them.



Parent Involvement Activities and Projects

Parenting

Attendance Summit

A pep rally to help parents and staff figure out ways to get children to school every day on time

Family Support Programs

Clothes swaps, yard sale, food co-ops

Home Visits

Staffs go to parents' homes and role model and practice good parenting skills with the child and parent

Lending Libraries

Provide toys, games and books for children or parents to check out to use at home.

Parent Education Classes

Classes to help inform parents about child mental, dental and physical health, safety, nutrition, and development at each grade level

Parent Observations

Observe parent in difficult routine situations and provide positive feedback for support.

Parent-to-Parent Support Groups

Opportunities for families with similar issues to meet and converse about their issues

Parenting and Childrearing Information

Design activities to help inform parents about child mental, dental and physical health, safety, nutrition, and development at each grade level. These can be done through homework assignments, workshops, videos, computer presentations, literature, etc.

Supporting Learning

Develop a list of suggestions for home conditions that support learning at each grade level. Have a group discussion so parents have input and understand each item.

Survey

Ask parents for information in writing or verbally about their children's goals, strengths, talents, etc.

Tips Sheets

Regular dissemination of information that provides brief tips for nutrition, dental, physical and mental health, appropriate discipline practices, and other tips

Communicating

Back and Forth Notebooks or Folders

Send home weekly information and examples of child's work for parent review and comment, then send back to school for teacher review and comment.

Newsletter

Develop a newsletter for parents with input and assistance from some parents. Include information about students, families, school activities, announcements, submissions from students, parenting tips, community events, etc.

Parent Handbook

Provide clear information on all school policies, programs, reforms, and transitions.

Parent-Student-Teacher Conference

Child comes with parent to conference to discuss grades and other issues.

Parent Teacher conferences

Parent sets the agenda for the conference after having an opportunity to look over the child's report card in advance.

Regular System of School-Family Communication

Schedule regular meaningful notices, memos, newsletters, phone calls and other communications by getting family and staff input for time scheduling.

Survey

- Ask parents for information in writing or verbally about students' needs and families' suggestions and reactions to school programs.
- Ask parents to identify interests, talents, and volunteer availability.

Verbal Translation

Provide language translators to assist families whenever needed.

Written Translation

Designate a person to translate all English written material that goes home to parents into the first language of every language spoken at school (i.e.) Spanish, Korean, etc.

Volunteering

At Home

- Prepare activities or homework packets in advance
- Grade homework
- Translate Materials

Classroom

- Read to students
- Station a parent in one of the center (or choice) areas to lead the activity
- Monitor and converse with children on playground promoting positive social interactions and providing challenging activities.

School or Program

- Chauffeur and chaperone at social events
- Coordinate bake sales and student pictures, etc
- Help answer phone calls at school
- Help coordinate pep rallies and social activities
- Help raise money with fundraisers
- Host Parent Center
- Parent Center or room for volunteer work, resources for families, meetings, computers, etc.
- Postcard Survey annually to identify all available talents, times, location of volunteers, etc.
- Provide extra assistance with on-going communication, ie) calling other parents to attend events, distribute newsletters, etc.
- Safety patrol to monitor street crossing and playground
- Telephone tree to establish line of communication
- Volunteer Committee that helps to recruit other parents to volunteer and helps develop volunteer activities that help both parents and schools.
- Welcome parents and visitors

Learning at Home

Assisting with homework and Web Searches

Parents regularly stay with child asking questions related to homework assignment and monitor web searches and help children narrow searches. Parents also teach appropriate Internet use and are responsible for their child's computer behavior.

Calendar of Activities

Provide a variety of activities for parents to do with their children at home.

Compact for Reading

Student, parent, and teacher sign compact for reading goals and objectives so every one is clear on the expectations and takes responsibility for getting it accomplished.

Curriculum Activities and Design

Parents participate in the development of clear written information on choosing courses, programs, and activities in school.



Goal Setting

Parents participate with staff in setting academic goals each year and evaluate regularly.

Home visits

Help enroll parents in home visiting programs such as PAT and HIPPY that teach parents how to work with their child at home on educational learning. Or, introduce yourself and provide each family with a home visit to disseminate information about the school / program.

Home2School

Design a workshop or demonstration for parents of the website www.home2school.com. This website will help parents to know the state benchmarks for the grade level of their child and what each benchmark means and how it is used. Parents will be able to help their children with homework and learn new skills or relearn old ones. Parents can even develop an individualized education plan for their child.

Homework Environment

Parents can set up the homework environment to be most conducive to learning including regular times, a consistent place that is quiet and comfortable; child sized table and chair, no distractions, clear expectations, checklist of completion, etc.

Homework Policies

Staffs develop homework policies and present to parents how to set up environment for optimal working, skills for using good study habits, and how to monitor and discuss school work at home.

Interactive Homework

Teachers link school curriculums with interactive homework assignments designed so that all parents can help their children with the homework. Parents actually have an active role with the student in order to complete the assignment. The assignment relates to classroom activities and learning objectives so that parents know what is being taught and how to help their child at the same time. i.e.) Students are learning about gardens this week at school. Curricular objectives for many of the students include several criteria. By assigning the child homework such as having the parent and the child both collect different kinds of seeds they find naturally. Each person chooses a seed to plant in a paper cup or an empty milk carton. See how differently they sprout up. Talk to your child about the process of keeping them alive, let the child take care of his/her plant, talk about different textures, colors, amount of light needed. Go to the library and find a book about gardens, flowers, or vegetables. Read it daily or have your child read it to you.

Tips for Parents/ Notes Home

One page handouts, each focusing on a specific area of social competence. Parents are given 3 or 4 strategies for helping children to develop these skills. One the reverse side, staff writes an example of how the child is demonstrating this skill in school or how the staff is working with the child in this area. The parent has a page on which to respond and show how the child is doing with this skill at home.

Summer Learning Packets and Activities

Send home a packet of materials for a child to do over the summer. This can include hands-on activities and reading assignments with tracking.

Decision-Making

Board Member Parent Representative

Sit on a school board or governing committee such as CDM, policy council, PTA, etc.

District Level Committees

Develop district level committees for family and community involvement.

Election Notices

Providing information about school board or other related elections

Networking

Form networks to link all families with parent representatives.

Parent Involvement Component

Create a comprehensive plan for parent involvement including staff, families, students, and community members as key players.

Fund-Raising

Parents can help develop plans and help write grants to raise money.

Collaborating with the Community

Alumni Support

Encourage participation and possible fund raising of alumni in school programs for students.

Community Activities

Provide information on community activities that link families with learning skills and developing talents, including summer programs for students.

Community Clean-Up

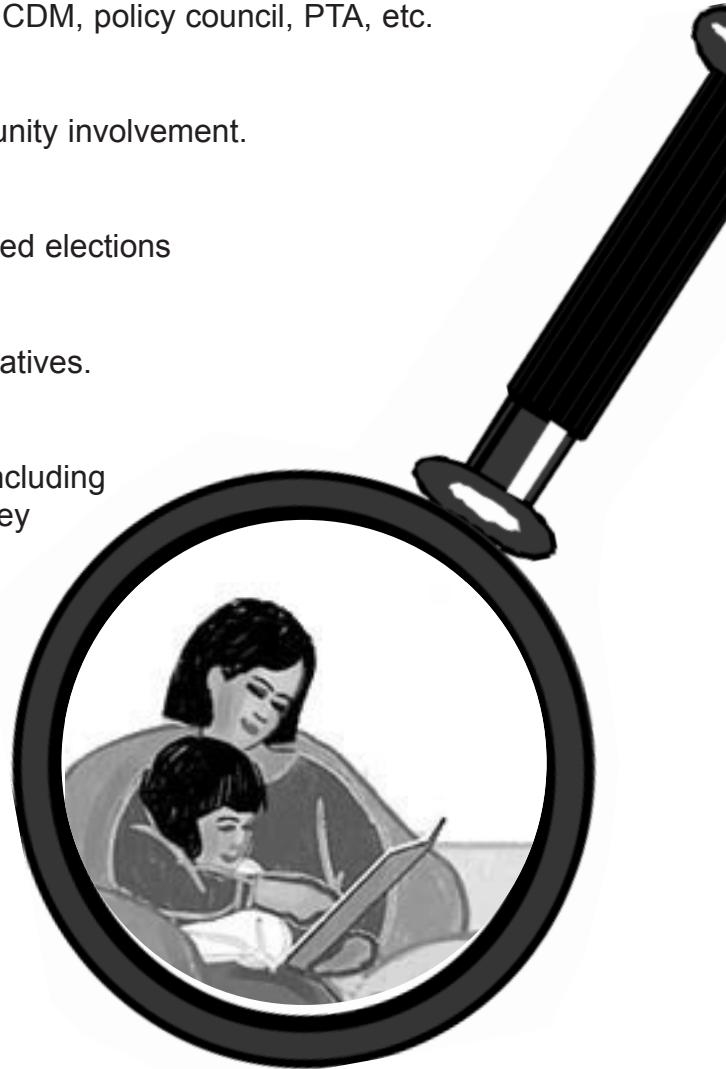
Staff and parents plan a community clean up in the alley and local neighborhood near the school.

Fund-Raising

Parents and staff go to community businesses and ask for donations or trade offs for money, supplies, transportation, etc.

Library School Family Partnership

Schools have computers which provide links to library resources and websites. The Library could do workshops or presentations on using the library website. Parents, teachers, and students could use library and school links to help children do web searches and other literacy related homework!



Long Range Goals

Set long range goals so that family volunteers and staff are farsighted in their activities and their commitment to the process of school improvement and reform. School improvement can take place at the local, district, and state level.

Resources and Supports

Inform parents about outside services like tutoring or mentoring programs.

Retreat

Organize retreats to build consensus between educators and the community.

School Reform

Recruit local businesses to be informed and become involved in school reform efforts.

School Transition Celebration

Have a pot luck dinner or celebration of some sort with other families whose children are transitioning from one school to the next such as kindergarten, middle school, or high school transition. Network with other parents and talk about possible issues with transitions and possible solutions.



Section VII - Resources and Links

This section of the "Parent Involvement Toolkit" provides resources and links that will help district and school administrators implement parent involvement requirements. These resources can be found on the Internet or purchased from the publishing agency. Each link has an annotation of the website listed.



Resources for Parent Involvement Tool Kit

Web Sites

- What-Works in Education <http://w-w-c.org/> The What Works Clearinghouse, a project of the U.S. Department of Education's Institute of Education Sciences, was established to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education.

- No Child Left Behind www.nclb.gov
 - Learn about the Education News Parents Can Use television series.
 - Powerful new tools to help your child learn and achieve.
 - Learn about supplemental services, charter schools and testing.
 - Know the basics of No Child Left Behind.

- Southwest Educational Development Laboratory www.sedl.org The Southwest Educational Development Laboratory is a not-for-profit education research and development corporation. SEDL creates and provides research-based products and services to improve teaching and learning.

- Center for the Improvement of Early Reading Achievement (CIERA) <http://www.ciera.org/> The model that underlies CIERA's efforts acknowledges many influences on children's reading acquisition. The multiple influences on children's early reading acquisition can be represented in three successive layers, each yielding an area of inquiry of the CIERA scope of work. These three areas of inquiry each present a set of persistent problems in the learning and teaching of beginning reading.

- Center for Research on Education, Diversity and Excellence (CREDE) <http://www.crede.ucsc.edu/> Central to its mission, CREDE's research and development focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location.

- Children's Partnership <http://www.childrenspartnership.com> The Children's Partnership is part of a national and statewide movement to enhance the children's mental health care system. This national movement is striving to create a collaborative system that will allow families and providers to coordinate traditional and non-traditional services for each child with complex mental health needs.

- Colorado Parent Information and Resource Center <http://www.cpirc.org> Family oriented website that provides articles and information regarding the latest news in Parenting and Education. The website also provides links to related websites and educational shareware.

- Culturally & Linguistically Appropriate Services ericps.crc.uiuc.edu/clas/ CLAS is a federally funded collaborative effort of universities and national organizations. The CLAS Early Childhood research Institute identifies, evaluates, and promotes effective and appropriate early intervention and preschool practices that are sensitive to culturally and linguistically diverse (CLD) children and families.

- ERIC Clearinghouse <http://www.eric.ed.gov/> The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature. The ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC/EECE) is one of 16 clearinghouses in the ERIC system, which is part of the National Library of Education. ERIC clearinghouses identify and select documents and journal articles, and then prepare entries describing the documents and articles to be incorporated in the ERIC database, the world's most frequently used collection of information on education. Clearinghouses also publish digests, monographs, and other publications; answer questions; disseminate information on the Internet; and represent ERIC at conferences and workshops.

- Home2school <http://www.home2school.com> A free website for parents to help their children with homework. Parents and students can view all of the state benchmarks in Language Arts and Mathematics for each grade level starting at second grade through twelfth grade. When you click on the benchmark it gives the definition, how it is used and gives an example. Then you can click on another sample question for more practice. Parents have the opportunity to learn old or new skills while helping their child learn the skills taught in his/her grade. You can even develop an individual education plan for your own child.

- National Association of Partners in Education <http://www.napehq.org/> Its mission is to improve opportunities for comprehensive youth development, PARTNERS IN EDUCATION works to increase the number, quality, and scope of effective partnerships; increase the resources to support effective partnerships; increase awareness about the importance of partnerships for promoting youth success; and promote the importance of effective partnerships to policymakers.

- National Center for Early Development and Learning (NCEDL) <http://www.fpg.unc.edu/~ncedl/> A national early childhood research project supported by the US Dept. of Education's Office of Educational Research and Improvement. NCEDL focuses on enhancing the cognitive, social, & emotional development of children from birth through age eight.

- National Center for Parent Involvement in Education <http://www.ncpie.org/> The National Coalition for Parent Involvement in Education (NCPPIE) is dedicated to developing effective family/school partnerships in schools throughout America. Their mission is to advocate the involvement of parents and families in their children's education and to foster relationships between home, school, and community that can enhance the education of all our nation's young people.

- National Network of Partnership Schools <http://www.csos.jhu.edu> Viewers can gain information for building, maintaining, and improving school, family, and community partnerships.

- National Parent Information Network <http://npin.org/> The mission of NPIN is to provide access to research-based information about the process of parenting, and about family involvement in education. We believe that well-informed families are likely to make good decisions about raising and educating their children.

- Partnerships for Family Involvement in Education (PFIE) www.pfie.ed.gov PFIE and its partners commit to increasing family participation in children's learning through a variety of activities and efforts, some of which include: student- and family-friendly policies at the workplace, before- and after-school programs, tutoring and mentoring initiatives, and donations of facilities and technologies.

- The American Educational Research Association (AERA) www.aera.net/ The American Educational Research Association is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.
- The Children's Partnership <http://www.childrenspartnership.org> The Children's Partnership, an on-line parent's guide introduces adults to the Internet and offers age-appropriate guidelines for technology use by children, showing how to steer children towards positive, productive online experiences.
- The National Association for the Education of Young Children www.naeyc.org/ The National Association for the Education of Young Children (NAEYC) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. NAEYC Affiliate Groups work to improve professional practice and working conditions in early childhood education and to build public support for high quality early childhood programs.
- The National Center for Family Literacy www.familit.org/ The National Center for Family Literacy is a nonprofit organization supporting family literacy services for families across the United States through programming, training, research, advocacy and dissemination.
- The Colorado Parent Information and Resource Center (CPIRC) www.cpirc.org has been created to help families and schools work better together to ensure children succeed in school. CPIRC is a network of statewide organizations and six community agencies representing urban and rural communities working together to provide parents with information and resources to support them in their efforts to raise healthy, happy and successful children; and increase parent participation in schools by helping parents develop their leadership skills and preparing educators for parent involvement in their classrooms.
- NCELA Online Library <http://www.ncela.gwu.edu/library/index.htm> Access hundreds of articles and publications on educating linguistically and culturally diverse students.
- National PTA : <http://www.pta.org> Organizations such as the National PTA have a long history of supporting parent-teacher partnerships at the local and national level. In 1997 the PTA released Standards for Parental Involvement. The standards have been adopted by many schools and organizations across the country. Increased efforts from traditional parent-school organizations and emerging parent or citizen groups are developing parent involvement strategies to address a host of concerns about educational quality.
- The Asian American Parent Association (AAPA) <http://aapa.net/> This organization was formed in 1991 by group of concerned parents. AAPA works primarily with California's Cupertino and Fremont school districts to increase opportunities for children of Asian descent. The group has four initiatives: establishing dialog between the two districts, developing parent awareness programs, promoting student training and leadership, and encouraging community involvement.
- The ASPIRA Association www.aspira.org This association promotes the empowerment of the Puerto Rican and Latino community by developing and nurturing the leadership, intellectual, and cultural potential of its youth so that they may fully contribute their skills and dedication. The ASPIRA Parents for Educational Excellence program was developed to train parents to become more effective educational advocates for their children.

- The Black Alliance for Educational Options (BAEO) www.baeo.org is a national, nonpartisan member organization whose mission is to actively support parental choice, empower families, and increase educational options for Black children. It was formed in 2000 following a symposium in Milwaukee, Wisconsin, about educational opportunities for Black children. BAEO has quickly grown to national recognition and recently received a grant from the federal government to aid in the dissemination of information related to NCLB and reaching Black families.
- The National Association for the Advancement of Colored People (NAACP) www.naacp.org/work/education/education.shtml was founded in 1909 by a multiracial group of activists. The NAACP has worked at both the national and local levels to support social justice and equal opportunities for people of color for almost a century. The education department strives to empower local communities while focusing on three primary goals: preventing racial discrimination in educational programs and services, advancing educational excellence, and promoting an equal opportunity education agenda.
- The National Council of La Raza (NCLR) www.nclr.org/ was established in 1968 to help reduce poverty and discrimination and improve life opportunities for Hispanic Americans. NCLR works toward this goal by supporting organizations that serve Hispanic communities and by applying a Hispanic perspective in research, policy, and advocacy. NCLR's work in education is carried out at a policy and programmatic level, and NCLR has recently been mobilizing support for the development of more charter schools that focus on education for Latinos.
- The PACER Center www.pacer.org was founded in 1977 by parents of children with disabilities for the purpose of helping parents and families facing similar challenges. Today the PACER Center philosophy is to expand opportunities and enhance the quality of life for children and young adults with disabilities and their families based on the concept of parents helping parents. The PACER Center uses programs such as Parents Helping Parents, the Early Childhood Project, and the American Indian Parent Network.

****Spanish Resources for Parents:**

- For young families, time often seems in short supply! But this Zero to Three brochure can help you make the most of every moment you have with your baby! "The Magic of Everyday Moments" ("La Magia de la Vida Cotidiana") shows how everyday routines can support babies' or toddlers' healthy emotional and cognitive development.
<http://www.zerotothree.org/magic/Spanish>
- Zero to Three's "Getting in Tune: The Powerful Influence of Music on Young Children's Development" ("Afinando") tells parents and care givers how music can support bonding, learning, and creativity for very young children.
<http://www.zerotothree.org/music/Spanish>
- Developing Successful Fatherhood Programs: Not Easy But Possible. Domestic violence advocates and fatherhood groups typically find it hard to work together or understand each other's agendas. The Center on Fathers, Families and Public Policy highlights the difficulties - and the importance -- of successful collaboration between organizations serving domestic violence victims and those serving low-income fathers in this summary of a meeting on "Fatherhood Programs and Domestic Violence (2003)."
http://www.cffpp.org/publications/fatherhood_programs.html

**** Developing Parent Groups**

- Starting a Parent Volunteer Group in Your School
www.kde.state.ky.us/comm/pubinfo/parents/docs/volgroup.asp
- Developing an Action Team
www.pta.org/parentinvolvement/certification/actionteam.asp
- Self-Help/Support Groups: What They Are, Benefits to Parents and Family, How to Join One, How to Start One
www.npin.org/pnews/1999/pnew399/spot399.html

**** How to Get ERIC Documents and Journal Articles:**

- References identified with an ED (ERIC document), EJ (ERIC journal), or PS number are cited in the ERIC database. Most documents are available in ERIC microfiche collections at more than 1,000 locations worldwide. They can also be ordered through EDRS: 1-800-443-ERIC. Journal articles are available from the original journal, interlibrary loan services, or article reproduction clearinghouses such as Ingenta (800-296-2221). www.ed.gov/Programs/EROD or www.edrs.com/Webstore/Express.cfm

Training

- Workshops for Parents Through Schools: Connecting Schools and Families. CPIRC, in collaboration with Denver Public Schools-Community Relations Department and the Colorado Statewide Parent Coalition, has developed 3 one-hour workshops for parents. The workshops, formatted on Power Point, are available on line for any school to download and use at their convenience, available through the Denver Public Schools Community Relations website.
<http://communityrelations.dpsk12.org/>

- Parent-Professional Partnership Training is a 40 hour training for teachers, administrators and other school staff to develop the positive attitudes, skills and knowledge necessary to create effective partnerships with families to improve academic achievement of their children. Training is offered for 3 college credits. Workshops and staff in-services are also available. For more information, go to www.cpirc.org.



- Training activities, assessment toolkits, research guides, and related resources for educators.
www.starcenter.org
- *Creating Family Friendly Schools: A guidebook for trainers.* This guide has 12 modules for training district staff and parents. The modules include training scripts, handouts, transparencies, and references for developing a comprehensive program of school-family partnerships, understanding and respecting all families and all cultures, examining communication skills for developing a family friendly culture in schools, reaching all families, and much more. The guide is available from RMC Research Corporation, Denver, CO, 800.922.3636 for a cost of \$250.

Grants

- <http://ed.gov/> click on grants and contracts for information on all Department of Education grants, applications and deadlines.

Books

- *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, (2002). Henderson and Mapp. The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. This fourth edition of Evidence confirms that the research continues to grow and build an ever-strengthening case. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

- *Building Successful Partnerships A Guide for Developing Parent and Family Involvement Programs* is a comprehensive, practical book authored by the National PTA that shows how getting parents and families involved can improve your school. www.pta.org

- *Getting Parents Involved: a handbook of ideas for teachers, schools, and communities* (2003). Wittreich, Y.M., Jacobi, E. F., and Hogue, I.,E. Christopher Gordon Publishers 800.934.8322.

- *School, family and community partnerships: Preparing educators and improving schools.* Epstein, J.L. (2001) Westview Press, Boulder, CO

- Yvonne Wittreich, Evelyn F. Jacobi, and Iris E. Hogue. (2001) *Getting Parents Involved: A Handbook of Ideas for Teachers, Schools, and Communities.* Christopher-Gordon Publishers Inc.

- Kyle, Diane W.; McIntyre, Ellen; Miller, Karen B.; & Moore, Gayle H. (2002). *Reaching Out: A K-8 Resource for Connecting Families and Schools.* Corwin Press, Inc., A Sage Publications Company, 2455 Teller Rd., Thousand Oaks, CA www.corwinpress.com

- Larry and Virginia Decker, (2002) *Home, School and Community Partnerships* The book considers the following question: Are schools doing enough to learn about families? The Deckers reply with a resounding "no." They suggest that schools develop a "planned, comprehensive initiative to learn more about the families they serve and how to involve them in student learning."

www.gse.harvard.edu/hfrp/projects/fine/memberinsights.html#decker



Literature

- *National Standards for Parent/Family Involvement Programs (Nat'l PTA)*-introduction pg. 5 This document has been translated in several languages. www.pta.org for more information.
- *ABC Book of Educational Terms: A Plain Language Guide for Parents* A plain Language Guide of Educational Terms. The purpose of this guide is to provide Colorado families with a resource of commonly used educational terms. Many of the terms selected for this plain language guide appear in current state and federal legislation that is of particular interest to parents. www.cpirc.org
- *Emerging Issues in School, Family, and Community Connections.* (2001)
This research synthesis is the first in a series that will examine key issues in the field of family and community connections with schools. The issues highlighted in this synthesis represent critical areas of work in family and community connections with schools where clarification, agreement, and further development are needed, as well as promising new directions that are emerging. To order call 1-877-433-7827 USDOE Ed Pubs.
- *Reaching all Families: Creating Family-Friendly Schools* (revised 2000)
This publication is designed for school administrators and teachers, to help them involve families as more active participants in their children's education. The strategies are appropriate for all students. A special emphasis is place on making all school contacts friendly and welcoming to the diverse families being served. To order call 1-877-433-7827 USDOE Ed Pubs.
- *Strong Images and Practical Ideas: A Guide to Parent Engagement in School Reform.* This guide reviews seven programs that advance parent engagement in school reform. This program spans the gamut from encouraging participation in school events to training parents to be on governance councils and organizing parents to undertake advocacy efforts for policy changes www.aecf.222.aecf.org/publications/browse.php?filter=5
- *Help At Last: A teacher's guide to promoting early literacy by using parent tutors* is a collection of strategies that teachers can use to train parents to serve as tutors. The guide addresses recruiting parent tutors, a parent tutor model, and specific strategies. The guide is available from RMC Research Corporation, Denver, CO, 800.922.3636 for a cost of \$5.
- *Help at Last: Monthly activities for the family involvement in learning* is a guide with activities for teachers to send home to parents. The activities correspond to each month of the year. Topics include, but are not limited to, helping your child be a better reader, making homework count, continuing learning through the summer, and much more. The guide is available from RMC Research Corporation, Denver, CO, 800.922.3636 for a cost of \$5.
- *Help at Last: Monthly activities for parent involvement in secondary schools.* This guide provides monthly parent involvement tips. It has tips for teachers and pages for teachers to duplicate to send home for parents. Topics include, but are not limited to, creating a good transition from elementary school to middle school, understanding adolescent needs and characteristics, keeping adolescents in school, and much more. The guide is available from RMC Research Corporation, Denver, CO, 800.922.3636 for a cost of \$5.

- *Help at Last: Developing Effective School-Community Partnerships* includes steps and sample tools for building effective partnerships. Topics include, but are not limited to, determining your rationale and conducting a needs assessment, developing a school needs profile, and identifying potential community partners, and much more. The guide is available from RMC Research Corporation, Denver, CO, 800.922.3636 for a cost of \$5.

- *Middle school/parent involvement resource kit provides* PTA leaders with research information, articles, and sources for parents of middle and high school children. It includes sources for finding information on a variety of topics affecting preteen, teens, and their families. It is available from National PTA, 312.670.6782

- *From Governance to Accountability: Building relationships that make schools work.* How does the current system of school governance reform affect school-community-parent partnerships? In this report, authors Kavitha Mediratta and Norman Fruchter of NYC's Institute for Education and Social Policy argue that governance reform won't lead to large-scale improvement unless top-down structure is combined with bottom-up relationships with parents and communities. They advocate a community accountability system to foster these relationships. www.drummajorinstitute.org

- *Improving Student Achievement: Focus on Writing.* How can parents help improve their children's writing? This toolkit from the Commonwealth Institute for Parent Leadership provides parents with practical tips, questions to ask their children about writing, and steps to writing a story. www.cipl.org/fellows/writing.html

- B.J. Meadows and Marilyn Saltzman *Building School Communities, Strategies for Leaders.* Fulcrum Publishing, 16100 Table Mountain Parkway, Suite 300, Golden, CO 80403. 1-800-992-2908, 303-277-1623. Price is \$18.95 www.fulcrum-resources.com

- NCLB: *What's In It For Parents?* takes a closer look at how the new federal law requires schools and districts to involve parents in the hard work of school improvement. Readers will learn about six leverage points that parents and community members can use to ensure every child receives a high-quality education. For each leverage point, the guide suggests specific steps parents can take to ensure that their schools are doing what the federal law requires of them. www.plassociates.org

- Dana McDermott, a Resident Faculty at the School for New Learning at DePaul University, also believes that schools are not doing enough to learn about families. She points out that a perceived lack of parent involvement may suggest parent disagreement with school goals and directives. McDermott advocates educators look at research on adult learning to involve and collaborate with parents, and to incorporate the home culture into what is learned in school. www.gse.harvard.edu/hfrp/projects/fine/memberinsights.html#mcdermott

- How does a traditional conception of parent involvement work with migrant education? Gerardo Lopez, a researcher from Indiana University School of Education, argues that teachers' traditional notion of parent involvement as parents visiting their children's schools and classrooms does not build on the ways in which Latino migrant families are often involved in their children's education. www.ascribe.org/cgi-bin/spew4th.pl?ascribeid=20030203.074545&time=08%2031%20PST&year=2003&public=1

Evaluation

- National Standards for Parent/Family Involvement Programs Booklet also has an example of a Parent Involvement Survey.

<http://mpls.k12.mn.us/staff/family-surveys.html>

- Family Feedback Survey, by The Minnesota Public Schools, was created for classroom teachers to use. This parent involvement survey has been translated. It is available online in English, Spanish, Hmong, Lao and Somali (with Vietnamese coming soon).

http://mpls.k12.mn.us/staff/family_surveys.shtml

APPENDIX A



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The following section includes sample forms that may assist districts and schools in the process of implementing various components of the parent involvement requirements. The forms are offered as guidelines only and are not required by the Colorado Department of Education.

Parent Involvement Needs Assessment

Please check all that apply:

1. Many of my students' parents don't speak English; I'd like to have an adult ESL class.
2. Children enter my school not socialized to learn.
3. My school needs to be more of a resource to the community.
4. Our migrant and immigrant families need opportunities to learn about new ways and new resources in the U.S.
5. Teachers and administrators at my school need more information on working with parents.
6. Parents need an opportunity to share how they did things in their former country.
7. Community and political leaders need to hear more from our minority parents.
8. Many of our children entering kindergarten have few pre-literacy skills.
9. Parents need to help more to make sure that homework gets done.
10. I need more parent volunteers, especially Spanish speakers to help at school.
11. I need to see higher achievement among my second language learners.
12. I'd like a way to introduce new families from other countries to "school culture."
13. Minority parents in my building need more information on CSAP, literacy curriculum and interventions, and ILP's.

Boulder Valley Family Literacy Program

Adapted from Even Start "Checklist-Learners' lives as curriculum"

STARTING POINTS:

An Inventory of Present Practices of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders
National Network of Partnership Schools, Johns Hopkins University

This inventory will help you identify your school's present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for Partnerships (ATP) should complete this inventory, with input from the teachers, parents, School Improvement Team, and others, as appropriate. These groups have different knowledge about all of the present practices of partnership in your school.

After you complete the inventory, you will be ready to write a Three-Year Outline and One-Year Action Plan of how your school will work to increase, improve, or maintain activities for each of the six types of involvement.

Directions: Check the activities that your school conducts and circle all of the grade levels presently involved. Write in other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the check-box: * (for very well implemented with all families), + (a good start with many families), - (needs improvement).

TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES

At Which Grades?

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

- | | |
|--|------------------------------|
| <input type="checkbox"/> We sponsor parent education workshops and other courses or training for parents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on child or adolescent development. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We conduct family support programs with parent-to-parent discussion groups. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on developing home conditions that support learning. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We lend families books or tapes on parenting or videotapes of parent workshops. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We ask families about children's goals, strengths, and talents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS
Conduct effective communications from school to home and from home to school about school programs and children’s progress

At Which Grades?

- We have formal conferences with every parent at least once a year. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide language translators to assist families as needed. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about report cards and how grades are earned. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents pick up report cards. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school newsletter includes:
 - A calendar of school events K 1 2 3 4 5 6 7 8 9 10 11 12
 - Student activity information K 1 2 3 4 5 6 7 8 9 10 11 12
 - Curriculum and program information K 1 2 3 4 5 6 7 8 9 10 11 12
 - School volunteer information K 1 2 3 4 5 6 7 8 9 10 11 12
 - School policy information K 1 2 3 4 5 6 7 8 9 10 11 12
 - Samples of student writing and artwork K 1 2 3 4 5 6 7 8 9 10 11 12
 - A column to address parents’ questions K 1 2 3 4 5 6 7 8 9 10 11 12
 - Recognition of students, families, and community members K 1 2 3 4 5 6 7 8 9 10 11 12
 - Other _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about selecting courses, programs, and/or activities in this school. K 1 2 3 4 5 6 7 8 9 10 11 12
- We send home folders of student work weekly or monthly for parent review and comments. K 1 2 3 4 5 6 7 8 9 10 11 12
- Staff members send home positive messages about students on a regular basis. K 1 2 3 4 5 6 7 8 9 10 11 12
- We notify families about student awards and recognition. K 1 2 3 4 5 6 7 8 9 10 11 12
- We contact the families of students having academic or behavior problems. K 1 2 3 4 5 6 7 8 9 10 11 12
- Teachers have easy access to telephones to communicate with parents during or after school. K 1 2 3 4 5 6 7 8 9 10 11 12
- Teachers and administrators have e-mail and/or a school website to communicate with parents. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers, and counselors. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a homework hotline for students and families to hear daily assignments and messages. K 1 2 3 4 5 6 7 8 9 10 11 12
- We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL
Organize volunteers and audiences to support the school and students

At Which Grades?

- We conduct an annual survey to identify interests, talents, and availability of volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a parent room or family center for volunteer work, meetings, and resources for families. K 1 2 3 4 5 6 7 8 9 10 11 12
- We encourage families and the community to be involved at school by:
 - Assisting in the classroom (tutoring, grading papers, etc.) K 1 2 3 4 5 6 7 8 9 10 11 12
 - Helping on trips or at parties K 1 2 3 4 5 6 7 8 9 10 11 12
 - Giving talks (careers, hobbies, etc.) K 1 2 3 4 5 6 7 8 9 10 11 12
 - Checking attendance K 1 2 3 4 5 6 7 8 9 10 11 12
 - Monitoring halls, or working in the library, cafeteria, or other areas K 1 2 3 4 5 6 7 8 9 10 11 12
 - Leading clubs or activities K 1 2 3 4 5 6 7 8 9 10 11 12
 - Other _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide ways for families to be involved at home or in the community if they cannot volunteer at school. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a program to recognize our volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We organize class parents or neighborhood volunteers to link with all parents. K 1 2 3 4 5 6 7 8 9 10 11 12
- We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES
Involve families with their children in homework and other curriculum-related activities and decisions

At Which Grades?

- We provide information to families on required skills in all subjects. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information to families on how to monitor and discuss schoolwork at home. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on how to assist students with skills that they need to improve. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member. K 1 2 3 4 5 6 7 8 9 10 11 12
- We ask parents to listen to their child read or to read aloud with their child. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide calendars with daily or weekly activities for families to do at home and in the community. K 1 2 3 4 5 6 7 8 9 10 11 12
- We help families help students set academic goals, select courses and programs, and plan for college or work. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP
Include families as participants in school decisions, and develop parent leaders and representatives

At Which Grades?

- We have an active PTA, PTO, or other parent organization. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parent representatives are on the school's advisory council, improvement team, or other committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have an Action Team for Partnerships to develop a goal-oriented program with practices for all six types of involvement. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parent representatives are on district-level advisory councils or committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We develop formal networks to link all families with their parent representatives for decision making. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve all parents to get input and ideas on school policies. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on school or local elections for school representatives. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in selecting school staff. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in revising school and/or district curricula. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 6 – COLLABORATING WITH THE COMMUNITY
Coordinate resources and services from the community for families, students, and the school, and provide services to the community

At Which Grades?

- We provide a resource directory for parents and students with information on community agencies, programs, and services. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on community activities that link to learning skills and talents, including summer programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- We work with local businesses, industries, and community organizations on programs to enhance student skills. K 1 2 3 4 5 6 7 8 9 10 11 12
- We offer after-school programs for students, with support from community businesses, agencies, or volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We sponsor intergenerational programs with local senior citizen groups. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide "one-stop" shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies. K 1 2 3 4 5 6 7 8 9 10 11 12
- We organize service to the community by students, families, and schools. K 1 2 3 4 5 6 7 8 9 10 11 12
- We include alumni in school programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school building is open for use by the community after school hours. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

School: _____

One-Year Action Plan

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School Year: _____

- On these 4 pages, select 4 major goals: 2 academic goals for students, 1 behavioral goal for students, and 1 goal for creating a school climate of partnership.
- List the specific, **measurable results** that will show you have reached EACH goal.

GOAL 1—ACADEMIC. Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year: _____

Desired result(s) for THIS goal: _____

How will you measure the result(s)? _____

- Which practices of school, family, and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

ACTIVITY (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Any extra funds, supplies, or resources needed for these activities? _____

You may add pages to show more activities that support THIS goal or to provide detailed plans for the work that must be done THIS YEAR.

School, Family, and Community Partnerships by J. L. Epstein et al., © 2002 Corwin Press, Inc. Photocopying permissible for local school use only.

GOAL 2—ACADEMIC. Select **ANOTHER** curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year: _____

Desired result(s) for THIS goal: _____

How will you measure these result(s)? _____

- Which practices of school, family, and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

ACTIVITY (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Any extra funds, supplies, or resources needed for these activities? _____

You may add pages to show more activities that support THIS goal or to provide detailed plans for the work that must be done THIS YEAR.

GOAL 3—BEHAVIORAL. Select ONE goal for students, such as improving behavior, attendance, respect for others, safety, or another quality that requires improvement in the next school year: _____

Desired result(s) for THIS goal: _____

How will you measure these result(s)? _____

- Which practices of school, family, and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

School, Family and Community Partnerships by J. L. Epstein et al., © 2002 Corwin Press, Inc. Photocopying permissible for local school use only.

ACTIVITY (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Any extra funds, supplies, or resources needed for these activities? _____

You may add pages to show more activities that support THIS goal or to provide detailed plans for the work that must be done THIS YEAR.

GOAL 4—CLIMATE OF PARTNERSHIPS (Required goal). Identify ALL OTHER family and community partnership activities for the six types of involvement that the school will conduct to create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check *Starting Points* for activities that will help create a climate of partnership in the next school year:

Strengthen the six types of family and community involvement

Desired result(s) for THIS goal: _____

How will you measure these result(s)? _____

- Which practices of school, family, and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

ACTIVITY (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Any extra funds, supplies, or resources needed for these activities? _____

You may add pages to show more activities that support THIS goal or to provide detailed plans for the work that must be done THIS YEAR.

School Name _____ School Year _____

End-of-Year Evaluation
School, Family, and Community Partnerships—Six Types of Involvement

This annual report helps your Action Team for Partnerships evaluate its progress in developing its comprehensive program of school, family, and community partnerships. The End-of-Year Evaluation—Form T contains one set of general questions on the overall partnership program, and one page for each of the six types of involvement.

The entire Action Team for Partnerships (ATP) should discuss and complete the general questions on the first page. The chair or cochairs who oversee committees on each of the six types of involvement may complete the page about the type of involvement for which they are responsible and then discuss progress with the full team. Add pages if you need more space to document progress.

This report should assist the ATP with its One-Year Action Plan for the next school year.

General Questions:

1. What has changed most in the past year as a result of the work on school, family, and community partnerships? _____

2. Overall, how would the ATP rate the quality of this school's program of school, family, and community partnerships?

This school's partnership program is:

- _____ a. **Weak/Just Starting:** Not well developed and needs a great deal of work
- _____ b. **Fair:** Implemented but needs improvement and expansion
- _____ c. **Good:** Well developed and covers all six types of involvement and addresses the needs of most families at most grade levels
- _____ d. **Excellent:** Well developed and implemented, covers all six types of involvement, and addresses the needs of all families at all grade levels

3. Who are the members of your Action Team for Partnerships this year? Mark * next to the names of members who are completing their terms or leaving the school and who will be replaced by new members.

ATP members for this school year	Position (teacher, parent, etc., and note chairs or cochairs of team and committees)	Responsible for or helping with which type of involvement?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

If you have more than eight members on the ATP, please continue this list on another page.

Evaluation of Type 1—PARENTING Activities: Type 1 activities help *families* understand their children's development and improve their parenting skills and help *schools* understand their students' families (workshops on parenting skills, GED classes, children's clothing swaps, etc.).

1. From the ATP's One-Year Action Plan—Form T (Types), review the Type 1—Parenting activities that were implemented during this school year. List two or three that are (or will be) particularly helpful at your school:

2. Overall, how would you rate the quality of all Type 1 activities that your school presently conducts? (Check one)
- a. Weak/Just Starting: Not well developed and need a great deal of work
 - b. Fair: Implemented but need improvement and expansion
 - c. Good: Well developed and reach most families at most grade levels
 - d. Excellent: Well developed and implemented, reach all families at all grade levels, and meet other major challenges

3. Select one Type 1—Parenting activity to describe in detail (i.e., one that reflects your school's best effort this year) and answer the following questions.

One effective Type 1 activity implemented this year: _____

About how many were involved? # of families _____ # of teachers _____
of students _____ # of others _____

Which grade levels were involved? _____

What was the main goal of this activity? _____

How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

What result(s) did this activity produce this year for students, teachers, parents, and the community? How were the results measured?

What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were *not* involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

Evaluation of Type 2—COMMUNICATING Activities: Type 2 activities include school-to-home and home-to-school communications about school and classroom programs and children's progress (newsletter, website, parent-teacher-student conferences, phone calls, etc.).

1. From the ATP's One-Year Action Plan—Form T (Types), review the Type 2—Communicating activities that were implemented during this school year. List two or three that are (or will be) particularly helpful at your school:

2. Overall, how would you rate the quality of all Type 2 activities that your school presently conducts? (Check one)

- a. Weak/Just Starting: Not well developed and need a great deal of work
 b. Fair: Implemented but need improvement and expansion
 c. Good: Well developed and reach most families at most grade levels
 d. Excellent: Well developed and implemented, reach all families at all grade levels, and meet other major challenges

3. Select one Type 2—Communicating activity to describe in detail (i.e., one that reflects your school's best effort this year) and answer the following questions.

One effective Type 2 activity implemented this year: _____

About how many were involved? # of families _____ # of teachers _____
of students _____ # of others _____

Which grade levels were involved? _____

What was the main goal of this activity? _____

How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

What result(s) did this activity produce this year for students, teachers, parents, and the community? How were the results measured?

What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were *not* involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

Evaluation of Type 3—VOLUNTEERING Activities: Type 3 activities enable families to give their time and talents to support the school, teachers, and children. Volunteers may conduct activities at school, at home, or in the community (volunteer training, volunteer tutors, office assistants, readers, etc.).

1. From the ATP's One-Year Action Plan—Form T (Types), review the Type 3—Volunteering activities that were implemented during this school year. List two or three that are (or will be) particularly helpful at your school:

2. Overall, how would you rate the quality of all Type 3 activities that your school presently conducts? (Check one)

- a. Weak/Just Starting: Not well developed and need a great deal of work
 b. Fair: Implemented but need improvement and expansion
 c. Good: Well developed and reach most families at most grade levels
 d. Excellent: Well developed and implemented, reach all families at all grade levels, and meet other major challenges

3. Select one Type 3—Volunteering activity to describe in detail (i.e., one that reflects your school's best effort this year) and answer the following questions.

One effective Type 3 activity implemented this year: _____

About how many were involved? # of families _____ # of teachers _____
of students _____ # of others _____

Which grade levels were involved? _____

What was the main goal of this activity? _____

How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

What result(s) did this activity produce this year for students, teachers, parents, and the community? How were the results measured?

What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were not involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

Evaluation of Type 5—DECISION MAKING Activities: Type 5 activities enable families to participate in decisions about school programs that affect their own and other children (leadership training, parents on school council, PTA/PTO, action team, etc.).

1. From the ATP's One-Year Action Plan—Form T (Types), review the Type 5—Decision Making activities that were implemented during this school year. List two or three that are (or will be) particularly helpful at your school:

2. Overall, how would you rate the quality of all Type 5 activities that your school presently conducts? (Check one)

- a. Weak/Just Starting: Not well developed and need a great deal of work
 b. Fair: Implemented but need improvement and expansion
 c. Good: Well developed and reach most families at most grade levels
 d. Excellent: Well developed and implemented, reach all families at all grade levels, and meet other major challenges

3. Select one Type 5—Decision Making activity to describe in detail (i.e., one that reflects your school's best effort this year) and answer the following questions.

One effective Type 5 activity implemented this year: _____

About how many were involved? # of families _____ # of teachers _____
 # of students _____ # of others _____

Which grade levels were involved? _____

What was the main goal of this activity? _____

How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

What result(s) did this activity produce this year for students, teachers, parents, and the community? How were the results measured?

What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were not involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

Evaluation of Type 6—COLLABORATING WITH THE COMMUNITY Activities: Type 6 activities facilitate cooperation and collaboration among schools, families, and community groups, organizations, agencies and individuals (business partnerships, community resource book, on-site health services, job shadowing, etc.).

1. From the ATP's One-Year Action Plan—Form T (Types), review the Type 6—Collaborating With the Community activities that were implemented during this school year. List two or three that are (or will be) particularly helpful at your school:

2. Overall, how would you rate the quality of all Type 6 activities that your school presently conducts? (Check one)

- a. Weak/Just Starting: Not well developed and need a great deal of work
 b. Fair: Implemented but need improvement and expansion
 c. Good: Well developed and reach most families at most grade levels
 d. Excellent: Well developed and implemented, reach all families at all grade levels, and meet other major challenges

3. Select one Type 6—Collaborating With the Community activity to describe in detail (i.e., one that reflects your school's best effort this year) and answer the following questions.

One effective Type 6 activity implemented this year: _____

About how many were involved? # of families _____ # of teachers _____
of students _____ # of others _____

Which grade levels were involved? _____

What was the main goal of this activity? _____

How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

What result(s) did this activity produce this year for students, teachers, parents, and the community? How were the results measured?

What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were not involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

School Name _____

School Year _____

**End-of-Year Evaluation
School, Family, and Community Partnerships Focused on School Goals**

This annual report helps your Action Team for Partnerships (ATP) discuss and rate the quality of your school's partnership program. It also asks ATP committees to consider *how well* activities were implemented and *how to improve* activities in the next school year to meet targeted school improvement goals.

This End-of-Year Evaluation—Form G includes one page of questions on the overall partnership program and a separate page of questions for each goal that was targeted in the *One-Year Action Plan—Form G* for this school year. If more than four goals were targeted, the ATP should make a copy of a "goals page" for each additional goal. This evaluation should assist the ATP with its *One-Year Action Plan—Form G* for the next school year.

Overall Program Evaluation

1. What has changed most in the past year as a result of your work on school, family, and community partnerships?

Overall, how would you rate the quality of your school's program of school, family, and community partnerships?

Our school's partnership program is:

____ **WEAK/JUST STARTING:** Not well developed and needs a great deal of work

____ **FAIR:** Implemented, but needs improvement and expansion

____ **GOOD:** Well developed, is focused on school improvement goals, covers all six types of involvement, and addresses the needs of *most families at most grade levels*

____ **EXCELLENT:** Well developed and implemented, is focused on school improvement goals, covers all six types of involvement, and addresses the needs of *all families at all grade levels*

2. Who are the members of your Action Team for Partnerships this year? Mark * next to the names of members who are completing their terms or leaving the school and who will be replaced by new members.

ATP members for this school year	Position (teacher, parent, etc.)	Role on Action Team (e.g., chair, cochair, committee member working on which goal[s])
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

If you have more than eight members on the ATP, please continue this list on another page.