

Tool 5.1: Policy and Plan Activity Checklist

Description

This tool is a checklist to help schools gauge their progress in meeting the Title I, Part A provisions for parental involvement. Though this tool does not provide an exhaustive list of parental involvement activities, it does demonstrate the types of activities that are expected of schools and a method for tracking those events. School staff who use this tool need to align the listed items with their school plan for parental involvement. This may include adding items.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools may want to use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will be able to use this resource with little instruction, while others will need step-by-step training as well as follow-up.

School staff can use this type of tool to self-monitor parental involvement programs periodically. Additionally, since each school will need documentation of parental involvement activities for their state monitoring process, this type of tool provides an organized method of noting documentation as it is collected.

School staff can use this type of tool to guide the development of policy and planning.

For each of the items below, mark whether the school has fully met the requirement or has not. Then provide a description of the activity and documentation available for the activity?

School: _____ Rater: _____

District: _____ Date: _____

School Improvement Requirement	Yes	No	Description of Activity	Documentation
1. Parents are involved in development of School Improvement Plans.	<input type="checkbox"/>	<input type="checkbox"/>		
2. Parents are involved in the approval of improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>		
3. Parents are involved in advisory committees.	<input type="checkbox"/>	<input type="checkbox"/>		
4. Parents are involved in decision making.	<input type="checkbox"/>	<input type="checkbox"/>		
5. School informs parents about the requirements of the plan and the right of parents to be involved.	<input type="checkbox"/>	<input type="checkbox"/>		
6. School provides timely notification of options, rights, and information under NCLB.	<input type="checkbox"/>	<input type="checkbox"/>		
About				
▪ School Choice	<input type="checkbox"/>	<input type="checkbox"/>		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
<ul style="list-style-type: none"> Supplemental Educational Services 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Curriculum explanation 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Academic assessments used to measure student progress 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Expected proficiency levels 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> School Improvement/AYP status 	<input type="checkbox"/>	<input type="checkbox"/>		
7. School has nonacademic communications with parents.	<input type="checkbox"/>	<input type="checkbox"/>		
8. School has regular communications with parents about their child’s educational progress.	<input type="checkbox"/>	<input type="checkbox"/>		
About				
<ul style="list-style-type: none"> Report cards 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Online grades 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Phone calls (e.g., grades, attendance) 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Web site 	<input type="checkbox"/>	<input type="checkbox"/>		
9. School conducts home visits.	<input type="checkbox"/>	<input type="checkbox"/>		
By				
<ul style="list-style-type: none"> Teachers 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Parental involvement coordinator 	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Other 	<input type="checkbox"/>	<input type="checkbox"/>		
10. School provides materials, training, and workshops to help parents work with their child to improve achievement.	<input type="checkbox"/>	<input type="checkbox"/>		
11. School holds regular parent–teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>		
12. School uses student–led parent–teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>		
13. School has a School–Parent Compact which school develops jointly with parents.	<input type="checkbox"/>	<input type="checkbox"/>		
14. School provides parents with information about curriculum and instructional strategies used in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>		
15. School incorporates ways for parents to be responsible for student learning.	<input type="checkbox"/>	<input type="checkbox"/>		
16. School holds an annual parent meeting.	<input type="checkbox"/>	<input type="checkbox"/>		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
17. School provides parents with frequent reports on student progress.	<input type="checkbox"/>	<input type="checkbox"/>		
18. School provides parents with reasonable access to staff.	<input type="checkbox"/>	<input type="checkbox"/>		
19. School provides opportunities for parents to volunteer.	<input type="checkbox"/>	<input type="checkbox"/>		
20. School provides opportunities for parents to observe in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>		
21. School provides assistance to parents to increase their support for student learning.	<input type="checkbox"/>	<input type="checkbox"/>		
About				
▪ Standards and assessment	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Child’s progress and ways to monitor that progress	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Strategies for working with educators to improve child’s achievement	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Learning at home	<input type="checkbox"/>	<input type="checkbox"/>		
22. School coordinates parental involvement activities with other programs.	<input type="checkbox"/>	<input type="checkbox"/>		
23. School links parental involvement activities to major school academic goals.	<input type="checkbox"/>	<input type="checkbox"/>		
24. School helps parents foster high expectations for their child.	<input type="checkbox"/>	<input type="checkbox"/>		
25. School helps parents to plan with their child for postgraduate education.	<input type="checkbox"/>	<input type="checkbox"/>		
26. School uses parent volunteers.	<input type="checkbox"/>	<input type="checkbox"/>		
27. School uses parent surveys to inform decisions.	<input type="checkbox"/>	<input type="checkbox"/>		
28. School engages parents in activities to foster relationships between parents and school.	<input type="checkbox"/>	<input type="checkbox"/>		
29. School has a budget that identifies use of resources for parental involvement.	<input type="checkbox"/>	<input type="checkbox"/>		
30. School involves parents in making decisions regarding funds related to parental involvement.	<input type="checkbox"/>	<input type="checkbox"/>		
31. School provides information to parents in a language they can understand.	<input type="checkbox"/>	<input type="checkbox"/>		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
32. School uses parent coordinator/liaison for outreach.	<input type="checkbox"/>	<input type="checkbox"/>		
33. School works with parent–teacher organizations.	<input type="checkbox"/>	<input type="checkbox"/>		
34. School offers activities that increase the cultural competency of staff.	<input type="checkbox"/>	<input type="checkbox"/>		

List other parental involvement activities not listed above.

Tool 5.2: Elementary School Policy, Descriptive Style

Description

This tool demonstrates one format for a policy document. The tone and text are parent–friendly and encourage those reading the document to participate in parental involvement. The developers of this sample have aligned goals with specific strategies in order to provide deeper explanations of the role and activities expected for school staff and parents. The Title I, Part A provisions do not require that school policies for parental involvement follow a specific format. Schools should use the style that best meets their needs.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools will want to use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final policy through a variety of media: such as paper, mail, or Internet.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement. SEA staff should anticipate that some LEA staff will use this template with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use a sample such as this one to begin discussion of their parental involvement policy.

Parental Involvement Policy

We are committed to working together to provide the best education for your children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child’s education. We look forward to a successful year. If you have any questions, please call our school.

Statement of Purpose:

The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child’s school.

Strategies

- Provide parents with a copy of the school–parent involvement plan via the student handbook, visitation day, or open house and one newsletter before October 1.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- Provide parents with a copy of the district’s parental involvement plan.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child’s education.

Strategies

- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents’ native language.

Goal 3: Provide an opportunity for parents and their children's school to jointly develop a School–Parent Compact that is to be implemented annually and includes: the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies

- Review the School–Parent Compact annually for revisions by the Parent and Community Involvement Task Force and the school advisory council.
- Provide opportunities to review the Compact with parents during visitation day, school advisory council meetings, workshops, etc.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the Student Progression Plan.
- Notify parents through newsletters, parent–school organization meetings and other means that the faculty and staff are highly qualified and meet required standards.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

Goal 5: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Provide childcare.
- Conduct an annual parent survey requesting parental input on workshops.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community–based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide opportunities to evaluate and identify barriers to successful parental involvement.

Tool 5.3: Elementary School Plan, Bulleted Style

Description

This tool demonstrates a format for a planning document for increasing parental involvement. The Title I, Part A provisions do not require a specific format for school parental involvement plans. Schools should use the style that best meets their needs.

Distribution:

Resources such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools can use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final plan through a variety of media: such as paper, mail, or Internet.

Suggestions for Use:

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

School staff can use a sample such as this one to begin discussion of their parental involvement plan.

School Plan for Parental Involvement

Challenging and Preparing Our Students—We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We will provide materials that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates.

Gathering Information to Support the Parental Education and Involvement Plan—The Title I Parental Involvement Committee, consisting of teachers, administrators, parents, and community members, met to analyze data from surveys and discussions with teachers, administrators, parents, and community members. Using this data, the committee led a process to develop the following list of services and activities to promote parental involvement and provide additional support for student learning:

1. **School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.**
 - The school will distribute a monthly newsletter to parents that is developed with participation of the parent-school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips relating to school achievement such as homework tips, organizational skills, and study skills.
 - The school reading specialist and parent volunteers will create a pamphlet explaining the school's involvement with the state's reading initiative and how parents can be involved in supporting the goals of this initiative. It will be distributed at parent orientation night and other public meetings.

- The school will create a Web site to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they receive at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.
 - Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.
 - Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
 - The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.
 - The school will send parents a parent-friendly letter in the first report card that explains their child's test results and standardized test scores.
 - The school will offer parents a special workshop each year on the school's approach to school improvement.
 - The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.
 - The school will use the student handbook, school Web site, signage at the school entrance, and parent orientation meetings about the Schoolwide Title I Plan and how to get a copy upon request.
- 2. The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.**
- These meetings will include parent-training sessions to help parents understand how to enhance their child's education.
 - These meetings will include a series of family reading nights that provide an opportunity for parents and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.
 - The meetings will be held at various times during the day or evening to better accommodate parents.
 - Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful.
 - The school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan.
 - Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

- The school will offer parents a special workshop each year to provide an explanation of the statewide assessment systems, standards, and other accountability measures.
- The school will engage parents in the following types of roles and activities to increase their involvement and support for student learning:
 - Library assistant
 - Reading buddy
 - Mentor
 - Teacher assistant
 - Tutors
 - Special parent lunches
 - Book fair helpers
 - Grandparents Day
 - Award’s day presentations
 - Field day volunteers
 - Family reading nights
 - Parent education workshops
 - Orientation presentations
 - Open house
 - Parent–school organization
 - Red Ribbon week
 - Choir concerts
 - D.A.R.E. graduation
 - Various committees

3. The school will provide information to parents about volunteer opportunities.

- The school will provide opportunities for parents and community members to support the instructional program through such programs as Reading Buddies, tutoring, and special friends.
- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
- The school will work with Green Elementary School and Blue Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year.

4. The school will work with parents to create a School–Parent–Student Compact.

- School staff, parents, and students will develop a school–parent–student compact. This compact will outline how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high academic standards. All stakeholders will sign the compact.

5. The school will provide an opportunity for parents to engage in decision–making processes in regarding the school’s Title I, Part A program.

- The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
- The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.

- The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

6. The school will provide a parent resource center for parents.

- Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

7. The school will engage parents in an evaluation of parental involvement efforts.

- The school will engage parents in the annual evaluation of the Title I, Part A program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I Committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in numbers of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

Tool 5.4: Secondary School–Student–Family Compact

Description

This tool demonstrates one format for a school–student–parent compact at the secondary level. Though the Title I, Part A provisions do not require that secondary students be involved in the school–parent compact process, this example demonstrates why such involvement might be appropriate for older students. The Title I, Part A provisions do not require a specific format for parental involvement plans; however, plans must address each of the provisions described in Title I, Part A. Schools should use the style that best meets their needs.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools can use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final plan to parents through a variety of media, such as paper, mail, or Internet.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will use this template with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use a sample such as this one to begin discussion of their parental involvement plan.

School-Parent Compact: High School

The high school believes that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians (“parents”). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

To accomplish this goal, the school staff commit to

- provide information to parents in a timely, useful, and engaging manner,
- support parents in their efforts to engage in their child’s education,
- encourage parents to engage in their child’s education, and
- hold themselves, the students, and the parents accountable in meeting the academic needs of every child.

To accomplish this goal, the school staff ask parents to commit to

- engage with school staff in strategies to support students in achieving the learning objectives,
- provide a home environment that supports the school’s efforts to increase student performance, and
- set high academic expectations for their child.

To accomplish this goal, the school staff ask students to commit to

- encourage their parents to support them in their education,
- participate in parent–school events, and
- set high academic expectations for themselves.

The following activities will help school staff and parents to accomplish the goals:

Meetings, Conferences, and Events

- School staff will hold an annual meeting to inform parents about the district parental involvement plan, the parents' right to be involved in the education of their child, and the School–Parent–Student Compact. School staff, parents, and students will be encouraged to attend and actively participate in these events.
- School staff will post information about parental involvement meetings and extracurricular parental involvement activities on the district Web site and in public venues and send notices via e–mail. Parents will be encouraged to also share information via informal networks.
- School staff will hold regular parent/teacher conferences on a flexible schedule. Parents will be encouraged to request conferences when they have questions about their child's academic performance, testing procedures, and postsecondary planning.
- School staff will plan and hold an annual recognition event for parents and volunteers who have helped throughout the year. Students will be asked to take a special role in helping to recognize parents' efforts.

Communication

- School staff will publish the school newsletter to inform parents about the parental involvement plan and other events at the school. Parents and students will be encouraged to submit articles and information for this newsletter.
- School staff will publish invitations to parents to participate in various activities including information sessions and scheduled school meetings and activities. These invitations will be shared through the school newsletter, the local newspaper, phone trees, e–mail, phone calls, and other public venues.
- School staff will engage parents and students in focused brainstorming sessions at least once monthly to provide them the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- School staff will place announcements about parental involvement and parent notification as appropriate on the local cable television channel in a consistent and timely manner.
- Every school staff member will participate in communication activities, including, but not limited to, phone calls, e–mail, and home visits to communicate with parents. Furthermore school staff will ensure that at least one parent in every child's home is contacted by a teacher or other school staff member at least twice a year. Parents will be encouraged to call staff to answer questions. Suggested times to call each staff member will be posted on the school Web site.
- School staff will collaborate with parents to provide workshops to assist parents in understanding test data and interpretation. Parents' input and assistance will be requested at events and through all communication activities.

Reaching Out

- School staff will encourage continued positive partnerships and involvement throughout the community by encouraging parents and students to engage in planning, feedback, and review activities. Moreover, parents will be encouraged to help present at staff professional development activities.

- School staff and parents will work collaboratively to work with students on postsecondary planning.
- Parents will be asked work with school staff to offer training to staff to assist them in understanding how to communicate and reach out to parents.
- School staff will ask parents to work with school staff to offer training to parents to assist them in understanding how to communicate and reach out to school staff.
- School staff will actively support and engage in the parent–led after–prom committee.
- School staff will encourage parents to serve as chaperones for class field trips and other school activities.
- School staff will provide opportunities for discussions between parents, administrators, and staff to address problems and find solutions for students having difficulties, either academically or socially.
- School staff will encourage parents to join improvement decision–making committees and long–range planning teams.
- School staff will involve parents in decisions related to the use of Title I, Part A funds for parental involvement.

Academic Support

- School staff will share the school–student–family compact that outlines how parents and school staff will share the responsibility for improved student achievement of their student with all parents at annual meetings and through the school Web site. Information about the compact will also be referenced in newsletters, e–mails, and other common communication channels.
- School staff will share information with parents about all of the school’s special support programs, including the National Honor Society free tutoring program, and extracurricular activities. Parents will be encouraged to support their child’s participation in these activities.
- School staff will post homework assignments and related materials on the school Web site to help parents and students have easy access to assignments. School staff will provide information to students and parents on how to access this Web site in communication activities and meetings and conferences.
- School staff will provide information regarding the student’s individual assessment results, reading results, progress reports, and report cards at parent conferences and other times as appropriate. Parents and students will be encouraged to ask questions about this information. School staff will also offer workshops to parents on using this information to support their child’s learning and plan for postsecondary education.
- School staff will engage parents in efforts to increase student academic support as well as school improvement. School staff will provide descriptions and explanations of the curriculum, instructional strategies, and assessment processes used at the school. Parents and students will be encouraged to ask questions. School staff will share information related to these topics routinely in communication publications.

Tool 5.5: Data Collection Tool Regarding Parental Involvement

Description

This tool contains a sampling of items from a survey that allows LEA and school staff to collect information on the experiences of parents who interact with LEA or school staff. It is not uncommon for teachers and parents to have different perspectives on the same experiences. If school staff are to develop effective parental involvement programs, they need a tool to help them determine if their efforts are well received by parents. This sampling of questions demonstrates one method for such evaluation.

Distribution

School staff may administer and collect data from tools such as this through a variety of methods. They can be Web-based, paper-and-pencil administrations at meetings, phone interviews, or any other viable method.

Once the surveys have been administered and data is accumulated, school staff should develop a method for sharing the analysis.

Suggestions for Use

School staff can ask parents to be a part of the teams that analyze data coming from the survey administration.

To increase parent participation in the survey process, school staff can ask parents to help them administer the tool.

School staff may want to hold a joint meeting with parents and staff to review the data as a form of professional development for staff and a form of developing a greater understanding of the school culture for parents.

This survey is designed to help us determine if we have a family-friendly school. We ask each of you to carefully consider each of the qualities listed on the left side of the page and then rate your experience by checking off the appropriate box on the right side of the quality. We have also left a space for comments under the rating boxes. Please feel free to add any comments that will help us to understand your rating in the area.

You will notice we use four descriptions to rate your experience in our schools:

Get High Marks!—The school has really worked hard to address this aspect of family-friendliness, and there are no major omissions.

Getting There—The school has done some notable things to address this aspect of family-friendliness, but there are one or two significant omissions.

Needs Work—The school has done a few things to address this aspect of family-friendliness, but there are several serious omissions.

Needs Significant Work!—The school has not made much of an attempt to address this aspect of family-friendliness; parental involvement has been largely overlooked.

Quality	Family–Friendly Strengths and Weaknesses			
<p>The school looks welcoming from the outside; its name and entryway are clear to visitors.</p>	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Signs of upcoming events ▪ Clear directions to main entrance at all outside doors, using arrows and signage ▪ Welcome sign near the main entrance ▪ School hours posted at the main entrance 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>There is parking for visitors and handicap access from parking area.</p>	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Reserved visitor parking spaces for parents and other visitors close to entry doors ▪ Well–posted information for visitors of any parking limitations ▪ Processes for sharing parking limitations with parents through other communication strategies ▪ Enforcement of handicap parking policies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	Family–Friendly Strengths and Weaknesses			
<p>School’s entry and halls are clean and welcoming and have clear directions and signs for destinations.</p>	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Friendly, highly visible, instructions and guestbook for visitors’ sign–in ▪ Parent visitor badges issued to help staff identify them ▪ Comfortable chairs or bench for visitors in the lobby ▪ School directory near the front entrance with photos and names of all staff ▪ School map near the entrance highlights frequently requested locations ▪ Consistent signs for all teachers, staff, and room numbers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Family members have an area to look at and pick up helpful resources.</p>	<p>Get High Marks!</p>	<p>Getting There</p>	<p>Needs Work</p>	<p>Needs Significant Work!</p>
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Bulletin board for parents to post information and receive news and announcements in a convenient location ▪ Bulletin boards with acknowledgments of volunteers, parent–school organization, and community members’ contributions in a convenient location ▪ Family resource table, including materials for families on available resources, community brochures, and parent tip sheets, in a convenient location 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Quality</p>		<p>Family–Friendly Strengths and Weaknesses</p>		
<p>Space is available for private conversations with staff or other parents</p>	<p>Get High Marks!</p>	<p>Getting There</p>	<p>Needs Work</p>	<p>Needs Significant Work!</p>
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Space away from main hallways and entries ▪ Doors, walls, or other features to protect privacy in space 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Schools share information on parental involvement practices and policy</p>	<p>Get High Marks!</p>	<p>Getting There</p>	<p>Needs Work</p>	<p>Needs Significant Work!</p>
<p><i>Minimum standard of quality:</i></p> <ul style="list-style-type: none"> ▪ Sharing and distributing policy early in the year ▪ School–Parent Compact tailored for school and community ▪ Evidence of policy use throughout year in a number of ways ▪ Efforts to welcome families, make introductions, and give contact information ▪ Periodic family involvement events throughout school year, including recruiting volunteers and fostering relationships ▪ Staff–initiated, ongoing efforts of welcome and respect for parents ▪ Culturally and linguistically appropriate efforts ▪ Variety of means for helping parents/guardians to support parents in helping their child to be successful in school ▪ Wide–ranging family participation 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Tool 5.6: Evaluating the Effectiveness of Parental Involvement Survey

Description

This tool provides a sampling of items from a survey that explores the effectiveness of a parental involvement program. While this sample does not cover every possible topic, it does contain examples of many factors that need to be reviewed when considering the success of parental involvement efforts. When schools are attempting to do a comprehensive survey process, they may find that breaking the survey into smaller pieces and administering it over a few weeks is a more manageable process.

Distribution

Once the results of the survey have been analyzed, school staff should share the results with the parents of the Title I school’s students and staff.

Suggestions for Use

School staff can use the analysis of the data from the survey in a joint staff and parent meeting in order to create shared understanding on key parental involvement issues.

Parental Involvement Survey

Our school system is working to strengthen partnerships between schools and families in order to help children perform better in school. In order to continue to do so, we need to collect information regarding the involvement of parents in the schools their child attends. The purpose of this survey is to get your opinion on how well the schools have met your family's and child's needs and how you feel about the school’s parental involvement activities. There are no right or wrong answers. We are only interested in your opinions. The findings of the survey will be summarized and used to make improvements.

DIRECTIONS: Please check the selection that most closely matches your answer for each item. The last page provides room for written comments.

School: _____ Date: _____

Number of Children: ___ Grade level(s): Pre-K – K – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12
[circle all that apply]

Language(s) spoken at home: _____

A. PARENTING

1. Last year, did the school sponsor workshops or courses to help parents understand the learning needs of their child and strategies for working with their child?
 Yes No Do not know

2. Approximately how many workshops or courses did the school provide for parents on parenting skills (e.g. discipline, child development) last year?
 1 2–3 4–5 6 or more Do not know

3. How many workshops or courses did you or your family attend last year?
 1 2–3 4–5 6 or more

4. If you did attend workshops or courses, overall, were they well prepared and interesting?

- Yes, always
- Usually
- Not usually
- Never

5. If you did attend workshops or courses, overall, did they provide you with useful information?

- Yes, always
- Usually
- Not usually
- Never

6. Are workshops or courses provided in different languages? Are interpreters used?

- No, workshops are only in English
- Yes, workshops are in different languages [*specify other languages:* _____]
- Yes, interpreters are available [*specify other languages:* _____]
- I do not know

7. If you did not attend many workshops, please specify why (check all that apply):

- I was not provided with enough information or notice.
- Workshops were not held at convenient times.
- No childcare was available.
- Workshop information provided is difficult for parents to understand.
- I am not interested in workshop topics.

8. If you attended workshops, respond to the following statements by the indicators to the right, marking how much you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The workshops helped me better understand my child's needs.				
I have used the techniques offered in the workshops.				
I believe that my child has improved his/her skills and/or behaviors as a result of using the techniques suggested in the workshops.				

9. How much of the following information has the school provided to you or your family?

Respond to the information topics listed below by using the indicators to the right to mark how much information you received on that topic.

	A Lot	Somewhat	Very Little	None
Child development and parenting				
How to support learning at home				
Discipline techniques				

B. COMMUNICATION

10. When you visit your child's school,

Respond to the questions listed below by using the indicators to the right.

	Yes	Somewhat	No
Is the reception staff friendly and helpful?			
Are the teachers easy to talk to?			
Is the principal easy to talk to?			
Do you feel comfortable interacting with parents of cultural and ethnic backgrounds different from yours?			

11. Are written communications from school, such as report cards and newsletters

Available in a language you understand?

Yes No

Clearly written?

Yes No

12. The best way to communicate with you and/or your family is *[check your two preferred methods]*

- School memos
- Child's teachers
- PTA newsletter
- Parent liaison
- Counselor
- Parent representative (your own culture)
- Parent representative (of any given culture)

13. How many parent–teacher conferences did you attend last year?

None 1 2 or more

14. Did you receive sufficient information about

Respond to the questions listed below by using the indicators to the right.

	Yes	Somewhat	No
English-as-a-second language programs?			
Special education programs?			
Gifted and talented programs?			
Bilingual education programs?			
Title I programs?			
Report cards?			
Standardized testing?			

15. How often do you communicate with teachers about your child's performance?

Often A little Never

16. Are report card grades fully explained to you?

Yes Somewhat No

17. Are standardized tests fully explained to you?

Yes Somewhat No

18. Does the school provide translators, when needed, for

Respond to the information topics listed below by using the indicators to the right.

	Yes	No	Not Sure
Parent conferences?			
Private individual meetings?			
When requested by parent?			

C. VOLUNTEERING

19. Were you asked about your interests, talents, and availability for volunteering at school?

Yes No

20. Last year, did you volunteer at school?

Yes No

21. If you did volunteer, please indicate for what type of activity and the frequency.

Respond to the information topics listed below by using the indicators to the right.

	Never	1 Time	2-3 Times	3+ Times
Helping on trips or at parties				
Sharing food, stories, and customs from your culture				
Assisting in the classroom (e.g., tutoring, grading papers)				
Leading club and/or activities				
Other (please specify) _____				

22. If you have not volunteered at school, please indicate why:

- Have never been asked
- I don't know how
- Conflict with work schedule
- Have other children to care for
- I do not feel comfortable
- Not interested
- Other *[please specify: _____]*

D. LEARNING AT HOME

23. Do teachers suggest homework activities for you and your child?

- Often Sometimes Very little Never

24. Do you listen to your child read or read aloud to your child?

- Often Sometimes Very little Never

25. Is the information related to home learning activities provided in different languages?

- No, information is only in English.
- Yes, information is in different languages *[specify other languages: _____]*.
- I do not know.

E. DECISION MAKING

26. Does the school have an active parent–teacher organization *[e.g. PTA, PTO]*?

- Yes No Do not know

27. If yes, how many parent–teacher organization meetings have you attended?

- 1 2 or more None

28. Are parents involved in planning and evaluating school programs?

- Yes No Do not know

29. If yes, have you participated on any school councils or committees?
 ___ Yes *[please specify: _____]*
 ___ No, I have not participated on any school councils or committees.
30. Does the school actively seek ideas from parents on school–related issues *[e.g. selecting staff, developing program]*?
 ___ Yes ___ No ___ Do not know
31. If yes, have you given your ideas or advice on school–related issues?
 ___ Yes (please specify: _____)
 ___ No, I have not offered my ideas or advice on school–related issues.
 ___ No, I have not been asked for my ideas or advice on school–related issues.

32. Which of these statements best reflect your opinion and/or level of participation?
Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel my opinion is taken into consideration when it comes to school policy decisions.				
I actively participate in PTA meetings.				
I actively participate in school committees and/or school improvement teams.				
School staff consider my opinion when it comes to decisions concerning my child.				
I don't feel part of the decision–making body at the school at any level.				
I believe parents are very involved in decision making at the school.				
I have not been asked for my ideas or advice on school–related issues.				

33. Would you like to participate more in school decisions? *[Please check all that apply.]*
 ___ Yes, I would like to participate more, but I don't feel encouraged by the school.
 ___ Yes, I would like to participate more, but I do not know how to get involved.
 ___ Yes, I would like to participate more, but I do not have time.
 ___ Yes, I would like to participate more, but communicating in English is difficult for me.
 ___ Yes, I would like to participate more, but I do not understand the issues very well.
 ___ Yes, I would like to participate more, but I do not feel comfortable.
 ___ No, I am not interested in participating in school decision making.
 ___ No, I would rather become involved in other school activities.
 ___ Other reasons: _____

F. COMMUNITY COLLABORATION

34. Does the school participate in events planned by members of the ethnic community?

Yes No Do not know

35. Does the school provide any of the following support programs for families of diverse educational and linguistic backgrounds?

Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Yes	No	Don't Know
Family literacy programs			
English-as-a-second-language programs			
G.E.D. programs			
Computer training programs			

36. In which of these support programs have you participated?

Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Yes	No	Don't Know
Family literacy programs			
English-as-a-second-language programs			
G.E.D. programs			
Computer training programs			

37. What kind of support programs would you like the school to offer to you and your family?

- Family literacy programs
- GED programs
- English-as-a-second language programs
- Computer training programs
- Other programs:
 - (1) _____
 - (2) _____

38. What is your opinion about the following statements?

Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The school provides information about community organizations that support my child's learning.				
The school participates in community events organized by diverse ethnic groups.				
The parent liaison assists parents and communities to become more involved in the school.				

39. What best describes your education level?

- Informal education
- Elementary school
- High school
- Trade school/community college degree
- College degree
- Master's/doctorate degree

40. What best describes your household?

- Two parents or guardians, both working outside the home
- Two parents or guardians, one working outside the home
- Two parents or guardians, none working outside the home
- One parent or guardian, working outside the home
- One parent or guardian not working outside the home
- Other, please specify: _____

41. Do any other relatives *[or other persons]* live in your home? Please specify:

42. Other comments or suggestions on how the school can create better connections with families:

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS FORM.