OPENING REFLECTION

1. What are the strengths of your family engagement/parental involvement program?

2. List two things you would like to improve or strengthen in your family engagement/parental involvement program.
   a. 
   b. 

3. What is the key purpose or mission of your family engagement/parental involvement program?

4. What expectations regarding parental involvement do you have for your families?
Welcome!

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Today’s Agenda

- Introduction / Laying a Common Foundation (Very Brief)
  - Intro SWOG SMARTIES™ Activity
- Principles for Effective Family Engagement/Parental Involvement Programs to Reach Hard-to-Reach Families
- Successful Strategies for Implementing Effective Parental Involvement Programs that Reach Hard-to-Reach Families
- Wrap Up
  - Final SWOG

Introduction

What is family engagement and parental involvement?

National Standards for Family-School Partnerships (National PTA)

- Families are active participants in the life of the school
- Families and school staff will engage in regular, two-way, meaningful communication about student learning
- Families and school staff continuously collaborate to support student learning
- Families are empowered to be advocates for children
Families and school staff are equal partners in decisions that affect children and families. Families and school staff collaborate with community members to connect to expanded learning opportunities, community services, and civic participation.

INTRODUCTION

What expectations regarding parental involvement do you have for your families?

How do you establish expectations regarding parental involvement with your families?

What is your primary means of communication with parents?

ESEA DEFINITION OF PARENTAL INVOLVEMENT

The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child...

(Parental Involvement) [Section 9101(32), ESEA]
In many contexts, a broader definition of family engagement or parental involvement emerges, ... it recognizes a wide array of behaviors as engagement and involvement, and does not focus on parents’ compliance with commonly accepted requests for involvement.

There are a number of key stakeholders in a school’s success and student achievement: administrators, teachers, and community members, but parents are paramount.

What are the benefits of family engagement / parental involvement?

Benefits of Parental Involvement

One of the major innovations in the 1994 law was a mandate for school-parent compacts. These compacts set out the respective responsibilities of the school staff, parents, and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

Higher Student Achievement

- Students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents’ education level
- Students have higher test grades and test scores, better attendance, and complete homework more consistently
- Students have higher graduation rates and greater enrollment rates in postsecondary education
- Student achievement for disadvantaged students improves dramatically, reaching levels that are standard for middle-class children

Improved Student Behavior

- Students exhibit more positive attitude and behavior
- Students have more self-confidence and feel school is more important
- Student behaviors such as alcohol use, violence, and other antisocial behaviors decrease
STUDENTS OF ALL AGES BENEFIT

- Parental involvement clearly benefits students in the early years, but continued parental involvement shows significant gains at all ages and all grade levels.
- Junior and senior high school students make better transitions, maintain the quality of their work, and develop realistic plans for the future.

SCHOOL QUALITY

- Schools with parent-teacher groups have higher student achievement.
- School experience improved teacher morale and higher ratings of teachers by parents.
- When schools are held accountable, school districts make positive changes that include securing resources and funding to improve the curriculum and provide after school and family support programs.
- Schools have more support from families and better reputations in the community.

LIFELONG BENEFITS

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life.

Source: The Parent Institute; Henderson and Sui, 1997

BENEFITS OF PARENT INVOLVEMENT

Research indicates that the most accurate predictor of a student's achievement in school is not income or social status, but the extent the student's family is able to:

1. Create a home environment that encourages learning.
2. Express high and realistic expectations for their children's achievement and future careers.
3. Become involved in their children's education at school and in the community.

Source: Anne Henderson, A New Generation of Evidence

BENEFITS OF PARENT INVOLVEMENT

Family practices of involvement are as or more important than family background variables in determining whether and how students progress and succeed in school.

Source: Joyce Epstein, 1998

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What are the barriers to family engagement / parental involvement?

**A Moment of Reflection**

What are the barriers to family engagement / parental involvement?

**Barriers to Parental Involvement**

- Presence of younger children at home who require child care.
- The perception that they are not needed and that someone else can do the job better.
- Unfamiliarity with the concept of volunteering because there are no systems in place for this in their culture and many cultures that the mainstream volunteer management model is too rigid and organization-driven may create a barrier to participation.

**Barriers to Parental Involvement**

- Written communication – text dependent communications of all kinds
- Limited access to technology, limited technology skills (survival is a great teacher of skills)
- Reliance on a select group of volunteers
- Single-track recruiting strategies
- Limited multicultural/subcultural outlook and resources
- Teachers want to involve parents in schools but need guidance and support in promoting this union.

**Barriers to Parental Involvement**

- Community organizations and groups, many of which are already engaged in helping children and their families outside schools, often have weak links with schools.
- School structures are more complicated at the middle and high school levels.
- Many parents are preoccupied with survival strategies. (i.e., Smarties)

**Barriers to Parental Involvement**

- Fear
- Isolation
- Assumptions
- Values
Research does not show certain types of parental involvement activities to be more strongly associated with improving student outcomes than others ... research in this field does not yet strongly endorse one strategy over another.

Studies do show that programs resembling true partnerships—family involvement is not limited to certain activities but rather integral to all aspects of school life, including decision-making—are the most successful in raising student outcomes.

Programs that offer a wide variety of opportunities for involvement increase the chances of tapping different parent skills and accommodating varied parent schedules.

Researchers repeatedly emphasize, however, that the care with which strategies are planned and implemented is more significant than the specific form the involvement takes.

(Eccles & Harold, 1996; Henderson & Berla, 1997)

Joyce Epstein (Center on School, Family and Community Partnerships at John Hopkins University) has identified six important types of cooperation between families, schools, and other community organizations.

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision-making
6. Collaboration with the Community

1. Parenting
   - Supporting stable family routines, parental support and encouragement about schoolwork, discussion of ideas and events, high parental aspirations and standards for children's achievement, nutrition/health, quiet places to study, emphasis on family literacy, monitoring of after-school activities, tapping of community resources as needed, modeling of positive behaviors, and knowledge of school experiences
   - Promoting strong family values

2. Communicating
   - Key here is developing effective home-school communication — the more frequent and positive the messages parents receive from teachers, the more involved they are likely to become in their children's education.
   - A variety of techniques must be used, capitalizing on technology, that make information intelligible.
   - Strategies should include helping students gain awareness of their own academic progress.
3. Volunteering
- Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers.
- Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning.
- Goal is to enhance students' skills in communicating with adults (parent centers).

4. Learning at Home
- Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children on home learning activities that reinforce what is being taught in school.
- Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling.

5. Decision-making
- Involving parents in governance, decision-making, and advocacy roles strengthens links between schools and parents.
- Parent and community involvement in decision-making also helps make schools more accountable to the community.
- Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Parents become advocates for children.

6. Collaboration with the Community
- Student outcomes are greatest when families, schools, and community organizations and leaders work together.
- Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning.
- Activities include increased skills and talents for students participating in extra-curricular programs.
The quality of links between teachers and families and between communities and schools influences children’s academic success.

The best predictor of parental involvement is what the school does to promote it.

"The data are clear that the schools’ practices to inform and involve parents are more important than parent education, family size, marital status, and even grade-level in determining whether inner-city parents stay involved with their children through middle school" (Dauber & Epstein, 1993).

Single parents, parents living in poor communities, and parents of adolescents will not be among the least involved if schools implement appropriate practices to engage them.

Even the most difficult-to-reach parents can be reached through the appropriate school and teacher practices.

It is in the person of the classroom teacher that students experience the power of a welcoming and helping community.

You need one person to believe in you in your entire life, just one. And that one person will bring hope and love and encouragement….

Often, that person is a teacher….”

- Maureen Look-Ainsworth, Wisconsin 2011 Teacher of the Year

Prepare for families as you would for a guest.

Make family engagement “what we can do for you” and not so much “what you can do for us”.

Make “back to school” … “back to school”!

Promote a culture of openness, acceptance, and value for all.

Appreciate the culture of your community.

Social capital = those relationships between the school and the families that enhance the development of a child.

Social capital exists in the relationships between persons in the school/district/community.

A culture than engages families must make relationships the central theme in the process.

Social capital closes the gap between schools and families.

Relationships are not optional – relationships in this community are simply something that happens.

The culture of a school dictates the values, beliefs, assumptions, and norms that drive the organization.

You shape it or it shapes you.

Initiatives die, but cultures survive. (Peter Senge)

You can’t just “nibble at the edges of engagement!” (Constantino)

But, there’s always hope! -

Man’s mind, once stretched by a new idea, never regains its original dimensions.

- Oliver Wendell Holmes
Parents don’t have adequate job descriptions for their role as a parent or for their role of support in school – and especially not one designed that is age-appropriate (elementary, middle, high school).

Don’t take expectations for granted. When things get busy or difficult, people stop communicating – unless it’s about failing to meet expectations.

Learn a lesson from the Olympians – optimum performance means optimum coaching.

“When people know better, they do better.” – Oprah

Students experiencing homelessness and generational poverty repeatedly report – still today – that teachers do not believe in them.

Failure is not an option for any student.

Motivation differs among social classes, cultures, genders.

Many people we serve have never had a meaningful relationship with anyone who has benefited from the educational system.

For many, education means STRESS.

Motivation is most easily achieved when a person can relate education to their values – “I want to help my family.”

Grades/formal assessments may not be good indicators of motivation, or the lack thereof.

“Constructive criticism” is a “middle-class” concept – many take it personally and it can damage RELATIONSHIPs and self-esteem – perhaps even communicating a message that they do not belong in school and that school is not for people like them.

Students in homeless situations, in poverty, often get their information verbally, through RELATIONSHIPs.

Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the cultural gap between home and school.

The school’s practices to inform and involve parents are stronger determinants of whether inner-city parents will be involved in their children’s education than are parent education, family size, and marital status.

(Remember… What’s the best predictor…?)

Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the cultural gap between home and school.

The school’s practices to inform and involve parents are stronger determinants of whether inner-city parents will be involved in their children’s education than are parent education, family size, and marital status.
BRIDGING THE CULTURAL GAP

- Successful schools engage families from diverse backgrounds, build trust and collaboration, recognize, respect and address family needs, and develop a partnership where power and responsibility is shared.
- For low-income families, programs offered in the community or at church or through home visits are more successful than programs requiring parents to come to the school.

RELATIONSHIPS CHANGE LIVES

- RELATIONSHIPs change lives for students experiencing homelessness or high poverty.
- Adults in their lives are most effective when they expose students to possibilities and opportunities.
- Teachers, administrators need to suspend judgment and assumptions about families and/or behavior – search for the WHY behind situations to promote education success.
- Insure low turnover rates in teachers so that RELATIONSHIPs can develop.

EXPECTATIONS FOR STAFF

- Professional development and learning groups should promote a consciousness of poverty and homelessness.
- Regular evaluation and assessments of teachers and administrators should include criteria such as effectiveness in building relationships with students, meeting and accepting students where they are, etc.

ENTERTAINMENT

- Curriculum and activities should include entertainment, something other than information.
- Entertainment is often used as a way to escape the harsh world of poverty and homelessness (or any world!)
- Spotlighting the kids most at risk as much as possible in positive ways can increase parental involvement and engagement with the school.
- Schools can use the expertise of families and students to create opportunities for positive school experiences.

People don’t care how much you know until they know how much you care.
- John Maxwell
**CHARACTERISTICS OF ORAL CULTURE**

- Common in generational poverty/homelessness
  - **Relationships** – are at the heart of everything and are first priority
  - **Spontaneous** – Strong desire for variety, great abilities to “go with the flow” or jump from subject to subject with ease
  - **Repetitive** – Storytelling and repeating the same thing over and over are important for maintaining the knowledge
  - **Holistic** – Focus on the BIG picture, tendency to take in everything that is going on around them

**CHARACTERISTICS OF PRINT CULTURE**

- Not as common in generational poverty/homelessness
  - **Linear** – organizes thoughts and actions by “first this, then this” process
  - **Time** – is at the heart of everything and has high priority in daily activities
  - **Analytic/Abstract** – Knowledge is outside of self, ability to step back from a situation and separate and disconnect self from what is going on
  - **Self-disciplined/Focus** – Strong ability to shut out sense data and focus on one idea at a time

**CHARACTERISTICS OF ORAL CULTURE**

- **Comfort with emotions** – Shows emotion readily in most any situation
- **Present oriented** – Highly in-tune with the here and now

**CHARACTERISTICS OF PRINT CULTURE**

- **Ability to delay gratification** – Strong understanding of relationships between parts; ability to strategize, plan ahead, set goals, focus on the future; ability to break things into parts promotes abilities to connect small efforts to achieve desired end results
Whether you think you can or think you can’t, you’re right. – Henry Ford

RESOURCES


- Top TIPS, annual publication of national examples of TIPS (Teachers Involve Parents in Schoolwork). Edited by Van Voorhis, Frances L. National Network of Partnership Schools, Johns Hopkins University. www.partnershipschools.org
- National Network of Partnership Schools: www.partnershipschools.org
- National Middle School Association: www.nmsa.org
- National PTA: www.pta.org
- Family Friendly Schools: www.familyfriendlyschools.com
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, the 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 checkbox:
* (for very well implemented with all families), + (a good start with many families), - (needs improvement).

**TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES**
Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

<table>
<thead>
<tr>
<th>Activity</th>
<th>At Which Grades?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We sponsor parent education workshops and other courses or training for parents.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We provide families with information on child or adolescent development.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We conduct family support programs with parent-to-parent discussion groups.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We provide families with information on developing home conditions that support learning.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We lend families books or tapes on parenting or videotapes of parent workshops.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We ask families for information about children’s goals, strengths, and talents.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
</tbody>
</table>
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

- We have formal conferences with every parent at least once a year.
- We provide language translators to assist families as needed.
- We provide clear information about report cards and how grades are earned.
- Parents pick up report cards.
- Our school newsletter includes:
  - a calendar of school events
  - student activity information
  - curriculum and program information
  - school volunteer information
  - school policy information
  - samples of student writing and artwork
  - a column to address parents’ questions
  - recognition of students, families, and community members
  - other _________________________
- We provide clear information about selecting courses, programs, and/or activities in this school.
- We send home folders of student work weekly or monthly for parent review and comments.
- Staff members send home positive messages about students on a regular basis.
- We notify families about student awards and recognition.
- We contact the families of students having academic or behavior problems.
- Teachers have easy access to telephones to communicate with parents during or after school.
- Teachers and administrators have e-mail and/or a school website to communicate with parents.
- Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers and counselors.
- We have a homework hotline for students and families to hear daily assignments and messages.
- We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students.
- _______________________________________________
- _______________________________________________
- _______________________________________________
- _______________________________________________
TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL
Organize volunteers and audiences to support the school and students

- We conduct an annual survey to identify interests, talents, and availability of volunteers.
- We have a parent room or family center for volunteer work, meetings, and resources for families.
- We encourage families and the community to be involved at school by:
  - assisting in the classroom (e.g., tutoring, grading papers, etc.)
  - helping on trips or at parties
  - giving talks (e.g., careers, hobbies, etc.)
  - checking attendance
  - monitoring halls, or working in the library, cafeteria, or other areas
  - leading clubs or activities
  - other _________________________________
- We provide ways for families to be involved at home or in the community if they cannot volunteer at school.
- We have a program to recognize our volunteers.
- We organize class parents or neighborhood volunteers to link with all parents.
- We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.
- _________________________________
- _________________________________

At Which Grades?

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

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

At Which Grades?

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

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

At Which Grades?

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

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

At Which Grades?

K 1 2 3 4 5 6 7 8 9 10 11 12
Measure of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, & Mavis G. Sanders, Johns Hopkins University, Deborah Davis & Inge Aldersbaes, Northwest Regional Educational Laboratory

This instrument is designed to measure how your school is reaching out to involve parents, community members, and students in a meaningful manner. The measure is based on the framework of six types of involvement. At this time, your school may conduct all, some, or none of the activities or approaches listed. Not every activity is appropriate at every grade level. The selected items show that your school is meeting challenges to involve all families in many different ways that will improve the school climate, strengthen families, and increase student success in school. Your school may be conducting other activities for each type of involvement. These may be added and rated to account for all major partnership practices that your school presently conducts.

Directions: Carefully examine the scoring rubric below before rating your school on the six types of involvement. As you review each item, please circle the response that comes closest to describing your school. A score of 4 or 5 indicates that the activity or approach is strong and prominent. A score of 1, 2, or 3 indicates that the activity is not yet part of the school’s program, or needs improvement. The results provide information on the strength of current practices of partnership, and insights about possible future directions or needed improvements in your school’s partnership program.

Scoring Rubric:

1 – Never: Strategy does not happen at our school.

2 – Rarely: Occurs in only one or two classes. Receives isolated use or little time. Clearly not emphasized in this school’s parental involvement plan.

3 – Sometimes: Occurs in some classes. Receives minimal or modest time or emphasis across grades. Not a prevalent component of this school’s parental involvement plan.

4 – Often: Occurs in many but not all classes/grade levels. Receives substantive time and emphasis. A prevalent component of this school’s parental involvement plan.

5 – Frequently: Occurs in most or all classes/grade levels. Receives substantive time and emphasis. A highly prevalent component of this school’s parental involvement plan.
I. PARENTING: Help all families establish home environments to support children as students.

**OUR SCHOOL:**

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts workshops or provides information for parents on child or adolescent development.</td>
<td>Never Rarely Sometimes Often Frequently</td>
</tr>
<tr>
<td>2. Provides information, training, and assistance to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Produces information for families that is clear, usable, and linked to children’s success in school.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Asks families for information about children’s goals, strengths, and talents.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Provides families with information on developing home conditions or environments that support learning.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Respects the different cultures represented in our student population.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Other Type 1-Parenting activities:

- [ ] 1-Parenting activities: 1 2 3 4 5
  - [ ] Other Type 1-Parenting activities: 1 2 3 4 5
II. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.

**OUR SCHOOL:**

<table>
<thead>
<tr>
<th></th>
<th>Reviews the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communications.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Develops communications with parents who do not speak or read English well, or need large type.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Provides written communication in the language of the parents, and translators as needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Has clear two-way channels for communications from home to school and from school to home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Conducts a formal conference with every parent at least once a year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Conducts annual survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction with their involvement in school and at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Conducts an orientation for new parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Sends home folders of student work weekly or monthly for parent review and comment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Provides clear information about the curriculum, assessments, achievement levels, and report cards.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>10</td>
<td>Contacts families of students having academic or behavior problems.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11</td>
<td>Develops school’s plan and program of family and community involvement with input from educators, parents, and others.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>12</td>
<td>Trains teachers, staff, and principals on the value and utility of family involvement and ways to build positive ties between school and home.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>13</td>
<td>Builds policies that encourage all teachers to communicate frequently with parents about curriculum plans, expectations for homework, and how parents can help.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>14</td>
<td>Produces a regular school newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips.</td>
<td>1</td>
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Other Type 2-Communicating activities:

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</table>
III. VOLUNTEERING: Recruit and organize parent help and support.

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2. Provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and related topics.</td>
<td>1  2  3  4  5</td>
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<tr>
<td>3. Creates flexible volunteering opportunities and schedules, enabling employed parents to participate.</td>
<td>1  2  3  4  5</td>
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<tr>
<td>4. Schedules school events at different times during the day and evening so that all families can attend.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>5. Reduces barriers to parent participation by providing transportation, childcare, and by addressing the needs of English language learners.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>6. Trains volunteers so they use their time productively.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>7. Recognizes volunteers for their time and efforts.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>8. Encourages families and the community to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)</td>
<td>1  2  3  4  5</td>
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Other Type 3-Volunteering activities:

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<th>1  2  3  4  5</th>
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<td>1  2  3  4  5</td>
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</table>

IV. LEARNING AT HOME: Provide information to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides information to families on how to monitor and discuss schoolwork at home.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2. Provides information to families on required skills in all subjects.</td>
<td>1  2  3  4  5</td>
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</tbody>
</table>
3. Provides ongoing and specific information to parents on how to assist students with skills that they need to improve. 1 2 3 4 5

4. Makes parents aware of the importance of reading at home, and asks parents to listen to their child read or read aloud with their child. 1 2 3 4 5

5. Assists families in helping students set academic goals, select courses, and programs. 1 2 3 4 5

6. Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member. 1 2 3 4 5

Other Type 4-Learning at Home activities:
__________________________________________________________________________ 1 2 3 4 5
__________________________________________________________________________ 1 2 3 4 5

V. DECISION MAKING: Include parents in school decisions to develop leaders and representatives.

OUR SCHOOL:  

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<thead>
<tr>
<th>RATING</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
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</thead>
</table>

1. Has active PTA, PTO, or other parent organization. 1 2 3 4 5

2. Includes parent representatives on the school’s advisory council, improvement team, or other committees. 1 2 3 4 5

3. Has parents represented on district-level advisory council and committees. 1 2 3 4 5

4. Involves parents in organized, ongoing, and timely ways in planning, reviewing, and improving school programs. 1 2 3 4 5

5. Involves parents in revising the school/district curricula. 1 2 3 4 5

6. Includes parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. 1 2 3 4 5

7. Develops formal networks to link all families
with their parent representatives.  

1. Provides a resource directory for parents and students with information on community services, programs, and agencies.  

2. Involves families in locating and using community resources.  

3. Works with local businesses, industries, libraries, parks, museums, and other organizations on programs to enhance student skills and learning.  

4. Provides “one-stop” shopping for family services through partnership of school, counseling, health, recreation, job training, and other agencies.  

5. Opens its building for community use after school hours.  

6. Offers after-school programs for students with support from community businesses, agencies, and volunteers.

8. Includes students (with parents) in decision making groups.  

9. Deals with conflict openly and respectfully.

10. Asks involved parents to make contact with parents who are less involved to solicit their ideas, and report back to them.

Other Type-5-Decision Making activities:

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VI. COLLABORATING WITH THE COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

OUR SCHOOL:  

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<tr>
<th>RATING</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides a resource directory for parents and students with information on community services, programs, and agencies.</td>
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<td>5</td>
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<tr>
<td>2. Involves families in locating and using community resources.</td>
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<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>3. Works with local businesses, industries, libraries, parks, museums, and other organizations on programs to enhance student skills and learning.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>4. Provides “one-stop” shopping for family services through partnership of school, counseling, health, recreation, job training, and other agencies.</td>
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<tr>
<td>5. Opens its building for community use after school hours.</td>
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<tr>
<td>6. Offers after-school programs for students with support from community businesses, agencies, and volunteers.</td>
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7. Solves turf problems of responsibilities, funds, staff, and locations for collaborative activities to occur.  

Other Type 6-Collaborating with Community activities:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

A. What major factors contributed to the success of your school’s family and community involvement efforts this year?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

B. What major factors limited the success of your school’s family and community involvement efforts this year?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

C. What is one of your school’s major goals for improving its program of school, family, and community partnerships over the next three years?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
CLOSING REFLECTION

1. What are the strengths of your family engagement/parental involvement program?

   Are they the same as the ones you identified at the start of this workshop?

2. List two things you have learned in this institute that will help you strengthen your family engagement/parental involvement program.
   
   a. 

   b. 

3. What changes will you make to the primary purpose or mission of your family engagement/parental involvement program?

4. What resources would you like to have / do you need to look for to help you implement your family engagement/parental involvement program?