

# TITLE I PARENT INVOLVEMENT TOOLKIT

Rhode Island  
Department of Education

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# Table of Contents

Click on the live links in this table, and throughout the document, to jump directly to the information you need.

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|   |             |
|---|-------------|
| <a href="#">Overview</a>  | page 2      |
| <a href="#">Parent Involvement or Family Engagement: What name do we use?</a>                   | page 3      |
| <a href="#">Research Supporting the Importance of Family Engagement in Children’s Education</a> | pages 4 - 7 |
| <a href="#">Title I Planning Guide for Family Engagement: A Year at a Glance</a>                | pages 8 – 9 |

## Self-Assessments

|   |               |
|---|---------------|
| <a href="#">Title I Parents Right to Know Checklist</a>                       | page 10       |
| <a href="#">Title I Reservation and Distribution of Funds Checklist</a>       | page 11       |
| <a href="#">Title I District Parent Involvement Policy Checklist</a>          | pages 12 - 13 |
| <a href="#">Title I School Parent Involvement Checklist</a>                   | pages 14 - 16 |
| <a href="#">Title I School-Parent Compact Checklist</a>                       | page 16       |
| <a href="#">Title I Single School LEA Parent Involvement Policy Checklist</a> | pages 17 - 20 |
| <a href="#">Title I School-Parent Compact Checklist</a>                       | page 20       |

## Templates

|  |               |
|--|---------------|
| <a href="#">Title I District Parent Involvement Policy Sample Template</a> | pages 21 - 25 |
| <a href="#">Title I School Parent Involvement Policy Sample Template</a>   | pages 26 - 28 |
| <a href="#">Title I Title I School Parent Compact Sample Template</a>      | pages 29 - 32 |

Links to additional templates can be found in the *Helpful Links* section.

## Planning and Implementation Tools

|  |               |
|--|---------------|
| <a href="#">Activity Planning Sheet</a>  | page 33       |
| <a href="#">Ideas for Measuring the Effectiveness of Parent Involvement Activities</a> | page 34       |
| <a href="#">Title I Documentation Tips</a>   | pages 35 - 36 |
| <a href="#">Title I Annual Meeting Checklist</a>                                       | page 37       |

## Resources

|                               |               |
|-------------------------------|---------------|
| <a href="#">Helpful Links</a> | pages 38 - 41 |
|-------------------------------|---------------|

The No Child Left Behind (NCLB) Act of 2001 was signed into law on January 8, 2002. The four main focuses of the law are:

- stronger accountability for student achievement;
- flexibility and local control;
- focus on what works (scientifically based research); and
- **parental involvement.**

The NCLB Act recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards.

Section 1118. Parental Involvement (a)(1) of NCLB states that Local Education Agencies (LEAs) must implement programs, activities, and procedures for the involvement of parents in Title I programs in order to receive Title I funds. These funds must be used to implement **parental involvement programs that focus on improving academic outcomes for eligible Title I students.**

This Title I Parent Involvement Toolkit provides LEA's, Charters and State-Operated Schools with the information and tools they need to organize and implement the required Title 1 Parental Involvement activities required in the NCLB Act of 2001. The goal in pulling this information together in one package is to streamline the process and save time for Title I Coordinators as they strive to develop, implement and document the parental involvement portion of their Title I program.

The toolkit includes the following resources:

- NCLB Law and Non-regulatory Guidance Links
- *Title I Planning Guide for Family Engagement: A Year at a Glance* – outlines the requirements of NCLB and lists the key tasks associated with these requirements, along with associated resources for completing each task.
- *Research Supporting the Importance of Family Engagement in Children's Education* – highlights key findings from the research.
- *Self-assessment Checklists* – assist districts, schools and single school LEA's in ensuring their programs meet Title I Parental Involvement requirements.
- *Policy and Compact Templates* – serve as a starting point when developing, implementing and revising required policies and procedures.
- *Tips Sheets and Tools* – assist LEA's in the implementation of their programs.
- *Research and Resource Links* – connect to current research, tools and best practices in the field.

For additional information on NCLB, please visit:

- *No Child Left Behind Act of 2001, Section 1118. Parental Involvement*  
<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>
- *Parent Involvement Title I Part A, Non-Regulatory Guidance (2004)*  
<http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf>

## Parent Involvement or Family Engagement: What name do we use?

[Back to Table of Contents](#)

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LEAs, charters and state-operated schools are required to meet the parental involvement requirements in NCLB to receive Title I funds. Research on student outcomes and parent involvement has continued to evolve since the law was written in 2001. Parent involvement has evolved over time, since the law was written, moving from Parent Involvement to Parent Engagement to Family Engagement.

Parent involvement has always been a part of Title I. With the 2001 Elementary and Secondary Education Act, parent involvement was given a formal definition by statute. This definition defines parent 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; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).  
*[Section 9101(32), ESEA.]”*

### Why use the term “Family Engagement”?

The meaning of family needs to be defined broadly and inclusively. Families today are often working multiple jobs, and some have had unpleasant prior experiences with schools here in the US, or in other countries. There is an emerging body of research showing that some parents are actively resisting engagement in the schools. They care so much about their children that they do not want to be exposed to disrespectful services and people. (Mapp, 2014)

The word family is a more inclusive word, encompassing biological family or through marriage, as well as fictive kin. Fictive kin is used to describe kinship or social ties with peoples that are not biological or by marriage (e.g. shared residence, shared economic ties, “nurturing” kinships, etc.). The work engagement implies a deeper level of commitment.

Family = Inclusive

Engagement = Implies a level of commitment (e.g. fiancée vs girlfriend)

Family Engagement is any way that a child’s adult caretaker (biological parent, foster parent, sibling, grandparent, etc.) effectively supports learning and healthy development. (Mapp, 2014)

### Terminology used in the Toolkit

In keeping with the most current research in the field, the term Family Engagement are used interchangeably throughout this toolkit. The exception being those times when NCLB is being directly referenced, as the 2001 law uses the term Parent Involvement. LEAs are welcomed/encouraged to use the most inclusive and welcoming language with families when designing and implementing their Title I Parent involvement programming, provided the programming meets the requirements of NCLB.

## What does the newest research tell us?

On May 16, 2014 one of the leading researchers in the field of Family Engagement, Karen L. Mapp gave a presentation in Providence entitled *Building the Capacity for Effective Family-School-Community Partnerships*. During the presentation, Ms. Mapp emphasized that Family Engagement Activities need to be **primarily focused on improving school outcomes**. She challenged those present with reviewing the activities and resources they currently offer for families to ensure that they meet this goal. The following is a summary of the latest research and findings shared by Dr. Mapp.

## Why Family Engagement Matters

### Reading at Home Matters

Being exposed to books early and often, in a child's home language, matters. These children are:

- Almost ½ year ahead of their peers
- On grade level by 3<sup>rd</sup> grade, and this change is sustained

### Understanding How Schools work makes a Difference

Students whose parents understand how the school works and are knowledgeable about the available resources (e.g. grading policies, attendance, promotion, higher level classes):

- earn early higher grades and test scores
- promote on time
- earn more credits than their peers – again, all about parent knowledge of available resources.
- enroll in higher level programs - because their parents know about them, push them, and help them access these programs
- adapt better to school and attend more regularly
- have better social skills and behavior

Parents who know about more than the basic level courses and credits, can help to push their kids if they have the knowledge themselves. When asked, students said parents pushing them made a difference.

### Time Invested up-front Building Relationships with Families makes a Difference

Emerging research from Soo Hong, a colleague of Dr. Mapp, shows that knowing a child's family, and having children be aware you are in communication, is key to creating a positive learning environment. Successful strategies include:

- getting to know families over the summer and at the beginning of the school year.
- exchanging contact information with families, to create an open line of communication.

Teachers who share their contact information with families find parents are very respectful of this access. While the initial investment is very hard, once families are engaged and the lines of communication are open, their work is easier.

## Family Engagement Matters for Student Literacy

PISA study on Family Engagement (2010)

Fifteen-year old students whose parents often read books with them during their first year of primary school (as compared to those whose parents read infrequently with them or not at all):

- Scored 25 points higher on the PISA, which equates to half a school year.
- Findings hold true regardless of a family's socioeconomic status.

Students are never too old to benefit from their parents interest in them.

- Family engagement with their 15-year olds (talking about current events, about school, etc.) is strongly associated with better PISA performance.

(Mapp, 2014)

If parents don't engage with their children someone else will. Family engagement is more important than ever as children get older, according to the students themselves. "What did you do today? Nothing" – holds true all over the world.

As schools, we can give families the tools to engage with their children when we meet with them:

- ✓ What questions to ask to engage children in dialogue;
- ✓ Chances to practice what they are learning;
- ✓ Opportunities to ask questions;
- ✓ Resources they need to walk away and implement what they are learning; and
- ✓ Opportunities to form networks with other families.

## Additional Research

In the fourth edition of *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conduct a synthesis of the research-based evidence on parental involvement which continues to demonstrate that "families have a major influence on their children's achievement in school and through life." Below are some key findings from the research to assist districts in their parent involvement work.

### Benefits of Schools, Families, and Community Groups Working Together to Support Children's Academic and Social Learning

When schools, families, and community groups work together to support children's learning, children tend to:

- do better in school,
- stay in school longer, and
- like school more.

### How Family Engagement Supports Children's Academic Achievement

Many studies found that students with involved parents, no matter what their income or background, were more likely to:

- earn higher grades and test scores, and enroll in higher-level programs.
- be promoted, pass their classes, and earn credits.
- attend school regularly.
- have better social skills, show improved behavior, and adapt well to school.
- graduate and go on to postsecondary education.

### **Programs and Special Efforts to Engage Families Make a Difference**

Several studies found that when schools and educators plan programs and make special efforts to engage families, it has a positive impact on student achievement. For example:

- Teacher outreach to parents was related to strong and consistent gains in student performance in both reading and math.
- Workshops for parents on helping their children at home were linked to higher reading and math scores.
- Schools with highly rated partnership programs made greater gains on state tests than schools with lower rated programs.

Effective outreach practices outlined in the research included:

- meeting face to face,
- sending materials home,
- reaching out to parents, and
- keeping in touch about progress. (*Henderson and Mapp, 2002*)

### **Strategies Higher Performing Schools use to Engage Families and Communities**

The synthesis of research shows that for parent involvement to have *an impact on achievement*, schools must link parent activities to student learning goals and be respectful of difference among families. Schools that succeed in engaging families from very diverse backgrounds share the following key practices. They:

- focus on building trusting collaborative relationship among teachers, families, and community members;
- recognize, respect, and address families' needs, as well as their differences; and
- embrace a philosophy of partnership where power and responsibility are shared. (*Henderson and Mapp, 2002*)

Futhermore, schools that are successful in addressing barriers to meaningful parent participation:

- build on the cultural values of families,
- stress personal contact with families,
- foster communication with families,
- create a warm environment for families, and
- facilitate accommodations for family involvement, including transportation, translators, and other similar services. (*Ferguson, 2005*)

### **Engaging Families in After School and Summer Learning Programs for Middle School Youth: What Do Families Want?**

Gerard Robinson and Leslie Fenwick (2007) conducted a study in four U.S. Cities and asked African American parents what they want in afterschool programs. For participating parents, "afterschool programs are more than a place for homework, a snack, and basketball"; they offer hope for improving their children's life chances. Parents "articulated an intricate understanding of the need for After School Programs and an unyielding hope that these programs will improve their children's life chances."

The study found that the parents want the following features in an afterschool program:

- **Commitment to learning:** Achievement, motivation, homework completion, school engagement, reading for pleasure, and math competence
- **Constructive use of time:** Participation in creative and fun activities
- **Support:** Personal attention, positive family communication, a caring environment, and positive adult relationships
- **Social competence:** Interpersonal and cultural competence, decision making, and conflict resolution
- **Boundaries and expectations:** High expectations and adult role models
- **Positive identity:** Self-esteem, personal power, and a positive view of the future

## **References**

Ferguson, Chris. (2005). *Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?*. A Strategy Brief of the National Center for Family and Community Connections with Schools, <http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf>

Henderson, A.T. & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools, SEDL Southwest Educational Development Laboratory. <http://www.sedl.org/connections/resources/evidence.pdf>

Mapp, Karen.L. (2014, May). *Building the Capacity for Effective Family-School-Community Partnerships*. From the Providence Public School Department, Providence, Rhode Island.

Robinson, G., & Fenwick, L. (2007). *Afterschool programs as an oasis of hope for black parents in four cities*. Washington, DC: Black Alliance for Educational Options. [http://scoter.baeo.org/news\\_multi\\_media/mottSummary.pdf](http://scoter.baeo.org/news_multi_media/mottSummary.pdf)



# Title I Planning Guide for Family Engagement

## A Year at a Glance

[Back to Table of Contents](#)

The following document has been created to help LEA's as they move through the school year. It is a suggested format only. Additional resources can be found in the Resource section of this document.

### Fall

| Requirements                                    | Key Tasks   | Toolkit Resources   |
|---|---|---|
| Parent Involvement Activities                   | <ul style="list-style-type: none"> <li>Develop a schedule of parent involvement activities. Be sure to connect events to student learning.</li> <li>Develop and conduct the Title 1 Annual Parent Meeting</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Activity Planning Sheet</a></li> <li><a href="#">Ideas for Measuring the Effectiveness of Parent Involvement Activities</a></li> <li><a href="#">Title I Documentation Tips</a></li> <li><a href="#">Annual Meeting Checklist</a></li> </ul>   |
| School-Parent Compact                           | <ul style="list-style-type: none"> <li>Update, with the input of families</li> <li>Distribute to all Title I participating children in a <b>target-assistance</b> school.</li> <li>Distribute to all Title I participating children in a <b>schoolwide</b> program.</li> </ul>                              | <ul style="list-style-type: none"> <li><a href="#">School Parent Involvement Policy Checklist</a></li> <li><a href="#">School Parent Compact Template</a></li> <li><a href="#">Single School LEA Parent Involvement Policy Checklist</a></li> <li><a href="#">Title I Documentation Tips</a></li> </ul>   |
| Parents' Right to Know                          | <ul style="list-style-type: none"> <li>Send notification of parents' "right to know" teacher and paraprofessional qualifications to ALL parents in Title I participating schools.</li> <li>Distribute "Non-Highly Qualified" teacher letter, if needed, throughout the year.</li> </ul>                     | <ul style="list-style-type: none"> <li><a href="#">Parents' Right to Know Checklist</a></li> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |
| District and School Parent Involvement Policies | <ul style="list-style-type: none"> <li>Review the school level parent involvement policy to ensure that it meets Title I requirements and reflects programs and activities that support parents' participation in student learning.</li> <li>Implement district and parent involvement policies.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">District Parent Involvement Policy Checklist</a></li> <li><a href="#">District Parent Involvement Policy Template</a></li> <li><a href="#">School Parent Involvement Policy Checklist</a></li> <li><a href="#">School Parent Involvement Policy Template</a></li> <li><a href="#">Single School LEA Checklist</a></li> <li><a href="#">RI Head Start Grantees</a></li> <li><a href="#">RI Pre-Kindergarten Programs</a></li> </ul> |
| Professional Development (PD)                   | <ul style="list-style-type: none"> <li>Plan training for school personnel, with the assistance of parents, on working with parents as partners</li> <li>Deliver PD at a time during the year that works for LEA and Schools.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Research Supporting the Importance of Parental Involvement in Children's Education</a></li> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |
| Private Schools                                 | <ul style="list-style-type: none"> <li>Outreach to parents of eligible students in Private Schools to design parent involvement activities, as applicable.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |

## Winter

| Requirements                                    | Key Tasks  | Toolkit Resources  |
|---|--|--|
| Parent Involvement Activities                   | <ul style="list-style-type: none"> <li>Continue to implement activities to involve parents in student learning.</li> <li>Document outcomes to inform policy evaluation.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Ideas for Measuring the Effectiveness of Parent Involvement Activities</a></li> <li><a href="#">Title I Documentation Tips</a></li> </ul> |
| Parents' Right to Know                          | <ul style="list-style-type: none"> <li>Distribute "Non-Highly Qualified" teacher letter, if needed.</li> <li>Document when need arises.</li> </ul>                                 | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>   |
| District and School Parent Involvement Policies | <ul style="list-style-type: none"> <li>Implement district and parent involvement policies.</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>   |
| Professional Development                        | <ul style="list-style-type: none"> <li>Deliver, as determined by LEA</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>   |
| Parent Involvement in Private Schools           | <ul style="list-style-type: none"> <li>Deliver PD as determined by LEA</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>   |

## Spring/Summer

| Requirements                                    | Key Tasks  | Toolkit Resources   |
|---|--|---|
| Parent Involvement Activities                   | <ul style="list-style-type: none"> <li>Continue to implement activities to involve parents in student learning.</li> <li>Document outcomes to inform policy evaluation.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Ideas for Measuring the Effectiveness of Parent Involvement Activities</a></li> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |
| Parents' Right to Know                          | <ul style="list-style-type: none"> <li>Distribute "Non-Highly Qualified" teacher letter, if needed.</li> <li>Document when need arises.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |
| District and School Parent Involvement Policies | <ul style="list-style-type: none"> <li>Collect and review data.</li> <li>Share results with families.</li> <li>Annually evaluate district policy, and make revisions, as needed.</li> <li>Use this information to inform school improvement plans, School-Parent Compact updates, and CRP development for upcoming school year.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">District Parent Involvement Policy Checklist</a></li> <li><a href="#">School Parent Involvement Policy Checklist</a></li> <li><a href="#">Single School LEA Checklist</a></li> <li><a href="#">Title I Documentation Tips</a></li> <li><a href="#">Accelegrants Document Library: RIDE Title I Application Guidance</a></li> </ul> |
| Professional Development                        | <ul style="list-style-type: none"> <li>Deliver, as determined by LEA</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |
| Parent Involvement in Private Schools           | <ul style="list-style-type: none"> <li>Deliver, as determined by LEA</li> </ul>  | <ul style="list-style-type: none"> <li><a href="#">Title I Documentation Tips</a></li> </ul>  |

At the beginning of each school year, any LEA receiving Title I funds shall notify parents of each student attending Title I schools of their right to know the professional qualifications of their children’s classroom teachers and paraprofessionals, as outlined below. LEA’s are also required to provide an explanation of parental rights during the Annual Title I meeting.

### Parent’s Right to Know Qualifications

LEA notifies parents of all children in all Title I schools of their right to request, and receive, timely information regarding the professional qualification of their children's classroom teachers and paraprofessionals. [NCLB Sec. 1111\(h\)\(6\)\(A\)](#)

| Considerations   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| Does the LEA have a process and timeline for informing parents of their right to know the qualifications of teachers and paraprofessionals providing services, on request? |     |    |                  |
| Does the LEA distribute Parents’ “Right to Know” teacher and paraprofessional qualifications to ALL families of all children in Title I schools?                           |     |    |                  |
| Does the LEA maintain evidence of the notification process and timelines?  |     |    |                  |
| Does the LEA maintain evidence that the notifications were distributed to all parents in Title I participating schools each year?  |     |    |                  |

*Note: The CRP can serve as acceptable documentation for the LEA’s notification process and timelines.*

### Parental Notification of Non-Highly Qualified Teachers

LEA notifies the parents of children who have received four or more consecutive weeks of instruction from a teacher not meeting the definition of “highly qualified” regarding the teacher's professional qualifications. [NCLB Sec. 1111\(h\)\(6\)\(B\)\(ii\)](#)

*Note: RI Teacher and Teacher Assistant requirements now meet or exceed the federal requirements. Districts must still have a plan in place to notify parents should this occur, and must document their actions.*

| Considerations   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| Does the LEA have a process and timeline for notifying families when their child is taught for 4 or more consecutive weeks by a teacher, in a core subject, who is not highly qualified? |     |    |                  |
| Is this process implemented, as needed, throughout the year?   |     |    |                  |
| Does the LEA maintain evidence of the process?   |     |    |                  |
| Does the LEA maintain evidence of notification of parents, when utilized?  |     |    |                  |

*Note: The CRP can serve as acceptable documentation for the LEA’s process and timeline.*

# Title I Reservation and Distribution of Funds Checklist

[Back to Table of Contents](#)

While all LEAs that receive Title I funds are required to implement the Parental Involvement provisions of Title I, only those LEAs receiving an annual allocation greater than \$500,000 must reserve Title 1 funds to support these activities.

### Reserving and Allocating Parental Involvement Set-aside

If an LEA’s annual allocation is more than \$500,000, the LEA shall reserve 1% of their Title I allocation for parental involvement activities AND shall distribute 95% of the 1% set-aside amount to Title I schools to fulfill Title I parental involvement requirements. [NCLB 2001 Sec. 1118\(a\)\(3\)\(A\) and Sec. 1118\(a\)\(3\)\(C\)](#)

| Considerations  | Yes | No | Comment/Evidence |
|---|-----|----|------------------|
| Does the LEA have a plan for distributing the 1% parental involvement reserve, if required?   |     |    |                  |
| Is 95% of this reserve, when required, allocated to schools?  |     |    |                  |
| Does the LEA maintain documentation of the plan and 1% reserve (with 95% allocated to schools)?<br><br><i>Note: The CRP may serve as documentation for the LEA’s annual plan.</i> |     |    |                  |

### Parental Involvement Set-aside Planning

The LEA shall include Title I parents in decisions on how the school uses its portion of the required parent involvement set-aside funds. [NCLB 2001 Sec. 1118\(a\)\(3\)\(B\)](#)

| Considerations   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| Do both the LEA and school involve parents in decisions about how required parent involvement funds are spent in the school?   |     |    |                  |
| Do the LEA and School collect and maintain evidence that parents of children receiving Title I services were involved in decisions about how the school uses its portion of the required 1% reserve (e.g., SIT team meeting minutes, agendas, parent surveys)? |     |    |                  |

# Title I District Parent Involvement Policy Checklist

Any local education agency that accepts Title I funds must implement programs, activities, and practices that are planned and implemented with meaningful consultation with parents of participating Title I children. NCLB, Title I, Section 1118 addresses the parental involvement requirements. The following process and content elements must be addressed with the District’s Parent Involvement Policy.

The policy must be:

- developed with and agreed upon by parents of participating Title I students;
- written in an understandable format, and to the extent practical, provided in a language that parents understand; and
- distributed to all parents of Title I participating children.

Additionally, the policy must describe how the district will carry out the requirements listed below.

| Requirements  | Yes | No | Comment/Evidence |
|---|-----|----|------------------|
| <p>The policy describes <b>HOW</b> the LEA will:</p> <ul style="list-style-type: none"> <li>a. involve parents in the development of the Title I plan under Section 1112 (Title I CRP application);</li> <li>b. involve parents in the school improvement process and plan, Section 1116;</li> <li>c. provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;</li> <li>d. build the schools’ and parents capacity for parent involvement, Section 1118(e), including:               <ul style="list-style-type: none"> <li><input type="checkbox"/> providing assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</li> <li><input type="checkbox"/> providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;</li> </ul> </li> </ul> |     |    |                  |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>❑ educating teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</li> <li>❑ to the extent feasible and appropriate, coordinating and integrating parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</li> <li>❑ ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</li> <li>❑ providing such other reasonable support for parental involvement activities under this section as parents may request.</li> </ul> <p>e. conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy;</p> <p>f. involve parents in activities of Title I schools;</p> <p>g. provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language parents understand.</p> |  |  |  |
|---|--|--|--|

*Note: the term “policy” does not imply that either a school or district level parent involvement policy must be adopted by the school board. Districts may choose to formally adopt the district policy, while schools may create parent involvement “plans” or “strategies” as long as the required elements are present.*

# Title I School Parent Involvement Policy Checklist

*School-Parent Compact included in this checklist.*

[Back to Table of Contents](#)

Any school that receives Title I funds must comply with the requirements of NCLB, Title I, Section 1118. The following process and content elements **must be addressed**.

The policy must be:

- developed jointly with and agreed upon by parents of Title I students;
- written in an understandable format and provided in a language parents can understand;
- distributed to all parents of Title I students; and
- made available to the local community and updated periodically to meet the changing needs of parents and the schools.

The School Parent Involvement Policy must describe **HOW** the school will carry out the requirements listed below for policy involvement, shared responsibility for high student academic achievement, building capacity for parent involvement, and accessibility.

| Requirements  | Yes | No | Comment/Evidence |
|---|-----|----|------------------|
| <p><b>POLICY INVOLVEMENT</b></p> <p>Each Title I participating school:</p> <ol style="list-style-type: none"> <li>1. Convenes an annual meeting to inform all parents of participating children about the Title I program, the requirements for parental involvement, and the parents' right to be involved;</li> <li>2. Offers a flexible number of meetings to parents, at convenient times;</li> <li>3. Involves parents in the planning, review, and improvement of the Title I program;</li> <li>4. Provides parents of participating children with timely information about the program; and explanation of the curricula, assessments, and proficiency levels that students are expected to meet; and if requested, opportunities for regular meetings.</li> <li>5. Submits to the LEA, any parent comments on the schoolwide plan if the plan was not satisfactory to the parents of participating children.</li> </ol> |     |    |                  |

| Requirements   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| <p><b>BUILDING CAPACITY FOR PARENT INVOLVEMENT</b></p> <p>Each school SHALL:</p> <ol style="list-style-type: none"> <li>1. Provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</li> <li>2. Provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;</li> <li>3. Educates teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</li> <li>4. To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</li> <li>5. Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</li> <li>6. Provides such other reasonable support for parental involvement activities under this section as parents may request.</li> </ol> |     |    |                  |



| Requirements  | Yes | No | Comment/Evidence |
|---|-----|----|------------------|
| <p><b>ACCESSIBILITY</b></p> <p>The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language parents understand.</p> |     |    |                  |

## School-Parent Compact

[Back to Table of Contents](#)

| Requirements   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| <p><b>SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT</b><br/>Section 1118(d)</p> <p>Each school shall develop with parents a home school compact for all participating children that outlines how parents, the entire school staff, and the student will share responsibility for improved student academic achievement, and the means by which the school and parent will build and develop a partnership to help children achieve the State’s high standards.</p> <p>The home school compact shall:</p> <ol style="list-style-type: none"> <li>1. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards;</li> <li>2. Describe the ways in which each parent will be responsible for supporting student learning such as monitoring attendance, homework completion, and television watching; volunteering in their children’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;</li> <li>3. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, (A) an annual parent teacher conference, in elementary schools, during which the compact shall be discussed as the compact relates to the individual child’s achievement; (B) frequent reports to parents on their children’s progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.</li> </ol> |     |    |                  |

# Title I Single School LEA Parent Involvement Policy Checklist

School-Parent Compact included in this checklist.

[Back to Table of Contents](#)

Any Local Education Agency (LEA) that accepts Title I funds must implement programs, activities, and practices that are planned and implemented with meaningful consultation with parents of participating Title I children. NCLB, Title I, Section 1118 addresses the parental involvement requirements, through the creation and implementation of both District and School Parental Involvement Policies. When an LEA is a single school, the LEA may create one policy that incorporates the requirements of the LEA policy and the school policy. In creating and implementing this single school policy with families, the following process and content elements **must be addressed**.

The written Parent Involvement Policy **must be**:

- developed jointly with and agreed upon by parents of Title I students (programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children);
- written in an understandable format and provided in a language parents can understand;
- distributed to all parents of Title I students; and
- made available to the local community and updated periodically to meet the changing needs of parents and the school.

Additionally, the policy must describe **HOW** the single school LEA will carry out the requirements of Title I, Section 1118.

| Requirements   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| <p>The policy describes <b>HOW</b> the single school LEA will:</p> <ol style="list-style-type: none"> <li>1. Involve parents in the development of the Title I plan under Section 1112 (Title I CRP application) and the process of school review and improvement under section 1116; <i>Note: If the plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plans when such LEA submits the plan to the state.</i></li> <li>2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;</li> <li>3. Build the school's and parent's capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents and the community to improve student academic achievement, the Single School LEA <b>shall</b>:               <ol style="list-style-type: none"> <li>a. provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic</li> </ol> </li> </ol> |     |    |                  |

|  |  |  |  |
|--|--|--|--|
| <p>assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</p> <ul style="list-style-type: none"> <li>b. provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;</li> <li>c. educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</li> <li>d. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, State run preschool programs and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</li> <li>e. ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and</li> <li>f. provide such other reasonable support for parental involvement activities under this section as parents may request.</li> </ul> <p>4. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, including:</p> <ul style="list-style-type: none"> <li>▪ identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); then</li> <li>▪ using the findings of such evaluation, design effective strategies for more effective parental involvement, and to revise if necessary, the policies described in this</li> </ul> |  |  |  |
|--|--|--|--|

|   |  |  |  |
|---|--|--|--|
| <p>section;</p> <p>5. Involve parents in the activities of schools served under this part; <i>Please note: for Targeted Assistance Schools, this applies to parents of eligible Title I children.;</i></p> <p>6. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language parents understand.</p> |  |  |  |
|---|--|--|--|

| Requirements   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| <p><b>POLICY INVOLVEMENT</b></p> <p>Each participating Title I Single School LEA shall:</p> <ol style="list-style-type: none"> <li>1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved;</li> <li>2. Offer a flexible number of meetings to parents, at convenient times;</li> <li>3. Involve parents in an organized, ongoing and timely way, in the planning, review and improvement of the Title I program;</li> <li>4. Provide parents of participating children with timely information about the program and explanation of the curricula, assessments, and proficiency levels that students are expected to meet; and if requested, opportunities for regular meetings.</li> </ol> |     |    |                  |

| Requirements  | Yes | No | Comment/Evidence |
|---|-----|----|------------------|
| <p><b>ACCESSIBILITY</b></p> <p>The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language parents understand.</p> |     |    |                  |

## School-Parent Compact

[Back to Table of Contents](#)

| Requirements   | Yes | No | Comment/Evidence |
|--|-----|----|------------------|
| <p><b>SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT</b><br/>Section 1118(d)</p> <p>Each school shall develop with parents a home school compact for all participating children that outlines how parents, the entire school staff, and the student will share responsibility for improved student academic achievement, and the means by which the school and parent will build and develop a partnership to help children achieve the State’s high standards.</p> <p>The home school compact shall:</p> <ol style="list-style-type: none"> <li>4. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards;</li> <li>5. Describe the ways in which each parent will be responsible for supporting student learning such as monitoring attendance, homework completion, and television watching; volunteering in their children’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;</li> <li>6. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, (A) an annual parent teacher conference, in elementary schools, during which the compact shall be discussed as the compact relates to the individual child’s achievement; (B) frequent reports to parents on their children’s progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.</li> </ol> |     |    |                  |

In support of strengthening student academic achievement, each Local Educational Agency (LEA) that receives Title I, Part A funds must develop jointly with, agree upon, and distribute to parents of participating children, a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State Educational Agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **School districts are not required to follow this sample template or framework.** However, if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

## (Insert LEA Name) Title I Parent Involvement Policy

Revised: *Month/Day/Year*

### Part I

#### GENERAL EXPECTATIONS

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child’s learning;*

*(B) that parents are encouraged to be actively involved in their child’s education at school;*

*(C) 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; and*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## **PART II**

### **DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

(Sample Template)

[NOTE: The District wide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The name of school district will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

*(List actions)*

2. The name of school district will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*(List actions)*

3. The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

*(List activities)*

4. The name of school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

*(List activities)*

5. The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting the evaluation and explaining what role parents will play.)*

6. The name of school district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Part A,
  - how to monitor their child's progress, and
  - how to work with educators.

*(List activities, such as workshops, conferences, classes {both in-State and out-of-State} including any equipment or other materials that may be necessary to ensure success.)*

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

*(List activities)*

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*(List activities)*



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

*(List activities)*

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

### **PART III**

#### **DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

(Sample Template)

**NOTE:** The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART IV**

**ADOPTION**  
(Sample Template)

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of \_\_\_\_\_. The school district will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

\_\_\_\_\_  
(Signature of Authorized Official)\*

\_\_\_\_\_  
(Date)

\* It is not a requirement that the District Wide Parent Involvement Policy is signed.

This sample template was extracted from *the Parent Involvement Title I, Part A: Non-Regulatory Guidance, Appendix D*. It is intended as a sample, and is not an official U.S. Department of Education document. **LEAs are not required to use this template for their Title I program.**

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Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their school parental involvement policy. Schools and districts are **not required to follow this sample format**.

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## Title I School Parent Involvement Policy

Revised: *Month/Day/Year*

School: \_\_\_\_\_

District: \_\_\_\_\_

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, and agree upon with, parents of participating children a written parental involvement policy that contains information required by sections 1118 (b) of the Elementary and Secondary Education Act (ESEA).

*[School Name]* has developed a written Title I parental involvement policy with input from, and agreed upon by, Title I parents. *[Describe how the school developed the policy with parent input.]* It has distributed the policy to parents of Title I students. *[Describe how the school distributes the policy.]*

The policy describes the means for carrying out the following Title I parental involvement requirements of Section 1118(b) of ESEA.

### Involvement of Parents in the Title I Program

To involve parents in the Title I program at *[School Name]*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

*[Briefly describe or bullet how this happens at your school.]*

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

*[Briefly describe or bullet how this happens at your school.]*

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.\*

*[Briefly describe or bullet how this happens at your school.]*

- The school provides parents of Title I students with timely information about Title I programs.

*[Briefly describe or bullet how this happens at your school.]*

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

*[Briefly describe or bullet how this happens at your school.]*

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

*[Briefly describe or bullet how this happens at your school.]*

*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

## **Building Capacity for Involvement**

*[School Name]* engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

*[Briefly describe or bullet how this happens at your school.]*

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

*[Briefly describe or bullet how this happens at your school.]*

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

*[Briefly describe or bullet how this happens at your school.]*

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

*[Briefly describe or bullet how this happens at your school.]*

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

*[Briefly describe or bullet how this happens at your school.]*

- The school provides support for parental involvement activities requested by Title I parents.

*[Briefly describe or bullet how this happens at your school.]*

## Accessibility

*[School Name]* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

*[Briefly describe or bullet how this happens at your school.]*

## School-Parent Compact

*[School Name]* distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

*[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I parents. Attach a copy of the compact to this policy.]*

This sample template was adapted from the *2013 California Department of Education Sample Title I School-Level Parental Involvement*, is not a required RI Department of Education format. It is provided as an example, at district request. **LEAs are not required to use this template for their Title I program.**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will 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 standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. **Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact.** Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

## (Insert School Name) School Parent Compact

The name of school, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year \_\_\_\_\_.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

#### School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Describe when the parent-teacher conferences will be held.*

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Describe when and how the school will provide reports to parents.*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Describe when, where, and how staff will be available for consultation with parents.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

*Describe when and how parents may volunteer, participate, and observe classroom activities.*

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

*Describe the ways in which parents will support their children's learning, such as:*

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



## OPTIONAL ADDITIONAL PROVISIONS

### Student Responsibilities

*Revise as appropriate to grade level.*

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

*Describe the ways in which students will support their academic achievement, such as:*

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give all notices and information received by me from my school every day to my parents or the adult who is responsible for my welfare*

## **Additional Required School Responsibilities**

*Requirements that schools must follow, but are optional in the school-parent compact.*

The       name of school       will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).



Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the \_\_\_\_\_ name of school \_\_\_\_\_ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

\_\_\_\_\_  
*School*

\_\_\_\_\_  
*Parent(s)*

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

*(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)*

This sample template was extracted from *the Parent Involvement Title I, Part A: Non-Regulatory Guidance, Appendix E*. It is intended as a sample, and is not an official U.S. Department of Education document. **LEAs are not required to use this template for their Title I program.**

# Activity Planning Sheet

Schools and districts need to ensure that parent involvement programs supported with Title I funds are linked to student learning. The following planning rubric, with guiding questions, has been designed to support LEA's in the planning and documentation process.

| Activity and Description of Strategy  | Informing Data and Correlation to Student Achievement                   | Measuring Effectiveness  | Person(s) Responsible                         | Timeline                      | Related Budget Items   |
|---|---|--|---|-------------------------------|--|
| <i>What intervention is planned?<br/>Who is the target audience?<br/>How will this intervention be delivered?</i> | <i>Why is it needed?<br/>How will this improve student achievement?</i> | <i>How will you know the intervention was successful in improving student achievement?<br/>How will you document these outcomes?</i> | <i>Who will be responsible for this work?</i> | <i>When will this happen?</i> | <i>What supports do you need to make this work possible?</i> |
|   |   |  |   |                               |  |
|   |   |  |   |                               |  |
|   |   |  |   |                               |  |

## Ideas for Measuring the Effectiveness of Parent Involvement Activities

[Back to Table of Contents](#)

| Required Activity   | Possible Activities   | Measure of Effectiveness  |
|---|---|---|
| Assist parents in understanding the state’s academic content standards, student academic achievement standards and academic assessments   | <ul style="list-style-type: none"> <li>▪ Conduct parent workshops</li> <li>▪ Provide monthly newsletter articles</li> <li>▪ Hold Q &amp; A nights for parents</li> <li>▪ Hold topical parent coffee hours</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Workshop evaluations</li> <li>▪ Pre/post survey</li> <li>▪ Pre/post survey</li> <li>▪ Parent Focus Group</li> </ul>  |
| Provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, to foster parent involvement | <ul style="list-style-type: none"> <li>▪ Conduct parent workshops</li> <li>▪ Provide monthly tip sheet</li> <li>▪ Hold topical parent coffee hours</li> <li>▪ Circulate take home kits</li> <li>▪ Develop and distribute targeted take home activities</li> </ul> | <ul style="list-style-type: none"> <li>▪ Workshop evaluations</li> <li>▪ Pre/post survey</li> <li>▪ Levels of use</li> <li>▪ Parent Feedback on Home Activities (e.g. checklist)</li> <li>▪ Student Outcomes</li> </ul> |
| Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents                               | <ul style="list-style-type: none"> <li>▪ Conduct an in-service workshop</li> <li>▪ Provide written materials</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Workshop evaluation</li> <li>▪ Pre/post survey</li> </ul>  |
| Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.  | <ul style="list-style-type: none"> <li>▪ Develop a single parent involvement plan</li> </ul>  | <ul style="list-style-type: none"> <li>▪ # of jointly sponsored events and activities</li> </ul>  |
| Ensure that information related to school and parent involvement programs, meetings and other activities is sent to parents in a format and language that parents can understand              | <ul style="list-style-type: none"> <li>▪ Develop policy and procedure related to the distribution of information</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Pre/post survey</li> <li>▪ Parent Focus Group</li> </ul>   |
| Provide reasonable support for parent involvement activities as parent may request  | <ul style="list-style-type: none"> <li>▪ Document requests and any subsequent activity</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Pre/post survey</li> </ul>   |

Adapted from O’Brien, T & Boland, T. [No Child Left Behind Act: Title I, Part A Section 1118: Parental Involvement, Policy Compliance and Evaluation Guidance](#), Colorado Department of Education.

The following tip sheet has been designed to assist Title I Coordinators in their implementation of the Title I program at the district and school levels.

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## Tips for Strong Documentation

**Sign-in Sheets** – Include the name of the event, location, date and time along with signatures and roles of individuals (e.g parent, teacher, principal).

**Agendas** – Include the name of the event, location, date, time, and key happenings along with speakers/presenters

**Minutes** – In addition to the name of the event, location, date and time, include: who was in attendance (name of individuals and their roles e.g. teacher, principal, Title I Parent, Title I Coordinator); actions taken; and the information shared.

Note: In TAS, LEAs need to be able to demonstrate that Title I parents are participating in the process.

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## Types of Documentation to Collect, by Task

### LEA/District Support to Schools

Meetings and Technical Assistance - agenda, sign-in sheet, summary notes and related handouts

Monitoring and Support - activities/correspondence log

### District and School Level Policies

District Level Parent Involvement Policy

School Level Parent Involvement Policy – each participating Title I school should have their own.

School-Parent Compact – A separate compact is need for each participating Title I school. Compacts are signed by families and updated copies are on file at the school.

Comprehensive Evaluation Results - Findings and recommendations, including any policy changes that were made as a result of the evaluation.

### Title I Workgroups and/or School Improvement Teams (Planning, Review and Improvement)

Meetings/Workgroups: agenda, sign-in sheet, minutes, and copies of Title I relevant handouts and materials

## Required Parental Involvement Set-Aside

Set-Aside Plan: CRP, District Parent Involvement Policy/Annual Plan and School Parent Involvement Policy/Plan, etc.

Documentation of Set-Aside: CRP, UCOA spread sheet, etc.

Evidence that parents were involved in decisions about how each Title I participating school uses its portion of the required 1% reserve: SIT team meeting minutes, Title I workgroup agendas, parent surveys, etc.

*Note:* Districts implementing Private School programs must also be able to document the District's Parental Involvement Set-aside and Plan for this population of Title I participating students and their families.

## Annual Meeting and Family Engagement Activities

Annual Meeting: agenda, sign-in sheet, summary notes, evaluation/feedback sheets and related handouts

Family Engagement Activities: agenda, sign-in sheet, summary notes, evaluations/summary notes and related handouts.

*Note:* Districts implementing Private School programs must also be able to document the Parental Involvement activities for this population of Title I participating students and their families.

## Parent Notification and Right to Know

Notification of Non-Highly Qualified Teachers and Teacher Assistants:

- Process for notifying parents (documented in CRP).
- Copies of letters distributed each year, as applicable.
- Documentation of teacher and teacher assistant qualifications.

Right to Know:

- Plan for notifying parents (documented in CRP).
- Copies of letters distributed each year.

Districts and schools may choose to do more than the law requires for notification, especially for those hard to reach families. Additional types of documentation include: home visit logs, letters, minutes, screen shots, email, district phone notification system, etc.

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## Organizing and Archiving Your Title I Documentation: Binders or Electronic Storage

Whether your district uses a binder/paper system or electronic files, the following questions can assist you in thinking about organizing your Title I information:

- What documentation do I need to demonstrate compliance with Title I?
- What documentation would support a seamless transition in the event of my absence (where to find information, dates information is collected, key contacts, etc.)?

These two questions will help you to design a collection system that is purposeful and useful for your Title I materials.

**Each year**, Title I programs are required to host a meeting for parents of participating children to explain what the Title I program is and how parents can become involved in the Title I program. This meeting must be held at a convenient time, and all parents of participating children shall be invited and encouraged to attend. The purpose of this meeting is to inform parents of the of their school's participation in Title I, explain the requirements of Title I and the right of parents to be involved.

The following list outlines suggested content for the Title I Annual Parent Meeting:

- Explain the school's participation in Title I – School wide or Targeted Assistance Program, whichever is applicable.
- Explain the Title I requirements – School wide or Targeted Assistance Program, whichever is applicable.
- Provide parents with a description and explanation of:
  - the school's curriculum;
  - the types of academic assessment used to measure student progress; and
  - the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the planning, review and improvement of the school's Title I programs, and how they can get involved.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children as soon as practicably possible.
- Explain that a Title I participating school must invite all parents of children participating in Title I Part A programs and encourage them to attend, in order to keep them informed.
  - In a schoolwide program: ALL parents should be invited.
  - In a targeted assistance program: only those parents with children participating in Title I should be invited.
- Explain that schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

## Documentation Tips

LEA's and their Title I participating schools must be able to document their Annual meetings. Documentation may include: an announcement flyer, invitations, agenda, minutes, sign-in sheets, copies of handouts, an evaluation summary, etc.

Adapted from: No Child Left Behind Act of 2001 and [Wisconsin Department of Education, Required Components: Annual Parent Meeting](#),

### Title I Law and Non-Regulatory Guidance

No Child Left Behind Act of 2001, Section 1118. Parental Involvement  
<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>

Parent Involvement Title I Part A, Non-Regulatory Guidance (2004)  
<http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf>

U.S. Department of Education Parent and Family Engagement Resources  
<http://www.ed.gov/parent-and-family-engagement>

### Resources for Families

#### ¡Colorín Colorado!

[www.colorincolorado.org](http://www.colorincolorado.org)

A bilingual site for families and educators of English Language Learners, available in English and Spanish.

- Reading tips sheets for children preschool to third grade, available in 11 languages: English, Spanish, Arabic, Chinese, English, Haitian Creole, Hmong, Korean, Navajo, Russian, Spanish, Tagalog, and Vietnamese.  
<http://www.colorincolorado.org/guides/readingtips/>

#### College Matters: Supporting Low-Income and First-Generation Students

[http://www.whatkidscando.org/specialcollections/college\\_matters/index.html](http://www.whatkidscando.org/specialcollections/college_matters/index.html)

#### Education Trust

<http://www.edtrust.org/>

Resources for parents and communities interested in education and educational reform, including:

- A Guide for Hispanic Families: How to Help Your Child Prepare for College  
[http://www.edtrust.org/sites/edtrust.org/files/publications/files/Hispanic%20Parent%20Guide\(web\).pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/Hispanic%20Parent%20Guide(web).pdf)
- A Guide for African-American Families: How to Help Your Child Prepare for College  
[http://www.edtrust.org/sites/edtrust.org/files/publications/files/AA%20Parent%20Guide\(web\).pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/AA%20Parent%20Guide(web).pdf)

#### Reading Rockets

<http://www.readingrockets.org/reading-topics/parent-engagement>

The section on Parent Engagement focuses on building a strong home-school connection, focused on children's learning, with ideas for what families can do at home to support their child's learning at home.

#### RIDE Common Core State Standards Family Resources

<http://www.ride.ri.gov/InstructionAssessment/TransitiontotheCCSSandPARCC/tabid/514/LiveTabId/19552/Default.aspx>  
RI Department of Education resources, and links to resources, for families related to the Common Core.

## **RIELDS Family Fun Activities**

<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/ChildOutreach.aspx>

RI Department of Education family engagement resources for children age birth to 5. RIELDS Family Fun Activity Cards are available in English and Spanish.

- RIELDS Family Fun Activity Cards in English  
[http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS\\_Fun\\_Family\\_Activity\\_Cards.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS_Fun_Family_Activity_Cards.pdf)
- RIELDS Family Fun Activity Cards in Spanish  
[http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS\\_Fun\\_Family\\_Activity\\_Cards\\_Spanish.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Children/RIELDS_Fun_Family_Activity_Cards_Spanish.pdf)

## **Wonderopolis: Wonder of the Day**

<http://wonderopolis.org/>

Free online tool that sends families and educators a new “Wonder of the Day” each day to explore with their child. The website is sponsored by the National Center for Family Learning.

## **Zero to Three**

<http://www.zerotothree.org/early-care-education/>

Resources for families of children birth to three in English and Spanish.

## **Tools for LEAs**

Connecticut School-Family-Community Partnerships, Connecticut State Department of Education: School Compacts

<http://ctschooleparentcompact.org/>

- Transforming Your Old Title I School-Parent Compacts into Effective Action Plans

*Don't Call Them Dropouts: Understanding the Experiences of Young People Who Leave High School Before Graduation, A Report from America's Promise Alliance and its Center for Promise at Tufts University, May 20, 2014*

[http://gradnation.org/report/dont-call-them-dropouts?utm\\_source=E-News%3A%20Predictors%20of%20College%20Completion&utm\\_campaign=enews%205/14/14&utm\\_medium=email](http://gradnation.org/report/dont-call-them-dropouts?utm_source=E-News%3A%20Predictors%20of%20College%20Completion&utm_campaign=enews%205/14/14&utm_medium=email)

## **Engaging Low-income, Non-English Speaking parents**

A Cord of Three Strands: A New Approach to Parent Engagement by Soo Hong

<http://www.wellesley.edu/education/faculty/hong>

<http://www.edweek.org/ew/articles/2011/08/15/01parent.h30.html>

## **Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning Opportunities for (Middle School) Student Success**

<http://www.expandinglearning.org/expandingminds>

Compendium of studies, reports and commentaries by more than 100 thought leaders including community leaders, elected officials, educators, researchers, advocates and other prominent authors; including:

Engaging Families in Afterschool and Summer Learning Programs for Middle School Youth

<http://www.expandinglearning.org/expandingminds/article/engaging-families-afterschool-and-summer-learning-programs-middle-school>

- Evidence-Based Strategies for Supporting and Enhancing Family Engagement  
<http://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement>



### **Family Engagement Resources for Teachers**

<http://flamboyanfoundation.org/areas-of-focus/family-engagement/>

### **Flamboyan Foundation: Classroom Family Engagement Rubric**

<http://flamboyanfoundation.org/wp/wp-content/uploads/2011/06/Classroom-Family-Engagement-Rubric-2-1-2012.pdf>

### **Harvard Family Research Project: Family Involvement Resources**

<http://www.hfrp.org/family-involvement>

### **Harvard Family Research Project: Resources for Middle and High School Youth**

<http://www.hfrp.org/out-of-school-time>

Resources include:

- Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-risk Students  
<http://www.hfrp.org/family-involvement/publications-resources/the-family-engagement-for-high-school-success-toolkit-planning-and-implementing-an-initiative-to-support-the-pathway-to-graduation-for-at-risk-students>
- Focus on Families! How to Build and Support Family-Centered Practices in After School  
<http://www.hfrp.org/out-of-school-time/publications-resources/focus-on-families!-how-to-build-and-support-family-centered-practices-in-after-school>

### **Harvard Family Research Program: Family Engagement Survey**

Harvard Family Engagement Survey is available through Survey Monkey to help you measure outcomes

<https://www.surveymonkey.com/mp/harvard-education-surveys/>

### **Joan Ganz Cooney Center at Sesame Street Workshop**

- Learning at Home: Families' Educational Media Use in America  
<http://www.joanganzcooneycenter.org/publication/learning-at-home/>

### **National Network of Partnership Schools**

[www.csos.jhu.edu/p2000/](http://www.csos.jhu.edu/p2000/)

### **Northwest Regional Educational Laboratory**

[www.nwrel.org/partnerships/](http://www.nwrel.org/partnerships/)

### **National Parent Teacher Association (PTA)**

Resources include:

- National Standards for Family-School Partnerships: What parents, schools, and communities can do together to support student success.  
<http://www.pta.org/programs/content.cfm?ItemNumber=3126&navItemNumber=3983>
- Parents' Guides to Student Success  
<http://www.pta.org/parents/content.cfm?ItemNumber=2583>

### **National Parent Teacher Organization (PTO)**

*Meeting Minutes: Just the Facts*

<http://www.ptotoday.com/pto-today-articles/article/220-meeting-minutes-just-the-facts>

## Southwest Educational Development Laboratory (SEDL): National Center for Family and Community Connections with Schools

[www.sedl.org/connections](http://www.sedl.org/connections)

- Southwest Educational Development Laboratory (SEDL) Parent Involvement Toolkit  
<http://www.sedl.org/connections/toolkit/toolkit-title1-parent-inv.pdf>
- Southwest Educational Development Laboratory (SEDL) On-line Modules for Family and Community Involvement  
<http://www.sedl.org/learning/>

### Quotes for Closing Meetings

[http://www.nsrffharmony.org/protocol/doc/quotes\\_closings.pdf](http://www.nsrffharmony.org/protocol/doc/quotes_closings.pdf)

## Additional Research

Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N. Voorhis, F. (2002) *School, Family, and Community Partnerships: Your Handbook for Action Second Edition*. Corwin Press, Inc. <http://www.gpo.gov/fdsys/pkg/ERIC-ED467082/pdf/ERIC-ED467082.pdf>

Kyle, D., McIntyre, E., Miller, K., Moore, G. (2002). *Reaching Out: A K-8 Resource for Connecting Families and Schools*. Corwin Press, Inc. <http://www.readingrockets.org/about/partners#NPTA>

Sarah N. Deschenes, Amy Arbreton, Priscilla M. Little, Carla Herrera, Jean Baldwin Grossman, Heather B. Weiss, with Diana Lee. (2010). *Engaging Older Youth: Program and City-level Strategies to Support Sustained Participation in Out-of-School Time, Research Synopsis*. Harvard Family Research Project.

<http://www.hfrp.org/out-of-school-time/publications-resources/engaging-older-youth-program-and-city-level-strategies-to-support-sustained-participation-in-out-of-school-time-research-synopsis>

Robinson, G., & Fenwick, L. (2007). *Afterschool programs as an oasis of hope for black parents in four cities*. Washington, DC: Black Alliance for Educational Options. [http://scoter.baeso.org/news\\_multi\\_media/mottSummary.pdf](http://scoter.baeso.org/news_multi_media/mottSummary.pdf)