

FROM COMPLIANCE TO EFFECTIVE PRACTICES!

Strengthening Parent Involvement in Pennsylvania's Schools & Districts



Assessing Our Parent Involvement Practices

GUIDING QUESTIONS



PENNSYLVANIA DEPARTMENT OF EDUCATION

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Revised July 10, 2006

Parent Involvement – Guiding Principles

The 24 items on the Rubric are organized into 7 Guiding Principles of effective parent involvement. The Guiding Principles are a combination of the evidence-based findings from the years of scientific research conducted by Joyce Epstein¹ and the National PTA Standards for Parent Involvement².

Use the Guiding Principles as you assess parent involvement in your district and schools. Also, use these to identify more *evidence-based practices and tools, resources, and exemplars, and/or* as you develop improvement plans for your parent involvement programs.

	Guiding Principles	NCLB Reference
1.	Leadership and Communication <ul style="list-style-type: none"> ▪ Leadership of programs and partnerships is effective, visible and strong. ▪ Communication is regular, two-way, meaningful, and accommodates diverse cultures and languages. 	Sec. 1111(h)(6)(A), Guidance C-6
		Sec. 1111(h)(6)(B)(ii), Guidance D-3
		Sec. 1118(a)(2)(c)
		Sec. 1118(c)(1)(e)
		Sec. 1118(b)(1)
		Sec. 1118(c)(4)(A)
		Sec. 1118(c)(4)(B)
2.	Teamwork and Collaboration <ul style="list-style-type: none"> ▪ Links with community resources strengthen schools, families and student learning. 	Sec. 1118(a)(2)(c)
3.	Decision-making and Action Planning <ul style="list-style-type: none"> ▪ Families are full partners in making decisions, developing plans, policies, and programs 	Sec. 1118(a)(3)(b)
		Sec. 1118(a)(2)(A)
		Sec. 1118(a)(2)(B)
		Sec. 1118(a)(2)(c)
		Sec. 1118(a)(2)
		Sec. 1118(b)
		Sec. 1118(c)(4)(c)
4.	Implementing and Evaluating <ul style="list-style-type: none"> ▪ Families are involved in the implementation of the decisions and plans and the enactment and dissemination of policies. ▪ Families are involved in reviewing, evaluating, and improving the plans and policies to meet changing needs. 	Sec. 1118(a)(2)
		Sec. 1118(b)(1)
		Sec. 1118(c)(3)
		Sec. 1118(c)(3)
5.	Continuous Learning and Development <ul style="list-style-type: none"> ▪ Families' roles in support of student learning and as parents are emphasized in training and workshops. ▪ Supporting parent involvement is part of staff training. 	Sec. 1118(a)(2)(c)
		Sec. 1118(a)(2)(c)
6.	Funding <ul style="list-style-type: none"> ▪ Parent involvement budgets meet guidelines. 	Sec. 1118(a)(3); Sec. 1118(a)(3)(c)
7.	Collegial Support, Networking, and Outreach <ul style="list-style-type: none"> ▪ Family support and assistance are sought. 	Sec. 1118(c)(2)

¹ Epstein, Joyce (2005) *Developing and Sustaining Research-Based Programs of School, Family and Community Partnerships: Summary of Five Years of NNPS Research*. Center on School, Family, and Community Partnerships, National Network of Partnership Schools (NNPS) John Hopkins University

² National PTA's National Standards for Parent/Family Involvement Programs

GUIDING QUESTIONS

A

1111(h)(6)(A), Guidance C-6

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

For Administrators:

- ◆ Was there a situation during the school year where students were taught for four or more consecutive weeks by a teacher who was not highly qualified? (If no, then NA)
- ◆ If so, can you show me a copy of the letter you sent to parents notifying them of the situation?
- ◆ Have you notified parents of this requirement? How?
- ◆ Can you show me the document or a meeting agenda where this topic is included?

For Parents:

- ◆ Do you know about this requirement? If so, how were you notified?
- ◆ Was there ever a situation when this situation occurred with your child?
- ◆ Were you notified by the district as described here?

B

Sec. 1111(h)(6)(B)(ii), Guidance D-3

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.

For Administrators:

- ◆ Was there a situation during the school year where students were taught by a teacher who was not highly qualified for four or more consecutive weeks? (If no, then NA)
- ◆ If so, can you show me a copy of the letter you sent to parents notifying them of the situation?
- ◆ Have you notified parents of this requirement? How?
- ◆ Can you show me the document or a meeting agenda where this topic is included?

For Parents:

- ◆ Do you know about this requirement? If so, how were you notified?
- ◆ Was there ever a situation when this situation occurred with your child?
- ◆ Were you notified by the district as described here?

C

Sec. 1118(a)(3); Sec 1118(a)(3)(c)

LEA has reserved 1% of their Title I allocation - if their allocation is \$500,000 or more - for parent involvement activities AND has distributed 95% of the 1% set-aside amount to Title I schools to fulfill Title I parent involvement requirements. (If LEA receives less than \$500,000 for Title I, then response to this question is NA)

For Administrators:

- ◆ Can you show me an approved budget with a minimum of 1% of the Title I allocation in the 3300 line item?
- ◆ Can you show me a spreadsheet or worksheet that shows the details of how 95% of the 1% set aside was distributed to your Title I schools?
- ◆ Do you provide services to Non-Public Schools?
- ◆ If so, describe the process used for setting aside parent involvement funds for nonpublic schools.

For Principals:

- ◆ How much money was allocated to this building for Title I parent involvement activities?

For Parents:

- ◆ How were you involved with the decision-making process for how the Title I set-aside funds were distributed to the schools?

D

Sec. 1118(a)(3)(b)

School staff include Title I parents in decisions on how to spend their portion of the parent involvement set-aside funds.

For Administrators:

- ◆ Please explain the process you use to include Title I parents in decisions on how to use the parent involvement set-aside funds.

For Parents:

- ◆ Are you aware of the funds allocated to this building for parent involvement?
- ◆ Did you have the opportunity to participate in the decision-making process on how to use the parent involvement set-aside funds?

E **Sec. 1118(a)(2)**
LEA has developed, with the involvement of Title I parents, an LEA Parent Involvement Policy. (Note that districts may use an existing LEA policy as long as it includes all components of the Section 1118 - see checklist.)

For Administrators:

- ◆ Can you show me a copy of your LEA (District-level) parent involvement policy? (This rubric includes a section for each component required in the policy. This purpose of this question is to establish that a policy exists.)
- ◆ Please explain how you involved Title I parents in the development of this policy.
- ◆ Is a description of this process included in your LEA written policy?

For Parents:

- ◆ Did you have the opportunity to be involved in the development of the LEA policy?

E¹ **Sec. 1118(a)(2)**
LEA has distributed the LEA parent policy to Title I parents.

For Administrators:

- ◆ How have you distributed the LEA Parent Policy to Title I parents?

For Parents:

- ◆ Have you seen a copy of the LEA policy?
- ◆ How was it distributed?

F **Sec. 1118(a)(2)(A)**
LEA includes Title I parents during the development of their Title I plan.

For Administrators:

- ◆ Please explain the process you use to include Title I parents in the development of your Title I application for the following year.
- ◆ Can you show documentation of the planning process and evidence that parents were invited to participate? (Agendas, minutes, flyers, announcements, sign-in sheets, etc.).
- ◆ Is the process described in your LEA Policy?

For Parents:

- ◆ Did you have the opportunity to participate in the planning of the Title I program for this year?
- ◆ What was the process used to notify parents?

G **Sec. 1118(a)(2)(B)**
LEA provides coordination, technical assistance and other support to Title I schools in planning and implementing effective parent involvement programs to improve academic achievement and school performance.

For Administrators:

- ◆ Please explain the type and method of guidance that you provide to your Title I schools regarding the requirements under Section 1118 (Parent Involvement).
- ◆ Please explain the support the district provides for the Title I schools in development and implementing parent involvement activities.

For Principals/Staff:

- ◆ Describe the types and methods of guidance provided to you by the LEA administration regarding the requirements of Section 1118 and parent involvement.
- ◆ What support does the district provide to you in developing and implementing Title I parent involvement activities?

H **Sec. 1118(a)(2)(C)**
LEA provides coordination, technical assistance and other support to Title I schools in planning and implementing effective parent involvement programs.

For Administrators/Principals/Teachers:

- ◆ LEA: Have you provided workshops or training of any kind for your schools and/or Title I parents in understanding topics such as the State Standards, State and local academic assessments, the requirements of Title I, how to monitor a child's progress and working with educators to improve their child's achievement?
- ◆ School: Can you show me evidence of the technical assistance (invitations, flyers, minutes, sign in sheets, etc.);

For Parents:

- ◆ Have you been provided an explanation of topics such as the State Standards, State and local academic assessments, the requirements of Title I, how to monitor your child's progress and working with educators to improve your child's achievement?
- ◆ If so, how did the district/school provide the training to you?

Sec. 1118(a)(2)(c)

LEA builds the schools' and parents' capacity for strong parent involvement through (2) providing materials and training to help parents to work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

For LEA/School Staff:

- ◆ LEA: Have you provided materials and/or training to staff to train parents to help them work with their children to improve academic achievement?
- ◆ If so, can you show me evidence of those materials/training?
- ◆ Are you aware that you can use Title I funds to help parents increase their own literacy or complete their own education so that they are better prepared to assist their own children in doing better in school?
- ◆ If so, have you used your Title I funds for this purpose?
- ◆ School: Have you provided materials and/or training to parents to help them work with their children to improve academic achievement?

For Parents:

- ◆ Have you been provided materials and/or training by staff at the school to help you work with your children at home to improve academic achievement?
- ◆ Are you aware that Title I funds may be used to assist parents in obtaining literacy skills or their GED so that they are better prepared to help their own children succeed in school?
- ◆ Are you aware of any instance where the school district has provided this type of training to parents?
- ◆ Do you know of any Title I parents who would need this training? (no names needed)
- ◆ Would you care if I passed this information on to the Title I director?"

Sec. 1118(a)(2)(c)

LEA builds the schools' and parents' capacity for strong parent involvement through (3) 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.

For Administrators:

- ◆ Have you provided any materials or conducted training for school staff on how to reach out to, communicate with, and work with parents as equal partners?

For Teachers/Principals:

- ◆ Have you received any materials or training on how to reach out to, communicate with, and work with parents as equal partners?
- ◆ Have you taken advantage of this training?
- ◆ Ask for documentation of any training provided.

Sec. 1118(a)(2)(c)

LEA builds the schools' and parents' capacity for strong parent involvement through (4) 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 Instructions Programs for Preschool Youngsters, the Parents and 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.

For Administrators:

- ◆ Do you have any of the following programs in your district? Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, Public Preschools?
- ◆ If so, do you coordinate your parent programs and activities with these programs? Please provide documentation of the coordination efforts.

For School Staff:

- ◆ Explain how you coordinate your Title I parent involvement activities with other programs in your school.

Sec. 1118(a)(2)(c)

LEA builds the schools' and parents' capacity for strong parent involvement through (5) ensuring that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, to the extent practicable, in a language the parents can understand.

For Administrators:

- ◆ Do you have any non-English speaking Title I parents in your district?
- ◆ If so, please describe how you send materials and information relating to the progress of their children home in a language they can understand. Please provide documentation of the translated documents.

For Parents:

- ◆

J**Sec. 1118(b)**

Each Title I school has developed, with the involvement of Title I parents, a school level parent involvement policy.

For Administrators/School Staff:

- ◆ Can you show me a copy of your school parent involvement policy? (The components of the school policy are broken out in this rubric.)
- ◆ Please explain how you involved Title I parents in the development of this policy.
- ◆ Is the process you just described included in your school policy?

For Parents:

- ◆ Did you have the opportunity to be involved in the development of the school policy?

K**Sec. 1118(b)(1)**

Each Title I school ensures the school-level parent involvement policy is distributed to all Title I parents and makes it available to the community.

For Principals:

- ◆ How have you distributed the school policy to all Title I parents in your school?
- ◆ How have you made it available to the community?

For Parents:

- ◆ Have you received a copy of the school parent policy? How did you receive it?

K¹**Sec. 1118(b)(1)**

Each school updates its school policy, in conjunction with Title I parents, periodically to meet the changing needs of parents and the school.

For Principals:

- ◆ How often do you update the school policy?
- ◆ What is the process for updating the policy?
- ◆ Can you show me evidence (meeting agendas, minutes, sign-in sheets, invitations, etc.) to show that Title I parents were given the opportunity to be involved in the process for updating the policy? (Check for a revision date on the policy.)

For Parents:

- ◆ Have you had the opportunity to be involved in the process to update the school policy within the past year?

L**Sec. 1118(c)(1)(e)**

Each Title I school convenes an annual meeting for Title I parents, at a convenient time, which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools' participation under Title I and to explain the requirements of Title I and the right of the parent to be involved.

For Principals:

- ◆ Do you hold meetings for Title I parents at least once every school year to inform parents about Title I, explain the requirements of Title I and their rights to be involved?
- ◆ Can you show me documentation (invitations, flyers, sign-in sheets, etc.) of the most recent meeting?

For Parents:

- ◆ Have you been invited to a meeting within the last year where Title I was explained to you along with the requirements of the program and your right to be involved?

M**Sec. 1118(c)(2)**

Each Title I school offers a flexible number of meetings, such as in the morning or evening, and may also provide transportation, child care or home visits with Title I funds.

For Principals:

- ◆ When do you conduct Title I meetings? Do you offer them on multiple days/times?
- ◆ What options do you offer Title I parents to break down the barriers that may prevent them from attending meetings (such as offering meetings at a flexible number of times, providing transportation or childcare, etc.)

For Parents:

- ◆ Does the school offer options for parents to be able to attend meetings at school, such as offering the meetings at different times or multiple times, providing transportation or childcare?
- ◆ If not, would providing such things increase your ability to be able to attend meetings at school?

N**Sec. 1118(c)(3)**

Each Title I school involves parents, in an organized, ongoing and timely way - in the planning, review and improvement of Title I parent policies.

For Principals/Staff:

- ◆ Could you please explain your plan for involving Title I parents in an organized (i.e., is there a plan for how parents are contacted for any Title I related activity? a timeframe?, etc.), ongoing (i.e., are parents invited to participate throughout the school year for a variety of reasons?) and timely manner (i.e., are parents told about Title I at the beginning of the year when their child is identified? Do they have enough time to review information and make an informed decision on whether to participate, etc.)?

For Parents:

- ◆ Have you been invited to participate in Title I activities in an organized, ongoing and timely manner?

N¹**Sec. 1118(c)(3)**

Each Title I school involves parents, in an organized, ongoing and timely way - in the planning, review and improvement of school-wide programs, where applicable.

For Principals/Staff:

- ◆ Could you please explain your plan for involving Title I parents in an organized (i.e., is there a plan for how parents are contacted for any Title I related activity? A timeframe?, etc.), ongoing (i.e., are parents invited to participate throughout the school year for a variety of reasons?) and timely manner (i.e., are parents told about Title I at the beginning of the year when their child is identified? do they have enough time to review information and make an informed decision on whether to participate, etc.)?

For Parents:

- ◆ Have you been invited to participate in Title I activities in an organized, ongoing and timely manner?

O**Sec. 1118(c)(4)(A)**

Each Title I school provides Title I parents timely information about Title I.

For Principals/Staff:

- ◆ What is your timeline for providing information to Title I parents about Title I? (Dates for Annual meeting, assessment results, etc.)
- ◆ Can you provide evidence to support your timelines?

For Parents:

- ◆ Do you receive information about Title I in a timely manner?
- ◆ Do you feel you have enough time to make informed decisions on whether or not to participate in Title I activities?

P**Sec. 1118(c)(4)(B)**

Each Title I school provides Title I parents a description of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

For Principals/Staff:

- ◆ How do you provide Title I parents a description of the curriculum, the assessments used to measure student progress and the proficiency levels expected of the children?
- ◆ Can you provide documentation (meeting minutes, agendas, sign in sheets, home visits, phone calls, etc.)?

For Parents:

- ◆ Have you been provided an description of the curriculum, the assessments used to measure student progress and the proficiency levels expected of your child?
- ◆ If so, how was the information provided to you?

Q**Sec. 1118(c)(4)(c)**

Each Title I school provides Title I parents (if requested by parents) opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible.

For Principals/Staff:

- ◆ How do you handle special requests from Title I parents? For example, if they request meetings be held at different times, or request specialized training on working with their children...what process would they follow and what is the expected timeframe for your response to their requests?

For Parents:

- ◆ When you make a request from the school regarding Title I, what process do you follow and how quickly do they respond to your request? Have you ever had a request that was not responded to (does not have to be a "yes")?

For Principals/Staff:

- ◆ May I see a copy of the Title I school/parent compact? (verify all components are there)
- ◆ How was the compact developed?
- ◆ Is it reviewed and updated annually?
- ◆ What is the process for involving Title I parents in the development and review of the compact?
- ◆ Is the compact discussed at least one parent-teacher conference annually as it pertains to the individual child's achievement?

For Parents:

- ◆ Have you seen a copy of the compact? How did you receive it?
- ◆ Was it discussed with you at a parent-teacher conference?
- ◆ Did you have the opportunity to be involved in the development of the compact?