

KANSAS

Title I, Part A

Annual Meeting Toolkit

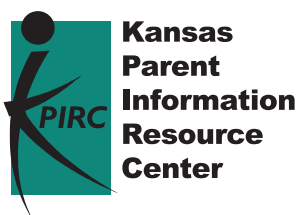


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Section One: Introduction

To ensure that schools meet federal and state requirements for Title I, Part A Parent and Family Engagement, the Kansas Parent Information Resource Center (KPIRC) has developed this Title I, Part A Annual Meeting Toolkit. This toolkit is designed to assist in the planning of all components required for the Title I, Part A Annual Meeting.

This toolkit includes the following resources to aid schools in the planning process:

- A review of Every Student Succeeds Act (ESSA) requirements for the Title I, Part A Annual Meeting.
- A Title I, Part A Annual Meeting presentation that can be individualized for each Title I, Part A school.
- A checklist to be used to plan all aspects of the Title I, Part A Annual Meeting in your school.
- A visual timeline to help guide you throughout the year.
- Sample forms for the Title I, Part A Annual Meeting including:
 - Meeting Agendas
 - Sign-in sheet
 - Minutes form
 - Surveys

To use the toolkit effectively, it is suggested the person(s) responsible for the planning and presentation of the meeting begin with reviewing ESSA guidelines and best practices in the PowerPoint as well as one-page documents. All pages included in the toolkit are tools to use for planning and documentation purposes. These samples are not official forms and they should be modified to fit the individual needs of each school. This toolkit was designed to assist schools in meeting the requirement for the Title I, Part A Annual Meeting only. All Parent and Family Engagement (PFE) requirements for schools receiving Title I, Part A funds can be found in Section 1116 of Every Student Succeeds Act.

Title I, Part A Overview

Every Student Succeeds Act (ESSA)

Each school receiving Title I, Part A funds, schoolwide and targeted assistance, is required to convene an annual meeting. The purpose of this meeting is to inform parents and families of their school's participation in the Title I, Part A program and the right of the parents to be involved. **ESSA Section 1116(c)**

As you begin the planning process for the Title I, Part A Annual Meeting it will be important to refresh yourself on necessary information to meet all criteria set forth through ESSA and the Kansas State Department of Education (KSDE). Please use the following PowerPoint presentation and one-page documents to guide you in your yearly planning.



Title I, Part A Annual Meeting and Benefits of Parent and Family Engagement

PowerPoint available at: www.ksdetasn.org/kpirc

Click on Resources. Search for Title 1 Part A Meeting PowerPoint.

NOTE

This PowerPoint can be used by KSDE to train LEAs and schools.

This PowerPoint can also be given to LEAs and schools to use with their parents and families. They should present the info at least through slide 17.

Slides 18-26 briefly describe the benefits of parent and family engagement with some activities that encourage conversation.

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Title I, Part A Annual Meeting

- ▶ **The requirement:** All schools receiving Title I, Part A funds are required to convene a Title I, Part A annual parent meeting.
 - to inform parents and families of their school's participation
 - to explain the requirements of the Title I, Part A program
 - to explain the right of parents to be involved
- ▶ **The concern:** Unfortunately, some schools are not following that mandate.
- ▶ Section 1116 (c) [ESSA Section 1116 \(c\)](#)

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Title I, Part A Program

- ▶ Explain why the school is participating in Title I, Part A (schoolwide or targeted assistance) – emphasize this program is intended to improve student academic achievement
- ▶ Explain the requirements of the Title I, Part A program
- ▶ Emphasize the right of parents to be involved in the school's programs and describe specific opportunities for their participation: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.



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The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district.

Topics include:

- ▶ High-quality student academic assessments
- ▶ Supplemental services to assist struggling students
- ▶ Coordination and integration of federal funds and programs
- ▶ Strategies to implement effective parent and family engagement
- ▶ Title I, Part A parents have the right to be involved in the development of this plan

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Policy and Compact

- ▶ Distribute and review the written parent and family engagement policy and school-parent compact
- ▶ Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan.

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- ▶ The policy addresses how the school will implement the parent and family engagement program. The policy includes:
 - ▶ Convene an annual meeting
 - ▶ Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
 - ▶ Provide timely information about parent and family engagement activities
 - ▶ Provide information to parents about curriculum and assessment
 - ▶ If requested, provide additional meetings with parents to discuss decisions for the education of their child



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The school-parent compact is a written agreement...

- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That addresses high-quality curriculum and instruction to meet State academic standards
- The ways in which parents will support their child's learning
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I, Part A parents have the right to be involved in the development of the school-parent compact

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Curriculum

- Explain the school's curriculum
- Describe the forms of academic assessment used to measure student progress
- Provide information about the achievement levels of the State academic standards

9

Additional Meetings

Inform about

- Inform about the opportunity for additional parent meetings and flexible meeting times – meeting at morning or evening or other convenient times, and funds may be available to assist with transportation or childcare

Appropriate

- If requested by parents, as appropriate, to meet in reference to decisions relating to the education of their children

Provide

- Provide parents and families with parent and family engagement training session dates and times, if scheduled

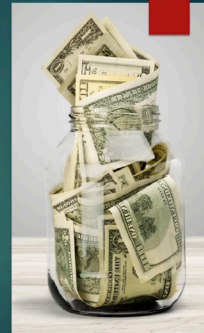
Distribute

- Distribute materials for home learning activities, if available

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Reservation of Funds, 1% Set -Aside

- ▶ Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside at least 1% of its Title I, Part A allocation for parent and family engagement.
 - ▶ Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
 - ▶ Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
 - ▶ Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities



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Parents Right-To-Know

- ▶ At the beginning of each school year, a local educational agency that receives funds, shall notify parents of each student that they may request information regarding the professional qualifications of the student's classroom teacher(s) including (at minimum):
 - ▶ If the teacher has met State qualifications and licensing for the grade level/subject area
 - ▶ If the teacher is under an emergency or other provisional status that has been waived
 - ▶ If the child is provided services by paraprofessionals and their qualifications

Section 1 Section 1112 (e) (1) (A)

12

Additional Information Schools Shall Provide

- ▶ Information on the level of achievement and academic growth of the student on State academic assessments.
- ▶ Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned,

Section 1112 (e) (1) (B)



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Who to Contact

- ▶ Name of principal, office phone number
- ▶ Name of counselor, office phone number
- ▶ Name of nurse, office phone number
- ▶ Name of food service director, phone number
- ▶ Name of transportation director, phone number
- ▶ Name of teacher, phone number and best way to contact her/him



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Evaluation, *usually in the spring*

Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring). Identify...

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

Data and input might include...

- Parent questionnaires and surveys
- Focus groups or other face-to-face meetings
- Parent advisory committee input
- Provide electronic evaluation tools, if available

Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact



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Document, Document, Document!!!

- ▶ Maintain records of how the meeting(s) was publicized and how parents were notified
- ▶ Provide an agenda
- ▶ Provide sign-in sheets with date, time, name, and person's title
- ▶ Maintain an accurate record of the minutes

IMPORTANT:

In the minutes of meetings, document any suggestions and responses from the parents.

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Benefits of Parent and Family Engagement

TITLE I, PART A

PARENT AND FAMILY ENGAGEMENT

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Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

Lee and Marleen Canter



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Table Activity

Partner with those at your table to discuss the following questions:

- ▶ What form of communication works best for you? (telephone, text, email, note, face-to-face, etc.)
- ▶ What kinds of information do you most want to receive from the school?
- ▶ What might the school do differently to improve communication between school and home?
- ▶ What might you, as a parent, do differently to improve communication between home and school?

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When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp



Table Activity

Partner with those at your table to discuss the following questions:

- ▶ What are the strengths of your school and community?
- ▶ In what ways are your school, families, and community working together effectively?
- ▶ What are the possible benefits when schools, parents and families, and community groups work together?
- ▶ What might schools, parents and families, and the community do differently to work together more successfully?

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What Are the Benefits?

What are the benefits for...

- ▶ Students?
- ▶ Parents and families and the community?
- ▶ For teachers, administrators, and other school staff?



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Student Benefits

- ▶ Higher grades and test scores
- ▶ More likely to complete homework
- ▶ Better attendance
- ▶ Fewer placements in special education
- ▶ More positive attitudes and better behavior
- ▶ Higher graduation rates
- ▶ Greater enrollment in postsecondary education



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Parent and Family Benefits

- ▶ More confident in the school
- ▶ Increased confidence in their parenting skills
- ▶ Creates a home environment that encourages learning
- ▶ Encourages parents to advance their own education and skills in the workplace



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School Benefits

- ▶ Improved teacher morale
- ▶ Higher ratings of teachers by parents
- ▶ More support from families
- ▶ Higher student achievement
- ▶ Better reputations in the community



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Title I, Part A Parent and Family Engagement
Kansas Parent Information Resource Center (KPIRC)



For more information contact,
jgroff@kpirc.org
www.ksdetasn.org/kpirc

Title I, Part A Annual Meeting One-Page Document

Each school receiving Title I, Part A funds, schoolwide and targeted assistance, is required to convene an annual meeting. The purpose of this meeting is to inform parents and families of their school's participation in the Title I, part A program and the right of the parents to be involved. ESSA Section 1116 (c)(1)

The Title I, Part A Annual Meeting is a required school meeting.

Information Addressed:

- Explanation of Title I, Part A Program: explain the what, why and how
- Describe how the Title I Part A funds will be used to help each child receive a high-quality education and how to develop an effective Parent and Family Engagement program
- Parent's right to be involved and how they can support their child's learning
- The district and school Parent and Family Engagement Policy and School-Parent Compact
- Explanation of the curriculum and assessment
- The annual evaluation of the Title I, Part A parent and Family Engagement Policy and program
- Parent-teacher conferences (required for elementary level, best practice at all other levels)
- Parent's right to know regarding teacher and paraprofessional qualifications

Must Provide:

- Offer the meeting on a date and time that is most convenient for families.

May Provide:

- Transportation and/or childcare support
- These may be provided, as needed, if it has been identified in the comprehensive needs assessment and addressed in the school improvement plan or PFE policy

Required Compliance documentation:

- Detailed Meeting Agenda
- Sign-In sheets with roles specified
- Written Meeting Minutes
- Copy of meeting advertisement (flyer, website, etc.)
- If provided, evidence of provisions for childcare or transportation

Title I, Part A Parent and Family “Meetings”

Statutory Reference:

Each school served under this part shall – offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. ESSA Section 1116 (c)(2)

United States Department of Education (USDE) has not provided Parent and Family Engagement non-regulatory guidance. Therefore, KPIRC is providing parent and family engagement meetings guidance in the following manner.

Meetings

The statutory requirement is to have various opportunities for parent engagement activities available on different days and times.

- **The Title I, Part A Annual Meeting is a required school level meeting.** ESSA Section 1116 (c)(1)
- Each Parent and Family Engagement (PFE) meeting must be offered at a convenient time for parents and families. ESSA Section 1116 (c)(2). For example:
 - soliciting input regarding the PFE policy and school-parent compact, ESSA Section 1116 (a)(2), (b)(1), (c)(3);
 - gathering feedback about the content and effectiveness of the PFE policy, ESSA Section 1116 (a)(2)(D);
 - receiving input regarding how funds for PFE are being allotted for PFE activities, ESSA Section 1116 (a)(3)(B);
 - explaining annual school report cards, student curriculum and assessment, and STAAR tests, ESSA Section 1116 (c)(4) (B), (d)(1) & (d)(2)(B).
- Other PFE training activities should be offered more than once, when feasible. For example:
 - providing training to parents and family about homework strategies.
 - providing materials and training to help parents work with their children in literacy or using technology; and providing training in reading or math or other types of academic enrichment.

What is the intent of the statute?

Schools need to reach out and include as many parents, family members or legal guardians as practicable in compliance training and other PFE activities and programs. Schools also need to provide these services and opportunities at flexible times and at a location that best meets the needs of the parents.

Statutory Reference:

Each school served under this part shall – involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvement of the school parent and family engagement policy ... (with a process that) includes an adequate representation of parents of participating children. ESSA Section 1116 (c)(3)

Parent, family members or legal guardian involvement

Statute reads parents, family members, or guardians which means more than one for adequate representation of parents. Multiple parents, family member or legal guardian representation is needed. For example:

- developing/revising the school parent and family engagement policy and school-parent compact, ESSA Section 1116 (a)(2), (b)(1), (c)(3);
- developing/revising the school improvement plan, ESSA Section (c)(3);
- evaluating the content and effectiveness of the parent and family engagement policy, ESSA Section 1116 (a)(2)(D);
- deciding how funds under this part will be allotted for parental involvement activities, ESSA Section 1116 (a)(3)(B); and
- developing training for school staff, ESSA Section 1116 (e)(3) & (6).

The school should solicit public comment from parents, family members, and legal guardians on the topics identified above. Comments will be used in the final decision making.

If the Site-Based Decision-Making committee is the primary committee for these tasks, it is important that the parent representatives complement the demographics of the LEA and school.



Section Two: Title I, Part A Annual Meeting Planning Materials

Planning Checklist13

The checklist has been created to help in planning and organizing all aspects of a Title I, Part A Annual Meeting. This checklist covers planning dates, scheduling facilities, organizing staff and notifying parents.

Yearly Timeline16

The timeline encompasses the entire year, but the goal of this document is to help make sure all programs and planning have been completed and are ready to present to parents and families at the Title I, Part A Annual Meeting. We encourage you to print out this colorful tool and keep it posted throughout the year for guidance.

Agenda (Fall Meeting)17

The sample agenda covers the essential requirements of ESSA that MUST be presented at the Title I, Part A Annual Meeting. Please use this sample agenda to guide you when developing an agenda for your school's meeting.

Agenda (Spring Meeting)19

Although ESSA does not specifically require an additional meeting from the Title I, Part A Annual Meeting, it is best practice to hold a spring meeting to meet all ESSA requirements on parent engagement.

Meeting Minutes20

Accurate meeting minutes need to be saved for documentation purposes. Make sure that part of your minutes include documentation of parent feedback and suggestions given during the meeting. Consider having a designated staff member present to take minutes.

Sign-In Sheet21

To obtain accurate documentation of parent attendance at this meeting, it is suggested that you have a staff member present that can guide guests to sign-in and provide additional information at meetings. Be vigilant in keeping these sign-in sheets for documentation purposes. Sign-in sheets must have identifying information including:

- school name, meeting title, date, and time
- role of person signing in (example: Mom, Aunt, Teacher, Counselor)
- contact information such as email or phone number (optional)
- student name, grade/teacher (optional)

Virtual Title I, Part A Meeting Suggestions22

A guide for planning the Title I, Part A Annual Meeting Virtually including tips and a chart of online platforms.

Title I, Part A Annual Meeting: Planning Checklist

Each school receiving Title I, Part A funds shall 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. ESSA Section 1116 (c)(1)

		Responsible Person	Date Completed
Schedule	Begin with review of <u><i>Title 1, Part A Annual Meeting and Benefits of Parent and Family Engagement PowerPoint</i></u> The Title I, Part A Annual Meeting is required. The statutory requirement is to have various opportunities for parent engagement activities available on different days and times. ESSA Section 1116 (c)(1) • Date/Time cleared by school administrator Meeting #1 Date/Time: _____ Location: _____ Meeting #2 Date/Time: _____ Location: _____ <i>*The Title I, Part A Annual Meeting may be conducted before or after a school event, but not embedded within the event in which parents are not aware that the purpose of the annual meeting is to learn about the Title I Part A program.</i>		
	• Scheduled with building maintenance/custodial – Plan seating arrangements for best viewing to encourage and promote participation – Refer to local and state health guidelines and building safety/capacity guidelines when planning		
	• Scheduled with technology for visual/auditory needs		
	• Scheduled with after school care programs or student organizations who may use common areas		
	• Scheduled/Posted on school calendar		

		Responsible Person	Date Completed										
Parent Notification and Communication	Parents notified in timely manner (Example: One month prior and again one week prior) Date of 1st Contact: _____ / _____ Date of 2nd Contact: _____ / _____												
	- Parent Notification and general communication made in multiple formats: – Newsletter/Flyer – Email – Phone Calls/Call Tree/Automated Phone Service – Website/Social Media – Marquee		Dates Sent <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										
Communicated in English & Spanish (required), and other languages as needed and as far as practicable.													

Personnel Needs	Presenter(s) _____ / _____ <i>Example: Federal Programs Director, Superintendent, Principal, Assistant Principal, Counselor, PFE Liaison, etc.</i>		
	Greeter: _____ <i>Role: Maintain sign-in sheets, distribute materials, handouts, answer basic questions regarding time, seating, etc.</i>		
	Personnel to take meeting minutes _____ / _____		
	Interpreter/Translation Services: _____ (If needed) <i>Example: Spanish/Vietnamese/Sign Language as needed based on your school/parent needs. Consider seating accommodations to best provide translation services.</i>		

		Responsible Person	Date Completed
Materials	• Sign-in Sheets: Name/Role/Student Name/Grade/Email or Phone Number. (Retain for compliance purposes) • Copies of or clear directions on where to find the following: – School-Parent Compact – District and school Parent and Family Engagement Policies – Yearly District/School Calendar – PFE Trainings/Activity Calendar		
	• Create written agenda that meets all requirements for the Title I, Part A Annual Meeting		

Other Considerations	ESSA Section 1116 (e)(8) LEA's may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.		
	• Transportation options/needs: _____ <i>*To avoid liability issues, it is very important to check with your LEA's transportation department for insurance requirements and fleet capabilities prior to advertising or providing transportation via district vehicles.</i>		
	• Childcare options/needs: _____ <i>*Carefully select areas and ages of workers who will be providing care to children. It is advised that there is adequate ADULT supervision for young students, especially if using high school/college age students for these programs. Check with your human resources department for guidance to avoid liability issues.</i>		

Title I, Part A Annual Meeting Yearly Timeline

Timeline for Planning Your Title 1, Part A Annual Meeting

August

- Be sure to use the Title I, Part A Annual Meeting toolkit for guidance on planning and delivering your meetings.
- Secure your staff and facility needs and complete the agenda for your school's Title I, Part A Annual meetings

Welcome Back to School

- Schedule your Title 1, Part A Annual meeting at a convenient time for families.
 - Contact families in multiple ways about your Title 1, Part A Annual Meeting.
 - Provide enough time for families to plan to attend.
- Host your Title 1, Part A Annual meeting and be sure to maintain required documentation.

Fall

- Conduct parent-teacher conferences. Distribute and explain your school-parent compact to all families.
Remember, parent-teacher conferences are required for elementary schools.

Winter Break

- Continue parent and family engagement strategies and processes.

Spring

- Disseminate and explain State and LEA report cards to parents.
- Evaluate the content and effectiveness of your school's PFE policy and programs with parents and families.
- Review/revise your school and district improvement plans with parents and families.
- Involve parents and families in creating or revising your school and district PFE policy and school-parent compact.

Summer Vacation

- Time to start again for next year!



Title I, Part A Annual Meeting Fall Agenda

Each school receiving Title I, Part A funds shall 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. ESSA Section 1116 (c)(1)

At a minimum, the following must be addressed:

1. Title I, Part A Program Participation

- Inform parent of the school's participation in Title I, Part A (schoolwide or targeted assistance) and emphasize the programs intent to improve student academic achievement

2. Title I, Part A Use of Funds

- Explain how funds will be used to help each child receive a high-quality education and how to develop an effective PFE program. When a district receives more than \$500,000 in Title I, Part A funds, at least 1% must be designated for PFE and parents must be consulted in the use of those funds.

3. Parents' Right to Be Involved

- Explain the requirements of the Title I, Part A program, emphasizing the right of parents to be involved in the school's programs and describe specific opportunities for their participation:
- Volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and School Improvement Plan, serve on parent advisory board, etc.
- Annual parent-teacher conferences (required in elementary)

4. Written Policy and Compact

- Explain the purpose and review the Written Parent and Family Engagement Policy and School-Parent Compact

5. Curriculum and Assessment

- Describe the school's curriculum including forms of academic assessment used to measure progress, state academic standards

6. Title I, Part A Program Evaluation

- Disseminate and review information from previous year program evaluation
- Obtain and document parent input and suggestions

The following MAY be addressed at the Title I, Part A Annual meeting, or additional times throughout the year:

7. Parents' Rights to Know

- Explain parents right to know regarding teacher and paraprofessional qualifications

8. Surveys

- Distribute surveys and or present finding from surveys collected in the previous spring or summer

9. Additional Information on PFE Meetings, Training, and Activities

- Provide information, including dates and times, of additional parent meetings and parent training opportunities over the course of the year including:
- Parent teacher conferences, family engagement meetings and activities, school planning meetings for reviewing policy, compact and School Improvement Plan, parent training session dates and materials for at home learning

***Documentation for the Title I, Part A Annual Meeting includes agenda, meeting notices, sign-in sheet, handouts including policy, compact, presentation and, if available, evaluations of programs.*



Title I, Part A Spring Meeting

Each local education agency that receives Title I, Part A funds shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement (PFE) policy in improving the academic quality of all schools served with Title I, Part A funds, including identifying –

- Barriers to greater participation by parents in (parent and family engagement) 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 needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
- Strategies to support successful school and family interactions. ESSA Section 1116 (a)(2)(D)

Each local education agency ... parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.

ESSA Section 1116 (a)(3)(B)

At a minimum, the following must be addressed:

The district (and school) Written Parent and Family Engagement Policies

- Review the content of the Written Parent and Family Engagement Policies and describe the overall PFE program.
- Based upon current data, District and School Needs Assessment, surveys, and findings from earlier in the year, and use of Title I, Part A funds for PFE, evaluate the effectiveness of the Written PFE Policy.
- Use a record of anecdotal data, surveys, and focus group conversations, with genuine parent input, to identify barriers to an effective and comprehensive PFE program.
- Discuss possible revisions to the Written PFE Policies.
- Discuss and plan to develop, with parent participation, evidence-based strategies for a more effective PFE Program.

Title I, Part A Funds

- Describe the current use of Title I, Part A funds, especially those funds set aside for PFE.
- Explain the anticipated Title I, Part A funds for the upcoming school year. Seek parent input on the use of funds as it pertains to the PFE program.

Additional information that may be addressed:

- Review the written School-Parent Compact.
- Present dates and times for upcoming PFE meetings, trainings, and district or school activities.

Title I, Part A Annual Meeting Minutes Form

School District: _____ School: _____

Date: _____ Time: _____ Location: _____

Person Recording Minutes: _____

Minutes: _____

Parent Suggestions/Responses:

Name of Interpreter (if present): _____

Signature of Presenter _____ Date: _____

Title I, Part A Annual Meeting Sign-In Sheet

Title I, Part A Annual Meeting Sign-In Sheet

District/School

Date

Name	Role	Contact Info Phone or Email	Student Name	Grade Level/ Teacher
<i>Example: John Doe</i>	<i>Dad, teacher, aunt</i>	<i>johndoe@email.com</i>	<i>Jane Doe</i>	<i>2nd/Ms. Jones</i>

Virtual Title I, Part A Annual Meeting Suggestions

Advances in technology have provided schools the ability to engage with parents and families more than ever before. Virtual meetings have become not only an exciting way to reach parents and families but, due to current health conditions, are a necessity to meet state and federal requirements. As schools begin preparing for a new school year it will be important to have plans in place for the Title I, Part A Annual Meeting that may need to be held virtually for your school.

Virtual Title I, Part A Annual Meeting Suggestions

Will ESSA programmatic requirements such as updating policies, private school consultation, or parent meeting be waived in our planning process for next year's federal grant programs?

- ESSA program requirements that are part of the planning process for 2020-2021 school year are not being waived.

May an LEA use Facebook or other social media and virtual meeting options to conduct meetings which are required by Title I, Part A?

- The required Title I, Part A meetings may be held in a variety of virtual settings due to the circumstances. Document the meeting and those participating as much as possible.



This document has been created to share some tips and suggestions that may be helpful when planning virtual meetings (live and interactive) and making sure required documentation is retained for random validation purposes.

- **Agenda:** An agenda is required and will need to be provided for parents and families prior to or during the virtual meeting. Consider mailing, emailing, or posting an agenda to a website ahead of time. If there are last minute changes, please notify parents, and document the changes in the meeting minutes.
 - School Parent and Family Engagement Policy and School Parent Compact still need to be made available to parents and families for this meeting. These could be attached to the agenda that is mailed or posted prior to the meeting or posted on the website with clear instructions given during the meeting of where they can be found.
- **Evidence of Meeting Date and Time Opportunities:** The school is required to provide one annual meeting on a date and time that is most convenient for families. Two or more meetings at different times and dates
- **Meeting Minutes:** Although many platforms have tools to record a meeting, this is not sufficient for meeting minutes documentation. Make sure one person is recording minutes manually to file and store for compliance purposes.
- **Virtual Attendance Recording:** Participant Report; ask participants to identify their name and role in the chat box – copy list and paste into another document, then save this document as attendance evidence. Think about assigning one person to take attendance as you see new attendees hop on to your meeting.
- **Translation Services:** Provide to families, informational pieces that are translated, depending on your community needs. It may be difficult to conduct a virtual meeting in multiple languages, therefore it may be necessary to hold additional meeting in a language parents can understand.

Preparation

- **Prepare a Team:** You will need a team for your virtual meeting. You will still need a couple of people to take minutes, help with an agenda, translation, or sign in record. The more hands on board the more successful your virtual meeting can run.
- **Choose Times Carefully:** Virtual meetings do provide more flexibility. However, take into consideration the busy schedule of parents. Also consider the length of your meetings. Best practice show online meetings should not be longer than 90 minutes. It is anticipated a virtual annual meeting will last 15-30 minutes.
- **Send out Material Ahead of Time:** Help families prepare by providing an agenda ahead of time. Attach the agenda and other meeting documents to your meeting notices.
- **Have a Back-Up Plan:** Virtual meetings depend on technology and sometimes that may not function as planned. Include contact information or procedures for assistance in case of trouble with connectivity or meeting disruptions.

Technology

- **Meeting Platform:** Inform parents of the meeting platform (Zoom, Facebook, Etc.) that will be used so appropriate technology arrangements can be made prior to the virtual meeting.
- **Make Sure Participants Can Hear:** Try and have adequate microphone coverage. Remember, some families will be able to hear clearly through a skype call, while others on a phone call may struggle with background noise, so make sure presenters are in a quiet area that has little traffic to avoid interruptions.
- **Do a Dry Run:** Do not wait until five minutes before a meeting to realize that the internet is down, microphones are broken, or a program needs a new update. Make sure to test all hardware and software prior to online meetings.

Virtual Meeting Protocol

- **Feedback/Input:** Encourage feedback or input from families. If you are using chat boxes or allowing families to speak, make sure you explain your procedures and instructions for this. Think about using interactive feedback such as live online polls. Also, consider allowing emailed responses for those parents who are not comfortable asking questions publicly or for private matters.
- **Clearly Establish Who Is Present:** To help parents feel safe and build trust, make sure to announce who is facilitating and speaking in your virtual meeting.
- **Follow the Agenda:** It is important to follow the agenda to respect others' time and help those following along at home. If a last-minute change has occurred, explain the change at the beginning of the meeting.
- **Conduct a Meeting Evaluation:** It is very helpful to know what worked and what needed improvement. Consider providing an evaluation after your meeting. Give team members as well as families an opportunity to make suggestions. Seek out specific feedback on how to make your virtual meetings more successful in the future.

Meeting Platforms

There are many web conferencing tools to use for your virtual meeting. **This document provides some ideas and suggestions to help schools make decisions about the best web conferencing tools to utilize.**

When selecting an online tool, consider the size of your audience, and/or special presentation needs. The following are some platforms that have been used by districts with success. Schools may use Title I, Part A funding to pay for online subscriptions or resources.

Resource	Description	Participant #	Cost (Monthly)
Zoom	Zoom is a conferencing services company that combines video conferencing, online meetings, chat, and via desktop or mobile device. Capable of live streaming to 10,000. Zoom meetings can be recorded to allow viewing at a later time and for documentation purposes. Chat feature will allow for participants to document attendance and links are easily created and able to send via email.	100 (40-minute meeting limit unless requested of school) 300	Free Version \$19/host
Google	Google currently offers G Suite and G Suite for Education Meet customers free access to its advanced Hangouts Meet video conferencing. This service can bring 250 participants on a call, live-stream for up to 100,000 viewers as well as use Google Drive to record and archive meetings. Does include a chat feature to have parents document attendance and recording capabilities. *Check for deadlines for free usage.	100 150 250	Free \$10/user \$20/user
Skype	Free version 50 participants/unlimited meeting time. There are no time limits and you have screensharing and recording capabilities as well as a chat feature. *Office 365 users automatically get Skype for business with 250 participant capabilities. See Microsoft Teams for more information.	50	Free
Microsoft Teams	A digital feature allowing audio, video, and web conferences with anyone inside or outside your organization. Meetings can hold very large numbers of participants depending on your plan. At this time, a free plan will allow up to 250 participants for live videoconferencing with some limits. Meetings can be recorded, and it does have a chat feature. **Free plans do not allow recording or storage options. Plans begin at \$5/month for additional services.	250	Free

Join.me	Join.me is a video conferencing tool that is completely web based so participants do not need an account or download to join the conference. Includes audio, video, whiteboard, and chat options. There are no meeting time limits and has storage and recording options.	250	\$20/pro tier
FreeConference.com	YouTube is a video sharing and streaming service where users can upload videos, stream live, and like and comment on videos. FreeConference.com is an integrated feature for free conference calls with high-quality audio and HD video capabilities including meeting chat and screen sharing. *Additional plans in different prices are available with audio and video recording capabilities and other options.	100	Free
Facebook Live or Twitter Live	Facebook and Twitter both have “Live” features that allow users to broadcast real-time video to large groups. It is possible to choose who may view the broadcast and have interactive features that allow followers to comment and participate in the chat. Videos can also be scheduled ahead of time, and you can strategize to stream to specific, custom audiences.	Unlimited	Free
GoToWebinar	Provides attendee reports, recording options, webcam and webinar services, polls & surveys, and custom registration and much more. Free trial available.	100 250	\$49 \$99
GoToMeeting	A secure video option with high end features including recording and transcription and use with all operating systems (Mac, PC, iOS or Android). Program does have recording and chat features.	150 250	\$12 \$16
Cisco WebEx	Video conferencing tool that does not require a download or dial in to join. *Free subscription does not have recording or storage options, but other paid plans do. All plans have options such as chat, notes, and polling.	100 Meeting limit 100 200	Free \$13.50 \$26.95

Additional Meeting Options and Considerations

As mentioned above, there are a variety of virtual platforms that can be used during these unprecedented times. Live, interactive meeting options are considered best practice as they allow parents and families to ask questions and give feedback on programs, but with unforeseen circumstances this may not be possible for all schools..

Recorded Meetings

It is acceptable for a school to share a recording of the Annual Title I Meeting with parents provided they adhere to requirements listed below to meet the intent of the law:

- **Questions and Feedback:** The school will need to offer an opportunity for questions, answers, and feedback from parents after they view the recording. Here are a few suggested ways this could be achieved:
 - Advertise and offer a virtual Q&A session for parents to attend and post a version of this Q&A session for parents to view and hear the additional questions and comments made by others.
 - Use a survey tool or online polling software to receive feedback from families after they view the recording.
 - Survey tool examples: Survey Monkey, Google Forms, SoGoSurvey, etc.
 - Online polling software: Slido, AhaSlides, Poll Everywhere, etc.
 - Use a platform like Google Forms that allows you to imbed a video or slides as well as questions in one place. This will also give you an attendance record when families log in.
- **Required Documentation**
 - Documentation is still required regarding how you advertised the recorded version of the meeting. Ensure parents understand when they can view the recording and that it is available at different times and on different days to meet family's needs. If posted online, give dates it will begin and when it will be taken down as well as the timeline you will be accepting questions, answers, and feedback.
 - An agenda is still required to be sent or posted either prior to or at the beginning of the recording.
 - Minutes will still need to be written/typed from the recording as well as updated with the questions, answers, and parent suggestions and kept for random validation documentation.
 - LEA's will still be required to have some type of sign-in sheet or attendance roster for these recorded meetings. Different sign-in sheets/attendance rosters may be needed to show who participated in the questions and answer session if that is held at a different time. The survey tools mentioned above could be a way to capture parent participation for this documentation.
 - A translated version(s) may be required so all families have access to the information in a language they understand, and this documentation must be kept. Tip: YouTube and Google Forms allow participants to choose their language for subtitles/closed captions so they can access information in many different languages. Documents shown online may still need translation if the program used does not offer this service.

Online Alternative Options

Be prepared to have alternate options in sharing the information from the meeting for parents that may not be able to access virtual meetings or recordings online. For example, printing and mailing a copy of the PowerPoint shared during the meeting along with a copy of the minutes with the questions and answers given. A form or type of survey for parents to give feedback or ask questions would also need to be provided in a printed version. Keep documentation of the families who requested and received the mailed information for random validations.

Section Three: Surveys

Surveys may be used at any point in the year beginning at the Title I, Part A Annual Meeting or anytime throughout the spring to help schools with school needs assessments, school improvement plans and overall improvement of the Title I, Part A program. Below are several surveys that can be used in gaining insight regarding programming at your school.

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Parent Survey: Title I, Part A Programs and Parent and Family Engagement

 English Version29

 Spanish Version31

Parent Survey: Parent and Family Engagement in School

 English Version33

 Spanish Version34

Staff Survey: Parent and Family Engagement.35



Survey Guidelines

Surveys can be very powerful and useful research tools. However, if badly constructed they can cause confusion quickly consume resources, and yield useless data. Please consider the following tips before writing a survey:

1. Plan in advance. Surveys may take anywhere from one week to a month or more to develop, depending on complexity and format.
2. Determine your needs. Create a list of issues, questions, ideas, presumptions, etc. that you want to gain insight into. Ensure that this information is not available from other sources before beginning the survey process.
3. Aim for brevity and simplicity. Use wording that is easy to understand and avoid using jargon and abbreviations. You may only need to ask 5 to 10 targeted questions to get the information you are looking for.
4. Give clear instructions. Provide the reason/purpose of the survey and clear directions for completing and returning the survey. Include instructions throughout the survey where applicable (such as “select only one” or “mark all that apply”). Also, prominently post any response deadlines.
5. Ask one question per question. Do not confuse the respondent or your analysis with questions that force one response for two questions. For example, do not ask “Are you satisfied with access to faculty and administration?” Instead, separate faculty and administration into different questions.
6. Use multiple choice questions. This will decrease the time it takes to complete the survey and make analysis easier. Make sure that response options are mutually exclusive. For example, if you are asking for the respondent’s age, the options should be 0-18, 19-24, 25-34, etc. and not 0-18, 18-25, 25-35, etc.
7. Keep rating scales consistent. Utilize the same rating scale for all questions. Additionally, the most positive response should have the highest numerical value. For example, Very Satisfied should have a value of 5 on a 0-5 scale.
8. Provide balanced response options. For example, if there are options of Very Satisfied and Satisfied there must also be options of Unsatisfied and Very Unsatisfied.
9. Do not lead respondents to an answer. For example, do not ask “Do you agree that the cost of textbooks is too high?” Instead, ask the respondent to rank the cost of textbooks on a scale from Very Expensive to Not Very Expensive.
10. Make it flow. Questions should follow a logical order, starting more general and becoming more specific.
11. Community Awareness. Be aware of local, state, and national issues, such as elections, that could influence survey results.
12. Keep it current. Update surveys each year so the information is relevant to the current needs of the school.
(Parents may not participate in surveys over time if they feel they continue to report the same ongoing needs without change.)

If the survey is going to be administered over the Internet, consider the following:

1. Be honest about length. Tell respondents up front how much time they should allow for the survey. If the survey takes 30 minutes to complete, do not tell them it will take 15 minutes.
2. Show the progress. For surveys that are more than one or two pages, provide a progress indicator that shows how much of the survey is remaining.
3. Send reminders. Telephone or email reminders can help to increase the response rate.
4. Test, Test, Test! Test the survey and underlying database prior to opening the survey to ensure everything is working correctly.

Parent Survey: Title I, Part A Programs and Parent Engagement

Dear Parent/Guardian,

As the parent/guardian of a child attending a Title I, Part A school, you are a vital part in planning and improving Title I, Part A programs and activities. The following survey is confidential and will be used to assist with reviewing and improving the school's Title I, Part A program. We appreciate your feedback and thank you for taking the time to complete this survey.

School Activities and Planning

1. Do you feel welcome in your child's school? ☐ Yes ☐ No
2. Does your child's school encourage you to be involved in your child's education? ☐ Yes ☐ No
3. Were you invited to a Title I, Part A Annual meeting at your child's school this year? ☐ Yes ☐ No
4. During the Title I, Part A Annual meeting, were the Title I, Part A programs and activities explained? ☐ Yes ☐ No
5. Were you provided a copy of the district Parent and Family Engagement Policy? ☐ Yes ☐ No
6. Were you provided a copy of the School Parent and Family Engagement Policy? ☐ Yes ☐ No
7. Were you provided with a copy of the School-Parent Compact? ☐ Yes ☐ No
8. Do you know/understand the responsibilities required by the School-Parent Compact? ☐ Yes ☐ No
9. Have you been kept consistently informed about parental and family engagement activities offered by the school?
☐ Yes ☐ No
10. Do you know the process for volunteering at your child's school? ☐ Yes ☐ No
11. Were you able to attend/participate in any of the following school activities this year?

☐ Yes	☐ No	Title I, Part A Annual meeting
☐ Yes	☐ No	Title I, Part A program planning and evaluation
☐ Yes	☐ No	The development of Title I, Part A PFE policies (district or school)
☐ Yes	☐ No	Family Reading/Math nights or other instructional family engagement activity
☐ Yes	☐ No	Parent-teacher conferences
☐ Yes	☐ No	Observing and/or volunteering in your child's classroom
☐ Yes	☐ No	Parent advisory committee/council
12. If you were not able to attend one or more of these activities, which of the following would help you to participate in Title I, Part A activities at your child's school?

☐ Provide Childcare	☐ Provide Transportation	☐ Reminders sent home more regularly
☐ Alternate online options (Facebook Live/Zoom/GoToMeeting/Etc.)		
☐ Alternate time(s) (specify):_____		
☐ Alternate location options (specify):_____		

School-Home Communication

13. Does your child's teacher communicate frequently with you regarding your child's education? ☐ Yes ☐ No
14. Can you/do you know how to reach your child's classroom teacher to discuss your education? ☐ Yes ☐ No
15. Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and/or other concerns? ☐ Yes ☐ No
16. In what ways can the school improve communication between parents and the school? _____
- _____
- _____

Instruction and Parent Training

17. Do you know how additional help with reading and/or mathematics is provided through your school's Title I, Part A programming? ☐ Yes ☐ No
18. Have you been informed about the academic standards for your child this year in reading and math? ☐ Yes ☐ No
19. Do you understand how your child's performance will be reported this year (report cards, test scores)? ☐ Yes ☐ No
20. Does your child's school encourage you to work with him/her at home on a regular basis? ☐ Yes ☐ No
21. Would you like/do you need other ideas and/or materials to help your child at home? ☐ Yes ☐ No
- If yes, please specify: _____
- _____
- _____

22. Are you aware of additional services that could be provided to your child if needed? (example: counseling, speech therapy, etc.)? ☐ Yes ☐ No

Comments/Concerns

23. Do you have any comments or concerns regarding the Title I, Part A program at your child's school?

Encuesta de Padres de Programas del Título I, Parte A

Estimado Padre/Guardián,

Como padre/Guardián de un niño que asiste a una escuela de Título I, Parte A, usted es una parte vital en la planificación y para mejora los programas y actividades del Título I, Parte A. La siguiente encuesta es confidencial y se utilizará para ayudar a revisar y mejorar el programa Título I, Parte A aquí en _____ (nombre de su escuela). Agradecemos sus comentarios y le agradecemos por tomarse el tiempo para completar esta encuesta.

Actividades Escolares y Planificación

1. ¿Se siente bienvenido en la escuela de su hijo? ☐ Si ☐ No
2. ¿La escuela de su hijo lo alienta a participar en la educación de su hijo? ☐ Si ☐ No
3. ¿Fue invitado a una Reunión Anual del Título I, Parte A durante la cual se explicaron los programas y actividades del Título I, Parte A ☐ Si ☐ No
4. ¿Se le proporcionó una copia de la Póliza de Participación de Los Padres y Familias del DISTRITO? ☐ Si ☐ No
5. ¿Se le proporcionó una copia de la Póliza de Participación de Padres y Familias de la ESCUELA? ☐ Si ☐ No
6. ¿Se le proporcionó una copia del Pacto Escuela-Padre? ☐ Si ☐ No
7. ¿Conoce/entiende las responsabilidades requeridas por el Pacto Escuela-Padre? ☐ Si ☐ No
8. ¿Se le ha mantenido constantemente informado sobre las actividades de participación de los padres y la familia ofrecidas por la escuela? ☐ Si ☐ No
9. ¿Conoce el proceso para ser voluntario en la escuela de su hijo? ☐ Si ☐ No
10. ¿Pudo asistir/participar en alguna de las siguientes actividades escolares este año?
☐ Si ☐ No Título I, Parte A Reunión Anual
☐ Si ☐ No Título I, Parte A Planificación y evaluación del programa
☐ Si ☐ No El desarrollo de las pólizas del Título I, Parte A del PFE (distrito o escuela)
☐ Si ☐ No Noches de lectura familiar/matemáticas u otra actividad de participación familiar instructiva
☐ Si ☐ No Conferencias de padres y maestros
☐ Si ☐ No Observar y/o ser voluntario en el salón de clases de su hijo
☐ Si ☐ No Comité asesor de padres/consejo
11. Si usted no pudiera asistir a una o más de estas actividades, ¿cuál de las siguientes le ayudaría a participar en las actividades del Título I, Parte A en la escuela de su hijo?
☐ Proporcionar cuidado de niños ☐ Proporcionar transporte ☐ Recordatorios enviados a casa con más regularidad
☐ Opciones en línea alternativas (Facebook Live/Zoom/GoToMeeting/Etc
☐ Tiempo(s) alternativo(s) (especificar): _____
☐ Opciones de ubicación alternativas (especificar): _____

Comunicación de Escuela-Hogar

12. ¿El maestro de su hijo se comunica con frecuencia con usted con respecto a la educación de su hijo? ☐ Si ☐ No
13. ¿Puede usted o usted saber cómo comunicarse con el maestro de clase de su hijo para discutir la educación de su hijo?
☐ Si ☐ No
14. ¿Siente que los maestros de la escuela están interesados y cooperan cuando analizan el progreso académico de su hijo y/u otras preocupaciones ☐ Si ☐ No
15. ¿De qué manera puede la escuela mejorar la comunicación entre los padres y la escuela _____

Instrucción y Capacitación de Padres

16. ¿Sabe cómo se proporciona ayuda adicional con la lectura y/o las matemáticas a través de la programación de Título I, Parte A de su escuela? ☐ Si ☐ No
17. ¿Ha sido informado sobre los estándares académicos de su hijo este año en lectura y matemáticas? ☐ Si ☐ No
18. ¿Entiende cómo se reportará el desempeño de su hijo este año (tarjetas de informe, calificaciones de exámenes)? ☐ Si ☐ No
19. ¿La escuela de su hijo le anima a trabajar con él/ella en casa regularmente ☐ Si ☐ No
20. ¿Necesita otras ideas y/o materiales para ayudar a su hijo en casa? ☐ Si ☐ No
En caso afirmativo, especifique: _____

21. ¿Está al tanto de los servicios adicionales que podrían ser proporcionados a su hijo si es necesario? (ejemplo: consejería, terapia del habla, ¿etc.)? ☐ Si ☐ No

Comentarios/Preocupaciones

22. ¿Tiene algún comentario o inquietud con respecto al programa Título I, Parte A en la escuela de su hijo?

Parent and Family Engagement School Survey

Please respond to each statement by placing one check mark under the category that best describes how you feel about parent and family engagement in the school. The Parent Partnership Team will use the results to determine areas of strength and weakness. Your name will not be used. Please be honest in your answers.

	Almost Always	Usually	Sometimes	Almost Never	Never	Unsure
1. This school has a great deal of parent involvement.						
2. This school is parent friendly.						
3. Parents come to school events in large numbers.						
4. I have been approached serve as a volunteer in the building.						
5. I need advice on how best to help my child.						
6. I want to be more involved than I am now.						
7. Parents serve on important school committees.						
8. I need assistance to understand my role as a parent in the school.						
9. The PTA/PTO is an active and effective part of the school.						
10. Teachers call home with good news about my child.						
11. I call the teacher to discuss concerns I have.						
12. I attend school events.						
13. I am aware of the curriculum that my child is learning.						
14. The school publishes a parent newsletter regularly.						
15. The school asks parents for their opinions on the school and its programs.						
16. I am offered a variety of school-based workshops to assist me in helping my child.						
17. The school uses a variety of ways to contact me.						
18. I receive information in a language I can understand.						
19. I would come if I were invited to help at the school.						

Encuesta Escolar de Participación de Padres y Familias

Por favor, responda a cada declaración colocando una marca de verificación en la categoría que mejor describa cómo se siente acerca de la participación de los padres en la escuela. El Equipo de Asociación para Padres utilizará los resultados para determinar áreas de fortaleza y debilidad.

Su nombre no será utilizado. Por favor, sea honesto en sus respuestas

	Cas Siempre	General mente	Algunas Veces	Casi Nunca	Nunc	Inseguro
1. Esta escuela tiene una gran participación de los padres.						
2. Esta escuela es amigable con todos los padres.						
3. Los padres acuden a eventos escolares en gran número.						
4. Me han contactado para servir como voluntario en el edificio.						
5. Necesito consejos sobre la mejor manera de ayudar a mi hijo.						
6. Quiero estar más involucrado de lo que estoy ahora.						
7. Los padres sirven en comités escolares importantes.						
8. Necesito ayuda para entender mi papel como padre en la escuela.						
9. PTA/PTO es una parte activa y eficaz de la escuela.						
10. Los maestros llaman a casa con buenas noticias sobre mi hijo.						
11. Llamo al maestro para discutir las preocupaciones que tengo.						
12. Asisto a eventos escolares.						
13. Soy consciente del plan de estudios que mi hijo está aprendiendo.						
14. La escuela publica un boletín informativo para padres regularmente.						
15. La escuela pide a los padres sus opiniones sobre la escuela y sus programas.						
16. Me ofrecen una variedad de talleres escolares para ayudarme a ayudar a mi hijo.						
17. La escuela utiliza una variedad de maneras de con						

Staff Survey on Parent and Family Engagement

Please respond to each statement by placing one check mark under the category that best fits your current feelings about parent engagement in the school. The school evaluation committee/team will use the results to determine areas of strength and weaknesses in the program. Your name will not be used publicly so please be honest in your answers.

Name: _____ Grade/Position: _____ Date: _____

	Almost Always	Usually	Sometimes	Almost Never	Never	Unsure
1. This school has a great deal of parent involvement.						
2. This school is parent friendly.						
3. Parents come to school events in large numbers.						
4. Parents serve as volunteers in the building.						
5. Parents often ask for advice on how best to help their children.						
6. Parents want to be more involved than they are.						
7. When parents are more involved in the school, students do better academically.						
8. Parents serve on important school committees.						
9. Parents need assistance to understand their role in the school.						
10. The PTA/PTO is an active and effective part of the school.						
11. I call home with good news about students.						
12. I call parents personally to invite them to school activities and meetings.						
13. I have a parent volunteer in my classroom.						
14. Parents often ask questions regarding the curriculum their child is being taught.						
15. The school publishes a parent newsletter on a regular basis.						
16. The school regularly surveys parents about their feelings concerning the school and its programs.						

	Almost Always	Usually	Sometimes	Almost Never	Never	Unsure
17. Parents are offered a variety of workshops to assist them in helping their child.						
18. The school uses a variety of methods to contact parents.						
19. All communications with parents are provided in a language they understand						
20. I need to learn more about how to work effectively with parents						

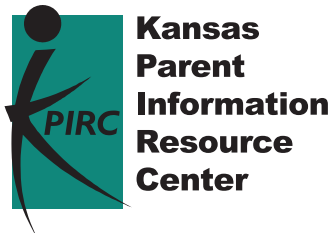


Notes

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