

*Parent Involvement: Meeting High Expectations with Practical Solutions*  
Facilitator's Guide

The 2007 webcast, *Parent Involvement: Meeting High Expectations with Practical Solutions*, was developed by the Appalachia Regional Comprehensive Center (ARCC) at Edvantia in partnership with the National Center for Family Literacy (NCFL).

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***Parent Involvement: Meeting High Expectations with Practical Solutions***  
Facilitator's Guide

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## Introduction

Using a research-based framework for parental involvement developed by the National Center for Family Literacy (NCFL) titled *AYP=All Your Parents*, the webcast *Parent Involvement: Meeting High Expectations with Practical Solutions* identifies strategies for overcoming many of the challenges for successfully engaging all parents in children's academic achievement. The *All Your Parents* framework for parental involvement is aligned with No Child Left Behind guidelines, National PTA Standards and current parental involvement research and is based on experience with parent and family programs. The content presented in the webcast addresses six areas that research identifies as important for helping teachers, schools, and districts work together with families to support high expectations for the success of all students.

The 2006 webcast, *The Role of Parent Involvement in No Child Left Behind (NCLB)*, examines both the scientifically-based research regarding parental involvement and what it looks like when put into practice. Before attending the training, participants should individually view the 2006 webcast and complete its guide.

The training can be completed in one six-hour session, including breaks and time for lunch, and viewing of the webcast. If broken into three one and one-half hour sessions, participants must view the appropriate chapters of the webcast prior to training Sessions 2 and 3.

Viewing times are as follows:

Session	Title	Chapter(s)	Approximate Length
1	Introduction and <i>All Your Parents</i> Framework	1	10 minutes
2	Research and the Six <i>All Your Parents</i> Areas	2 – 8	60 minutes
3	Next Steps	9 – 10	25 minutes

## Purpose

The purpose of the guide is to allow participants to delve deeper into their current parental involvement practices and to examine how those practices can be improved in order to achieve greater success. It helps facilitate discussion and allows groups to identify areas for change and create a plan to address these changes in ways that increase parental involvement and improve student achievement. This guide can be used in a variety of ways with parent groups, school staff, district staff and state education agencies.

### Objectives

Participants will:

- Identify and describe the six areas indicated through research as important for meaningful parental involvement
- Critically analyze parental involvement for each area from their own perspective (parents, school staff, district staff, or state education agency)
- Identify strengths and improvement needed within these six areas
- Create a plan for “next steps” within their own level of participation (parents, school staff, district staff, or state education agency)

### How to Use the Webcast Guide

The facilitation is divided into three one- and one-half-hour sessions that can be taught on three separate occasions or combined in other ways, including one six-hour training that includes time for breaks and lunch.

Sessions are as follows:

Session 1: Introduction and *All Your Parents* Framework includes a brief explanation of the *All Your Parents* material.

Session 2: Research and the Six *All Your Parents* Areas gives an overview of supporting research and an activity to help participants think about the *All Your Parents* areas most in need of improvement.

Session 3: Next Steps provides activities to help participants think about how to improve two or three of the *All Your Parents* areas most in need. Participants also will begin thinking about creating action plans to implement change.

In order to view the webcast prior to Sessions 2 and 3, training participants can upload the webcast from <http://www.edvantia.org/publications/arccwebcast/march07/> or can save the webcast to their computer from the DVD.

For additional parental involvement resources, please visit the ARCC Web site at <http://www.arcc.edvantia.org/resources.php?toolkit=65>.

A training agenda is included in this guide, pages 6 – 13, for the facilitator to use as a quick at-a-glance reference during the training.

# Session 1: Introduction and *All Your Parents* Framework

## 1½ hour Facilitated Training Agenda

Time	Concept	Content	Materials
5 min.	Introduction	<p>1. Post the following statement on chart paper and ask participants to respond on a ballot and place it in the box:</p> <p><i>My school (or for a district or the state, schools in my area) has a clear plan for involving parents in the academic success of their children.</i></p> <p>Strongly Agree, Agree, Disagree, Strongly Disagree</p> <p>Welcome the group and explain that this is the first of three training sessions focusing on parent involvement.</p>	<ul style="list-style-type: none"> <li>• Ballots</li> <li>• Box, bag, or basket for collecting ballots</li> </ul>
10 min.	Begin to focus on the topic of parent involvement	<p>2. Have participants in the room introduce themselves, giving their names and professional roles. Then ask them to partner with someone they do not know or do not know well. Ask each pair to define and discuss with their partner what parent involvement means to them.</p> <p>3. As a group, ask these questions and chart responses:</p> <ul style="list-style-type: none"> <li>○ <i>What do you think parents need to know and be able to do to help their students succeed at school?</i></li> <li>○ <i>What do you think schools need to do to help parents achieve this level of knowledge and skills?</i></li> </ul> <p>4. Prioritize this list of tasks from most important responses to least important. Have each participant vote by writing the number 1 on one Post-it note and the number 2 on another. Then each person uses the Post-it notes to “vote” for his/her top 2 tasks in order of importance. Tally responses and rank these tasks in order of importance to the group as a whole.</p> <p>5. Discuss why the group felt these tasks are most important.</p>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Small Post-it notes</li> </ul>
5 min.	Make topic meaningful by looking at information specific to	<p>6. Continue charting ideas and save to reference later.</p> <p>Discuss the time of year best for sharing certain information with parents. (Ideas might include data, report cards, special events, curriculum, standardized testing, etc.)</p>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> </ul>

Time	Concept	Content	Materials
	participants' own situations	<p>7. What are best ways to share this information with parents? Ideas might include:</p> <ul style="list-style-type: none"> <li>- in print</li> <li>- at the school open house</li> <li>- during parent-teacher conferences</li> <li>- through training sessions conducted by a parent liaison</li> <li>- e-mails</li> <li>- Web site</li> <li>- newsletters</li> <li>- notes home</li> <li>- etc.</li> </ul>	
10 min.	Introduction of six areas of <i>All Your Parents</i>	8. View Chapter 1 of webcast	<ul style="list-style-type: none"> <li>• Computer and LCD or DVD player</li> <li>• DVD or download of Webcast</li> </ul>
30 min.	Discuss and define the six areas of <i>All Your Parents</i>	<p>9. Divide participants into six small groups, one for each of the six areas in <i>All Your Parents</i>. Post six charts with the title for one area on each around the room. Have each group go to a chart and write their definition for that area. (While groups are completing this activity, tally results from question #1.)</p> <p>10. As a whole group, discuss each area and make any additions or changes the group feels appropriate.</p> <p>11. Look back at the lists created in #1. Are there other things you now wish to add to these charts? Record additional ideas.</p>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Charts from #1</li> </ul>
20 min.		<p>12. Have each group match and label their <i>All Your Parents</i> area to the things parents need to know and schools need to do.</p> <p>13. As a whole group, discuss and determine:</p> <ul style="list-style-type: none"> <li>- Into which of the six areas did most tasks fit?</li> <li>- For which area(s) were the fewest or no tasks identified?</li> <li>- Why do you think these areas received the most/least tasks?</li> <li>- Is the area that received the least tasks something your school/district/state does well, or has your school/district/state not considered that element of parent involvement?</li> <li>- What is your interpretation of the results?</li> </ul>	



Time	Concept	Content	Materials
5 min.	Assess opinions and conclude session	<p>14. Share the results from question #1. Ask if participants still agree with their earlier responses. Together, identify reasons why group members responded the way they did and/or why they now feel differently.</p> <p>Explain that these sessions will facilitate a detailed exploration into what is being done at the state, district and school levels for parent involvement.</p>	
5 min.	Prepare for Session 2	<p>15. Remind everyone of the next training date and ask them to view chapters 2-8 of the webcast at <a href="http://www.edvantia.org/publications/arccwebcast/march07/">http://www.edvantia.org/publications/arccwebcast/march07/</a></p> <p>16. One week prior to your meeting, send out an e-mail reminding all participants of the training date/time and to view the webcast chapters 2-8 in preparation for the training.</p>	

## Session 2: Research and the Six *All Your Parents* Areas

### 1½ hour Facilitated Training Agenda

Time	Concept	Content	Materials
15 min.	Opening: Review of last session (only if training is provided in 3 separate sessions)	<ol style="list-style-type: none"> <li>1. Welcome participants to this second training on improving parent involvement in ways that impact student achievement.</li> <li>2. Ask new participants to introduce themselves by their names and professional titles.</li> <li>3. Ask participants to identify and briefly describe the six <i>All Your Parents</i> areas. Ask each returning participant to share one idea they remember or feel was important from the first session.</li> <li>4. Post previously developed lists of “things that parents need to know” and “things schools need to do” and remind everyone that during the first training, the group prioritized these tasks. Explain: During this part of the training, participants will look at research related to parent involvement and explore each of the six <i>All Your Parents</i> areas in detail, making connections to their own situations/settings.</li> </ol>	<ul style="list-style-type: none"> <li>• Chart from Session 1 of “things that parents need to know” and “things schools need to do” (These lists can be rewritten so that items are arranged in order of importance.)</li> </ul>
15 min.	Research review	<ol style="list-style-type: none"> <li>5. Read aloud the quote (p. 23 in the Facilitator’s Guide) from Anne Henderson and ask participants how it impacts their view of the importance of parent involvement.</li> <li>6. Explain that, as Anne Henderson points out, research consistently concludes that parents play a key role in their children’s educational outcomes. Because all the pertinent research points in the same direction, it is important that states, districts, and schools emphasize the added value of parent involvement for impacting student achievement.</li> <li>7. Read the quote (p. 24 in the Facilitator’s Guide) from Dr. Elsie Leak.</li> <li>8. Break participants into six small groups and brainstorm ideas for how the SEA can show districts and schools that parent involvement is important to the state. Have each group record ideas and ask someone from the group to summarize and share their ideas with all participants.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Parent Involvement: Meeting High Expectations with Practical Solutions</i> Facilitator’s Guide, pp. 23 - 24</li> </ul>
5 min.		<ol style="list-style-type: none"> <li>9. Still in groups, have participants discuss the following question: What can be done to foster partnerships that support high levels of student</li> </ol>	

Time	Concept	Content	Materials
		achievement?	
25 min.	Walkabout activity to introduce six <i>All Your Parent</i> areas	<p>10. Before conducting this part of the training session, prepare six pieces of chart paper for each <i>All Your Parent</i> area by using the example in the Facilitator's Guide, p. 24. Post the chart paper around the room. (Make sure to keep these charts for use in Session 3.)</p> <ul style="list-style-type: none"> <li>○ Send each group to a different chart and have them brainstorm ideas of things needing improvement or change in their area.</li> <li>○ Record ideas in the correct row for the level at which change needs to occur—SEA, LEA, or school.</li> <li>○ At the end of 5 minutes, signal all groups to move to the next area. Continue this practice until all groups have discussed and recorded ideas for each area. Groups will need 3-4 minutes to review what is written for the remaining 5 areas and add to ideas already listed.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper for six <i>All Your Parent</i> areas</li> <li>• Markers</li> </ul>
25 min.		<p>11. When the six groups are finished with each area, each group will be responsible for identifying the most important idea on their last chart by starring or circling that top idea and then sharing that idea in an oral debrief session with everyone. The debrief should take approximately 3-5 minutes per group. Then:</p> <ul style="list-style-type: none"> <li>○ Using colored dots have all participants vote on what they feel is the most important of the six <i>All Your Parents</i> area to be addressed overall.</li> <li>○ Based on the vote, identify the top 2-3 areas that all participants indicate as having the greatest need for change.</li> <li>○ Keep the charts for future reference and planning in Session 3.</li> <li>○ There may be some concerns identified that have a "simple fix." Do not lose these ideas! Ask participants to look back at the remaining 3-4 lists that are not high priority areas. With these charts only, have each participant place a Post-it note next to the top two areas of concern that have solutions that can be easily addressed. As a group, note the top areas that the group identified</li> </ul>	<ul style="list-style-type: none"> <li>• Colored dots for voting</li> <li>• Small Post-it notes</li> </ul>

Time	Concept	Content	Materials
		as those to resolve as a “quick fix” issue. This information also will be used for the planning phase in Session 3.	
5 min.	Prepare for Session 3	<p>12. Remind everyone of the next training date and ask them to view chapters 9-10 of the webcast at <a href="http://www.edvantia.org/publications/arccwebcast/march07/">http://www.edvantia.org/publications/arccwebcast/march07/</a></p> <p>13. One week prior to your meeting, send out an e-mail reminding all participants of the training date/time and to view the webcasts chapters 9 and 10 in preparation for the next training.</p>	

### Session 3: Next Steps

#### 1½ hour Facilitated Training Agenda

Note: Use the charts from the walkabout activity created in Session 2 to inform the activities below. For a large group of participants, you will work with all six areas. For a small group (10-15 participants) follow the facilitation plan below for only the two areas identified as highest priority. The following activities will help your group delve into each area in greater detail.

Time	Concept	Content	Materials
10 min.	Introduction	<ol style="list-style-type: none"> <li>1. Welcome participants and ask new participants to introduce themselves by giving their names and professional titles.</li> <li>2. As a review of prior sessions, use the materials in Appendix A in the Facilitator's Guide to conduct a matching activity. Randomly give each of six people a definition and distribute a title for one of the six areas of <i>All Your Parents</i> to each of the remaining participants. Ask participants to match title(s) to definitions. Once all matches are made, have each group read aloud the definition and title. Participants can then be seated.</li> <li>3. Explain that the goal of this training session is to use these ideas as a springboard for developing plans to move forward in improving parent involvement in ways that impact student achievement.</li> <li>4. Post the charts from Session 2 for things needing improvement for each of the <i>All Your Parents</i> areas. If you have a large group, post all six charts and divide into six groups. Have each group follow the directions in the Facilitator's Guide, pp. 30 – 35, to complete the activities for one of each of the six areas. If you have a small number of participants (10-15), post only the charts for the two areas identified as most in need of improvement and together work on these areas as a whole group.</li> <li>5. Explain that the charts identify suggestions for improvements for the <i>All Your Parents</i> areas. Ask if anyone wishes to add information to the charts—ideas that maybe surfaced after the last session. Add additional ideas to the charts.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Parent Involvement: Meeting High Expectations with Practical Solutions</i> Facilitator's Guide, Appendix A</li> <li>• Definitions and area names cut out, one per participant</li> <li>• Charts from Session 2 identifying things needing improvement in each of six <i>All Your Parents</i> areas (for a small group, use charts for top two areas identified as most in need of improvement)</li> </ul>
60 min.		<ol style="list-style-type: none"> <li>6. Complete activities as described in the Facilitator's Guide, pp. 30 – 35.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Parent Involvement:</i></li> </ul>

Time	Concept	Content	Materials
30 min. for activity & 30 min. to debrief		If participants developed plans in six small groups, take a few minutes for each group to share some of the ideas from their plans.	<i>Meeting High Expectations with Practical Solutions</i> Facilitator's Guide, pp. 30 - 35 <ul style="list-style-type: none"> <li>• Copies from Facilitator's Guide of directions for activities for each area</li> </ul>
		7. Thank everyone for their hard work and explain that the next phase in moving forward will be to develop committees that will follow these plans. 8. Collect plans to share with administrative leaders. Administrators should then form committees that include the people and help locate resources needed to move forward on the plans.	<ul style="list-style-type: none"> <li>• Handouts, <i>Parent Involvement: Plan for Change</i></li> </ul>

### Materials Needed for a One-Day (six-hour) Session

What you will need to facilitate sessions:

- Facilitator's Guide and Training Agenda
- Webcast DVD or internet connection to upload the webcast at [www.arcc.edvantia.org](http://www.arcc.edvantia.org)
- Computer that plays DVDs or DVD player and television if using the webcast DVD
- LCD and screen (if you use a computer)
- Chart paper and markers
- Post-it notes
- Pens
- Samples of written communications currently being used by the group, such as
  - Parent newsletters
  - Information explaining school choice or supplemental education
  - Information explaining school data
- List and description of professional development opportunities, such as
  - District and or state trainings
  - Conferences
  - College and university classes
  - Study groups

If the training is facilitated as three one- and one-half-hour sessions, the materials for each session are identified at the beginning of that session.

Session 1  
Introduction and *All Your Parents* Framework

1½ hours



## Session 1: Introduction and All Your Parents Areas

### Materials Needed for Session 1

*What you will need to facilitate sessions:*

- Facilitator's Guide and Training Agenda
- Webcast DVD or internet connection to upload the webcast at [www.arcc.edvantia.org](http://www.arcc.edvantia.org)
- Computer that plays DVDs or DVD player and television if using the webcast DVD
- LCD and screen (if you use a computer)
- Chart paper and markers
- Post-it notes
- Pens

***Timeframe: approximately 15 minutes***

1. Introduction to Session 1

Post the statement below where participants will see it once they have entered the room. While waiting for the session to begin, ask each person to respond to the following statement:

***My school (or for a district or the state, schools in my area) has a clear plan for involving parents in the academic success of their children.***

Strongly Agree, Agree, Disagree, Strongly Disagree

Use this statement to anonymously assess participant opinions regarding your school's/district's/state's plan for parental involvement. Have participants write their responses on individual ballots and place them in a basket or box.

Welcome the group and explain that this is the first of three training sessions focused on parental involvement.

Sessions are as follows:

- 1: Introduction and *All Your Parents* Framework
- 2: Research and the Six *All Your Parents* Areas
- 3: Next Steps

The group will follow a training guide that accompanies the webcast, *Parent Involvement: Meeting High Expectations with Practical Solutions*, produced by the National Center for Family Literacy as part of the Appalachia Regional Comprehensive Center at Edvantia. The purpose of the training(s) is to examine and identify ways to improve parental involvement practices.

2. Have participants in the room introduce themselves, giving their names and professional roles. Then ask them to partner with someone they do not know or do not know well. Ask each pair to define and discuss with their partner what parent involvement means to them. Some are parents and some have a sibling or friend who is a parent. Ask each person to put on the "parent hat" and define and discuss what parental involvement means to them as parents.
3. Prior to viewing the webcast, have individuals respond to these questions. Begin the group session by charting their ideas.
  - What do you think parents need to know and be able to do to help their students succeed at school?
  - What do you think schools need to do to help parents achieve this level of knowledge and skills?
4. Prioritize this list from most important responses to least important. Have participants vote by writing the number 1 on one sticky note and the number 2 on another. Then

## Session 1: Introduction and All Your Parents Areas

each person goes to the charts and “votes” for his/her top 2 choices in order of importance. Tally responses and rank them in order of number of votes received.

Examples:

*What do parents need to know?*

- 1 - Data for their child's performance
- 3 - How to help their child with homework
- 2 - What high-quality grade-level appropriate work looks like

*What do schools need to do?*

- 1 - Produce easy-to-read print materials in a variety of languages
- 3 - Train parents to understand data
- 2 - Cover important information during open houses

5. Look back over the list and discuss why those things are important.

***Timeframe: approximately 5 minutes***

6. Discuss the time of year that is best for sharing certain information with parents. For instance, should parents be trained at the beginning of the school year to understand data or should this occur right before data is released? Why?
7. Help participants identify several ways to communicate with parents. Ideas generated might include:
  - In print
  - At the school open house
  - During parent-teacher conferences
  - Through training sessions conducted by a parent liaison
  - E-mails
  - Web site
  - Newsletters
  - Notes home

Keep this list to reference during a later session.

***Timeframe: approximately 10 minutes***

8. Have the group view Chapter 1 of the webcast.

***Timeframe: approximately 30 minutes***

9. Divide participants into six small groups, and have each group list and define the six *All Your Parents* areas. Post six charts with the title for each area around the room and ask each group to go to one of the charts and write their definition for that area.

While participants complete this activity, tally responses to the statement in #1.

***My school (or for a district or the state, schools in my area) has a clear plan for involving parents in the academic success of their children.***

Strongly Agree, Agree, Disagree, Strongly Disagree

10. As a whole, discuss each area and see if any additions or changes need to be made to the definitions.

Responses should include these basic ideas:

- Climate: Climate refers to both school and home atmosphere. School climate can help to encourage or discourage parental involvement depending on its family-friendliness. Parents, in turn, must set the home climate by demonstrating the importance of education.
- Communication: Communication is a key component of school climate and helps build positive relationships with parents by being two-way, purposeful and respectful.
- Relationships: Effective relationships must be built on trust and take time to cultivate. Positive relationships are the cornerstone of meaningful parental involvement.
- Information and strategies: Information and strategies refer to both educators learning effective ways to work with parents and parents accessing information and strategies to support their children's learning.
- Engagement in learning: Engaging parents in their children's learning has the greatest impact on success. Engaged parents understand how children learn and what children need to learn, and they seek learning opportunities for themselves.
- Leaders and mentors: Every student needs an adult who can help him navigate the educational system, is aware of his educational goals and how to achieve them, and knows the educational rights of parents and students as authorized in NCLB and IDEA 2004.

11. Ask all participants to look back at the list of what parents need to know and what schools need to do that was created at the beginning of the session. Are there other things you now wish to add to these charts? Record additional ideas on the charts.

***Timeframe: approximately 20 minutes***

12. Continue working in small groups for each of the six *All Your Parents* areas. Have each group match and label their *All Your Parents* area to the things parents need to know and that schools need to do.

What do parents need to know?	
Information/Strategies	1 - Data for their child's performance
Climate or Engaging Parents	3 - How to help their child with homework
Information/Strategies	2 - What high quality grade-level appropriate work looks like

## Session 1: Introduction and All Your Parents Areas

### *What do schools need to do?*

*Communication*

1 - Produce easy-to-read print materials in a variety of languages

*Information/Strategies*

3 - Train parents to understand data

*Communication*

2 - Cover important information during open houses

13. Next, look at charts and ask:

- Are there tasks that fit into more than one area? Why—is there an overlap of areas?
- Into which of the six areas did most tasks fit?
- For which area(s) were the fewest or no tasks identified?
- Why do you think these areas received the most/least tasks?
- Is the area that received the least tasks something your school/district/state does well, or has your school/district/state not considered that element of parental involvement?
- What is your interpretation of the results?

Save the charts because they will be needed in Session 2.

### ***Timeframe: Approximately 5 minutes***

14. Share the results for tallied responses to the statement in #1. Ask if participants still agree with their earlier responses. Together identify reasons why the group responded the way it did and/or why the participants now feel differently. Explain that these sessions will facilitate a detailed exploration into what is being done at the state, district and school levels for parental involvement.

### ***Timeframe: Approximately 5 minutes***

15. Remind everyone of the next training date and to view chapters 2-8 of the webcast at <http://www.edvantia.org/publications/arccwebcast/march07/>.

16. One week prior to your meeting, send out an e-mail reminding all participants of the training date/time and to view the webcast chapters 2-8 in preparation for the training.

Session 2  
Research and the Six *All Your Parents* Areas

1½ hours

## Session 2: Research and the Six *All Your Parents* Areas

### Materials Needed for Session 2

*What you will need to facilitate sessions:*

- Facilitator's Guide and Training Agenda
- Charts from Session 1 training
- Chart paper and markers
- Post-it notes, small for voting and medium to large for writing ideas
- Self-adhesive colored dots in two colors
- Pens

## Session 2: Research and the Six *All Your Parents* Areas

Prior to this portion of the training, participants need to have viewed Chapters 2-8 of the webcast.

### ***Timeframe: approximately 15 minutes***

1. Welcome participants to this second training focused on improving parental involvement in ways that impact student achievement.
2. Ask new participants to introduce themselves by sharing their name and professional role.
3. As a review, ask participants to identify and briefly describe the six *All Your Parents* areas. Then have each returning participant share one idea they remember or feel was important from the first session.
4. Post the lists of “things that parents need to know” and “things schools need to do” and remind everyone that during the first training, the group prioritized these tasks. (These lists can be rewritten so that items are arranged in order of importance.) Explain that during this part of the training, participants will look at some of the research related to parental involvement and then explore each of the six *All Your Parents* areas in detail, making connections to their own situations/settings.

### ***Timeframe: approximately 15 minutes***

#### Research

*Key Idea: Based on the research it is evident that parent and community involvement in schools can have positive and beneficial outcomes for stakeholders.*

5. Read the following quote to the group and pause to discuss.

*“In any body of research, what you usually find is there are some studies that point in one direction and other studies in another direction. This body of research is unique because it all points in the same direction; that is, however they have defined parental involvement and in whatever setting they are looking at - whether it is a local school, school district, state, whether they are looking at impact on specific demographics - it doesn’t matter, the impact is positive. Overall, it shows that when parents are involved at home and school, especially both, but can be either, kids do better in school. Plus there is a collective effect: the schools get better. Isn’t that interesting? It is always the case that if parents are involved with their own children whether at home or reinforcing what they learn in school in a way that is actually linked to what the kids are learning at school, kids will do better. It is natural; it is a reinforcement of what they are learning. But if about a third of the families are actively involved in school, then you start to see the school improving.”*

Anne Henderson from the 2006 webcast, *The Role of Parent Involvement in No Child Left Behind (NCLB)*, see the Reference section for examples of these studies



## Session 2: Research and the Six *All Your Parents* Areas

6. Ask: How does this impact your view of the importance of parental involvement? Explain that, as Anne Henderson points out, research consistently concludes that parents play a key role in their children's educational outcomes. Because all the pertinent research points in the same direction, it is important that states, districts and schools emphasize the added value of parental involvement for impacting student achievement.
7. Read the following quote from Dr. Elsie Leak, retired Associate Superintendent for Curriculum and School Reform in the North Carolina Department of Public Instruction.

*"In terms of the state's role in parental involvement, I think first of all we need to be a role model, showing that we think it is important at a state level and that we take action to show this. Then the schools in our states will become believers."*

Dr. Elsie Leak from the 2007 webcast, *Parent Involvement: Meeting High Expectations with Practical Solutions*

8. Break into six small groups and have participants brainstorm ideas for how the SEA can show districts and schools that parental involvement is important to the state. Have each group record ideas and ask someone from the group to summarize and share her ideas with all participants.

***Timeframe: approximately 5 minutes***

9. Have participants remain in their small groups to discuss the following question: What can be done to foster partnerships that support high levels of student achievement?

***Timeframe: approximately 25 minutes***

10. Then conduct a walkabout activity as follows:
  - Post chart paper in different locations around the room, one for each of the six All Your Parent areas. (See the following sample.) Each will have the title of one of the *All Your Parents* areas, such as climate, communication, etc., and should be divided into six sections for SEA, LEA, school, teachers, parents, and community.

Sample chart:

	<u>Climate</u>	
	School	Home
SEA		
LEA		
School		
Teachers		
Parents		

Community		
-----------	--	--

- Working in the six small groups, send each group to one of the six charts. (If you choose, have participants form new groups by numbering off one through six.) Groups will brainstorm ideas of things needing improvement or change for their area and place ideas in the correct row as to the level at which change needs to occur. (Judge the time for this activity so that groups have enough time to discuss and chart ideas, but not so much time that they are waiting and not actively engaged in discussion. This will take about five minutes.)
- At the end of five minutes, signal for all groups to move to the next area. Groups will have three to five minutes to read ideas posted by the prior group, discuss and add their own ideas for this topic. Continue this practice until all groups have had an opportunity to discuss and contribute to each of the six charts.

***Timeframe: approximately 25 minutes***

11. When the six groups have finished discussing their last area, they will be responsible for identifying the most important idea on their last chart by starring or circling that top idea. Each group will then share that idea in an oral debrief session with everyone. The debrief should take approximately 3-5 minutes per group.
  - Using colored dots (one color for the top priority area, another for the next important priority area), have each participant vote on what he feels is the most important of the six *All Your Parents* areas to be addressed overall.
  - Based on the vote, identify the top 2-3 areas that all participants indicate as having the greatest need for change.
  - Keep the charts for future reference and planning in Session 3.
  - There may be some concerns identified that have a “simple fix.” Do not lose these ideas! Ask participants to look back at the remaining 3-4 lists that are not high priority areas. With these charts only, have each participant place a sticky note next to the top two areas of concerns that have solutions that can be easily addressed. As a group, note the top areas that the group identified as those to resolve as a “quick fix” issue. This information also will be used for the planning phase in Session 3.

***Timeframe: approximately 5 minutes***

12. Remind everyone of the next training date and to view chapters 2-8 of the webcast at <http://www.edvantia.org/publications/arccwebcast/march07/>.

One week prior to your meeting, send out an e-mail reminding all participants of the training date/time and to view the webcast chapters 9 and 10 in preparation for the training.

Session 3  
Next Steps

1½ hours

### Materials Needed for Session 3

*What you will need to facilitate sessions:*

- Facilitator's Guide and Training Agenda
- Definitions and six *All Your Parents* area titles for matching activity (see Appendix A)
- Charts from the Session 2 training
- Chart paper and markers
- Post-it notes
- Pens
- Copies of directions from the Facilitator's Guide for conducting planning activities in small groups for each of the *All Your Parents* areas
- Samples of written communications currently being used by the group, such as
  - Parent newsletters
  - Information explaining school choice or supplemental education
  - Information explaining school data
  - Print-outs of web pages containing information for parents
- List and description of professional development opportunities, such as
  - District and or state trainings
  - Conferences
  - College and university classes
  - Study groups

Use the charts from the walkabout activity created in Session 2 to inform the activities below. For a large group of participants you will work with all six areas. For a small group (10-15 participants) follow the facilitation plan below for only the 2 areas identified as highest priority. The following activities will help your group delve into each area in greater detail.

***Timeframe: approximately 10 minutes***

Introduction

1. Welcome participants to this third and final training. Ask new participants to introduce themselves by giving their name and describing their professional role.
2. As a review of prior sessions, use the materials in Appendix A to conduct a matching activity. Randomly give six people a definition and distribute a title for one of the six areas of All Your Parents to each of the remaining participants. Ask participants to find their match, title(s) to definition. Once all matches are made, have each group read aloud the definition and title. Participants can then be seated.
3. Explain that the goal of this training session is to use these ideas as a springboard for developing plans to move forward in improving parental involvement in ways that impact student achievement.
4. Post the charts from Session 2 for things needing improvement for each of the *All Your Parents* areas. If you have a large group, post all six charts and divide into six groups. Give each group the directions to complete the activities for one of the six areas copied from the Facilitator's Guide. If you have a small number of participants (10-15), post only the charts for the two areas identified as most in need of improvement and together work on these areas as a whole group.
5. Explain that the charts identify suggestions for improvements for the *All Your Parents* areas. Ask if anyone wishes to add information to the charts—ideas that maybe surfaced after the last session. Add additional ideas to the charts.

***Timeframe: If training a small group (10-15 participants), allot approximately 30 minutes per area. If working with a large group and dividing into six teams, each group will use 30 minutes to complete their section and another 5 minutes per group to share their work in a debrief session (30 minutes to debrief, 60 minutes in all).***

6. Complete activities as described below (following #9) for *All Your Parents* areas.

***Timeframe: approximately 5 minutes***

Conclusion

7. Thank everyone for their hard work and explain that the next phase in moving forward will be to develop committees that will follow these plans.
8. If participants developed plans in six small groups, take a few minutes for each group to share some of the ideas from their plans.

9. Collect plans to share with administrative leaders. Administrators should then form committees that include the people who attended the training and help locate resources needed to move forward on the plans.

## Climate

*Key Idea: Climate refers to both school and home atmosphere. School climate can help to encourage or discourage parental involvement depending on its family friendliness.*

1. Ask the group to describe characteristics of a family-friendly school. Chart ideas (see example below).
2. Then for each characteristic described, chart ideas for how schools can achieve it.
3. Look at the things identified as needing improvement from the list created on Climate in Session 2. Think about these ideas in terms of what you would like to see/desirable characteristics, and add them to the list.
4. From the information on the chart, ask the group to create a checklist that schools could use to assess their family-friendliness. Recommend who should be included on a school team to walk through the school and complete a checklist based on observations. As a group, discuss the different types of people the states/districts would recommend schools ask to be part of the group.

### Chart Example:

<b>Characteristics of a family-friendly climate</b>	<b>To achieve the family-friendly climate</b>
<i>Sign at front door is readable by all school visitors</i>	<i>Make sure all signs are in visible places, clear and understandable, and translated into languages spoken by your school's families.</i>
<i>Friendly security guard and office staff</i>	<i>Provide customer service training for all school employees and make sure everyone understands the importance of treating all visitors courteously.</i>
<i>Visitors know where to enter the building</i>	<i>Have the entrance clearly marked and doors that are locked for security purposes explain where the visitors' entrance is located.</i>

### Next Steps Planning Activity

5. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.

## Communication

*Key Idea: Communication is a key component of school climate. Every communication issued by a school sets the tone for the school-family relationship. Use a variety of approaches and languages when communicating with families. Keep communications open and two-way.*

1. Break into small groups and give each group copies of the written correspondence samples.
2. Have each group assess the documents by answering the following questions:
  - Is the purpose of the communication clear?
  - Is it written at a level that is understandable to low-level readers?
  - Does it include educational jargon that might not be understood by people outside of the educational system?
  - Has it been translated into several languages?
  - Does it clearly state what parents are supposed to do with the information? Would they know any next steps that they should take?
  - Is it written in a way that is friendly and not condescending?
  - a. Assign one document to each group to briefly rewrite, making sure it uses a friendly voice and is brief, easy to read, and clear in purpose. Share rewritten documents with the entire group.
  - b. Explain that there are many tools for checking the readability level of what you write. If this is a new concept to participants, explain that to check readability level when using Microsoft Word, highlight the sentence, paragraph, or document that you wish to assess. On the **Tools** menu, click **Options**, and then click the **Spelling & Grammar** tab. Select the **Check grammar with spelling** check box. Select the **Show readability statistics** check box, and then click **OK**. On the Standard toolbar, click **Spelling and Grammar**. When Microsoft Word finishes checking spelling and grammar, it displays information about the reading level of the highlighted section. The readability should be no higher than fifth grade level.

## Next Steps Planning Activity

3. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.



## Relationships

*Key Idea: Relationships between parents and schools are built on trust and take time to cultivate. Positive relationships are the cornerstone of meaningful parental involvement.*

1. Ask the group to identify barriers that keep parents from engaging in their child's education and/or those that make it difficult for schools to begin building relationships with parents. Chart their ideas.
2. Brainstorm solutions schools/districts/states can use to overcome these barriers to involvement. Identify at what level these solutions would best be addressed – the school, district or state.
3. Next, have the group look at the solutions appropriate to their level (e.g., if the group includes a SEA, just look at solutions that should be addressed by the state). Pick two of the solutions and figure out how they can be achieved. In the example below, the state group would discuss how they can “*strengthen relationships with parents who are not typical board members.*”

Example:

Challenge/Barrier	Possible Solution	School/District/ State
<i>Hard to get there after work</i>	<i>1. Offer food so that parents have one less thing to worry about 2. Encourage parents to bring a friend or neighbor</i>	<i>1. School 2. School</i>
<i>Can't get parent representatives of diverse sub-groups to serve on decision-making boards</i>	<i>1. Go into their community to meet with groups in order to identify potential representatives or leaders 2. Strengthen relationships with parents who are not typical board members</i>	<i>1. School 2. District and state</i>

## Next Steps Planning Activity

4. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.

### Information and Strategies

*Key Idea: Information and strategies refer to both educators learning effective ways to work with parents and parents accessing information and strategies to support their child's learning.*

1. If done by the whole group of training participants, use the statement below to anonymously assess audience opinions regarding in-service training for your school/district/state related to ways to effectively involve parents in children's learning. Have participants write their responses on individual ballots that you collect and tally. If done in small groups, discuss the statement below.

***In my school/district/state, teachers and administrators receive adequate in-service training in ways to effectively involve parents in their children's learning.***

Strongly Agree, Agree, Disagree, Strongly Disagree

Share the results and together identify reasons why the group voted the way it did. If participants agree or strongly agree with this statement, identify the training(s) they feel was most beneficial. If they disagree, have participants identify types of training they would recommend as being most needed and beneficial.

2. Next, share a list of various professional development opportunities, including descriptions, offered by your school, district and state. Discuss the following questions:
  - Does your school/district/state offer professional development opportunities that prepare school staff to communicate with parents, being sensitive and respectful of all cultures, and to clearly explain to parents NCLB requirements and data?
  - Do the professional development opportunities link back to student data and raising achievement?
  - Do the professional development opportunities promote research-based strategies and ideas?
  - Are there any ideas for additional professional development opportunities that the group would like to see offered?
  - Does the state utilize technology to train teachers and administrators? Using technology that schools already have can help eliminate costs and reach a greater number of people. Discuss ways that technology is being used to provide effective professional development opportunities. Discuss ways that technology could be used.
3. Explain that at the 2008 All Schools All Parents Forum, several principals were asked how districts/states could support them with regards to parental involvement and they agreed that sharing best practices would be beneficial. District and state representatives have the opportunity to see successful parental involvement programs in various schools and could share this information with others. Does the group think this would be beneficial? How would it be packaged—e-mails, written correspondence, other ideas?

### Next Steps Planning Activity

4. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.

### Engage in Learning

*Key Idea: Parents need to be engaged in their child's learning – this is the goal of parental involvement because this has the most impact on student success. Engaged parents understand how and what children need to learn and seek learning opportunities for themselves.*

1. Explain that Dr. Steven Sheldon, Director of Research for the Center on School, Family, and Community Partnerships at Johns Hopkins University suggests that every school, district and state should write annual involvement plans, which should include academic and nonacademic goals. Ask the participants if their school, district or state has involvement plans that are rewritten annually.
2. Divide into groups of 5-6 people and have each group write an involvement plan for its school, district or state.
3. Write the following guidelines on chart paper and post at the front of the room and advise all groups to use these when writing their plans.
  - Include specific goals
  - Include detailed steps that will help accomplish goals
  - Identify the kinds of activities that can be planned to help accomplish goals
  - Look for opportunities for community partnerships
  - Consider area to which goals are tied - increasing academic achievement, attendance, behavior, etc.
  - Incorporate the six *All Your Parents* areas
4. Bring the group back together and have a representative from each group give a brief (only 1-2 minutes) description of its involvement plan.
5. Discuss as a group how the plans could be evaluated for gains.

### Next Steps Planning Activity

6. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.

## Leaders and Mentors

*Key Idea: Every student needs an adult who can help him navigate the educational system, is aware of his educational goals and how to achieve them, and knows the educational rights of parents and students as authorized in NCLB and IDEA 2004.*

*Parents may not feel comfortable occupying this role or may not even know that this is critical to their child's development. Schools may experience difficulty communicating the importance of this responsibility and look to other ways to convey these expectations. As a result, there can be misunderstandings between educators and parents about this responsibility which can result in individual students not having an adult advocate.*

1. Read the following paragraph to the group:  
Cindy Baumert, one of the Web cast panelists, suggests that one way to encourage parental involvement in disenfranchised communities is to find leaders within the communities. These community leaders do not have to be parents, but they should be respected and well known and therefore, able to communicate effectively with the people within their community. These leaders can become liaisons between the school and the community it serves and therefore become what Anne Henderson calls “cultural brokers”—people who know the language and culture of the community and are able to bridge the gap between the school and community.
2. As a group, have participants discuss whether or not they feel liaisons would be an asset to their school(s).
3. If the group feels parent liaisons enhance the school-parent connection, in small groups have participants identify characteristics of the ideal parent liaison. Share ideas with the whole group. Note characteristics that have been identified by several groups. Then have the group prepare a brief job description based on this discussion.
4. If participants feel a liaison would not be an asset, ask them to describe ways for existing staff to fulfill the responsibilities and tasks important for bridging cultural gaps, building relationships and engaging parents who feel disenfranchised.

## Next Steps Planning Activity

5. Distribute and review the Next Steps planning form, *Parent Involvement: Plan for Change*, and ask participants to use this form to develop a plan for their area.

## Parental involvement: Plan for Change

In the spaces provided, develop a plan of action for your group. Focus first on the high priority areas identified in the facilitated webcast meetings. Each area may have multiple goals. Write goals that are clear, specific and “do-able” for your group. Next, think of the steps involved in accomplishing these goals. Then, think of the people and resources that will be important for reaching these goals. Set realistic target dates for steps leading toward goal completion. Identify one or more people to coordinate each step and someone to track progress on the overall goal.

### GOAL 1

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

### GOAL 2

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

### GOAL 3

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

### GOAL 4

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

## GOAL 5

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

## GOAL 6

What do you want to achieve? \_\_\_\_\_

By what date? \_\_\_\_\_

Steps to take:	People & resources	Completion date	Coordinator
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____



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## Appendix A: Session 3 Review

Cut apart definitions and give one definition to each of six participants.

Give all others a title to one of the six definitions. Depending on group size, you may have more than one person with the same *All Your Parents* area title.

Definitions:

This area refers to both the school and home atmosphere. At the school, this area can help encourage or discourage parental involvement depending on its family friendliness. Parents, in turn, establish this area at home by demonstrating the importance of education and learning.
This area is a key component of the school atmosphere and helps build positive connections with parents by being two-way, purposeful and respectful. Examples of tools that support this area include newsletters, notes home, phone calls, Web sites, and e-mails.
This area is the cornerstone for all six parental involvement areas and builds the trust needed for meaningful parental involvement. When this area is focused upon and cultivated, a sense of team is built that supports achievement and success for students.
This area refers to both educators learning effective ways to work with parents, and parents learning about resources and strategies to support their child's learning.
This area needs to be the target for all parental involvement in order to have the greatest impact on student success. Parents understand how children learn and what children need to learn and they seek learning opportunities for themselves.
This area supports the development of an adult for every student who can help navigate the educational system, is aware of the student's educational goals and how to achieve them, and knows the education rights of parents and students as defined by law.

<b>Climate</b>
<b>Communication</b>
<b>Relationships</b>
<b>Information and strategies</b>
<b>Engagement in learning</b>
<b>Leaders and mentors</b>

Appendix B – Sample School Climate Checklist



**Schools that Say "Welcome"**

Use this checklist to evaluate your school's relationship with parents.  
Does your school say "welcome" in every aspect of the school culture?

YES NO

- ☐ Office staff greet visitors in a friendly, courteous way.
- ☐ ☐ When parents pass staff in the hallways, they are greeted warmly.
- ☐ ☐ Staff members offer assistance if anyone appears lost or is new to the school.
- ☐ ☐ Teachers, staff and students answer the telephone in a friendly, professional way.
- ☐ ☐ A welcome sign (in all common languages of the community) and school map are displayed near the entrance.
- ☐ ☐ There is an area where visitors can easily find information about the school and curriculum.
- ☐ ☐ The school holds regular social occasions or events where parents and school staff can get to know each other.
- ☐ ☐ An orientation program is provided for new families in the district.
- ☐ ☐ Parents are welcome at all times in the school building and classrooms.
- ☐ ☐ The community uses the building frequently for planned events.
- ☐ ☐ Translated signs and materials as well as translators are available for parents with limited English in order for them to understand the curriculum and participate in activities.

- ☐ ☐ Information about school rules, parent-teacher conference, school and classroom policies, and bus and lunch schedules is available to parents/guardians.
- ☐ ☐ A resource center teachers that has comfortable furniture exists for parents and. It provides parenting information and has support available (e.g., copy machine, computer, desk) for parents' school-related activities.
- ☐ ☐ There is a bulletin board on which parents can post news and announcements.
- ☐ ☐ The library is accessible to parents.
- ☐ ☐ Principal and staff are willing to listen to parent/guardian concerns about issues.
- ☐ ☐ Volunteers are visible, offer greetings, and are knowledgeable about the school.
- ☐ ☐ Security staff members, if present, are friendly in carrying out their duties to identify visitors.
- ☐ ☐ There is ample, convenient parking available for parents when they visit the school.

Standards & Indicators for School Improvement Toolkit, Kentucky Department of Education. (n.d.). *Successful practices network: Schools that say welcome*. Excerpted from *Creating Small Learning Communities*, published by the International Center for Leadership in Education. Retrieved July 30, 2008, from [http://www.education.ky.gov/SISI\\_Toolkit/Standard%204/Documents/Welcome%20Checklist.pdf](http://www.education.ky.gov/SISI_Toolkit/Standard%204/Documents/Welcome%20Checklist.pdf)

## Appendix C – Sample of school customer service model

### Austin Independent School District Standards of Customer Service

The Austin School District believes that a major component of ensuring high student achievement is establishing a school learning environment in which visitors feel welcomed and valued. When you—as a parent, school partner, or visitor—interact with an AISD employee, you can expect our very best in:

#### **Courtesy and Respect**

- All customers will be treated with respect and dignity, regardless of cultural or ethnic identities.
- Each staff member will be courteous during all customer interactions.
- Each staff member will maintain the customer's confidentiality and privacy.
- Each staff member will communicate from a positive perspective.

#### **Communication**

- Each staff member will acknowledge and greet customers upon their entrance into district facilities. If necessary, ask him or her to wait until you are done with the customer you are currently working with.
- Each staff member will answer the telephone within three rings, and in a friendly and helpful manner, using the name of the facility and the staff member's name. For example, "Casey Elementary. This is Mary Smith. How may I help you?"
- Each staff member will ensure that information provided to customers is accurate and consistent, even if it requires a call back.
- Each staff member will utilize active listening techniques in all customer interactions.
- When a staff member is out of the office for more than one business day, voicemail and e-mail features will be used to provide information regarding their return and message options for the customer.

#### **Responsiveness**

- Each staff member will personally assume the responsibility of assisting the customer or directing the customer to the appropriate person.
- Responses will be timely. Each staff member will return phone calls and e-mails within two business days. If a response cannot be provided in the allotted time, the customer will be notified and given an estimated time of response.
- If the staff member notices that the customer speaks a language other than English, a bilingual staff member will be located and asked to assist the customer.

#### **Environment**

- Each staff member is responsible for creating an inviting, family-friendly environment in all district facilities.
- Staff members should wear their identification badges at all times.
- All facilities will be easy to navigate and signage will be visible and understandable.
- All facilities will post their office hours.

- All signage will be written in a positive manner or tone.
- All communications will be updated regularly.

Austin Independent School District. (March 2007). Standards of Customer Service. Retrieved July 30, 2008, from [http://www.austinisd.org/inside/docs/customerservice\\_standards.pdf](http://www.austinisd.org/inside/docs/customerservice_standards.pdf)

Appendix D – Excerpt from Parental involvement Plan

Parent Involvement Plan  
2007-2008

Magnolia Public Schools  
Magnolia, AR

**Mission Statement**

The Magnolia School District, in cooperation with the family and community, is committed to providing a safe learning environment in which all students are offered quality educational opportunities that challenge them to reach their full potential, to respect individual differences, and to prepare for lifelong learning in a diverse and changing society.

**Parent Involvement Goals**

- Positive working relationship exists between educators and parents in all ethnic groups.
- Diverse communication exists between school and home.
- Strong parent involvement is evident in K-12.
- Graduates are well versed in democracy/citizenship.
- The public understands that school board meetings are open to everyone.

**MAGNOLIA HIGH SCHOOL PARENT INVOLVEMENT PLAN**

**Mission Statement**

Magnolia High School is dedicated to providing an environment where all students will have the maximum opportunity to learn to accept responsibility, to mature into productive citizens, and to complete a specified curriculum with an emphasis on proficiency in literacy and mathematics.

**Magnolia High School  
Parent Involvement Planning Committee\*  
2007-2008**

Member name.....Building Facilitator  
Member name.....Parent Representative  
Member name.....Parent Representative  
Member name.....Parent Representative  
Member name.....Teacher Representative  
Member name.....Teacher Representative  
Member name.....Teacher Representative

\*The names have been removed to protect the privacy of committee members.



## **Magnolia High School** **Parental Involvement Plan**

Magnolia High School recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners.

Parents are an integral component of a school's ability to provide for the educational success of their children. The school endeavors to meet the diverse cultural and language needs of parents and children. Magnolia High School acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement.

In response to this commitment to active parental involvement and in compliance with the legal requirements of Act 603 of 2003 and the No Child Left Behind Act of 2001, Magnolia High School establishes the following parental involvement plan.

The Magnolia High School Parent Involvement Plan, established in collaboration with parents, includes programs and practices that enhance parental involvement and reflects the specific needs of students and their families.

The Parental Involvement Plan involves parents of students of all grade levels in a variety of roles. The plan recognizes that communication between home and school should be regular, two-way, and meaningful. To encourage this communication, Magnolia High School has made available a family kit that is appropriate for the age and grade of each student. The family kit will describe the parental involvement program. It will explain the role of the parent, student, teacher, and school and ways for the parents to become involved in the school and their child's education. The family kits will describe the activities planned throughout the school year to encourage parent involvement and a system to allow parents to communicate with teachers and principals in a regular, two-way, and meaningful manner.

To encourage communication with parents, Magnolia High School schedules two parent-teacher conferences per semester. These conferences are scheduled near mid-quarter of each semester of the school year.

To promote and support responsible parenting, Magnolia High School will purchase books, magazines, and other informative material regarding responsible parenting through the school library. These materials will be advertised and parents will have an opportunity to borrow the materials for review.

At the end of each school year parents that attend all parent-teacher conferences will be acknowledged in the local newspaper.

The Magnolia School District has a Parent Center. The Parent Center is located at East Side Elementary School at 1310 Hollensworth Street. It is open Tuesday through Thursday from 8:00 a.m. to 3:30 p.m. during the school year. The Parent Center is a program designed to

encourage, enrich, and support parents in their efforts to be more involved in their child's education. In addition to learning materials for students, the center has learning materials for parents that will enhance and support parenting skills. A library of books and videos is available for checkout by parents. Topics include positive discipline tips, teaching responsibility, setting limits, how to say "no", making time-out really work, bedtime problems, single parenting, blended families, homework without tears, strong-willed children, attention deficits, and many others. The Parent Center is open to all parents who have children enrolled in the Magnolia Public Schools. Parent input and questions are welcomed as the Parent Center strives to be of service to parents with concerns about their child's education and well-being.

"Parents Make the Difference" evening will be scheduled on the High School campus.

Topics that will be covered are:

1. State of the School
2. What students will be learning
3. How students will be assessed
4. What parents should expect for their child's education
5. How parents can assist and make a difference in their child's education

To welcome parents to Magnolia High School, there is no policy or procedure that would discourage a parent from visiting the school, specifically including

1. policies requiring parents to pick-up their child outside the school building each day
2. policies prohibiting the parents from visiting a child's classroom during school events

Magnolia High School will publish a volunteer resource book, listing the interests and availability of volunteers for school staff members' use. The resource book will help match school needs with volunteer interests. To develop the volunteer resource book, the school will

1. survey parents regarding their interests, so volunteer work will be meaningful
2. determine how frequently a volunteer would like to participate, including just one time a year
3. include options for those who are available to help at home
4. As part of the Magnolia High School Parent Involvement Plan, statements will be printed attesting to the school district's commitment to parental involvement and distribute the statements to parents of students.

To encourage parents to participate as full partners in the decisions that affect their child and family, Magnolia High School will frequently publish the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions.

Magnolia High School will sponsor seminars to inform the parents of high school students how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.

Magnolia High School recognizes that community resources strengthen school programs, family practices, and student learning. To take advantage of community resources, alumni from the school district will be contacted to form an alumni advisory commission. The alumni commission will provide advice and guidance for school improvement. The school district will also develop paycheck size cards with tips for how parents can foster their child's success. Local employers will be contacted about including these cards with employee paychecks.

Magnolia High School will support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using to the degree possible the following components:

1. The principal of each school in the district will designate one certified staff member that is willing to serve as a parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement in the school. The parent facilitator will also undertake efforts to ensure that parental participation is recognized as an asset to the school.
2. The certified staff serving as a parental facilitator will receive supplement pay for the assigned duties as required by law.

Staff development opportunities as required by the State Board of Education's Standards of Accreditation of Arkansas Public Schools will be offered each year. Two hours of professional development opportunities for teachers will be offered each year. The professional development will be designed to enhance understanding of effective parental involvement strategies. The two hours may be included in the required thirty hours of staff development.

Three hours of professional development opportunities will be offered to school administrators.

The three hours will be in addition to the required thirty hours of professional development. Professional development for administrators will be designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

At the end of each school year, parents who attend all parent-teacher conferences will be acknowledged in the local newspaper.

It is the goal of Magnolia High School to assure an ongoing partnership between families, communities, and school. We believe such a partnership is fundamental to the academic and social success of students. From this partnership a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process. In accordance to the District plan, Magnolia High School has developed the following list of activities in which parents and/or volunteers can be involved in the educational process of our students.

- Academic Conferences
- ASCIP Plan includes Community members
- Albermarle Grant

- American Legion Boy's and Girl's State
- Arkansas Public Schools Month Activities
- Athletic Banquet
- Athletic Booster Clubs and Supporters
- Athletic Pep Rallies
- Awards Assembly
- Band Banquet
- Band Booster Club
- Behavior Conferences
- Blood Drive included community donors
- Calendars (Yearly with main, holidays,...)
- Christmas Luncheon
- Christmas/Spring Band Concerts
- Christmas/Spring Musicals
- Class Reunions
- Clothes Donations - Parents, Community
- College Night (SAU)
- Contacting parents of students needing tutoring
- Discipline Committee (parents)
- FFA Alumni Association
- Financial Aid Workshop
- Food Drive
- Grade-level list to parents of literature selections
- Greenhouse Repair by Alcoa
- Guest/Speakers/Visitors
- Handbooks (Maintaining..., Student)
- Internship
- Job Shadowing
- Knowledge Master
- Leadership Magnolia
- Letter to Connected Math parent about Benchmark
- Letter to parent about Algebra I master learning process
- Magnolia Alumni Association Day
- Magnolia Junior Charity League
- Math Parent Orientation Meeting
- Mentors/Citizens of Community
- News Releases (newspaper, radio, cable TV)
- Notify parents of Title I Reading students
- Nurse-Hearing, Vision & Scoliosis Screenings
- On Campus Parent Coordinator
- Open Parent Conferences - Available Daily
- Operation Christmas Child
- Opportunities for parents to view student writing portfolio
- Orientation sessions for parents of Algebra I students
- Panther Pride
- Parent Center

- Parent Involvement Contract (Title I)
- Parent Test Score Meetings
- Parent Visitation Day
- Parent/Teacher Conferences
- Physical Exams for Athletes
- Physicians
- PIE (office work, luncheon. etc.)
- PIE Building Reps & Board
- Private/Business Donations
- Progress Reports
- Quiz Bowl
- Red & White Christmas
- Relay for Life
- Rotary Club
- SAU Student Volunteers
- Scholar's Banquet (community leaders)
- School Board
- Senior Prom (parents)
- Special Education Activities
- Special Education Conferences
- Special Olympics Activities
- Spring Orientation for New Students/Parents
- Substitute Teachers
- Summer Registration & Orientation
- Title I Committee
- Tour of Schools
- Web page

Magnolia Public Schools. (n.d.). *Parent involvement plan 2007-2008*. Retrieved July 30, 2008, from <http://www.magnoliaschools.net/Parent%20Involve%20Plan/District%20PIP%20Document.pdf>