Reaching Out to Families:

A State Educational Agency
Self-Monitoring Tool
and Planning Guide for
Parental Involvement

ARCC
Appalachia Regional
Comprehensive Center at EDVANTIA

in partnership with

National Center for Family Literacy

www.arcc.edvantia.org

Reaching Out to Families:

A State Educational Agency
Self-Monitoring Tool
and Planning Guide for
Parental Involvement

Table of Contents

Section I

Introduction

Why Is Parental Involvement Important?

Research and practice show that involving parents in children's academic and social lives contributes to children's positive development and overall learning success.

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (Henderson & Mapp, 2002) discusses the latest findings on parental involvement. Findings support the positive effect that parents have on children's learning.

- *Students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.*
- *When families take an interest in what their children are learning, students show more positive attitudes towards school and behave better both in and out of school.*
- *Children from diverse cultural backgrounds sometimes do better when parents and school staff work together to bridge the gap between home and school cultures.*
- *Children do best if parents play several roles in their learning, such as helping at home, volunteering at school, planning their children's future, and taking part in decision-making at school.* [1]

Overall the evidence is consistent, positive, and convincing that families have a major influence on their children's achievement. "When schools, 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 & Mapp, 2002, p. 7).

The Elementary and Secondary Education Act

Title I, Part A of the Elementary and Secondary Education Act (ESEA) insures that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The ESEA identifies a number of ways that this goal can be accomplished, and providing parents with meaningful opportunities to participate in the education of their children is one of them. Parental involvement is specifically addressed in Section 1118 of Title I, Part A of the ESEA. This section outlines the requirements for state educational agencies (SEAs), local educational agencies (LEAs), and schools for involving parents in their children's education. The SEA plays a significant role in insuring the involvement of parents in their children's education and schools. This involvement is critical to student achievement and the overall success and improvement of schools.

[1] Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools.

Federal Definition of Parental Involvement

Section 1118 of ESEA defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that

- *Parents play an integral role in assisting their child's learning;*
- *Parents are encouraged to be actively involved in their child's education at school;*
- *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- *Other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). (Section 9101(32)*

Development of the Self-Monitoring Tool

The National Center for Family Literacy (NCFL), in partnership with the Appalachia Regional Comprehensive Center at Edvantia, designed this Self-Monitoring Tool for use by SEAs in determining how well they are accomplishing the goals of parental involvement as outlined in the ESEA, Section 1118.

The National Center for Family Literacy conducted a needs assessment on parental involvement in four states as a prelude to the development of the Self-Monitoring Tool. The purpose of the needs assessment was to identify the services, resources, and policies the SEAs were providing and implementing to ensure compliance with the requirements of the ESEA, Title I, Part A, Section 1118 and to determine any other services that exceeded those requirements.

From the needs assessment NCFL learned the required practices that were being implemented by the SEAs and the practices that were not. In addition, NCFL learned what SEAs were doing and providing to LEAs, schools and directly to parents that were exceeding the requirements and greatly contributing to reaching the goals of increased parental involvement and building capacity to include parents in their children's education. Of course, the required practices for compliance are included in the self- monitoring tool, but more importantly the specific enhanced practices that were identified consistently across the states from the needs assessment also are included.

Overview of the Self-Monitoring Tool

What Is the Purpose of the Tool?

The purpose of the Self-Monitoring Tool is to:

> - *Provide a tool for SEAs to assess and monitor their parental involvement practices*
> - *Identify what mandated requirements are being met and those that are not*
> - *Identify what parental involvement practices exceed mandated requirements*
> - *Identify areas of strength and need*
> - *Prioritize areas for improvement*
> - *Create a plan for change*

This tool can help states determine if they are meeting federal requirements for parental involvement and to identify specific practices that will assist them in moving beyond what is required to increase parental involvement, build capacity within LEAs and schools, and improve student achievement.

Who Should Complete the Tool?

This tool is intended to be completed by SEA staff who are involved in parental or family involvement initiatives, programs, or decision making. Although it could be used by an individual staff member, its greatest benefit to any improvements that might be made relies on inclusion of all stakeholders within the SEA. Therefore, completing the tool as a group provides the best results for identifying specific practices that are being implemented across the agency and creating and enacting a plan for change that is likely to have significant impact. The number of group members included is based solely on individual functions and assigned responsibilities for parental involvement within individual SEAs, but ideally a suitable working number is from five to seven individuals.

It is recommended that a group facilitator be identified to lead the process in completing the Self-Monitoring Tool. This individual takes responsibility for scheduling meetings, insuring that group members have what they need to participate, moving the process along from start to finish, and delivering the results of a completed Self-Monitoring Tool and Plan for Change.

How Long Will It Take to Complete the Tool?

Prior to meeting together and to expedite completion of the tool, it is recommended that all participants in the monitoring process review the information and steps for completing the tool in Section I.

The scoring of the Self-Monitoring Tool can occur in two ways. One way is for all participants to meet together as a team to score all items in Section II, record the scores, and then complete the Plan for Change in Section III. The second way is for individuals participating on the team to score separate parts of Section II before coming together to record the scores and complete the Plan for Change. If individual SEA staff will be completing separate parts of Section II it may be advantageous to have a brief face-to-face meeting to make assignments and clarify deadlines. It is expected that whichever approach is taken, participants will be required to devote at least one day to one and a half days to complete all parts of Self-Monitoring Tool.

How Often Should the Tool Be Completed?

The tool is designed to help SEAs assess parental involvement practices at the state level and to guide planning for its improvement. The tool should be completed initially by an SEA team that is accountable for insuring that parental involvement is being implemented according to the ESEA, Section 1118. The team will create an action plan for change with identified goals and a timeline for completion, but will need to consistently monitor the action plan to gauge progress. The team may find it helpful to monitor short-term goals every two to three months and to check longer-term goals on a six- to twelve-month basis.

SEAs may find it beneficial to reassess every two to three years to identify overall accomplishments and determine sustainability of newly implemented parental involvement practices.

How Can the Tool Be Used?

The Self-Monitoring Tool for parental involvement may be used by the SEA in a number of ways. The SEA may choose to use the entire tool to measure parental involvement broadly or to use individual parts of the tool for a particular focus on areas identified in need of greatest improvement.

Additionally, the SEA may choose to use the Self-Monitoring Tool with an identified team of SEA staff with specific responsibilities for parental involvement or integrate the tool into a broader strategic effort that examines not only parental involvement requirements, but compliance across all areas of ESEA.

Overall, the Self-Monitoring Tool is for SEA use only and is meant to guide an internal process of monitoring parental involvement practices, determining improvements based on the results, setting future goals and guiding a plan for change.

Structure and Organization of the Tool

Focus Areas for Parental Involvement

The Self-Monitoring Tool includes six areas of focus for parental involvement. These are areas that are aligned with Section 1118 of ESEA and also have been shown to build capacity of SEAs for increasing parental involvement.

The six areas of the Self-Monitoring Tool are:

- *Plans*
- *Communication and Information Dissemination*
- *Professional Development and Technical Assistance*
- *Accountability and Evaluation*
- *Funding*
- *Collaboration*

Scoring

For each of the six areas in the Self-Monitoring Tool there are two levels of scoring. The first level addresses the parental involvement requirements of ESEA and the second level applies to enhanced practices for achieving increased parental involvement. It is critical that SEAs first focus on the requirements of the law and then turn to practices that are beyond what is minimally required to provide a more enhanced level of parental involvement.

Scoring is done simply by indicating one point for a practice that is fully implemented by the SEA. In the Requirements for Compliance section, all subitems for each required item must be checked for full compliance in order to earn the score of 1. To earn a score of 1 in the Enhanced section, a score of 1 will vary by item as noted where there are multiple subitems. If the practice is not fully implemented a score of 0 is assigned to that item. Please note that the practice must be fully implemented to receive a score of 1. If a practice is partially implemented it receives a score of 0. For example, Part A, Item 1.2b requires that "the state policy provide a consistent definition of parental involvement that is distributed through the SEA to LEAs, parents and other stakeholders." Here is an example of partial implementation. The SEA is distributing a consistent state policy definition of parental involvement to the LEAs with evidence that it also is being distributed to parents. However, there is not evidence that LEAs are distributing the definition to other stakeholders. Therefore, this practice is scored a 0 because it is only partially implemented. If there is evidence that a consistent definition was being distributed by the SEA to all these constituencies then the practice is fully implemented and would receive a score of 1.

Completing the Tool and Developing a Plan for Change

There are ten easy steps for completing the Self-Monitoring Tool and developing a plan for improvement. Each step is described fully so that all members of the team are aware of what is required to complete the tool and work together to complete it in a timely manner.

Before proceeding with Step 1, members of the team will want to read through Section I to orient themselves to the tool and planning guide. In addition, team members will want to gather documents and other records that provide evidence that parental involvement practices are being implemented by the SEA. This evidence will help considerably in keeping the process moving along steadily. Once the preliminary work has been done the team is ready to start scoring the tool.

Step 1: Respond to self-monitoring items

First, indicate on the cover sheet the information that identifies who is involved in completing the Self-Monitoring Tool and the date(s) of completion. Then begin scoring each item that is required in the first area of the tool followed by the enhanced items. Again, a practice in the Required for Implementation Section must be fully implemented to receive a score of 1. Any practice that is only partially implemented is assigned a score of 0. Practices in the Enhanced Sections may vary and each item with multiple sub items specifies how many sub items must be implemented in order to receive a score of 1. Mark the score to the right of the item in the chart.

Step 2: Tabulate responses and assign scores

First, tabulate the subscore for the required items and then tabulate a subscore for the enhanced items. Once all the items have been scored in an area they may be tabulated and a total score indicated at the bottom of the chart.

Step 3: Chart scores

Transfer the total score for each of the six areas to the table on page 47. Now plot the scores on the graph on page 49. Notice the line for the maximum score that can be achieved in each area. Compare this line to the line just plotted based on the current scoring.

Step 4: Discuss results

The SEA team should discuss the results of the scoring with a focus on areas of strength and areas that may show large gaps, especially for required practices. Make note of both strengths and needs across the six areas.

Step 5: Identify strengths and needs

Identify and record the strengths and needs for each area on page 50. Highlight the needs that require particular attention and will allow the SEA to fully implement required practices if changes are made. The highlighted needs will be the basis of the Plan for Change.

Step 6: Develop the Plan for Change

Discuss each need and how it can be improved—what will need to be done to insure that the practice is fully implemented—and then record the plan for improving the practice, who will be accountable for its completion and a target date of completion. Review Section IV of the Self-Monitoring Tool to identify resources that may be helpful in successfully achieving the Plan for Change. Short-term goals are those that can be completed in a short period of time—from two to three months—while long-term goals may take from six months to a year to complete. The overall target date for completion should be within the next 12 months.

Once the team has completed the Plan for Change there may be other stakeholders who need to be aware of the plan or who also may have responsibilities for changes required of them. The identified team facilitator should insure that all stakeholders are aware of the plan and any involvement they may have in its implementation.

Step 7: Implement the plan and monitor progress

SEA staff members responsible for making changes should begin implementing the goals as outlined in the Plan for Change. The team facilitator should bring the team together every two to three months to monitor progress and make adjustments to the plan as needed.

Step 8: Reassess in 12 months

Dependent on the scope of the Plan for Change and the ongoing accomplishments of the SEA, a full re-monitoring might be feasible in 12 months. However, if the scope of the plan is extensive and there are a number of short- and long-term goals that need to be accomplished, it might make sense for a re-monitoring to occur after 18 months or even 24 months. Attention to and consistent monitoring of the Plan for Change will be essential for achieving the identified goals and meeting the established timeline.

Step 9: Discuss change and significant improvements

After a full re-monitoring, compare the results with the results of the first self-monitoring to determine the changes that have been made. Identify significant improvements and any areas or specific practices that need further work and follow up. Continue to implement the Plan for Change if the number and types of goals not met outweigh overall improvements.

Step 10: Determine next steps

Based on the full re-monitoring results, the SEA may be required to continue to implement the original Plan for Change or complete a revision to the Plan for Change that identifies only those practices that have not sufficiently changed to allow for full implementation. Determine if fully implemented practices from the original self-monitoring are being sustained by the SEA. Continue to work toward successful implementation of high-quality parental involvement practices at the state level.

Definitions

Accountability: The term *accountability* means responsibility for implementing federal or state parental involvement policies.

Collaboration: The term *collaboration* means work done jointly or together through combined efforts in order to support students' learning.

Communication: The term *communication* means a two-way sharing of information that supports students' learning.

Compliance: The term *compliance* means to meet or be in accordance with the federal requirements for parental involvement.

Enhanced: The term *enhanced* refers to parental involvement practices that exceed or go above or beyond those practices required by the federal guidelines.

ESEA: Elementary and Secondary Education Act. Section 1118 of the Elementary and Secondary Education Act (ESEA) contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their children's education.

LEA: Local Educational Agency; In General – The term *local educational agency* means public board of education or other public authority legally constituted with a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. (Title IX, Sec. 9101, 26)

Local Educational Agency: see LEA

Other staff: The term *other staff* means pupil services personnel, librarians, career guidance and counseling personnel, education aids, and other instructional and administrative personnel. (Title IX, Sec. 9101, 29)

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

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

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

    (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

(D) The carrying out of other activities, such as those described in section 1118. (Title IX, Sec. 9101, 32)

Section 1118 of ESEA defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that

- Parents play an integral role in assisting their child's learning;

- Parents are encouraged to be actively involved in their child's education at school;

- Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

- Other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).

Parent Information and Resource Centers: Parent Information and Resource Centers (PIRCs) help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children. Section 5563 of the *Elementary and Secondary Education Act* (ESEA) requires the recipients of PIRC grants to: serve both rural and urban areas; use at least half their funds to serve areas with high concentrations of low-income children; and use at least 30 percent of the funds they receive for early childhood parent programs. (Retrieved October 30, 2009, from http://www.ed.gov/programs/pirc/index.html)

Plan: The word *plan* means an outline, defined process or intention for proceeding in regards to addressing parental involvement in ways that support students' learning.

Planning guide: The term *planning guide* refers to the section of this tool that is dedicated to supporting the development of an outline, timeline, and process for proceeding in regards to addressing parental involvement in ways that support students' learning.

Policy: The word *policy* means a principle, directive or course of action as required by the federal or state government regarding parental involvement.

Professional development: The term *professional development*
(A) includes activities that -
   (i)   improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
   (ii) are an integral part of broad school wide and district wide educational improvement plans;
   (iii) give teachers, principals, and administrators the knowledge and skills

to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) Are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are-
(I) based on scientifically based research (except that this subclause shall not apply to activities carried under part D of title II); and
(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to -
(I) State academic content standards, student academic achievement standards, and assessments; and
(II) The curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);

(ix) are developed with extensive participation of teachers, principals, parents and administrators of schools to be served under the Act;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents, and

(B) may include activities that -
(I) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(II)　create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(III)　provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. (Title IX, Sec. 9101, 34)

Relationship-building: The term relationship-building means developing connections between parents and teachers, administrators, and other school staff in ways that support student learning.

Scientifically Based Research: The term scientifically based research -

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that -

 (i)　employs systematic, empirical methods that draw on observation or experiment;

(ii)　involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii)　relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv)　is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

 (v)　ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi)　has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Title IX, Sec. 9101, 37)

SEA: See 'State Educational Agency'

State Educational Agency: The term State educational agency means the agency primarily responsibly for the State supervision of public elementary schools and secondary schools.(Title IX, Sec. 9101, 41)

Technical assistance: The term technical assistance means a relationship in work or education setting in which an expert or someone with specific knowledge or skills provides information and support to help with a particular need (based on definition from http://mnsmart.metrostate.edu/docs/Web%20final%20for%20technical%20assistance%20307.pdf retrieved on 10/3009)

Title I: Title I of the Elementary and Secondary Act, identified as IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by -

(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;

(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;

(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

(7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;

(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(12) affording parents substantial and meaningful opportunities to participate in the education of their children. (SEC. 1001. STATEMENT OF PURPOSE, retrieved October 30, 2009, from http://www.ed.gov/policy/elsec/leg/esea02/pg1.html)

14

Section II

Section II

The Self-Monitoring Tool

State Educational Agency: _____

Date(s) of Monitoring and Review: _____

_____

_____

_____

_____

Names and Titles of Persons Completing the Self-Monitoring Tool and the Plan for Change:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part A: Plans

Plans refer to the plan (work plan, framework) that the SEA has instituted to carry out federal requirements. In addition to containing provisions for carrying out ESEA state requirements, the plan also may include extended provisions for maximizing parental involvement. Please read through the following sections and topics on SEA Plans. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

1.1 SEA Plans—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
1.1a The SEA has a state plan that includes parental involvement activities. (ESEA, Section 1111(a)(1)) **Comments**	_____	_____
1.1b The SEA consults with parents as well as local educational agencies, teachers, principals, pupil services personnel, administrators and other staff in developing the state plan. (ESEA, Section 1111(a)(1)) **Comments**	_____	_____
1.1c The state plan describes how the SEA will support the collection and dissemination of effective parental involvement practices to local educational agencies and schools. (ESEA, Section 1111 (d)) ❐ Parental involvement practices included in the plan are based on the most current research on effective parental involvement.(ESEA, Section 1111(d)(1)) ❐ Parental involvement practices included in the plan are aimed at lowering the barriers to parental involvement. (ESEA, Section 1111(d) (2)) **Comments**	_____	_____

1.1 SEA Plans—Requirements for Compliance NOTE: All subitems in this section must be checked for full implementation.	Fully Implemented	Not Implemented
1.1d The SEA reviews the plans of local educational agencies receiving Title I, Part A funds. ❒ SEA ensures the parental involvement activities included in the LEA plan meet requirements of Section 1118. (Section 1112(e)(3)) ❒ SEA publicizes and disseminates the results of the review to parents, as well as to the LEAs, teachers and staff, students and the community. (Section 1116(c)(1)(B)) ❒ SEA reviews any parent comments about LEA plans submitted with the LEA's plan. (Section 1118 (b)(4)) **Comments**	_____	_____
1.1e The SEA plan provides for the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents ❒ Play an integral role in assisting their child's learning (Section 9101(32)(A)) ❒ Are encouraged to be actively involved in their child's education at school. (Section 9101(32)(B)) ❒ Are full partners in their child's education. (Section 9101(32)(C)) **Comments**	_____	_____
1.1f The state may include in its state plan such other information as the state believes will best provide parents, students and other members of the public with information regarding the progress of the state's public elementary and secondary schools, including the extent and type of parental involvement in the school. (Section 1111(h)(1)(D)) **Comments**	_____	_____

State Plans: Required for Compliance Subscore
One point is assigned for each fully implemented practice. Total
the items that are fully implemented and record the score here.

Subscore   _____

1.2 SEA Plans—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
1.2a The SEA plan includes ESEA requirements, but goes beyond them to include parental involvement in all schools, not just Title I schools. **Comments**	_____	_____
1.2b The SEA plan outlines the state's goals for parental involvement. ❒ The plan includes how the SEA will achieve its goals. ❒ The plan states how the goals will be evaluated. *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____
1.2c The SEA plan includes a state definition of parental involvement. ❒ The definition used is the federal definition included in Section 9101(32) ESEA, but may be more comprehensive in detailing actual practices, strategies and the roles of parents, teachers and school administrators. ❒ The definition clearly outlines the features and structures of parental involvement. ❒ The definition includes expectations for all stakeholders. ❒ The definition is consistently relayed to LEAs, parents, and schools. *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

1.2 SEA Plans—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
1.2d The state plan provides for substantive parental involvement at every level of the program, including in ❒ The development and implementation of the State and local plan ❒ Carrying out the LEA and school improvement provisions *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____
1.2e The plan provides guidelines for strengthening parental involvement by providing ❒ Research-based practices ❒ Professional development for LEAs and school staff ❒ Training for parents, i.e., workshops, language and literacy skills ❒ Other_____ *(At least the first three subitems must be checked for full implementation.)* **Comments**	_____	_____
1.2f The plan should identify a person who will lead parental involvement efforts across the federal programs and state initiatives. This person ❒ Is consulted and included in all planning and implementation relative to parental involvement ❒ Serves as the point person for the SEA and state partners *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____

21

1.2 SEA Plans—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
1.2g The plan outlines SEA expectations for LEAs. ❒ LEAs will assist schools with including parental involvement activities. ❒ LEAs will hold schools accountable for implementing parental involvement activities. *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____
1.2h The plan includes steps to provide technical assistance through collaboration when necessary. **Comments**	_____	_____
1.2i The plan targets areas of parental involvement where the need is most critical, including ❒ Rural areas ❒ Urban areas ❒ English language learner families ❒ Areas of poverty ❒ Areas of homelessness ❒ Middle and high schools ❒ Parents with low literacy skills ❒ Other_____ *(At least the first seven subitems must be checked for full implementation.)* **Comments**	_____	_____

1.2 SEA Plans—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
1.2j The plan has an evaluation/accountability component. **Comments**	_____	_____
1.2k The plan is monitored and updated annually. **Comments**	_____	_____
SEA Plans: Enhanced Subscore One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here. **Subscore**	_____	

Part B: Communication and Information Dissemination

Please read through the following sections and topics on communication and information dissemination. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

2.1 SEA Communication and Information Dissemination—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
2.1a The SEA plan provides for the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents ❐ Play an integral role in assisting their child's learning. (Section 9101(32)(A)) ❐ Are encouraged to be actively involved in their child's education at school. (Section 9101(32)(B)) ❐ Are full partners in their child's education. (Section 9101(32)(C)) **Comments**	_____	_____
2.1b The SEA publicizes and disseminates to LEAs, teachers and other staff, parents, students and the community, the results of the state's annual review of LEAs to determine whether LEA is making annual yearly progress. (Section 1116 (c)(1)(B)) **Comments**	_____	_____
2.1c The SEA shall publish and disseminate to parents and the public information on any corrective action the SEA takes through such means as the Internet, the media, and public agencies. (1116(c)(10)(E)) **Comments**	_____	_____

2.1 SEA Communication and Information Dissemination—Requirements for Compliance NOTE: *All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
2.1d The SEA prepares and disseminates state report cards to parents annually. (Section 1111(h)(1)(A)) **Comments**	_____	_____
2.1e The SEA ensures the state report card is concise and presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. (Section 1111(h)(1)(b)(i), (ii)) **Comments**	_____	_____
2.1f The SEA ensures that state school report cards include all the information required by ESEA. (Section 1111(h)(1)(C)) ❒ Information related to student assessments ❒ Information related to graduation rates for secondary students ❒ Information on data from all LEAs in the state regarding making adequate yearly progress ❒ Information related to teacher quality **Comments**	_____	_____
2.1g The SEA ensures the LEA collects appropriate data and includes the required information in its report. (Section 1111(h)(1)(B)) **Comments**	_____	_____

_____

2.1 SEA Communication and Information Dissemination—Requirements for Compliance *NOTE: All su items in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
2.1h The SEA's information in the state report card regarding the progress of each of the state's public elementary and secondary schools may include information about the extent and type of parental involvement in schools. (Section 1111(h)(1)(D)) **Comments**	_____	_____

SEA Communication and Information Dissemination: Requirements for Compliance Subscore		
One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here. **Subscore**	_____	

2.2 SEA Communication and Information Dissemination Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
2.2a The SEA has a definite plan for communication and information dissemination that ensures parents not only receive required information, but understand the information. ❒ Information is simplified for easier reading. ❒ Information is free of educational jargon. ❒ Information is presented orally through telephone calls and/or through face-to-face meetings. ❒ Information is translated into the languages representative of parents in the school district, both in written and verbal communications. ❒ Information includes instructions and tips that help parents understand what they are expected to do with the information. ❒ Information identifies a contact person's name and phone number so parents can ask for help if necessary. *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

2.2 SEA Communication and Information Dissemination Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
2.2b The SEA has a plan for communicating with hard-to-reach parents including: ❒ Families living in poverty ❒ Families that are homeless ❒ Families who speak a language other than English ❒ Parents with low literacy skills ❒ Parents of children with disabilities ❒ Parents in rural areas ❒ Parents in urban areas *(All subitems must be checked for full implementation.)* **Comments**	_____	_____
2.2c The SEA supports district's and school's efforts to share information with parents in the following ways: ❒ Provides templates, samples, etc., for newspapers, press releases, agendas ❒ Recommends processes and topics for communicating, such as • Newspapers • Media • School newsletters • PTO/PTA meetings • Web sites and blogs (schools' and individual teachers') • Folders sent home by teachers • School bulletin boards • Parent nights • E-newsletters *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____

2.2 SEA Communication and Information Dissemination Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
2.2d The SEA Web site is used as an effective tool for sharing information with parents. ❒ The Web site is organized and easy to navigate. ❒ The Web site is sensitive to cultural diversity and accessible to English Language Learners. ❒ The Web site avoids acronyms and educational jargon and is understandable for people with low literacy levels. ❒ Information on parental involvement resources and services at the federal and state levels are provided. ❒ State staff contact information (e-mail, phone, and address) is listed for each parental involvement topic area: supplemental educational services, special education, school choice, No Child Left Behind, parent advisory groups, etc.). ❒ The Web site clearly describes how parents can submit questions to the SEA (via phone, e-mail, post, or a Web form). *(At least three subitems must be checked for full implementation.)* **Comments**	_____	_____
2.2e The SEA ensures that report cards are issued in such a timeframe to be useful to schools and parents. ❒ Schools receive critical information in time to make decisions for the upcoming school year to improve instruction. ❒ Parents receive critical information in time to make decisions for the upcoming school year regarding public school choice and supplemental educational services options. *(Both subitems must be checked for full implementation.)* **Comments**	_____	_____

2.2 SEA Communication and Information Dissemination Enhanced NOTE: *Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
2.2f The SEA ensures dissemination of state report cards in multiple ways, including ❒ The SEA's Web site ❒ Libraries ❒ Parent centers ❒ Direct parent mailings ❒ Local newspapers ❒ Local news ❒ Other_____ *(At least three subitems must be checked for full implementation.)* **Comments**	_____	_____
2.2g The SEA ensures that report cards include interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of each student. **Comments**	_____	_____
2.2h The SEA ensures that results of the annual yearly progress review of each LEA's compliance with ESEA parental involvement requirements are disseminated. ❒ Information is presented to parents at a 5th grade readability level or lower. ❒ This information is available in other languages spoken by families in the district and area schools. ❒ This information is shared in various formats (print/recordings/other). ❒ Parents are able to ask for clarity or provide feedback. *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

2.2 SEA Communication and Information Dissemination Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
2.2i The SEA ensures that results of the annual yearly progress review of each LEA's compliance with ESEA and NCLB parental involvement requirements are disseminated to ❏ LEAs ❏ Teachers ❏ Parents ❏ Students ❏ The community *(All subitems must be checked for full implementation.)* **Comments**	_____	_____
2.2j The SEA shares parental involvement resources with LEAs, principals, teachers and parents. **Comments**	_____	_____
SEA Communication and Information Dissemination: Enhanced Subscore One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here. **Subscore**	_____	

Part C: Professional Development and Technical Assistance

Please read through the following sections and topics on professional development and technical assistance. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

3.1 SEA Professional Development and Technical Assistance—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
3.1a Technical assistance provided by the SEA or entity authorized by the SEA shall address problems if any in implementing parental involvement activities, (Section 1116(c)(9)(B)) **Comments**	_____	_____
3.1b The SEA, in consultation with the Governor, will include as a component of the state plan, a plan to carry out the responsibilities of the state, including carrying out the SEA's statewide system of technical assistance and support for LEAs. (Section 1111(c)(3)) **Comments**	_____	_____
3.1c The SEA will work with other agencies, including educational service agencies or other local consortia and institutions to provide technical assistance to LEAs and schools, including technical assistance relating to parental involvement. (Section 1111(c)(4)) **Comments**	_____	_____
3.1d The SEA will consider providing professional development and technical assistance for parental involvement through educational service agencies where they exist. (Sections 1111(c)(5)(A)) **Comments**	_____	_____

3.1 SEA Professional Development and Technical Assistance—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
3.1e The SEA will consider providing professional development and technical assistance for parental involvement through other cooperative agreements, such as through a consortium of local educational agencies. (Section 1111(c)(5)(B)) **Comments**	_____	_____

SEA Professional Development and Technical Assistance: Requirements for Compliance Subscore One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here. **Subscore**	_____	

3.2 SEA Professional Development and Technical Assistance—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
3.2a The SEA provide technical assistance related to parental involvement that is designed to improve teaching and learning to LEAs and schools identified as "in need of improvement." **Comments**	_____	_____
3.2b The SEA ensures that the technical assistance it provides is supported by effective methods and instructional strategies from scientifically based research. **Comments**	_____	_____

3.2 SEA Professional Development and Technical Assistance—Enhanced NOTE: *Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
3.2c The SEA supports the continuing education of teachers, administrators and other school employees by ❒ Providing tuition reimbursement for credit-bearing courses leading to an advanced degree in a related field ❒ Making funds available to attend conferences or trainings relevant to content areas and teaching skills/strategies ❒ Conducting webinars ❒ Holding study groups ❒ Providing or requiring a specific number of PD hours per year *(At least three subitems must be checked for full implementation.)* **Comments**	_____	_____
3.2d The SEA ensures that school staff receive training on ways to work effectively with parents. **Comments**	_____	_____
3.2e The SEA ensures that training also is provided for parents and includes the following ❒ Tutoring skills ❒ Mentoring for parent leadership ❒ Accessing needed resources ❒ Improving their own literacy and education skills *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

3.2 SEA Professional Development and Technical Assistance—Enhanced NOTE: Requirements for full implementation in this section vary.	Fully Implemented	Not Implemented
3.2f The SEA provides technical assistance to LEAs and schools identified as "in need of improvement," including technical assistance related to parental involvement. ❐ Technical assistance is supported by effective methods and scientifically based instructional strategies. ❐ Technical assistance addresses any problems in implementing parental involvement activities. ❐ Technical assistance is provided within the school year in which need for improvement was noted. *(All subitems must be checked for full implementation.)* **Comments**	_____	_____
3.2g The SEA provides training to school administrators and staff on working effectively with parents. **Comments**	_____	_____
3.2h The SEA monitors professional development opportunities specifically focused on parental involvement as part of overall professional development opportunities required for all school staff. **Comments**	_____	_____
3.2i The SEA ensures that professional development is provided for all school staff, i.e., office, lunchroom, and custodial staff and bus drivers, who may have contact with parents. **Comments**	_____	_____
3.2j The SEA ensures that professional development sessions are presented within the framework of research-based strategies and methods. **Comments**	_____	_____

3.2 SEA Professional Development and Technical Assistance—Enhanced NOTE: Requirements for full implementation in this section vary.	Fully Implemented	Not Implemented
3.2k The SEA ensures that building relationships with parents and community members is included as part of professional development offerings. Offerings include: ❒ Creating a welcoming school environment ❒ How to communicate with families ❒ Understanding families' cultures ❒ Effective communication between schools and families ❒ Building rapport and trust between parents and teachers ❒ Developing partnerships with parents ❒ Engaging parents to impact children's learning ❒ Creating parent leaders and mentors *(At least four subitems must be checked for full implementation.)* **Comments**	_____	_____
3.2l The SEA utilizes resources of partners to the maximum extent possible to provide professional development services. ❒ Parents as Teachers ❒ State Parent Information and Resource Centers ❒ Family Resource Centers ❒ Other_____ *(At least two subitems must be checked for full implementation.)* **Comments**	_____	_____

37

3.2 SEA Professional Development and Technical Assistance—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
3.2m SEAs track parental involvement trainings across the SEA to determine where they were held, who sponsored them and who attended. **Comments**	_____	_____
3.2n The SEA takes advantage of available federally-funded resources for professional development that support parent and community involvement. ❒ Title I ❒ Reading First ❒ The Even Start Family Literacy Program ❒ Comprehensive School Reform ❒ 21st Century Community Learning Centers ❒ Parent Information and Resource Centers ❒ Comprehensive Centers ❒ Other_____ **Comments**	_____	_____

SEA Professional Development and Technical Assistance: Enhanced Subscore
One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here.

Subscore _____

Part D: Accountability and Evaluation

Please read through the following sections and topics on accountability and evaluation. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

4.1 SEA Accountability and Evaluation—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
4.1a The SEA reviews each LEA's plan to determine if parental involvement activities meet the requirements of Section 1118. (Section 1112(e)(3)) **Comments**	_____	_____
4.1b The SEA conducts an annual yearly progress review of each LEA receiving Title I, Part A funds to determine whether schools are making adequate yearly progress toward carrying out its parental involvement responsibilities under Section 1118 (1116 (c)(1)(A). **Comments**	_____	_____
SEA Accountability and Evaluation: Requirements for Compliance Subscore One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here. **Subscore**	_____	
4.2 SEA Accountability and Evaluation—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
4.2a Evaluation and/or accountability of parental involvement are/is included in state policy. **Comments**	_____	_____

4.2 SEA Accountability and Evaluation—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
4.2b Evaluation of parental involvement activities is included in the state plan. **Comments**	_____	_____
4.2c SEA designs a plan, secures resources and decides on the appropriate evaluation tool, either existing or new, to conduct a statewide evaluation of the effectiveness of parental involvement. **Comments**	_____	_____
4.d Evaluation is used to understand what parental involvement programs/activities work and for which subsets of parents. **Comments**	_____	_____
4.e The SEA uses evaluation findings to design and share more effective strategies for greater parental involvement. **Comments**	_____	_____
4.f Evaluation is used to identify barriers to greater participation by parents of diverse backgrounds. **Comments**	_____	_____

SEA Accountability and Evaluation: Enhanced Subscore
One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here.

Subscore _____

Part E: Funding

Please read through the following sections and topics on funding. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

5.1 SEA Funding—Requirements for Compliance NOTE: All subitems in this section must be checked for full implementation.	Fully Implemented	Not Implemented
5.1a The SEA sets aside 1% of its Title I allocation for parental involvement in districts. **Comments**	_____	_____

| SEA Funding: Requirements for Compliance Subscore
One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here.

Subscore | _____ | |

5.2 SEA Funding—Enhanced NOTE: Requirements for full implementation in this section vary.	Fully Implemented	Not Implemented
5.2a The SEA ensures that the LEAs reserve funds to carry out the parental involvement provisions of Section 1118. **Comments**	_____	_____
5.2b The SEA ensures the LEA involves parents of Title 1, Part A participating children in decisions about how it allots to schools the funds the LEA has reserved for parental involvement activities. **Comments**	_____	_____

5.2 SEA Funding—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
5.2c The SEA uses funds from the following sources to support parental involvement: ❒ Title I ❒ Reading First ❒ The Even Start Family Literacy Program ❒ Comprehensive School Reform ❒ 21st Century Community Learning Centers ❒ Other_____ *(At least three subitems must be checked for full implementation.)* **Comments**	_____	_____
5.2d The SEA combines Title I funding with funding from other sources to maximize parental involvement. ❒ Reading First ❒ Even Start ❒ Title III ❒ Title IV ❒ Other_____ *(At least two subitems must be checked for full implementation.)* **Comments**	_____	_____

SEA Funding: Enhanced Subscore
One point is assigned for each fully implemented practice.
Total the items that are fully implemented and record the score here.

Subscore _____

Part F: Collaboration

Please read through the following sections and topics on collaboration within the SEA. They can serve as a guide to help you think about what you already are doing, what you need to do and extra steps you can take. Score your parental involvement activities in this area appropriately. Use the results as a guide to your planning.

6.1 SEA Collaboration—Requirements for Compliance *NOTE: All subitems in this section must be checked for full implementation.*	Fully Implemented	Not Implemented
6.1a The SEA works with other agencies, including service agencies or other local consortia and institutions, to provide technical assistance to LEAs and schools, including technical assistance relating to parental involvement. (Section 1111(c)(4)) **Comments**	_____	_____
6.1b The SEA will consider collaborating with educational service agencies, where they exist, in providing professional development and technical assistance. (Section 1111(c)(5)(A)) **Comments**	_____	_____
6.1c Where educational service agencies do not exist, the SEA will consider providing professional development and technical assistance through other cooperative agreements, such as through a consortium of local educational agencies. (Section 1111(c)(5)(B)) **Comments**	_____	_____

SEA Collaboration: Requirements for Compliance Subscore
One point is assigned for each fully implemented practice. Total the items that are fully implemented and record the score here.

Subscore _____

6.2 SEA Collaboration—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
6.2a The SEA ensures that there is a designated staff member who serves as the parental (or family) involvement director at the SEA. **Comments**	_____	_____
6.2b The SEA establishes partnerships and collaborates with other agencies and organizations, including: ❐ 21st Century Community Learning Centers ❐ Parent Information and Resource Centers ❐ Community-based organizations ❐ Faith-based organizations ❐ Comprehensive Centers ❐ Other_____ *(All subitems must be checked for full implementation.)* **Comments**	_____	_____
6.2c To support parental involvement, SEAs combine the resources of federally funded school initiatives including ❐ Title I ❐ Title III – ESL ❐ Title IV – Safe and Drug-free Schools *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

6.2 SEA Collaboration—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
6.2d Parental involvement is addressed within the SEA through regular communications, such as: ❐ Regularly scheduled meetings ❐ Direct communication ❐ E-mail ❐ Other_____ *(The first three subitems must be checked for full implementation.)* **Comments**	_____	_____
6.2e The SEA has a parental involvement director/coordinator(s) who manage(s) partnerships with other organizations outside the SEA. **Comments**	_____	_____
6.2f The SEA coordinates and integrates parental involvement programs and activities with ❐ PTA/PTO ❐ Parent advocacy organizations ❐ Parent Information and Resource Center ❐ State Board of Education *(All subitems must be checked for full implementation.)* **Comments**	_____	_____

6.2 SEA Collaboration—Enhanced *NOTE: Requirements for full implementation in this section vary.*	Fully Implemented	Not Implemented
6.2g The SEA coordinates and integrates parental involvement programs and activities with community-based organizations and agencies. ❐ Local churches ❐ Community centers ❐ Child care centers ❐ Migrant education programs ❐ ESL organizations ❐ Family literacy programs ❐ After-school programs ❐ Other_____ *(At least four subitems must be checked for full implementation.)* **Comments**	_____	_____
6.2h SEAs provide information on community activities that link to learning skills and talents, such as including summer programs for students. **Comments**	_____	_____

SEA Collaboration: Enhanced Subscore
One point is assigned for each fully implemented practice.
Total the items that are fully implemented and record the score here.

Subscore _____

Scoring Summary

Once the Self-Monitoring Tool is completed and subscores are determined, the SEA is ready to complete the scoring summary. The summary will provide the essential information needed to begin the Plan for Change. First, transfer subscores from each of the areas of the Self-Monitoring Tool and determine total scores for the areas. Plot the subscores and total scores earned by the SEA on the graphs on the next page. After comparing and discussing the SEA scores in the various areas with the maximum score that can be achieved, identify the SEA's strengths related to parental involvement. Then spend time identifying the areas that will require changes to be made for creating and implementing new practices and policies or revising ones already in place to become fully compliant.

Tabulating and Recording Scores

Transfer the recorded subscores from each of the six areas of the self-monitoring tool to this table. Sum the subscores to determine a total score and record the score in the table.

The Self-Monitoring Tool – Score Summary

	Required Subscore	+	Enhanced Subscore	=	TOTAL SCORE
Part A: Plans	_____	+	_____	=	_____
Part B: Communication and Information Dissemination	_____	+	_____	=	_____
Part C: Professional Development and Technical Assistance	_____	+	_____	=	_____
Part D: Accountability and Evaluation	_____	+	_____	=	_____
Part E: Funding	_____	+	_____	=	_____
Part F: State Collaboration	_____	+	_____	=	_____

Charting Subscores and Total Scores

Plot the required and enhanced subscores and total scores for each parental involvement area on the respective graphs. The areas of the Self-Monitoring Tool, designated by letters, are listed on the horizontal axis and the point scale for subscores and total scores are listed on the vertical axis by numbers. Connect the points for scores achieved by the SEA with lines. Compare and discuss differences between the SEA line and the line that indicates the maximum score possible for each area.

Required Subscores

| Part | A | B | C | D | E |

Maximum Score

Enhanced Subscores

| Part | A | B | C | D | E | F |

Maximum Score

TOTAL Scores

| Part | A | B | C | D | E | F |

49
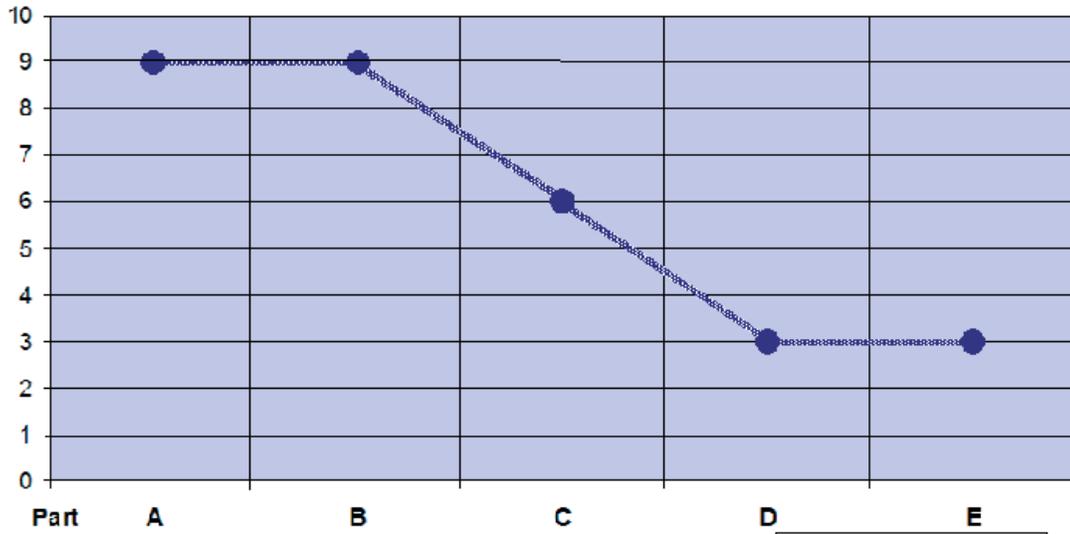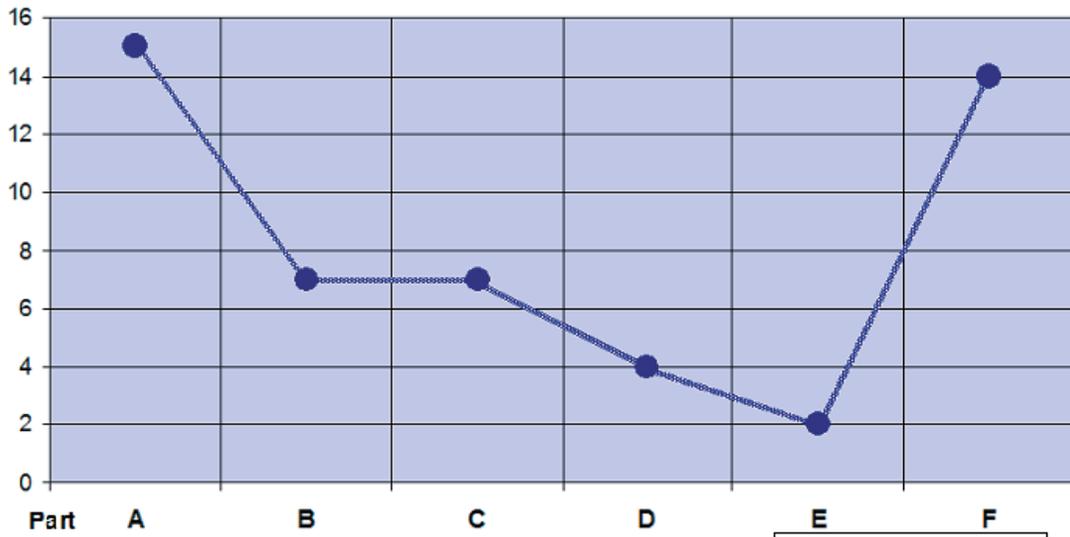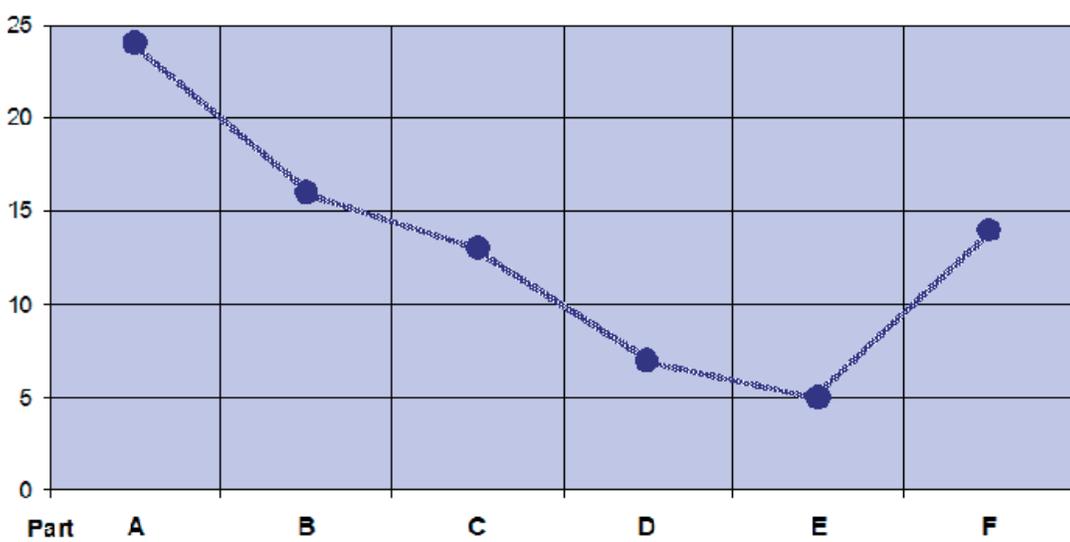
Identifying Strengths and Needs

Use the scoring summary information from the table of scores, the graphs, and any notes recorded during the monitoring process to identify the overarching strength areas and areas that need change within the SEA. Record the initial strengths and needs here in preparation for developing the Plan for Change in Section III.

SEA Strengths:

1. _____

2. _____

3. _____

4. _____

5. _____

SEA Needs:

1. _____

2. _____

3. _____

4. _____

5. _____

Section III

Planning for Improvement

Purpose

The purpose of developing the Plan for Change is for the SEA to increase parental involvement, build capacity within LEAs and schools, and improve student achievement state-wide.

Directions for Using the Plan for Change

Similar to the process of completing the self-assessment, change will be most effective if this plan is developed and carried out by the same team that was involved in the assessment process. Those individuals should include SEA staff who are involved in parental or family involvement initiatives, programs, or decision making. The number of group members included is based solely on individual functions and assigned responsibilities for parental involvement within individual SEAs, but ideally a suitable working number is from five to seven individuals.

It is recommended that a group facilitator be identified to lead the process of developing the Plan for Change. It can be, but is not essential, that the Plan for Change facilitator be the same individual who led the assessment process. This individual takes responsibility for: communicating regularly regarding progress on identified tasks, scheduling meetings, monitoring progress on tasks, and scheduling a reassessment within two to three years to identify overall accomplishments and determine sustainability of newly implemented parental involvement practices.

Roles

When completing the Plan for Change, individuals within your group will take on various roles. The following roles will help facilitate this process successfully.

Facilitator: Possibly the same individual who led the assessment process, this person facilitates communication and progress for all work identified by the parental involvement planning group. The facilitator communicates regularly with team members regarding progress for all goals, schedules individual meetings with each goal manager or with goal managers as a group to support progress toward achieving goals, and reconvenes the whole team as needed. The facilitator is also responsible for scheduling a reassessment within two to three years to identify overall accomplishments and determine sustainability of newly implemented parental involvement practices.

Goal manager: Each goal is assigned a manager to monitor progress for all tasks leading toward successfully meeting that particular goal. Goal managers communicate regularly with task coordinators and convene team meetings as needed, providing leadership in ways that keep the team on track for successfully completing the goal within the established timeframe. Goal managers submit a goal timeline and communicate regularly with the facilitator to monitor progress and solicit support as needed.

Task coordinator: Within each goal there often are a series of steps or tasks identified by the team as leading toward successfully achieving that goal. The task coordinator guides the successful completion of a task, reporting progress to the goal manager as requested.

Developing the Plan for Change

The Plan for Change (pages 57-61) is designed to help SEAs identify: targeted goals, staff who will coordinate and track efforts for addressing the goal, the target date for completion, intermediary steps that lead toward reaching the final goal, and staff who will coordinate each step as well as the deadline dates and resources needed for completing each step. Before completing the Plan for Change, it will be helpful for you to first follow these six steps.

1. Identify Goals

You have already identified the SEA's strengths and needs. These strengths and needs will determine what your goals will be. Using the scoring results at the end of Section II on page 47, identify all practices that need improvement on the list below. How can areas be improved? What do you want to achieve within each area? What changes will need to occur to bring each area to full implementation?

Priority ranking	Practices needing improvement	How the area can be improved	What we want to achieve	Changes needed for full implementation
Required				
Enhanced				

2. Prioritize Goals

In order to prioritize goals, sort areas scored in the assessment tool into the categories of required and enhanced as described below.

A. Required

Highest priority is given to those areas in which the agency is not meeting federal regulations.

- The group must review these areas and prioritize them according to the amount of effort required to bring the area into full compliance.
- These areas may have multiple practices to address as well. Some of these changes will require a long-term plan that identifies separate tasks or incremental phases of progress.

Then consider the items that you are meeting fully.

- What needs to be done to sustain full compliance?
- What practices enhance these requirements?
- Look at the enhanced items. Which of these are you implementing that support these areas? Which practices that you are not currently implementing can you begin to implement in order to further support these areas?

B. Enhanced

Finally, look at enhanced practices that you are not implementing. These are secondary to required practices, but should not be forgotten because they often can move parental involvement into a high level of effectiveness.

- Prioritize these practices to plan ways to make your agency excel in parental involvement.
- There may be a few practices that are fairly simple to address that would raise an area to a much higher level.
- Changes for some of the enhanced practices can be addressed easily as short-term tasks. Others may take longer and will need to be broken into smaller incremental tasks or phases of progress.

C. Review and arrange in order of importance

Go back over the list of goals and rank their priority based on what the group wishes to address first, second, and so on. Some goals can be addressed simultaneously if different people are addressing different goals. Staff person 1 and 2 may be addressing a long-term goal while staff person 3 is handling a short-term goal. Once the group has prioritized goals, they are ready to create the plan.

3. Write the Plan for Change

Using the goal that has been identified as highest in priority, complete all areas for Goal 1 on the *Parental Involvement: Plan for Change* form. A template for additional goals has been provided after Goal 6.

- Succinctly describe the goal under "What do you want to achieve?"
- Is this a long-term goal (six months to a year) or short-term goal (two to three months)?
- Identify measurable indicators for successfully completing the goal.
- What is the final "drop-dead" date for successfully achieving the overall goal?

- Who will manage the coordination and serve as taskmaster for assuring that the team achieves this goal?
- Determine each task involved and the sequence for completing tasks in getting closer to successfully achieving the overall goal.
- Identify who will need to be involved and the resources that will be needed.
- What is a reasonable timeframe for completing each individual task?
- Who will be responsible for coordinating the successful completion of each task?

4. Establish a Timeline

There will be short-term goals as well as long-term goals that require much more time to fully accomplish. Each goal has a timeline with an overall goal completion date assigned, as well as completion dates by which individual tasks leading toward that goal will be met. Using the template on page 62, the facilitator will provide a broad timeline including completion dates for all goals.

Example for completing timeline on page 62.

| | Goal Number and Task | Start Date | Finish Date | Months | | | | | | | |
| | | | | Year 1: 2010 | | | | Year 2: 2011 | | | |
#	Task			Jan - Mar	April - June	July - Sept	Oct - Dec	Jan - Mar	April - June	July - Sept	Oct - Dec
1	Review language in state report card	1/5/10	4/1/10	▓							
1	Rewrite language to meet ESEA requirements	4/1/10	9/30/10		▓	▓					
1	Get approved by commissioner; prepare for dissemination for 2011	10/1/10	11/1/10				▓				
2	Create parent communication plan that ensures understanding	4/1/10	5/1/11		▓	▓	▓	▓	▓		

5. Monitor Progress

Each goal manager will monitor progress for each task within his/her goal, communicating regularly with task coordinators to support progress toward meeting the overall goal. Goal managers will convene team meetings of task coordinators as needed and provide leadership in ways that keep the team on track for successfully completing the goal within the established timeframe. In turn, goal managers submit a goal timeline to the parental involvement facilitator and this person.

6. Reassess

It is recommended that the SEA reassess its level of parental involvement within two to three years following completion of the Reaching Out to Families Self-Monitoring Tool and planning process. This process of regular assessment will allow the SEA to identify overall accomplishments and determine sustainability of newly implemented parental involvement practices.

Parental Involvement: Plan for Change

1. In the spaces provided, identify and describe each goal your group has decided to address following the guidelines in the planning section titled Developing the Plan for Change. Write goals that are clear, specific and achievable for your group.

2. Together identify a goal manager who will monitor group progress and provide support as needed, and set a date when the overall goal will be met.

3. Next identify and briefly describe in sequential order the tasks or incremental phases of progress leading toward goal achievement.

4. Identify a task coordinator, a realistic target completion date and the people and resources needed.

5. Task coordinators will be responsible for shepherding the timely completion of the assigned tasks. Goal managers will monitor overall progress toward successful goal achievement, and the Plan for Change facilitator will coordinate efforts and monitor successful completion of all goals.

Goal 1

What do you want to achieve? _____

Goal manager: _____ By what date? _____

	Coordinator	Completion date	People & resources needed
Steps to take:			
1.			
2.			
3.			
4.			
5.			

Goal 2

What do you want to achieve? _____

Goal manager: _____ By what date? _____

Steps to take: Coordinator Completion date People & resources needed

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

4. _____ _____ _____ _____

5. _____ _____ _____ _____

Goal 3

What do you want to achieve? _____

Goal manager: _____ By what date? _____

Steps to take: Coordinator Completion date People & resources needed

1. _____ _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

4. _____ _____ _____ _____

5. _____ _____ _____ _____

Goal 4

What do you want to achieve? _____

Goal manager: _____ By what date? _____

Steps to take:	Coordinator	Completion date	People & resources needed
1.			
2.			
3.			
4.			
5.			

Goal 5

What do you want to achieve? _____

Goal manager: _____ By what date? _____

Steps to take:	Coordinator	Completion date	People & resources needed
1.			
2.			
3.			
4.			
5.			

Goal 6

What do you want to achieve? _____

Goal manager: _____   By what date? _____

Steps to take:	Coordinator	Completion date	People & resources needed
1.			
2.			
3.			
4.			
5.			

Goal ____

What do you want to achieve? _____

Goal manager: _____   By what date? _____

Steps to take:	Coordinator	Completion date	People & resources needed
1.			
2.			
3.			
4.			
5.			

Goal___

What do you want to achieve? _____

By what date? _____

Steps to take: Coordinator   Completion date   People & resources needed

1. _____
2. _____
3. _____
4. _____
5. _____

Goal___

What do you want to achieve? _____

By what date? _____

Steps to take: Coordinator   Completion date   People & resources needed

1. _____
2. _____
3. _____
4. _____
5. _____

Plan for Change Timeline

#	Goal Number and Task			Months								
					Year 1:_____				Year 2:_____			
	Task	Start Date	Finish Date	Jan - Mar	April - June	July - Sept	Oct - Dec	Jan - Mar	April - June	July - Sept	Oct - Dec	

Section IV

Resources for Implementing Change

The following resources may be useful as you address your Plan for Change. Each of the resources below includes a brief description, information to help you locate the resource, the areas for which the resource should be most helpful, and claims of effectiveness where available. You also are encouraged to explore other resources that may be helpful during this process. The Web site rubric located on pages 85-90 will be helpful in addressing items related to online communications with parents and evaluating the overall SEA Web site.

Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools

URL: http://www.learningfirst.org/publications/districts/

Format: Print, URL

Provider: Learning First Alliance

Abstract: The report outlines lessons from five high-poverty districts that have records of increasing student achievement. The report identifies a set of practical steps that schools and districts can take to move beyond a few excellent schools to success across entire systems.

Claims of Effectiveness: Researchers at Learning First Alliance examined instruction at five high-poverty districts showing improvement in student achievement. Researchers spent several days at each district and conducted more than 200 individual interviews, 15 school visits, and 60 focus groups. Research shows that the five districts had a similar set of strategies to improve instruction. The authors offer seven strategies that are essential to school improvement.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Beyond the Building

URL: http://www.sedl.org/pubs/catalog/items/fam40.html

Format: URL, Multimedia

Provider: Southwest Educational Development Laboratory

Abstract: This multimedia toolkit, available for purchase, helps educators and community organizers understand how to facilitate family and community involvement. It is linked to reviews of theory, literature, and research and provides guidance on how to use the research findings to make decisions regarding school, family, and community connections. Three-day training of trainers is available.

Evidence of Supporting Claims: Based on reviews of literature, theory, practice, and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Bibliography of Family Involvement Research Published in 2005

URL: http://www.hfrp.org/publications-resources/browse-our-publications/bibliography-of-family-involvement-research-published-in-2005

Format: Print, URL

Provider: FINE network @ Harvard Family Research Project

Abstract: Bibliography of research covering family involvement in education to include literature from 2005. The FINE bibliographies include journal articles, dissertations and theses, books and book chapters, reports, research briefs, and papers. Some entries are available online.

Evidence of Supporting Claims: Bibliography of research related to parental involvement.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Center on Innovation and Improvement (CII)

URL: http://www.families-schools.org/resources/parentresources

Format: URL

Provider: Center on Innovation and Improvement (CII)

Abstract: CII helps regional centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of schools. Research, reports, tools, and state policies on district and school improvement are available.

Claims of Effectiveness: Informational in nature; however, links from this Web site point to research-based (all levels of research) documents.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Characteristics of Improved School Districts: Themes from Research

URL: http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf

Format: PDF, URL

Provider: Center for Comprehensive Reform and Improvement

Abstract: The authors reviewed more than 80 research articles from studies conducted within the past 15 years that investigated the attributes of school districts that have improved over time. They identified 13 themes or characteristics of improved school districts, which have been clustered into four broad categories: Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement, and Clear and Collaborative Relationships.

Claims of Effectiveness: This document is based on a review of more than 80 research reports by the Research and Evaluation Office at the Office of Superintendent of Public Instruction. The analysis of the prior work identified 13 common themes. The themes should be viewed as integrated and interrelated. According to the author, they are important to district effectiveness, but not sufficient in isolation. A conceptual framework was designed that illustrates the relationships among the 13 themes and four categories.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools

URL: http://www.edvantia.org/publications/arccwebinar/ruralwebinars0809.html

Format: PDF, print, archived webinar video

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: Rural schools have unique opportunities to nurture meaningful parental and community involvement. Small, tightly knit communities; intergenerational and multiplex relationships; and schools that are community centers all enable the kind of parental and community involvement that can benefit both student achievement and community sustainability. Leveraging these opportunities becomes even more important as many rural schools serve increasingly diverse students. *Cultivating Success: Nurturing Parent and Family Involvement in Rural Schools* describes how to help schools encourage parental involvement and explores how states and districts can help rural schools meet their changing needs.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Culturally Responsive Parental Involvement

URL: http://www.aacte.org/publications/kinggoodwin.pdf

Format: PDF, URL

Provider: American Association of Colleges for Teacher Education

Abstract: This short booklet explores culturally biased beliefs many educators frequently have toward their students and their students' families. It provides a list of misconceptions educators may have about parents and parental involvement and suggests a variety of strategies for educators and parents to work together to benefit students.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

67

District Audit Tool: A Method for Determining Level of Need for Support to Improvement

URL: http://www.ccsso.org/publications/details.cfm?PublicationID=295

Format: URL

Provider: Council of Chief State School Officers (CCSSO)

Abstract: The Council of Chief State School Officers' Comprehensive Assessment System for ESEA Title I (CAS) State Collaborative on Assessment and Student Standards (SCASS), in partnership with Edvantia (formerly AEL), has completed a 3-year project to help states prioritize their delivery of support to districts and schools that fail to meet adequate yearly progress (AYP) targets. The *District Audit Tool: A Method for Determining Level of Need for Support to Improvement* includes methods for states to diagnose district functioning in research-based dimensions that correlate to positive student achievement gains on standards-based assessments. The tool includes both a metric calculator that analyzes data for distance of each subgroup and the group overall from the AYP targets, and a set of scoring rubrics that evaluate the district's or school's status against these research-based dimensions. Using this diagnostic data, states can determine which districts require the highest levels of support, identify what areas require support, and provide an objective method for allocating scarce resources.

Claims of Effectiveness: No claims of effectiveness are included in this document.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Diversity: School, Family, and Community Connections

URL: http://www.sedl.org/connections/research-syntheses.html

Format: PDF, URL

Provider: Southwest Educational Development Laboratory

Abstract: Third in a series of reports to help local school, community, and family leaders obtain useful research-based information about key educational issues. This synthesis focuses specifically on three categories: race or ethnicity, culture (including language), and socioeconomic status. The report also explores barriers to involvement for minority and low-income families, strategies that have been used to address those barriers, and recommendations that local educational leaders can adapt to address their specific needs. It is based on a review of over 64 studies.

Evidence of Supporting Claims: Review of literature and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Emerging Issues in School, Family, & Community Connections

URL: http://www.sedl.org/connections/research-syntheses.html

Format: PDF, URL

Provider: Southwest Educational Development Laboratory

Abstract: This research synthesis is the second in a series that examines key issues in the field of family and community connections with schools. It is a synthesis of 51 studies about the impact of family and community involvement on student achievement, and effective strategies to connect schools, families and community.

Evidence of Supporting Claims: Review of literature and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement

URL: http://www.sedl.org/connections/resources/rb/rb3-Secondary.pdf

Format: PDF, URL

Provider: Southwest Educational Development Laboratory

Abstract: This Strategy brief discusses strategies for successful family involvement at the middle school and high school levels.

Evidence of Supporting Claims: Based on best practice and best-available research and literature.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Good Rural High Schools: Rubrics and Standards for High School Observation and Assessment

URL: http://www.ruraledu.org/user_uploads/file/GRHS_Rubrics_for_Observ.pdf

Format: PDF, URL

Provider: The Rural School and Community Trust

Abstract: This is a rubric-based assessment system for high schools developed by the Rural School and Community Trust. Areas of assessment include curriculum and instruction, community connectedness, democratic practice, supporting structures, staffing, facilities, and leadership.

Claims of Effectiveness: No information provided on what the audit is based on, nor whether it has been field-tested.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Handbook on Restructuring and Substantial School Improvement

URL: http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf

Format: Print, URL

Provider: Center on Innovation and Improvement (CII)

Abstract: Sponsored by the U.S. Department of Education, CII engaged leading experts on restructuring and school improvement to prepare modules for this handbook to assist states, districts, and schools in establishing policies, procedures, and support to successfully restructure schools.

Claims of Effectiveness: The modules are based on "promising practices," which blend findings from rigorous research in other fields, research and field expertise, statistically controlled, correlational studies, and long and outstanding records of improved performance.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Improving Your Child's Education: A Guide for African American Parents

URL: http://www.edtrust.org/sites/edtrust.org/files/publications/files/AfricanAmericanParentGuide.pdf

Format: Print, URL

Provider: Education Trust

Abstract: User friendly resource that states the case specific to the African American parent audience and provides helpful tools needed to advocate and improve their children's education.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Improving Your Child's Education: A Guide for Latino Parents

URL: http://www.edtrust.org/sites/edtrust.org/files/publications/files/imprvgeduLatino.pdf

Format: Print, URL

Provider: Education Trust

Abstract: User-friendly resource that presents the case specific to the Latino parent audience and offers a number of suggestions for how Latino parents can get involved in the education of and be a better advocate for their children.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Inside the Black Box of High-Performing, High Poverty Schools

URL: http://prichardcommittee.org/Portals/1059/Publications/Inside%20the%20Black%20Box.pdf

Format: PDF, URL

Provider: Prichard Committee for Academic Excellence

Abstract: The results of a study of eight high-performing, high-poverty elementary schools in Kentucky are reported. The schools underwent an audit using the state's audit tool, and results were compared with eight demographically similar low-performing schools that had also been through a state audit. Characteristics of the high-performing schools are identified, as well as information on how they differed from low-performing, high poverty schools.

Claims of Effectiveness: This study, conducted by the Prichard Committee for Academic Excellence, looks at a group of eight high-poverty, high-performing elementary schools in Kentucky. A scholastic audit was used as the centerpiece of the research design and included a six-member team that spent a week on site interviewing teachers and administrators, and numerous parents and students. The team conducted classroom observations and reviewed school documents that included test scores, school improvement plans, school policies, teacher lesson plans, and student work samples. The eight study schools were matched on several demographic factors with eight low-performing, high-poverty schools that had previously been audited. A statistical analysis was performed using data from the audit reports and comparisons were made to identify statistically significant differences in the audit results for the types of school.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Involving Parents in No Child Left Behind: Toolkit for Schools

URL: http://dpi.wi.gov/fscp/pdf/bbnclbbk.pdf

Format: Print, PDF, URL

Provider: Wisconsin Department of Public Instruction

Abstract: This booklet examines major areas in which NCLB requires schools to involve and inform parents. It offers action steps for parent notification and involvement and suggests strategies for communities to unite in improving the education of all children.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Kentucky's Highly Skilled Educator Program

URL: http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/

Format: Print, URL

Provider: Kentucky Department of Education (KDE)

Abstract: The Highly Skilled Educator (HSE) program was created by the Kentucky Education Reform Act of 1990 to provide support to schools with declining test scores. It was designed as a means to reward outstanding teachers and administrators with recognition for excellence, a salary incentive, and an opportunity to assist other teachers, administrators, and schools. Applicants participate in a rigorous application and training process. The current focus of the program is to provide assistance to low-performing schools.

Claims of Effectiveness: A study completed by the Partnership for Kentucky Schools titled *Improving Low-Performing Schools: A Study of Kentucky's Highly Skilled Educators Program*, drew several conclusions about the impact and effectiveness of the Highly Skilled Educator Program. Their data found impact in four critical areas: Curriculum and Instruction, Professional Development, Leadership, School Organization, Morale, and Test Scores.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

New Jersey Quality Single Accountability Continuum (NJQSAC)

URL: http://www.state.nj.us/education/genfo/qsac/

Format: URL

Provider: New Jersey Department of Education

Abstract: The New Jersey Quality Single Accountability (NJQSAC) is a system for evaluating and monitoring public school districts throughout New Jersey. This approach is intended to be a comprehensive accountability system to determine the extent that public school districts are providing a thorough and efficient education. The NJQSAC system, through the use of the District Performance Review (DPR), focuses on five key components of school district effectiveness--instruction and program, personnel, fiscal management, operations, and governance. Within the NJQSAC components are the standards and indicators designed to assess student achievement, progress toward proficiency, local capacity, and the need for support and assistance. The NJQSAC was field-tested in 2006.

Claims of Effectiveness: No claims made; no information provided on the Web site about the research base behind the continuum.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

URL: http://www.sedl.org/connections/research-syntheses.html

Format: PDF, URL

Provider: Southwest Educational Development Laboratory (SEDL)

Abstract: This review of research examines the growing evidence that family and community connections with schools make a difference in student success. It is a synthesis of 51 studies about the impact of family and community involvement on student achievement, and effective strategies to connect schools, families and community. This publication is the second in the series of annual research syntheses by SEDL's National Center for Family & Community Connections with Schools, and the fourth in the series of Evidence publications authored or co-authored by Anne T. Henderson.

Evidence of Supporting Claims: Based on a review of literature, theory, practice, and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

A New Wave of Evidence Family and Community Engagement Self-Assessment

URL: http://www.sedl.org/connections/research-syntheses.html

Format: PDF, URL

Provider: Southwest Educational Development Laboratory (SEDL)

Abstract: Developed by Dr. Karen Mapp, co-author of *A New Wave of Evidence* and director of the Institute for Responsive Education (IRE) at Northeastern University in Boston, this simple tool can help you assess where your school or school district is in relation to the report's recommendations. It is designed to be used as a supplement to presentations or discussions about *A New Wave of Evidence*.

Evidence of Supporting Claims: Review of literature, theory, practice, and some experimental and quasi-experimental research.

Related Resources: *A New Wave of Evidence Key Findings*

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

A New Wave of Evidence Key Findings

URL: http://www.sedl.org/connections/research-syntheses.html

Format: PDF, URL

Provider: Southwest Educational Development Laboratory (SEDL)

Abstract: This short handout lists the eight key findings from *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. It cites specific studies supporting each key finding, and provides a full reference list for those studies.

Evidence of Supporting Claims: Based on a review of literature, theory, practice, and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Helping with Homework"

URL: http://d12.newmediamill.net/media/edvantia/podcasts/ARCC_parent_11.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Cultivating Parent Leaders"

URL: http://d12.newmediamill.net/media/edvantia/podcasts/ARCC_parent_15.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Get the Conversation Started and Keep it Going, Part I"

URL: http://dl2.newmediamill.net/media/edvantia/podcasts/ARCC_parent_04a.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: Part of the ARCC's podcast series, Parent Involvement: Keys to Success. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Get the Conversation Started and Keep it Going, Part II"

URL: http://dl2.newmediamill.net/media/edvantia/podcasts/ARCC_parent_04b.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: Part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Keys to Success Introduction"

URL: http://d12.newmediamill.net/media/edvantia/podcasts/ARCC_parent_00.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: Part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement in Schools: Engaging Parents as Partners"

URL: http://d12.newmediamill.net/media/edvantia/podcasts/ARCC_parent_14.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Information and Strategies for Educators"

URL: http://d12.newmediamill.net/media/edvantia/podcasts/ARCC_parent_12.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success*. The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Parent Involvement: Meeting High Expectations with Practical Solutions Facilitator Guide

URL: http://www.edvantia.org/publications/arccwebcast/march07/Webcast2_Facilitator_Guide.pdf

Format: PDF, URL

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This facilitator's guide was designed for the 2007 webcast, *Parent Involvement: Meeting High Expectations with Practical Solutions*, and was developed by the Appalachia Regional Comprehensive Center (ARCC) at Edvantia in partnership with the National Center for Family Literacy (NCFL).

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Written Communications with Parents, Part I"

URL: http://dl2.newmediamill.net/media/edvantia/podcasts/ARCC_parent_05a.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success.* The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Written Communications with Parents, Part II"

URL: http://dl2.newmediamill.net/media/edvantia/podcasts/ARCC_parent_05b.m4a

Format: Podcast

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This podcast is part of the ARCC's podcast series, *Parent Involvement: Keys to Success.* The podcasts are intended to provide our region's state education agency staff with resources and information schools can use to involve parents in their children's learning. Content for the podcasts is provided by ARCC's partner organization, the National Center for Family Literacy (NCFL). The podcasts cover a variety of ideas, research, and strategies to promote parental involvement in schools.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Parent Involvement: Meeting High Expectations with Practical Solutions"

URL: www.edvantia.org/publications/arccwebcast/march07/index.html

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This webcast identifies strategies for overcoming many of the challenges educators face in successfully engaging all parents in their children's academic achievement. Learn how students, families, and schools can work together to support high expectations for all students to succeed. Using a research-based parental involvement framework developed by the National Center for Family Literacy (NCFL), this webcast addresses six areas important for helping teachers, schools, and districts work with families to support high expectations and success for all students. The framework is aligned with NCLB, National PTA Standards, and current research on parental involvement; and it is based on actual experience with parent/family programs.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Parental Involvement: Title I, Part A (Non-Regulatory Guidance)

URL: http://www.ed.gov/programs/titleiparta/parentinvguid.doc

Format: Print, URL

Provider: U.S. Department of Education

Abstract: This document assists SEAs, LEAs, and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. It is not all-inclusive but answers questions about and clarifies aspects of the law.

Evidence of Supporting Claims: Non-regulatory guidance on the role of parental involvement in No Child Left Behind. Contains annotated bibliography of research and research-based resources on parental involvement.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Parental Involvement in Education

URL: http://www.ecs.org/clearinghouse/59/11/5911.htm

Format: Print, URL

Provider: Education Commission of the States

Abstract: A summary of policies on parental involvement in education enacted by each of the 50 states.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Parenting for Academic Success

URL: http://www.deltapublishing.com/proddetail.cfm?cat=1&toc=91&stoc=0&pronum=3372&crit=dpub

Format: Print, URL

Provider: National Center for Family Literacy (NCFL)

Abstract: This research-based curriculum simultaneously builds parent's English language skills as they learn strategies to support their children's language and literacy development. It can be purchased through Delta Publishing Company.

Evidence of Supporting Claims: This curriculum was developed in collaboration with the Center for Applied Linguistics. Theory, best practice, and some findings from experimental and quasi-experimental research was used in its development.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Policy Compliance and Evaluation Guidance

URL: http://www.cde.state.co.us/FedPrograms/nclb/downloads/pi_compAndEvalGd.pdf

Format: PDF, URL

Provider: Colorado Department of Education

Abstract: The State of Colorado developed this resource to guide and focus districts on the key elements of the parental involvement legislation that the State and districts are required to monitor and evaluate. Suggestions are provided for evaluation methods and checklists for assessment are included.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Redefining Parental Involvement: Lessons from High-Performing Migrant-Impacted Schools

URL: http://aer.sagepub.com/cgi/content/abstract/38/2/253

Format: Print, URL

Provider: American Educational Research Association

Abstract: Because of the difficulties of involving migrant parents in their children's schooling, the authors attempted to find effective parental involvement practices by a qualitative study of parental involvement in high-performing, migrant-impacted schools. They found that schools were effective in involving parents because they aimed to meet parent needs rather than adhering to a predetermined definition of involvement.

Claims of Effectiveness: In this qualitative study, 15 schools were chosen that met high achievement criteria in migrant-impacted districts that were recognized for parental involvement. Data were gathered through interviews, observations, and document review. No less-successful schools or districts were studied for comparison.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

The Role of Districts in Fostering Instructional Improvement: Lessons from Three Urban Districts Partnered with the Institute for Learning

URL: http://www.rand.org/pubs/research_briefs/RB9142/

Format: PDF, URL

Provider: RAND Corporation

Abstract: This monograph presents the findings from a 3-year case study that focused on analyzing three districts' efforts to meet the challenges of high-stakes accountability brought on by NCLB. The study sought to assess the contribution made by the Institute for Learning (IFL) as a partner with the districts. Districts' improvement efforts focused on the following areas: promoting the instructional leadership of principals; supporting the professional learning of teachers, especially school-based coaching; specifying curriculum; and promoting data-based decision making for planning and instructional improvement.

Claims of Effectiveness: A three-year comparative case study design with mixed methods was used to study three urban districts' efforts to meet the challenges of high stakes accountability. Districts were selected based on their working experience with the Institute for Learning (IFL) and for variation in district size, union environment, and state context. Data were collected through extensive field interviews and focus groups, surveys of elementary, middle, and high school principals and teachers, district and IFL documents, and from demographic and student achievement databases. This study offers policymakers, administrators, and funders important insights about how to improve teaching and learning in urban districts.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Role of Parent Involvement in No Child Left Behind"

URL: http://www.edvantia.org/publications/arccwebcast/march06/index.html

Format: URL

Provider: Appalachia Regional Comprehensive Center (ARCC)

Abstract: This webcast sets the stage for SEAs to develop specific plans for addressing NCLB parental involvement requirements. National and Grass Roots experts speak to this important topic and respond to state concerns. Anne Henderson, Sharon Darling, Jane Grinde, and Aurelio Montemayor are featured.

Evidence of Supporting Claims: Informed by expert practitioner experience, and a review of policy, literature, and some experimental and quasi-experimental research.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Similar Students, Different Results: Why Do Some Schools Do Better?

URL: http://www.edsource.org/pub_SimStu6-06_SummaryReport.html

Format: PDF, URL

Provider: EdSource Online

Abstract: Why do some California elementary schools serving largely low-income students do better on the state's academic performance index (API) than other schools with very similar students? This study surveyed principals and teachers in 257 schools and learned that socioeconomic factors are far from the sole predictor of academic performance. Analysis identified four interrelated practices associated with higher test scores and suggested implications for district and principal leadership.

Claims of Effectiveness: This report summarizes the findings from a two-year study conducted by EdSource, Stanford University, University of California-Berkeley, and American Institutes for Research (AIR). The researchers collected data through superintendent interviews, principal and teacher surveys, and school demographic information documents. The researchers also used multiple regression analyses. Researchers found four domains that are most highly correlated with higher Academic Performance Index (API) scores: prioritizing student achievement, implementing a coherent, standards-based instructional program, using assessment data, and ensuring availability of instructional resources.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

South Carolina's Teacher Specialist On-Site (TSOS) Program

URL: http://ed.sc.gov/agency/Accountability/Quality-Assurance/old/sq/ci/tsos/

Format: Print, URL

Provider: South Carolina State Department of Education

Abstract: Schools rated below average or unsatisfactory on the South Carolina School Report Card may request teacher specialists to serve across grade levels in elementary schools (K-5) and in the core content areas in middle and high schools. Teacher specialists are experienced, exemplary educators who build capacity by coaching, training, and assisting classroom teachers in strengthening their instructional skills.

Claims of Effectiveness: Web site states that the SCDE evaluates the TSOS program, but no further information is provided.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Standards and Indicators for School Improvement (SISI)

URL: http://www.education.ky.gov/NR/rdonlyres/27096052-D957-4E71-A4E6-3B71BC1AB59A/0/SISI08.pdf

Format: PDF, URL

Provider: Kentucky Department of Education

Abstract: The SISI is an audit tool developed by the Kentucky Department of Education that districts or schools in Kentucky can use to assess the school environment on nine standards and numerous indicators, and identify areas for improvement. Kentucky uses the SISI to audit low-performing schools, but the instrument is available and widely used throughout the state for school improvement purposes. A district-level instrument is also available.

Claims of Effectiveness: No claims made; no information provided on the Web site on the research base behind the standards and indicators.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Surveys of Enacted Curriculum"

URL: http://www.ccsso.org/projects/Surveys_of_Enacted_Curriculum/

Format: URL

Provider: Council of Chief State School Officers (CCSSO)

Abstract: "The Surveys of Enacted Curriculum" (SEC) are a set of data collection tools available to states that join the Council for Chief State School Officers (CCSSO) SEC Collaborative. They also are available for purchase from the CCSSO's partner institution, the Wisconsin Center for Education Research. The SECs are used with teachers of Mathematics, Science and English Language Arts (K-12) to collect and report consistent data on current instructional practices and content being taught in classrooms. The resulting data analyze the degree of alignment between current instruction and state standards and assessments. Teachers complete the Survey questions through an online, web-based system.

Claims of Effectiveness: According to the Web site, the Surveys have been field tested in hundreds of schools and classrooms and a high level of reliability has been found in test-retest statistical analyses and inter-rater reliability analyses of alignment content scoring.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"What Works in Schools Online Surveys"

URL: http://www.whatworksinschools.org/

Format: URL

Provider: What Works in Schools

Abstract: The "What Works in Schools Online Surveys" ask participants to create a profile of how their school or district addresses the factors that influence student achievement. The surveys are based on 11 factors that have the greatest effect on student achievement, drawn from meta-analysis of 35 years of educational research by Robert Marzano. The surveys measure participants' perceptions, pointing to areas that can become the focus of school improvement efforts. Participants' survey responses are compiled into analytical reports that provide an instant snapshot of the areas that are most critical to the school's efforts to improve student achievement levels.

Claims of Effectiveness: This online survey is based on a meta-analysis of 35 years of educational research by Robert Marzano. The survey is based on eleven factors that Marzano has found in the research that have the greatest effect on student achievement.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

What Works with Low-Performing Schools: A Review of Research

URL: http://www.edvantia.org/products/pdf/WhatWorks.pdf

Format: PDF, URL

Provider: Edvantia

83

Abstract: This publication reviews research on the characteristics of low-performing schools and effective strategies that can benefit such schools.

Claims of Effectiveness: This literature review conducted by researchers at Edvantia is based on a review of the current literature on characteristics of low-performing schools as well as the authors' expert opinions.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

"Writing for a Changing World: Reaching Low Literacy Audiences with Print Material"

URL: http://www.extension.umn.edu/distribution/communications/DL6052.html

Format: URL

Provider: University of Minnesota Extension Service

Abstract: Useful guide for creating user-friendly print materials for low literacy adults.

Plans	Communication & Information Dissemination	Professional Development & Technical Assistance	Accountability & Evaluation	Funding	Collaboration

Web Site Rubric

General Information

Name: _____

Date: _____

Please identify yourself:
Parent: ❒
District staff: ❒ Job title: _____

School staff: ❒ Job title: _____

Other: ❒ Please specify: _____

Web site reviewed: _____

Please rate your experience with the internet in general.

❒ I have very little experience with the internet.

❒ I have some experience with the internet.

❒ I have considerable experience with the internet.

❒ I have extensive experience with the internet.

Please rate your experience with this specific Web site:

❒ I have very little experience.

❒ I have some experience.

❒ I have considerable experience.

❒ I have extensive experience.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Not Sure
Organization						
1	The mission of the state education agency is easily accessible.	❒	❒	❒	❒	❒
2	Background information about the state education agency is easily accessible.	❒	❒	❒	❒	❒
3	Information about what the site contains is easily accessible.	❒	❒	❒	❒	❒
4	Summary information for sections, specific documents, etc., is available.	❒	❒	❒	❒	❒
5	There are separate sections of the Web site targeted to different audiences including: administrators, teachers, parents, and students.	❒	❒	❒	❒	❒
6	The Web site is easy to navigate. (For example, a person looking for specific information on parental involvement can find the information in a short period of time without frustration.)	❒	❒	❒	❒	❒
Accessibility						
7	English language learners are/would be able to understand or are given access to resources helping them to understand Web site information.	❒	❒	❒	❒	❒
8	People with low literacy levels are/would be able to understand or are given access to resources helping them to understand Web site information.	❒	❒	❒	❒	❒
9	People with special needs are/would be able to understand or are given access to resources helping them to understand Web site information.	❒	❒	❒	❒	❒
Presentation						
10	The pictures/icons are meaningful and relevant. (For example, pictures/icons would help English language learners navigate the Web site, help people with low literacy navigate the Web site, or help the average persons understand and locate information.)	❒	❒	❒	❒	❒

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Not Sure
	Presentation					
11	The Web site refrains from using educational acronyms and school jargon or explains them when used.	❒	❒	❒	❒	❒
12	Menu items are easy to understand.	❒	❒	❒	❒	❒
13	The page is visibly pleasing and easy to read: 1) not too much text without breaks, 2) backgrounds and text work well together, 3) visual aids are used, and 4) large enough text size.	❒	❒	❒	❒	❒
14	There is evidence that the Web site is sensitive to cultural diversity. (For example, information is presented in multiple languages, no language bias reflecting specific populations is present, and awareness of various ethnicities and languages are apparent through use of visuals representing diversity, holidays on the school calendar, etc.)	❒	❒	❒	❒	❒
	Technical Aspects					
15	Internal search engine produces usable results. (To test this, search terms such as "parents," "test scores," and "homework help.")	❒	❒	❒	❒	❒
16	"Print friendly" versions of pages are available if appropriate.	❒	❒	❒	❒	❒
17	Forms can be completed and submitted (if applicable) online or printed and mailed.	❒	❒	❒	❒	❒
18	Web site links work properly. (For example, when you click on a link, it takes you to a page with relevant information.)	❒	❒	❒	❒	❒
	Mechanics					
19	Spelling, grammar, and punctuation are correct.	❒	❒	❒	❒	❒

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Not Sure
	Specific Information					
20	No Child Left Behind parental involvement requirements are listed.	❏	❏	❏	❏	❏
21	No Child Left Behind parental involvement requirements are easily understandable.	❏	❏	❏	❏	❏
22	Information on parental involvement resources and services at the federal level is provided.	❏	❏	❏	❏	❏
23	Information on parental involvement resources and services at the state level are provided.	❏	❏	❏	❏	❏
24	Links to more information on parental involvement resources and services at the district level are provided.	❏	❏	❏	❏	❏
25	State staff contact information (e-mail, phone, and address) is listed for each parental involvement topic area (supplemental educational services, special education, school choice, No Child Left Behind, parent advisory groups, etc.).	❏	❏	❏	❏	❏
26	English language learners are provided with a contact from whom they may obtain information.	❏	❏	❏	❏	❏
27	Student assessments are thoroughly explained and clear for all audiences (including educators and non-educators).	❏	❏	❏	❏	❏
28	State academic standards are accessible.	❏	❏	❏	❏	❏
29	State academic standards are explained and clear for all audiences (including educators and non-educators).	❏	❏	❏	❏	❏
30	Links to district and school Web sites are provided for parents.	❏	❏	❏	❏	❏
31	State report cards are accessible.	❏	❏	❏	❏	❏
32	State report card information is thoroughly explained and clear for all audiences (including educators and non-educators).	❏	❏	❏	❏	❏

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Not Sure
	Specific Information (cont.)					
33	Parent information is current with the revision date on each page.	❐	❐	❐	❐	❐
34	Web site encourages parent participation by including information for parents on ways to be involved.	❐	❐	❐	❐	❐
35	A list of schools going through the school improvement process is available.	❐	❐	❐	❐	❐
36	A list of districts that are going through corrective action is available.	❐	❐	❐	❐	❐
37	The Web site has a "Frequently Asked Questions" (FAQ) page.	❐	❐	❐	❐	❐
38	The Web site clearly describes how parents can submit questions to the SEA (via phone, e-mail, post, or a web form.)	❐	❐	❐	❐	❐

39. What information on parental involvement is included on the Web site? (Open-ended response)

40. What information on parental involvement should be, but is not included on the Web site? (Open-ended response)

41. List up to three strengths of this Web site.

1.

2.

3.

42. List up to three weaknesses of this Web site.

1.

2.

3.