



Florida Department of Education

John L. Winn, Commissioner

**Florida's State Education Agency (SEA)
Title I Parent Involvement Plan
No Child Left Behind (NCLB) Act of 2001
Title I, Part A**

Bureau of Family and Community Outreach
Florida Department of Education

August 2006

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Foreword
Florida's State Education Agency
Title I Parent Involvement Plan
No Child Left Behind (NCLB) Act of 2001
Title I, Part A

The 2001 reauthorization of the Elementary and Secondary Education Act, entitled the No Child Left Behind (NCLB) Act, continues a legislative commitment to parental involvement begun in 1965. Central features of the 1988 and 1994 reauthorizations, such as the school-parent compact and parental involvement policies, remain predominantly unaltered. However, the 2001 reauthorization represents a notable shift in the expected role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. The new law envisions parents not only as participants, but also as informed and empowered decision-makers in their children's education.

The passage of the NCLB Act of 2001 brought tremendous opportunities and challenges for schools. The Florida Department of Education (FDOE), under the direction of the Bureau of Family and Community Outreach, convened a SEA Title I Parent Involvement Plan Committee composed of representatives from a variety of organizations to assist in the development of the SEA Title I Parent Involvement Plan. These committee members contributed a great deal of time and effort to assist in the important work of making the Title I Parent Involvement Plan a blueprint for building the future of Florida's children.

The committee provided ideas and feedback not only to address the parent involvement requirements of the law and regulations, but to assist parents, schools, and communities by providing specific goals, strategies, and activities that have a potential impact in student academic achievement. This plan is a result of the committee's effort. We hope that educators and parents will find this document useful not only in complying with the law and regulations, but also in strengthening partnerships with families and communities.

To successfully implement the plan, all stakeholders must make a concerted effort to be involved and work together. The end result will ensure that students achieve academically in school and beyond.

Cheri Pierson Yecke, Ph.D.
Chancellor of K-12 Public Schools

Introduction

When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. The purpose of this policy is to provide a framework for schools and districts to develop and implement the requirements of the Title I, Part A, program. Aspects of this framework not only help schools and districts comply with the federal statutory requirements as prescribed in the NCLB Act of 2001 Title I, Part A, Section 1118, but to create meaningful partnerships among parents, schools, and communities.

Meaningful partnerships must be created between the education community and parents in order to improve the overall quality of education for every child. Achieving quality involvement by the largest number of parents possible requires that parent involvement strategies take into account the socio-economic and cultural differences of the families of students attending the school. By achieving a more inclusive rather than exclusive education community, greater numbers of children will reach their educational potential.

The FDOE recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. Although parents come to schools with diverse cultural backgrounds, primary languages and needs, they overwhelmingly want their children to be successful in school. School districts and schools, in collaboration with parents, teachers, students, and administrators, must put forth efforts to enhance parental involvement and recognize the needs of students and families in the communities which they serve.

To support the mission of Florida schools to educate all students effectively, schools and parents must work together as knowledgeable partners. Under the leadership of the FDOE, Bureau of Family and Community Outreach, the SEA Title I Parent

Involvement Plan Committee was formed, and the plan was jointly developed with parents, Local Education Agencies (LEAs), teachers, pupil services personnel, administrators, community representatives, and other staff.

State Leadership and Support on Parent Involvement

The FDOE has the role of fostering wider and more substantive family and community involvement by identifying and sharing information with schools and districts about parental involvement programs. The Department, in collaboration with the Florida and the Islands Comprehensive Center, will collect and disseminate effective parental involvement practices to its schools and districts as appropriate. These practices will be based on the most current research, meeting the highest professional and technical standards on effective parental involvement and student achievement.

Special efforts will be made to ensure these practices are geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experiences. To effectively implement this effort, the FDOE will continue to support and assist schools and districts in developing, implementing, and evaluating policies and programs that involve parents and families at all grade levels to ensure programs and activities will improve teaching and learning, as well as to comply with the requirements prescribed in Section 1118.

The FDOE has provided meaningful consultation in the development of the state parent involvement plan by establishing the SEA Title I Parent Involvement Plan Committee. This Committee is comprised of stakeholders, including parents, LEAs, teachers, pupil service personnel, administrators, community representatives, and other staff. The FDOE will review each LEA's policy to determine whether their parent involvement policy and its activities meet the requirements of Section 1118.

Meaningful Parent/Family Involvement

The NCLB Act of 2001 requires that LEAs and schools have parent involvement policies and plans to meaningfully engage parents in the educational process of their children. This Act specifically requires LEAs and schools to involve parents in the planning, implementation, evaluation, and accountability for students' overall educational program.

To be meaningfully engaged, parents must have access to information and be empowered to act on it. Parents must be able to work with school staff to promote student achievement, close the achievement gap, and reduce the dropout rate. Therefore, parents must also be involved in the decision-making processes of the overall educational program. There needs to be opportunities for parents to be involved in decision-making at their school and in the district at large.

Meaningful parent involvement should meet all of the National Standards for Parent/Family Involvement Programs, developed by the National PTA. These six factors include:

1. **COMMUNICATING:** Communication between home and school is regular, two-way and meaningful.
2. **PARENTING:** Parenting skills are promoted and supported.
3. **STUDENT LEARNING:** Parents play an integral role in assisting with student learning.
4. **VOLUNTEERING:** Parents are welcome in the school and their support and assistance is sought.
5. **SCHOOL DECISION-MAKING AND ADVOCACY:** Parents are full partners in the decisions that affect children and families.
6. **COLLABORATING WITH THE COMMUNITY:** Community resources are used to strengthen schools, families, and student learning.

The SEA Title I Parent Involvement Plan Committee utilized Joyce Epstein's six levels of parent involvement when developing state, district, and school goals for parent involvement. These strategies have been found to be effective in many situations but

must be adapted and fine-tuned to fit the current situation of the districts, schools, and families implementing them. These six types can provide a framework to help schools create new ideas and activities that will benefit the parents they serve. Keep in mind that a meaningful parent involvement program implements activities in all of the levels so that all families can be involved in ways that work for them. Epstein's six types of involvement are:

1. **PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. **COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. **VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.
4. **LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.
5. **DECISION-MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
6. **COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

The goals, strategies, and activities on the following pages comprise FDOE's SEA Title I Parent Involvement Plan. LEAs and schools should refer to the U.S. Department of Education's Parent Involvement: Title I, Part A, Non-Regulatory Guidance for specific information and examples of NCLB SEA, LEA, and school parent involvement requirements (<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>).

**Florida Department of Education, Bureau of Family and Community Outreach
State Education Agency Title I, Part A Action Plan for Parental Involvement**

Goal	Strategies	Activities
<p>Goal 1: Empower families to use appropriate parenting skills to assist their children at all developmental levels (Non-Regulatory Guidance (NRG), Section B-1).</p>	<p>Strategy: Assist districts to advance the education of parents and caregivers.</p>	<ul style="list-style-type: none"> ▪ Disseminate information on adult education , GED, and English as a Second Language classes that are available statewide. ▪ Provide LEAs and schools information on scientifically based research (research with proven effectiveness), parental involvement information, nutrition, health, and other services for distribution.
<p>Goal 2: Help LEAs develop stronger two-way communication between schools and families (NRG, B-1).</p>	<p>Strategy: Assist LEAs to promote multiple forms of communication.</p>	<ul style="list-style-type: none"> ▪ Develop and maintain an online clearinghouse of parental involvement research-based resources, including strategies for family friendly schools, family friendly front offices, and “open door” welcoming policies for families. ▪ Encourage LEAs and schools to appoint parent liaisons. ▪ Provide an internet-based help desk for parents’ FAQs; telephone-based mass communication system (e.g., telephone automated system); newsletters with surveys about state and district related information. ▪ Provide supplemental translation and other support services when needed. ▪ Recommend LEAs use the Parent Response Center. ▪ Bureau of Student Assistance, Bureau of Public School Choice, Office of Independent Education and Parental Choice, will ensure LEAs and/or schools have communicated directly with the parents of each child attending a school identified for school improvement, corrective action, or restructuring (choice, SES, AYP status) (NRG, B-8). ▪ Bureau of Student Assistance will utilize a mass media approach (Internet, e-mail, press release, public agencies) to inform the parents of each student enrolled in a school served by an LEA that the LEA has been identified for school improvement or corrective action (NRG, B-9).
<p>Goal 3: In partnership for increased student achievement, families will support academic achievement success at home with scientifically-based research activities.</p>	<p>Strategy: Assist schools and LEAs to research, develop, and implement home learning activities.</p>	<ul style="list-style-type: none"> ▪ Compile the state’s best practices in promoting at-home learning, including addressing social environment (Maslow). ▪ Encourage summer homework packets and participation in book drives for home libraries. ▪ Encourage “interactive homework” trainings, such as those provided through Teachers Involve Parents in Schoolwork (TIPS). ▪ Disseminate information on effective at-home FCAT preparation activities. ▪ Bureau of Assessments and School Performance, Office of Academic Achievement through Language Acquisition, will post state report card information on the FDOE website (i.e. school grades, LEA and school Annual Yearly Progress (AYP) status, Comprehensive English Language Learning Assessment (CELLA) information, FCAT assistance tools such as FCAT Explorer). ▪ Bureau of Assessments and School Performance will distribute FCAT student test results to LEAs, schools, and parents (NRG B-6).
<p>Goal 4: In partnership for increased student achievement, parents, community and civic members</p>	<p>Strategy: Assist schools in using volunteers during the school day and in extended learning programs, such as after</p>	<ul style="list-style-type: none"> ▪ Disseminate best practices on volunteering in schools. ▪ Provide training and services to enhance English language learning. ▪ Establish awards and award ceremonies to recognize

will volunteer to improve schools and support students.	school programs, summer school, and before school day programs.	<p>individuals, community organizations, and businesses.</p> <ul style="list-style-type: none"> Encourage devising marketing plans for showcasing schools and soliciting parent involvement.
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Goal	Strategies	Activities
<p>Goal 5: Create partnerships for student success with parents, family members, and schools to collaborate on educational decisions that affect children, families, and school communities (NRG, B-2).</p>	<p>Strategy: Include parents, family, civic members, and community members representing diverse constituencies in state-level decisions regarding academic policies and family involvement.</p>	<ul style="list-style-type: none"> Create a family involvement team to include parents, family, civic members, and community members to assist in developing statewide involvement plan guidelines and initiatives. Distribute information on educational policies and effective education in an accessible format with appropriate contact information. Staff of the Bureau of Student Assistance and the Bureau of Family and Community Outreach will collaborate on identifying a FDOE position to provide seamless implementation of NCLB Title I Parent Involvement requirements and Section 1002.23, F.S., Parent Involvement requirements (NRG, B-4). Bureau of Education and Information Accountability Services will provide SEA report card information in the areas of assessment, accountability, and teacher quality and disseminate it to LEAs and parents via website postings, paperless communication, and mass media venues (press, etc.) (B-5).
<p>Goal 6: Create partnerships for student success with FDOE, LEAs, community organizations, agencies, civic groups, and businesses to collaborate effectively and efficiently to promote family involvement and student achievement.</p>	<p>Strategy: Support and encourage collaboration with community organizations, agencies, civic groups, and businesses.</p>	<ul style="list-style-type: none"> Provide resources (e.g. partnership templates, list serve, best practices, etc.) and trainings on establishing effective collaboration between schools, community organizations, agencies, and businesses. Recognize publicly and/or privately the support of community partners. Promote outreach of FDOE paperless communication system to community organizations, agencies, and businesses. Bureau of Student Assistance, Bureau of Family and Community Outreach, and the Bureau of Public School Options will provide technical assistance to LEAs in need of improvement through statewide and regional conferences and meetings, FDOE FAQ websites and parent involvement resources, and an online process for LEAs to request technical assistance. The online technical assistance process will be coordinated by the Bureau of Family and Community Outreach, with collaboration from appropriate FDOE Bureaus (NRG, B-10).
<p>Goal 7: Ensure LEA Parent Involvement Policies meet NCLB Title I, Part A, Section 1118 requirements (NRG, B-3). Ensure LEAs meet Section 1002.23, F.S., requirements.</p>	<p>Strategy: The Bureau of Family and Community Outreach (BFCO) will collect and review each LEAs Title I Parent Involvement Policy to determine if the LEAs' parent involvement activities meet Section 1118 requirements (B-7). BFCO will collect and review each LEAs Section 1002.23, F.S., requirements.</p>	<ul style="list-style-type: none"> Bureau of Family and Community Outreach will establish a peer review process to review LEAs' Title I Parent Involvement Policies for required Section 1118 activities, and Section 1002.23, F.S., requirements (school board rules, parent guide, parent report card). Results will be shared with the LEAs (NRG, B-10).

Implementation Evaluation

The effectiveness of FDOE’s SEA Title I Parent Involvement Plan will be evaluated annually by a peer review committee. The review committee will be comprised of the SEA Title I Parent Involvement Plan Committee, the FDOE Bureau of Family and Community Outreach, and the Florida and the Islands Comprehensive Center (FLICC). Performance indicators will be based on variables described under the state leadership and support and state action plan. In addition, a checklist will be used to ensure statutory requirements under Section 1118(a) and (b) are met. The evaluation checklists were developed to verify whether activities identified in the SEA Title I Parent Involvement Plan are carried out effectively.

Evaluation Checklist

Action Plan Performance Indicators	Supporting Data	Level of Implementation (S -Satisfactory; U -Unsatisfactory)
STATE LEADERSHIP AND SUPPORT		
Collect the most current research on effective parental involvement practices and disseminate those to LEAs and schools via the FDOE website.	<ul style="list-style-type: none"> ▪ Web links to scientifically-based research articles and resources related to teaching and learning and parent involvement ▪ Dissemination log 	
Provide technical assistance to LEAs and schools in the development, implementation, and evaluation of LEA and school parent involvement policies to ensure content and process requirements prescribed in Section 1118(a) and (b) are met.	<ul style="list-style-type: none"> ▪ Communication log (e-mail, telephone, correspondence) ▪ Technical assistance log (workshops, trainings, evaluations) 	
Provide meaningful consultation in the development of the SEA Title I Parent Involvement Plan by establishing the SEA Title I Parent Involvement Plan Committee consistent with Section 1903(b) of NCLB.	<ul style="list-style-type: none"> ▪ Committee meeting agendas, minutes, sign-in sheets ▪ Communication logs (e-mail, telephone, correspondence) 	
Assist LEAs to advance the education of parents and caregivers via information marketing and dissemination.	<ul style="list-style-type: none"> ▪ Dissemination log of information related to adult education, GED, and English as a Second Language classes, scientifically-based research on teaching and learning, parent involvement, nutrition, health, and other related services for parents 	
Assist LEAs to promote multiple forms of communication.	<ul style="list-style-type: none"> ▪ FDOE online clearinghouse of parental involvement research-based resources ▪ Usage record of internet-based help desk for parents’ FAQs and telephone based communication system (telephone automated system) ▪ Dissemination log of newsletters with surveys about state and LEA related information ▪ Request/service log of supplemental translation and other support services ▪ Usage record of Parent Response Center ▪ Samples of FDOE LEA and school communication to parents of children attending schools identified for school improvement, corrective action, or restructuring (choice, SES, AYP status) ▪ Samples of FDOE mass media materials (Internet, e-mail, press release) to inform parents of children enrolled in schools served by an LEA identified for school improvement or corrective action 	

Performance Indicators	Supporting Data	Level of Implementation (S – Satisfactory; U -Unsatisfactory)
Assist schools in using volunteers during the school day and in extended learning programs, such as after school programs, summer school, and before school day programs.	<ul style="list-style-type: none"> ▪ Dissemination log of best practices on volunteering in schools ▪ Request/service log of training and services to enhance English language learning ▪ Awards and award ceremonies to recognize individuals, community organizations, and businesses (award protocol, list of award recipients, ceremony program) 	
Include parents, family, and community members representing diverse constituencies in state-level decisions regarding academic policies and family involvement.	<ul style="list-style-type: none"> ▪ SEA Title I Parent Involvement Plan Committee meeting minutes, agendas, sign-in sheets indicating parent and community member participation, correspondences ▪ Samples of FDOE disseminated information on educational policies and effective education practices that have accessible formats with appropriate contact information ▪ Job description, duties, and identification of individual to provide seamless implementation of NCLB Title I Parent Involvement requirements and Section 1002.23, F.S., Parent Involvement requirements ▪ Dissemination log of SEA report card information in the areas of assessment, accountability, and teacher quality 	
Support and encourage collaboration with community organizations, agencies, and businesses.	<ul style="list-style-type: none"> ▪ Dissemination log of resources (partnership templates, list serve, best practices) and trainings on establishing effective collaboration among schools, community organizations, agencies, and businesses ▪ Program and list of recognized community partners ▪ Dissemination log of FDOE paperless communication system to community organizations, agencies, and businesses ▪ Technical assistance conference and meeting programs, agendas, registrations, and evaluations; log of usage for FDOE FAQ websites and parent involvement resources; online technical assistance service requests and responses ▪ Protocol schedule for online technical assistance process 	
Collect and review district parental involvement policies to ensure content and process requirements prescribed in Section 1118(a) and (b) are met.	<ul style="list-style-type: none"> ▪ List of peer reviewers ▪ LEA parent involvement policies ▪ Peer reviewer rubrics and protocols ▪ Record of parent involvement policy results, and LEA dissemination log 	

2006 – 2007 SEA Title I Parental Involvement Plan Committee

Name	Organization	Affiliation
Ginger Alberto	FDOE	Bureau of Academic Achievement through Language Acquisition
Edith Aldrich	Putnam County School District	Title I Parent
George Banks	Tallahassee, FL	Business Representative
Patti Bartels	Miami-Dade School District	Director, Region V NCLB
Kathy Burton	FDOE	Bureau of Exceptional Student Education and Student Services
Kimberly Davis	FDOE	Facilitator
Joe Davis	FDOE	Chief, Bureau of Family and Community Outreach
Pat Faircloth	FDOE	Bureau of Academic Achievement through Language Acquisition Facilitator
Donald Garner	FDOE	Facilitator
Joyce Hobson	FDOE	Bureau of Family and Community Outreach
Audrey Lewis	Gadsden County Schools	Parent Services
Karyn Lindsay	Florida and the Islands Comprehensive Center	Coordinator of Educational Services
Matt McKibbin	Tallahassee, FL	Parent
Ivette Mendoza	Hernando County School District	Title I Parent Involvement
Dinh Nguyen	21 st CCLC Policy, Research, and Compliance Unit	Director
Kimberly Perkin	Tallahassee, FL	Private School Parent
Jessie Simmons	FDOE	Bureau of Student Assistance
Barbara Stansell	Leon County School District	ESOL, Foreign Language and Fine Arts Coordinator
Tom Townsend	Putnam County School District	School Board Member
Susan Walton	FDOE	Facilitator
Cheryl Sattler	FDOE	Chief, Bureau of Student Assistance
Elizabeth Williams	Leon County School District	Florida Diagnostic and Learning Resources System Parent Specialist

Appendices
Sample of LEA and School Goals, Strategies, and Activities

Goal	Suggested Strategies	Suggested Activities
Empower families to use appropriate parenting skills to assist their children at all developmental levels.	Encourage parents to be actively involved in their child's education.	<ul style="list-style-type: none"> ▪ Adult education courses ▪ Collaboration with higher education, e.g. community colleges, vocational technical centers ▪ On-site parental education, e.g. topic specific workshops, computer literacy
	Encourage parents to become familiar with research-based parent involvement programs.	<ul style="list-style-type: none"> ▪ Joyce Epstein keys to success ▪ National PTA Standards ▪ Different Levels of Parent Involvement (DLOPI)
	Encourage district participation in other parent involvement programs.	<ul style="list-style-type: none"> ▪ Parental Information and Resource Center ▪ 21st Century Community Learning Centers ▪ Comprehensive School Reform Grant ▪ Even Start, Family Literacy, FBBR, Reading First
	Establish and maintain collaboration with community partners to promote parenting skills.	<ul style="list-style-type: none"> ▪ Host Community Forums and Meetings: Reach out to all families, not to just those who attend parent meetings, giving parents an opportunity to ask pertinent questions concerning school. Invite the Superintendent and Directors to answer questions. ▪ Host Community & School Academic/Resource Fairs: Link parents to programs and resources within the community that provide support services to families. At the school site, affirm parent responsibilities by consulting parents to provide special services for children, such as counseling or other social services. ▪ Provide parents with course outlines and grade-level equivalent activities. ▪ Faith-Based Commitments: Contact churches and community leaders often. Consistently share by sending information to churches on important dates, parent encouragement, and high lighting outstanding students. (honor roll, attendance, good behavior). ▪ Send FCAT materials, encourage churches to adopt a student or mentor a student. ▪ Provide community groups with information to build parent capacity within their organization. ▪ Collaborate with faith-based organizations to provide family literacy workshops. ▪ Provide community groups with information to implement learning programs.
Communicate with families in an understandable format about school programs, student progress, and school partnerships through systemic two-way communication.	Assist schools to strengthen two-way communication between the school and home.	<ul style="list-style-type: none"> ▪ Widely disseminate school contact information. ▪ Establish a monthly system that will include parents in the development of Title I plans. ▪ Publish and disseminate parent complaint policies and other related information in an ongoing manner. ▪ Develop parent involvement effectiveness evaluation (e.g., DLOPI).

Goal	Suggested Strategies	Suggested Activities
	Provide technical assistance to ensure compliance with federal program requirements for parental notification (IDEA, Pre-K, ESOL, Title I).	<ul style="list-style-type: none"> ▪ Provide timelines, updated annually for all required parent notifications. ▪ Provide templates for all NCLB parent notices. ▪ Provide workshops by region (e.g., parent notification requirements). ▪ Facilitate sharing of translated documents across school districts to increase number of available languages. ▪ Disseminate information on school reforms, policies, and discipline procedures at Open House.
	Encourage community partnerships that enhance communication.	<ul style="list-style-type: none"> ▪ Involve business partners in enhancing curriculum through state-based learning programs. ▪ Post information about events/resources at community, faith-based, and work sites.
In partnership for increased student achievement, families will support academic achievement success at home by reading with children, helping them with homework, and engaging them in educational activities.		<ul style="list-style-type: none"> ▪ Encourage collaboration with the English Language Learners (ELL), Parental Leadership Councils (PLC), and Adult Education. ▪ Provide guidance on programs that have in-home components, such as Families Building Better Readers, Home Instruction for Parents of Preschool Youngsters (HIPPIY), Parents as Teachers, or Even Start Family Literacy. ▪ Disseminate information on the effectiveness of at-home learning practices. ▪ Publish sample at-home learning activities and handbooks to be distributed to parents.
	Schools will help families collaborate on homework and other academic activities.	<ul style="list-style-type: none"> ▪ Hold workshops and in-service trainings for parents on at-home learning strategies and provide regular accessible guidance for parents to share at-home learning. ▪ Schedule home visits from family liaisons, trained volunteers, or teachers. Visits will focus on at-home learning that includes math, reading and FCAT prep activities, such as exposure to zoos, restaurants, museums. ▪ Organize and provide transportation for guided tours to community colleges, colleges, universities, and other post-secondary school educational institutions. ▪ Work in collaboration with public libraries to coordinate homework and research assignments to ensure effective use of library resources. Activities could include trips for parents and students to the library and training for library personnel on school calendars and school support. ▪ Extend school library or computer-room hours to address varied family schedules. ▪ Establish a resource center of at-home learning materials, such as videos, art supplies, books, and computer software.
	Schools will provide teachers training in involving families in reading, homework, curricular activities, and FCAT prep.	<ul style="list-style-type: none"> ▪ Conduct professional development workshops for teachers on promoting learning at home. ▪ Involve parents in discussions about teachers' professional development, such as cultural sensitivity, socioeconomic issues, academic support, and language barriers. ▪ Provide teachers professional development and follow-up support on conducting home visits, consider working with retired school teachers. ▪ Provide communication training for teachers and parents to enhance parent-teacher conferences and home-school communication.

Goal	Suggested Strategies	Suggested Activities
	Schools will work with community organizations and businesses to encourage learning outside of school.	<ul style="list-style-type: none"> ▪ Ensure that teachers have information about state reading initiatives, such as “Just Read Florida,” “Families Building Better Readers,” etc. ▪ Create opportunities for students and parents to apply academic skills in non-academic settings, such as working with grocery store chains to incorporate fun math activities. ▪ Hold well-publicized reading events for parents and children. ▪ Sponsor free or inexpensive learning activities in the community, museums, other cultural institutions, and other learning activities, such as career days. ▪ Establish learning stations in communities at regular times to encourage learning outside of school, such as working with hospitals, fire stations, etc. ▪ Allow flex-time or special leave for employees to attend school meetings and encourage schools to hold meetings and events at the job site. ▪ Support employees/parents to provide input for curriculum support and/or provide work-based learning experiences related to the students’ area of interest or major in alignment with Florida’s A++ Plan.
	Parents and families will engage students in learning at home and will create home environments that support academic success.	<ul style="list-style-type: none"> ▪ Encourage reading by providing reading materials, maintaining a list of new words, and establishing daily family reading time, during which parents read to children or listen to children read. ▪ Attend educational events at libraries, museums, and other community or faith-based institutions. ▪ Involve children in home activities like following recipes, completing chores, counting money to pay for groceries, writing letters, playing games of skill, and establishing hobbies. ▪ Develop children’s thinking and problem-solving skills. ▪ Create home environments that foster learning (e.g., designating a regular time and place to complete homework). ▪ Express high but realistic expectations for student achievement, whereby parents are reinforcing what they have learned in school. ▪ Talk with children about their plans for future education and employment and the skills they will need to attain their goals. ▪ Talk with children every day, during daily routines and family meals, and give everyone a chance to talk and be heard. ▪ Encourage proficiency in technology by assisting children with on-line computing activities.
In partnership for increased student achievement, parents and community members will volunteer to improve schools and support students.		<ul style="list-style-type: none"> ▪ Encourage community-based, faith-based, and parent groups to share their life experiences, talents, and time with schools to enhance children’s education. ▪ Expand the school mentoring program to demonstrate ways in which organizations can volunteer in schools and mentor students. ▪ Collaborate with other organizations to promote volunteerism, such as with faith-based and community organizations.

Goal	Suggested Strategies	Suggested Activities
	<p>Schools and school systems will identify and publicize varied volunteer opportunities to appeal to the interests, talents, and time of diverse families, civic members, and community members and provide training as needed.</p>	<ul style="list-style-type: none"> ▪ Hold volunteer fairs where parents and community members can learn about the variety of education-related volunteer opportunities. ▪ Provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals. ▪ Recognize publicly or privately the efforts of volunteers. ▪ Provide families transportation, if necessary, for them to be able to volunteer. ▪ Establish a read-aloud program where students develop fluency by reading familiar texts to adult volunteers and activities that support “Just Read Florida.” ▪ Help parents become strong community and education advocates through collaboration with organizations such as PTA, PTO, Parent Leadership Council, Migrant Parent’s Advisory Council (MPAC), and School Advisory Councils. ▪ Establish volunteer programs such as “Partners in Excellence,” which provides a structured partnership that will bring focus and consistency to the school’s efforts. ▪ Establish programs such as Innovation Zone where older kids mentor younger kids and meetings are centralized for parents and students.
	<p>Schools will encourage families to share their cultures, careers, and traditions.</p>	<ul style="list-style-type: none"> ▪ Partner with staff and parent groups to hold multicultural fairs where families share traditional customs and foods. ▪ Present holidays and traditions of various cultures, particularly those reflecting the student population. ▪ Advertise career fairs and recruit families to participate and share career options with students. ▪ Incorporate language classes or clubs into extracurricular activities, summer programs, and after-school care. ▪ Invite and help families present cultural or career information to students. ▪ Invite senior citizens to share a community’s history with students and encourage academic achievement. ▪ Invite motivational speakers to visit the schools and attend school functions to encourage and uplift student morale.
	<p>Community and faith-based organizations will mobilize members to volunteer regularly at schools and community learning events.</p>	<ul style="list-style-type: none"> ▪ Adopt a school to support regularly. ▪ Work with schools to share the skills and talents its members can contribute. ▪ Allow employees to spend a predetermined number of work hours volunteering at a local school. ▪ Partner with mentoring groups such as Big Brothers/Big Sisters to develop and implement a school mentoring partnership and to train participating employees. ▪ Recruit organizations such as VISTA or Volunteers of America to help develop volunteer opportunities and work with retired school teachers and seniors.

Goal	Suggested Strategies	Suggested Activities
	Parent groups will work with schools to recruit parent volunteers and match them with appropriate opportunities.	<ul style="list-style-type: none"> ▪ Advertise volunteer opportunities at meetings and through mailings. ▪ Work with school liaisons to develop pamphlets that encourage volunteerism. ▪ Recognize the special talents of members and other parents and matching them to opportunities. ▪ Provide direct and immediate volunteer opportunities, such as having a fold-and-stuff table at the back of an organization's meeting space, or supplying projects that volunteers can take home and return or have picked up on a specified date. ▪ Conduct a volunteer survey.

**Sample of Measuring the Effectiveness of
Parent Involvement Activities at the LEA and School Levels**

REQUIRED ACTIVITY	SPECIFIC ACTIVITY	MEASURE OF EFFECTIVENESS
Assist parents in understanding the state's academic content standards, student academic achievement standards, and academic assessments.	<ul style="list-style-type: none"> ▪ Conduct parent workshops ▪ Provide monthly newsletter articles and other communication formats ▪ Hold parent sponsored/generated Q & A nights for parents 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey ▪ Questionnaires (Identify number of participants)
Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement.	<ul style="list-style-type: none"> ▪ Conduct parent workshops ▪ Provide monthly Tip Sheets 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey ▪ Home literacy journals/logs (Identify number of participants)
Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate, and work with parents.	<ul style="list-style-type: none"> ▪ Conduct faculty and staff trainings ▪ Provide written materials 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey ▪ Teacher/parent communication logs and records ▪ Records of reviewing and implementing compact requirements (Identify number of participants)
Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start and Parents as Teachers.	<ul style="list-style-type: none"> ▪ Develop a collaborative parent involvement plan 	<ul style="list-style-type: none"> ▪ Pre/post survey ▪ Focus group of collaborating organizations (Identify number of participants)
Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and language that parents can understand.	<ul style="list-style-type: none"> ▪ Develop policy and procedures related to format and language distribution of information 	<ul style="list-style-type: none"> ▪ Pre/post survey ▪ Parent focus group ▪ Surveys
Provide reasonable support for parent involvement activities as parents may request.	<ul style="list-style-type: none"> ▪ Document requests and any subsequent activity 	<ul style="list-style-type: none"> ▪ Pre/post survey