

Family Engagement Needs Assessment and Title I Requirements Cross-walk

The family engagement needs assessment and Title I cross-walk is a tool to help districts and schools prioritize family engagement needs and align them to Title I parent involvement requirements.

Districts and schools that receive Title I funds are required to develop and implement specific strategies and action steps to increase family engagement. To be effective, they must be tailored to the needs of students and families.

ODE's Parent Involvement Survey and the Decision Framework, Level III C are tools to collect and identify family involvement needs. Districts and schools can use the parent involvement survey to gather parents' perspective on their school's parent involvement practices. This data can then be used to inform the district or school rating on Decision Framework's parent involvement indicators. Districts and schools not using the ODE Parent Involvement Survey can use other data collection methods to inform the Decision Framework indicators.

The cross-walk aligns the parent involvement survey key areas and questions to the Decision Framework indicators and the Title I requirements. The tool enables districts and schools to work through each key area to determine areas of strength and weakness, assign a rating to the decision framework based on the survey data, and choose strategies and practices required by Title I. Districts and schools may need to create strategies beyond these minimal requirements to engage families effectively.

Directions on using the tool

If using the ODE Parent Involvement Survey follow these steps:

1. Use data from the parent involvement survey to answer questions in the Parent Involvement Survey Column to determine which practices are strong and which need improvement.
2. Next, use the information from the Parent Involvement Survey Column to assign a rating to the Decision Framework questions in the corresponding column. There may be a direct one-to-one correspondence of an indicator to a parent involvement survey question, or the indicators can be informed by the collection of questions.
3. Lastly, develop family engagement action steps including the Title I required activities in the corresponding column that build on strengths and address the weaknesses.

If using another data collection method, such as the ODE family involvement focus group questions, or another parent involvement survey:

1. Discuss the focus group or survey results and assign ratings to the Decision Framework parent involvement indicators.
2. Develop family engagement action steps including the Title I required activities in the corresponding column that build on strengths and address the weaknesses.

*ODE Parent Involvement Survey

I. Involvement in Learning

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

1. I receive information on what I can do at home to help my child improve or advance his/her learning.
2. I receive information on health and nutrition.
3. I receive information on child development.
4. My child's teacher asks to meet with me face-to-face at least once a year to talk about how my child is doing.
14. I receive information on what my child should learn and be able to do in each grade in school.

**Decision Framework Level IIIC, Area 1 & 2

174. Informing families' knowledge and skills in supporting their children's learning at home and their academic progress at school.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

175. Building families' knowledge and skills in supporting their children's learning at home and their academic progress at school.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

184. Engaging community agencies to actively work with the building to support improved student outcomes.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

187. Working with parent organizations (e.g. PTA/PTO), community organizations and local businesses to focus on the academic success of students.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

Title I Requirements

The school must provide assistance to parents annually in understanding :

- The state's academic content and achievement standards;
- Academic assessments;
- Requirements of Title I;
- How to monitor a child's progress;
- How to work with educators.
- The school must provide materials and training annually to help parents work with their children to improve achievement.

II. Communication

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

6. My child's school is very good about staying in touch with me (e.g., letters, phone calls or e-mails).
7. When my child's school communicates with me, it is easy for me to read or understand.
8. If I have a question, concern or comment about my child, the teacher, principal or guidance counselor gets back to me right away.
13. I receive regular updates from the teacher on my child's progress.

169. Engaging parents in activities designed to share information of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline).

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

174. Informing families' knowledge and skills in supporting their children's learning at home and their academic progress at school.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

176. Implementing a system of two-way communication for families, using language that is clear and fosters family participation.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

177. Communication is in the parent's primary language.

Indicator rating

- | | |
|-----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Low |
| <input type="checkbox"/> Moderate | <input type="checkbox"/> None |

- The school must ensure that information related to school and parent activities is sent to the parents of Title I participating children in a format and language parents can understand.

- Notify parents and community of the parent involvement policy and its availability.

- Explain the requirements and the rights of the parents to be involved.

Provide the parent of participating children with:

- Timely information;
- Description and explanation of the curriculum to be used;
- Proficiency levels that students are expected to meet;
- Opportunities for decision-making related to the education of their children.

- Respond to any parent suggestions as soon as practicably possible.

III. Leadership and Participation

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

- 9. I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).
- 10. There are many different ways I can be involved with the school, either at the school itself, at home or in the community.
- 11. When I volunteer at the school, I am given training and resources to do my task well, if needed.
- 21. I can be involved in school improvement planning and decision-making at my child's school.
- 22. I am invited to help plan family involvement activities.

178. Provide for a range of meaningful family activities that reflect the specific needs and characteristics of their students' families.

Indicator rating

- High
- Moderate
- Low
- None

184. Engaging community agencies to actively work with the building to support improved student outcomes.

Indicator rating

- High
- Moderate
- Low
- None

189. Welcoming community partners into the school.

Indicator rating

- High
- Moderate
- Low
- None

190. Working with community partners to maximize the use of available resources in improving student performance.

Indicator rating

- High
- Moderate
- Low
- None

- Develop a plan for implementing Title I parent involvement policy requirements.

- Notify parents and community of the policy and its availability.

- Update policy periodically.

- Convene an annual meeting.

- Explain the requirements and the rights of the parents to be involved.

- Offer a flexible schedule of meetings (e.g., mornings and evenings).

- Involve parents in an organized, ongoing and timely way to plan, review and improve programs such as the parent involvement policy and school-wide plan

Involve families in developing a School-Parent Compact, a written agreement of what schools and parents are supposed to do to help students achieve. A School-Parent Compact is a component of the school-level parental involvement policy and action plan. The compact outlines how parents, teachers other school staff and students will share the responsibility for improved student academic achievement and the means by which schools and parents will build and develop partnerships to help children achieve the state standards.

IV. Support Services

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

24. I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration).
23. I am given information about community services that help with family needs (adult education, job, health, mental health, utilities, etc.).

174. Informing families' knowledge and skills in supporting their children's learning at home and their academic progress at school.

Indicator rating

- High Low
 Moderate None

175. Building families' knowledge and skills in supporting their children's learning at home and their academic progress at school.

Indicator rating

- High Low
 Moderate None

178. Provide for a range of meaningful family activities that reflect the specific needs and characteristics of students' families.

Indicator rating

- High Low
 Moderate None

184. Engaging community agencies to actively work with the building to support improved student outcomes.

Indicator rating

- High Low
 Moderate None

185. Engaging pre-schools to actively participate with the building in professional development, provision of transition services and curricular planning.

Indicator rating

- High Low
 Moderate None

189. Welcoming community partners in the school.

Indicator rating

- High Low
 Moderate None

The school must provide reasonable support for parental involvement activities that parents may request.

The school may provide literacy training to parents.

The school must, as feasible and appropriate, coordinate parent involvement programs with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, pupil preschool and other programs.

V. Educational Quality

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

- 15. My child's teacher(s) adjust their teaching styles to meet the academic needs of my child.
- 16. I believe my child is challenged by the school academic curriculum.
- 17. My child's teacher(s) hold high expectations for my child.
- 18. My child receives the academic support needed to meet his/her individual needs.
- 19. I am asked what my goals are for my child's learning and/or what classes or programs my child should take.
- 20. I am asked about my child's talents and strengths.

- 190. Working with community partners to maximize the use of available resources in improving student performance.

Indicator rating

- High Low
- Moderate None

- 180. Ensuring that all parents – considering gender and disaggregated groups – generally believe that the building focuses on positive outcomes for all students.

Indicator rating

- High Low
- Moderate None

- 182. Ensuring that all parents – considering gender and disaggregated groups – generally believe that the building demonstrates sensitivity to the needs of children with academic or behavioral difficulty.

Indicator rating

- High Low
- Moderate None

- 183. Ensuring that all parents – considering gender and disaggregated groups – generally believe that the building provides a challenging curriculum to help students meet their maximum potential.

Indicator rating

- High Low
- Moderate None

VI. School Climate

Circle the questions below that have the highest percentage of parents responding *disagree* or *strongly disagree*.

- 25. The school helps my child feel comfortable as he/she moves from one grade to the next.
- 26. My involvement in my child's education is valued at my school.
- 27. My child's school is a friendly environment for students, parents and families.
- 28. My child's school is a safe place to learn.
- 29. My child's school respects all cultures and diversity.

- 171. Ensuring that all parents – considering gender and disaggregated groups – generally believe that the building provides a safe environment for learning.

Indicator rating

- High
- Moderate
- Low
- None

- 179. Providing ongoing professional development for administrators, teachers and other staff on how to build strong partnerships with families.

Indicator rating

- High
- Moderate
- Low
- None

- The school must educate teachers, pupil personnel, principals and other staff in the value and utility of contributions of parents and how to work with parents to build ties between parents and the school.