

# Input and Annual Evaluation

## section two



*This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section are Summary of Evaluation Tools, Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation, Checklist for Input, and Annual Evaluation Materials.*

# STAKEHOLDER FEEDBACK

Title I, Part A, Section 1116 of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA) requires that all schools receiving Title I, Part A funds must: Provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the LEA Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School-Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets if LEAs receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members. Included in the section:

*Input Meeting Agenda - template\**

*Input Meeting - sample narrative*

*Input Checklist - template\**

*Summary of Evaluation Tools*

*Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation*

*Focus Group Facilitation - template\**

*Open Discussion Forum - template\**

*Checklist for Effective Title I Parent and Family Engagement Surveys*

*Comprehensive Family Engagement Input and Annual Evaluation Survey - template\**

\*Templates are provided for guidance. They may be used as is or districts may develop their own.

# Input Meeting Agenda Template



**Note to Schools:** The following Parent and Family Engagement Input Meeting Agenda is a template that may be used by local educational agencies (LEAs) and schools receiving Title I, Part A funds to guide meetings for the purpose of engaging in meaningful consultation with parents on the school-level Parent and Family Engagement Policy or Plan, the School-Parent Compact, building school staff capacity, and the family engagement budget for LEAs receiving more than \$500,000 in Title I, Part A allocations. For additional resources, visit the Georgia Department of Education [Input webpage](#).

[INSERT SCHOOL LOGO]

## Title I, Part A, Parent and Family Engagement Input Meeting Agenda Template

School \_\_\_\_\_

Location \_\_\_\_\_

Date(s) of Meeting \_\_\_\_\_

Meeting Time \_\_\_\_\_ to \_\_\_\_\_

1. Welcome Parents, School Staff, and Community Members
2. Purpose of Meeting
3. Annual Parent and Family Engagement Evaluation
4. State of Title I, Part A, Parent and Family Engagement (Review and Revision)
  - A. School Parent and Family Engagement Policy or Plan
  - B. School-Parent Compact
  - C. Building School Staff Capacity
  - D. Family Engagement Budget

5. Recommendations for Revisions / Updates

# Input Meeting Sample Narrative



**Length of the workshop:** 1 hour

## What you will need:

- 4 round tables and chairs spread out across the room
- Chart paper or 3' sections of butcher paper
- Chart markers
- Screen/Projector/Computer for slides, if applicable
- 1 large group facilitator/time keeper
- 4 facilitators (staff members or parent leaders)
- Printed out copies of documents for gathering input such as the Parent and Family Engagement Policy, School-Parent Compact, and questions about building school staff capacity and the family engagement budget
- Meeting Feedback Form
- Bell or other alarm on a cell phone or other electronic device (optional)
- Light Refreshments/Childcare/Transportation (optional)

**Facilitator Tip:** If you have more than 50 parents at your meeting, you may want to split up the topics and add more tables, or duplicate topics so there are two sets of tables for each topic. You want your parents to feel comfortable to ask questions and you may not want more than 10 parents in each group

## Guide:

### 1. Welcome & Explanation of the Event (5 minutes)

Greet your parents and introduce yourself and staff members.

Suggested language, “Welcome and thank you all for being here today. Our school system receives money from Title I, Part A of the Elementary and Secondary Education Act, most recently reauthorized as the Every Student Succeeds Act. This law provides federal funds through the Georgia Department of Education to school systems based on high numbers or percentages of children who meet certain financial criteria. These funds are provided to help ensure that all children have an equal opportunity to succeed in school by meeting the challenging State academic content and student academic achievement standards.”



## 2. Purpose of Meeting (5 minutes)

“The federal law requires that each school system receiving what we call “Title I, Part A funds” jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies or plans, school-parent compacts, opportunities to build school staff capacity, and if the school system receives more than \$500,000 in Title I, Part A funds a budget for a one percent set-aside for parent and family engagement activities. However, we ask for your input not because we have to but because we want to partner with you in helping your child succeed.

The reason for this meeting is to ask your assistance in planning our family engagement activities and specifically in \_\_\_\_\_ (revising district and school policies, School-Parent Compact, determining what training our staff needs to promote good school-family partnerships, and determining how best to spend our family engagement funds). We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, get to know other parents, and participate in more detailed discussions.”

## 3. Annual Parent and Family Engagement Evaluation (5 minutes)

“Each year, we conduct an annual evaluation to ask parents to help us determine the effectiveness of the parent and family engagement program in improving the academic quality of the Title I schools, including identifying possible barriers to greater participation of parents in activities and programs. Additionally, school systems will use the findings from the annual evaluation to design evidence-based strategies for more effective family engagement and to revise the Title I parent and family engagement policies.”

**Facilitator Tip:** School systems may use [Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation](#) guided questions to review results. For more information, consult the [Georgia Department of Education’s Input Webpage](#).

## 4. State of Title I, Part A, Parent and Family Engagement: Review and Revision (40 minutes)

**Facilitator Tip:** Distribute previous year’s documents / budget / Staff Capacity (Professional Development) Plan and select one of the following options or a school system–created method:

- a. Provide materials to the whole group and review each element’s purpose and necessary components. Ask parents to read / review independently and then offer oral feedback.
- b. Same as “a” above; however, parents provide written feedback, either on a [feedback form](#) or on the item being reviewed.
- c. Have group break up into smaller groups. Either have each group review one item which they will discuss with the whole group or each small group will discuss and provide collective feedback on each item. For example, assign a table group a different item as shown below.

❖ Table #1 - School and District Parent and Family Engagement Policy or Plan



- ❖ Table #2 - School-Parent Compact
- ❖ Table #3 - Building School Staff Capacity
- ❖ Table #4 - Family Engagement Budget

(You may want to add another table for gathering input into the Comprehensive Needs Assessment and the District Improvement Plan and Goals)

- d. Other option as determined by the school system.
- e. See Additional Options / Examples for Input Opportunities contained in the [Georgia Department of Education's Input Webpage](#))

Review document / budget / professional learning, providing parents with some background / basic information about each (see below for brief descriptions and required components for each). You may also choose to review relevant [College and Career Ready Performance Index \(CCRPI\)](#) data and the location of the school's [grades report](#) and school improvement plan / goals.

**A. School Parent and Family Engagement Policy or Plan** – Suggested language, “This plan describes how the school will carry out its obligation to conduct outreach and provide activities, programs, and procedures to all parents of Title I students. Based on federal law, the Georgia Department of Education requires that the plan must include, at a minimum, the following:

1. Jointly Developed – describes how the school's parent and family engagement plan was developed in partnership with parents / families.
2. Annual Title I Meeting – provides information about the Annual Title I Meeting to be held prior to November 1. The purpose of this meeting is to provide parents with information about the school's participation in this part of the law, to explain the requirements of the law, and the right of parents to be involved.
3. School-Parent Compact – discusses the development and purpose of this document.
4. Communication – describes ways in which the school will provide ongoing, two-way communication opportunities with families to include, as possible, communication in a language all parents can understand.
5. Capacity Building of School Staff – lists the strategies/activities/trainings the school will conduct for school staff to improve family engagement partnerships that will impact student achievement.
6. Capacity Building of Parents – lists the strategies/activities/trainings the school will conduct for parents to improve family engagement partnerships that will impact student achievement.
7. Coordination of Services – details how the school will develop partnerships with community organizations / programs / agencies to build family engagement opportunities including school transition.
8. Reservation of Funds - For school systems that receive more than \$500,000 in Title I, Part A funds, a percentage of those funds (*the 1% set-aside*) must be used for parent and family engagement activities. The district parent and family engagement policy should discuss the use of the funds.”



**B. School-Parent Compact** – Suggested language, “The compact was developed in partnership with teachers, parents, and students. The compact outlines shared responsibilities between schools/teachers, parents, and students that are focused on supporting student academic success. Information contained in this required document must include, at a minimum:

1. Jointly Developed – describes how the school-parent compact was developed in partnership with parents / families.
2. Goals – includes both the District Improvement Goals and the School Improvement Goals.
3. Shared Responsibilities – lists the specific, academic-focused shared responsibilities between the school / teacher, parents, and students for improved student academic achievement aligned with the school academic achievement goals.
4. Communication – describes ways in which the school will provide ongoing, two-way communication opportunities with families to include, as possible, communication in a language all parents can understand.
5. Partnerships - Lists the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards.”

### **C. Building School Staff Capacity**

Suggested language, “Federal law also requires that Title I schools are to educate and train teachers, specialized instructional support staff, principals, other school leaders, and other staff in how to best develop partnerships with families. This training and education are to be done in consultation with parents. For this school year our staff capacity building plan is: \_\_\_\_\_ (provide details). We want your suggestions on topics you think teachers, administrators, and other school staff need to discuss or learn more about to support your student and your family.”

### **D. Family Engagement Budget**

Suggested language, “Our school district received more than \$500,000 for this school year from Title I, Part A. At least 1% of that amount has been set aside for parent and family engagement. Specifically, those funds are being used for: \_\_\_\_\_ (provide details / copy of the budget).

We encourage you to ask questions throughout the meeting. We value your input! We want to make sure you leave the meeting informed about the Title I program, as well as the opportunity to provide feedback.”



## 5. Recommendations for Revisions / Updates (5 minutes)

Suggested language, “Thank you for your input. The revisions / updates that you have recommended will be incorporated, as possible, into \_\_\_\_\_ (indicate what component of family engagement) for the upcoming school year. A final draft will be available \_\_\_\_\_ (indicate where / how available).

If you could complete a brief feedback form for this meeting, we’d appreciate your suggestions on how to make our input meetings better. Thank you for coming! We hope to see you again very soon!”

# Checklist for Input



[Insert Your LEA Logo Here]

## Checklist for Parent and Family Engagement Input

Based on the Every Student Succeeds Act (ESSA), Title I, Part A, Section 1116

School Name: \_\_\_\_\_

**NOTE TO SCHOOL SYSTEMS:** Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies or plans, school-parent compacts, options to build school staff capacity, and if the LEA receives more than \$500,000 in Title I, Part A funds, a budget of at least one percent for parent and family engagement activities. As district and school representatives review the documentation of multiple input opportunities, they may use a district-developed checklist or the following checklist to record the school's evidence. Please note that the input opportunities should align with your school system's Consolidated LEA Improvement Plan (CLIP) and School Improvement Plan. District office staff may customize this checklist to reflect your CLIP and Improvement Plan.

Please complete one input checklist for each meaningful consultation opportunity. At least two input opportunities are required to meet compliance, one of which must be a primary input method. Attach all supporting documentation with the checklist. **Note that the Annual Title I Meeting, held at the beginning of the school year, should NOT be used as an input opportunity.**

Type of input opportunity (check all that apply):

- Input into the School Parent and Family Engagement Policy – Section 1116(b)(1)
- Input into the School-Parent Compact – Section 1116(d)
- Input into Building School Staff Capacity with assistance of parents – Section 1116(e)
- Input into the 1% set-aside for parent and family engagement activities, if the LEA receives more than \$500,000 in Title I, Part A funds – Section 1116(a)(3)(A)-(D)

Documentation
<input type="checkbox"/> <b>Primary Method:</b> In-person or online meeting/session
Title of Meeting/Session _____ Date _____
Where was the meeting conducted? <input type="checkbox"/> School <input type="checkbox"/> Districtwide Site <input type="checkbox"/> Community <input type="checkbox"/> Online <input type="checkbox"/> Other _____
Please provide the following evidence of this meeting (ensure that dates are included on each document and attach copies):
<input type="checkbox"/> <b>1) Documentation of Parent Invitation</b> (must specify that <b>all</b> parents of Title I students were invited to participate and the title of the meeting; at least two invitations are to be provided and <b>dates</b> of invitation):
<b>How were your parents invited?</b> (Indicate type of invitation on the lines below, e.g., flyer, social media post, calls)
1. _____ : Was it in an understandable format and language? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. _____ : Was it in an understandable format and language? <input type="checkbox"/> Yes <input type="checkbox"/> No



**2) Documentation of In-Person or Online Meeting:** Dated agenda with agenda items indicating the meeting was held for the purpose of seeking parent input into the School Parent and Family Engagement Policy, School-Parent Compact, Building School Staff Capacity, and if applicable the 1% set-aside for parent and family engagement activities

**3) Documentation of Required Discussion Items:** Presentation slides, meeting minutes, notes, talking points, sample completed meeting evaluations or feedback forms, or other documentation with **dates** demonstrating items / topics discussed; for online meetings – Presentation slides, meeting minutes, notes, talking points, link to recording, results of polls, or other documentation with **dates** demonstrating items / topics

**4) Documentation of Attendance:** Sign-in sheets (with meeting title, date, time, role of attendee such as parent, teacher, principal, counselor, business partner, language interpreter); for online meetings – evidence of participation such as attendee’s log in and date / time stamp

**5) Documentation of Flexible Meeting Times:** If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). **The Annual Title I meeting was not used as an opportunity for input.**

**6) Other** (other such evidence that documents the in-person or online meeting)

**Secondary Method: Suggested Options**

1) What was the secondary method provided to all parents? Date(s) provided \_\_\_\_\_

**Parent survey** – must have questions specifically related to each content area (Parent and Family Engagement Policy or Plan, School-Parent Compact, 1% set aside, and how to build the capacity of school staff, e.g., ask parents what school staff should know and do to help engage parents in their child’s academic goals)

**Online videos** detailing information about the compliance components with feedback forms

**Feedback forms** – must have a question or request for revisions, *e.g., for the school-parent compact, include questions that ask parents how they can help their child in the identified academic school goal*

**Social media** posting sections of required content and asking for feedback or **online services** (e.g., Microsoft, Remind, google, learning management systems) with required content embedded

**Other:** \_\_\_\_\_

Please include copies of the survey, feedback form, screenshot of the social media posting, etc.

2) How were all parents of Title I students invited to participate in the secondary method? Must provide two invitations (e.g., flyer, social media post, calls) with **dates**.

1. \_\_\_\_\_: Was it in an understandable format and language?  Yes  No

2. \_\_\_\_\_: Was it in an understandable format and language?  Yes  No

Refer to the Family-School Partnership Program’s Input Webpage at <http://partnerships.gadoe.org> for other resources to engage parents, families, and other stakeholders in meaningful consultation.



### Verification

This checklist was reviewed by the following school and district representatives:

School Representative's Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Representative's Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Summary of Evaluation Tools

There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parent and Family Engagement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Programs and Policy. Refer to the chart below for a summary of the evaluation tools.

Evaluation Tool	<b>Focus Group</b> 	<b>Surveys</b> 	<b>Open Discussion Forum</b> 
<b>Target Audience</b>	Title I Parents and Families	Title I Parents and Families	Title I Parents and Families
<b>Description</b>	Focus groups are small groups of parents and family members who come together in a confidential setting for structured evaluation to gather data on parent and family engagement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parent and family engagement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents and families the opportunity to provide feedback on parent and family engagement policy and programs.
<b>Time Consumption</b>	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all parents and families have the opportunity to participate and provide feedback.  (Most Time Consuming)	Surveys are easy to administer but can consume large amounts of time during the data collection process.  (Less Time Consuming)	Open Discussion Forums are the least time consuming because they capture large amounts of parent input in a limited time period.  (Least Time Consuming)
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Allows you to observe and hear parent expressions firsthand.</li> <li>• Fosters an open and safe environment that encourages parents and families to engage in discussion and interact among themselves.</li> <li>• People are willing to talk longer face-to-face versus filling out a form or talking on the phone.</li> <li>• Schools/Districts can implement a focus group without the need for excessive costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows parents and families to respond at their leisure rather than in the moment they are contacted or while in a group setting.</li> <li>• Commonly viewed as less intrusive and more private than other evaluation methods.</li> <li>• One of the most effective ways to give all parents and families an opportunity to be part of the evaluation process.</li> <li>• You will get more accurate answers to sensitive questions because it's confidential.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time.</li> <li>• Allows for a large audience or group of parents and families to participate.</li> <li>• Multiple meetings can be held to accommodate various schedules.</li> <li>• Provides the opportunity to get direct feedback.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Limits the number of opinions at one time that could come from having a larger or wider audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all parents may be able to participate due to low literacy levels.</li> <li>• Requires persistence with</li> </ul>	<ul style="list-style-type: none"> <li>• Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of</li> </ul>

- Group conversation may be dominated by only a few parents.
- The group could be dominated by only a few parents or family members, which would result in only their opinions being heard.
- The facilitator would have to find a centralized location to have the meetings, send out notices about the focus group, and make arrangements for parents and family members without transportation to attend.

- follow-up and tracking to ensure high response rate.
- Some surveys require parents and families to have access to an electronic device and the internet to participate.
- Mailing surveys can get expensive with the costs associated with postage, labels, copies, and envelopes.
- You cannot engage in face to face interaction to gauge the conversation and determine sincerity.

- your audience.
- Leading the meeting may be difficult to facilitate and ensure you allot time for a majority of parents and families to comment.
- It could be hard to regain control of the group once it is lost.
- The cost of transportation and child care can cause this cost-effective meeting to become expensive if it's held multiple times.



# Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

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*Guiding Questions to Assist in Designing Strategies for more Effective Parent and Family Engagement and Revising the District and School Title I Parent and Family Engagement Plan*

After compiling and categorizing the results from your annual Title I Parent and Family Engagement evaluation(s) consider the following questions to enhance your programming and to revise your Local Education Agency (LEA) Title I Parent and Family Engagement Plan. While the law requires the evaluation for the LEA, Title I schools should also revise their plans yearly to ensure they are meeting their families' needs and that their school level plans remain in accordance with the LEA's revised plan.

1. Where did our Title I Parent and Family Engagement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?
2. What were our student achievement goals this year?
3. How did we work as partners with parents, families, and the community in meeting those goals?
4. How can we improve with actively engaging parents and families in the activities of our schools?
5. Do we have any barriers to parent and family engagement that need to be addressed?
6. How are we doing with distributing our district and school parent and family engagement plans to all Title I parents and the community?
7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?
8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents, families, and the community?
9. How can we improve building parent capacity?
10. Based on these evaluation findings, what changes do we want to make to our parent and family engagement plan for next year?

Adapted from Pell City School System: Annual Evaluation of the Content and Effectiveness of LEA Parental Involvement Plan 2009 at <http://www.pellcityschools.net/?PN=Pages&SubP=Level1Page&L=1&DivisionID=755&PageID=6827&ToggleSideNav=ShowAll>

# Focus Group Facilitation Template

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A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their Title I Parent and Family Engagement Policy and Program; however, it would require that many focus group meetings be held to ensure all parents and families are given an opportunity to participate. Focus groups can also be used as supplemental evaluation to follow-up on the feedback that is received from surveys.

*Start with an overview of the current Title I Parent and Family Engagement Policy and Plan.*

1. Think back to the beginning of the year, what programs would you like to see added to the parent and family engagement policy and plan in the future? Describe what you mean.
2. If applicable, to what extent have you found the parent resource center useful? Describe areas of improvement that could be made.
3. Let's talk about the opportunities you have had to network with other parents throughout the school year. Name a few instances when you have been able to take advantage of parent networking.
4. Explain how those networking experiences have helped you and your children during this school year.
5. If anyone has had a similar experience or one that differs, please share.
6. Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year? Describe what you mean.
7. To what extent have you been able to be involved in the revision and planning process of writing your school's Title I plan and policy?
8. How can the school and district get more parents and families to participate in this process? Describe what you mean.
9. Think back to some of the conversations you have had with other parents and challenges you may have faced yourself. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?
10. Explain what the school can do, within reason, to address these barriers.

# Open Discussion Forum Template

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This form of evaluation is designed to operate similarly to a town hall meeting. Its purpose is to provide parents with the opportunity to discuss matters of importance as it relates to evaluating the content and effectiveness of the parent and family engagement policy. The Open Discussion Forum can be conducted at the school or district level. It is advised that the Title I Director or a district administrator, as well as the principal, if held at the school level, be present during this meeting. It is important that the administrators understand that their role is to listen and support the open discussion with the objective of gaining the perspectives of parents.

*Start with an overview of the current Title I Parent and Family Engagement Plan and Policy.*

1. What type of training or programs to improve student academic performance would you be likely to participate in if they were offered by the school?
2. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?
3. Explain what the school can do to address these barriers.
4. How can the school assist you with helping your children in the core content areas of mathematics, English language arts, science, and social studies?
5. What hours are more convenient to conduct trainings, programs, parent meetings, and workshops?
6. If applicable, have enough materials been available to assist you with student learning via the Parent Resource Center (PRC)? Explain changes that could be made to improve the PRC.
7. By a show of hands, how many of you are aware of what the school improvement status is for your school? (Explain what the school's status is and where that information can be obtained.)
8. How can we get more parents involved in the revision and planning process of the school's Title I Parent and Family Engagement Plan and Policy and other decision-making committees?



# Checklist for Effective Title I Parent and Family Engagement Surveys

Consider the following do's and don'ts when writing and formatting your Title I Parent and Family Engagement Surveys:

Do:	Don't:
<input checked="" type="checkbox"/> Begin with a family-friendly introduction that explains the purpose	<input type="checkbox"/> Use jargon or complex phrases
<input checked="" type="checkbox"/> Begin with easy to answer questions	<input type="checkbox"/> Ask for an overall assessment before asking topic details
<input checked="" type="checkbox"/> Give clear instructions	<input type="checkbox"/> Insert unnecessary graphics or mix many font styles and sizes
<input checked="" type="checkbox"/> Keep question structure simple	<input type="checkbox"/> Frame questions in the negative
<input checked="" type="checkbox"/> Ask one question at a time	<input type="checkbox"/> Use abbreviations, contractions, or symbols
<input checked="" type="checkbox"/> Maintain a parallel structure for all questions	<input type="checkbox"/> Mix different words for the same concept
<input checked="" type="checkbox"/> Define terms before asking the question	<input type="checkbox"/> Use “loaded” or “leading” words or phrases
<input checked="" type="checkbox"/> Ensure the response categories are both exhaustive and mutually responsive	<input type="checkbox"/> Bounce around between topics or time periods
<input checked="" type="checkbox"/> Label response categories with words rather than numbers	<input type="checkbox"/> Use emotionally charged words, stereotypes, or prestige images
<input checked="" type="checkbox"/> Ask for a number of occurrences, rather than providing response categories such as often, seldom, or never	<input type="checkbox"/> Combine multiple response dimensions in the same question
<input checked="" type="checkbox"/> Use a mixture of open, closed, ranking, ordinal, matrix, and rating type questions	<input type="checkbox"/> Give the impression that you are expecting a certain response
<input checked="" type="checkbox"/> Be explicit about the period of time being referenced by the questions	<input type="checkbox"/> Forget to provide instructions for returning the completed survey

Adapted from: University of Wisconsin System Board of Regents, (2010). *Survey Fundamentals: A Guide to Designing and Implementing Surveys*. Retrieved from [http://oqi.wisc.edu/resourceibrary/uploads/resources/Survey\\_Guide.pdf](http://oqi.wisc.edu/resourceibrary/uploads/resources/Survey_Guide.pdf)

# Title I Family Engagement Survey

**Note to Schools:** This template was originally developed by the 2013 State School Superintendent's Parent Advisory Council (PAC) with assistance from the Georgia Department of Education's (GaDOE) Family-School Partnership Program. With the reauthorization of the federal law, the Every Student Succeeds Act (ESSA), the GaDOE revised this template and asked the 2019 PAC to review it. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirement of an annual evaluation, as described in Section 1116 of ESSA, particularly with consultation regarding the School Parent and Family Engagement Policy / Plan, the building staff capacity, and the 1% set aside. For input into the School-Parent Compacts, visit the GaDOE Family-School Partnership's Input webpage at [partnerships.gadoe.org](http://partnerships.gadoe.org) for the Compact Feedback Forms. This sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review the survey questions and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

[Insert School System or School Logo]

## Annual Evaluation Survey of the Title I Family Engagement Program

Dear Parents,

Our school conducts outreach to all parents and family members and supports successful school and family interactions. Your help in planning these family engagement efforts is appreciated. Please complete the following section to provide your recommendations into our efforts to help you support your child's learning and educational success.

### Tell Us About Your Child(ren)

Which school/schools does your child(ren) attend? (Circle all that apply)

*(The school system will list all Title I Schools from which parents may select.)*

Elementary	Middle	High	Other
ABC Elementary 123 Elementary	XYZ Middle	QRS High	North Academy

In which grade/grades is your child(ren)? (Circle all that apply)

PreK	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	

## Let's Talk Money! (Family Engagement Budget)

Our school system receive \$\_\_\_\_\_ in federal funds called "Title I, Part A" funds for Title I schools to engage parents and family members in their child's education.

1. How would you prioritize the following items to spend these funds?

Last Year's Budget Item	Budgeted Amount	Priority # (Order 1-5 with 1 as the highest priority)	Was This Effective?	Should We Continue This for Next Year?
a. Professional development for teachers and administrators about family engagement. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
b. Programs that reach parents and family members at home, in the community, and at school. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
c. Distributing information about how best to engage all families in the education of their children. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
d. Helping schools partner with community-based or other organizations or employers that support family engagement. For example: <i>(Prepopulated by the LEA / school)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No
e. <i>(Prepopulated by the LEA/school: Other activities and strategies that are identified as needed, appropriate, and consistent with the Parent and Family Engagement Policy / Plan.)</i>	\$ <i>(Prepopulated by the LEA / school)</i>		Yes or No	Yes or No

Other comments \_\_\_\_\_

**What I Want School Staff to Know  
About Building Partnerships / Working With Families:**

2. What do you want teachers and staff to know about engaging families?

<b>For my Child's Elementary School:</b>	<b>Administrators</b>	<b>Teachers</b>	<b>Other School Staff</b>
<i>a. How can teachers and school staff build partnerships with parents and families to improve student achievement in elementary school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events
<i>b. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>c. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

<b>For my Child's Middle School:</b>	<b>Administrators</b>	<b>Teachers</b>	<b>Other School Staff</b>
<i>d. How can teachers and school staff build partnerships with parents and families to improve student achievement in middle school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events

<i>e. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>f. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

<b>For my Child's High School:</b>	<b>Administrators</b>	<b>Teachers</b>	<b>Other School Staff</b>
<i>g. How can teachers and school staff build partnerships with parents and families to improve student achievement in high school?</i>	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events	<input type="checkbox"/> Value and use suggestions of parents when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> Implement and coordinate parent engagement programs / activities / events
<i>h. Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.</i>			
<i>i. Are you willing to take part in training school staff?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure

### How I Want the School to Communicate With Me

3. What form(s) of communication do you prefer when it comes to information about your child's education? (Check all that apply)

Communication With My Child's School	Communication With the School District
<input type="checkbox"/> Email <input type="checkbox"/> Pre-recorded / Robo call <input type="checkbox"/> Mass email <input type="checkbox"/> Notes / Written messages sent home with student <input type="checkbox"/> Text message	<input type="checkbox"/> Email <input type="checkbox"/> Pre-recorded / Robo call <input type="checkbox"/> Mass email <input type="checkbox"/> Notes / Written messages sent home with student <input type="checkbox"/> Text message

- Posting on website
- Social Media (e.g., Facebook, Twitter)
- Personal phone call from teacher
- Other \_\_\_\_\_

- Posting on website
- Social Media (e.g., Facebook, Twitter)
- Other \_\_\_\_\_

4. Please complete the table for the following questions:

	Yes	No	Not Sure / Not Applicable
a. Communication with the school is provided, translated, or interpreted in a language I can understand.			
b. The school offers meetings in different formats such as in person and online			
c. The school offers parent meetings at a convenient time of day / night.			

5. When is the best time for you to attend a parent meeting?

- Before school (Monday-Friday)
- During school, before lunch (Monday-Friday)
- During school, after lunch (Monday-Friday)
- Immediately after school (Monday-Friday)
- Evenings (Monday-Friday)
- Saturday
- Preferred day / time (please indicate): \_\_\_\_\_

6. What is the most likely reason you would not attend a family engagement event?

- Not aware of event taking place.
- Events take place at inconvenient times / dates.
- The location of the event is not convenient.
- I do not feel that events are relevant to me and my student(s).
- Lack of transportation
- Lack of child care
- Events are not in a language I can understand
- Other \_\_\_\_\_

7. What would improve your participation in family engagement events / activities at your child's:

Elementary School \_\_\_\_\_

Middle School \_\_\_\_\_

High School \_\_\_\_\_

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## What I Need to Know to Help My Child Transition to Next Steps

8. Which transition service would you like the school to offer to families? (Check all that apply)

- Preschool to Kindergarten
- Elementary to Middle School
- Middle to High School
- High School to Career (Career Fairs, Career Cluster / Pathway)
- High School to College (Advanced Placement (AP) courses, college admission planning, college financial aid)
- Promotion / graduation requirements
- New student orientation for family members
- Other \_\_\_\_\_

9. Which community-based organizations or businesses should your school work with to provide services to your child (i.e. PTA / PTO, United Way, business donations, work-based field trips)?

\_\_\_\_\_

\_\_\_\_\_

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## What I Want to Know About My Child's Education

10. Have you been provided the following information?

Information	Yes	No	Not Sure / Not Applicable	I would like additional information on this topic
Georgia Milestones Assessments				
Other assessments used to evaluate by child's performance and progress.				
Alternate Assessments for students with special needs.				
State Academic Standards				
Explanation of the curriculum or what my child is learning in class				
How to help my child with math				
Georgia Career Cluster / Pathway courses				
How to contact my child(ren)'s teacher				
How to access my child's grades				
Study and homework tips				
How to use technology to help my child				

Information about the harms of copyright piracy				
How to help with my own reading skills to help my child				
The "Title I, Part A" Program				

11. What should the school / teachers do to support you in helping child(ren) achieve academically?

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### What I Know About the School's Plan to Engage Families

12. Please answer the following questions

Information	Yes	No	Not Sure / Not Applicable	Recommendations
My school asked me for feedback on the school parent and family engagement plan.				
The school makes the school parent and family engagement plan available to the local community.				
The school updates, at least annually, the parent and family engagement plan to meet the changing needs of parents and the school.				
If the Title I Schoolwide Plan is not satisfactory to parents, the school submits any parent comments to the district's Title I office.				
If requested by parents, the school addresses opportunities for regular meetings.				
The school explains what a School-Parent Compact is and how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.				
I feel like I have had an opportunity to provide feedback about and participate in decision-making about my child's education.				

13. The following is a list of family engagement activities that have previously been provided. Please rate, add comments, and make recommendations for each.

Activity / Event	Participation	Comment	Recommendations
Annual Title I Parent Meeting	0=did not participate 1=not helpful 2=somewhat helpful 3=very helpful		
<i>(School to prepopulate the activity)</i>	0=did not participate 1=not helpful 2=somewhat helpful 3=very helpful		
<i>(School to prepopulate the activity)</i>	0 =did not participate 1=not helpful 2=somewhat helpful 3=very helpful		

*(LEA/School may add additional rows as needed.)*

14. We greatly appreciate your participation in this survey. We look forward to reviewing your feedback and using that information to improve the quality of our school-family partnerships. Please add any additional comments, suggestions, or questions below. If you do have a question, please include contact information as to how to reach out to you.

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