

Input



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 of Input, and Annual Evaluation Materials.

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	Focus Group 	Surveys 	Open Discussion Forum 
Target Audience	Title I Parents and Families	Title I Parents and Families	Title I Parents and Families
Description	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.
Time Consumption	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)
Advantages	<ul style="list-style-type: none"> • Allows you to observe and hear parent expressions firsthand. • Fosters an open and safe environment that encourages parents and families to engage in discussion and interact among themselves. • People are willing to talk longer face-to-face versus filling out a form or talking on the phone. • Schools/Districts can implement a focus group without the need for excessive costs. 	<ul style="list-style-type: none"> • Allows parents and families to respond at their leisure rather than in the moment they are contacted or while in a group setting. • Commonly viewed as less intrusive and more private than other evaluation methods. • One of the most effective ways to give all parents and families an opportunity to be part of the evaluation process. • You will get more accurate answers to sensitive questions because it's confidential. 	<ul style="list-style-type: none"> • Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time. • Allows for a large audience or group of parents and families to participate. • Multiple meetings can be held to accommodate various schedules. • Provides the opportunity to get direct feedback.

<p>Disadvantages</p>	<ul style="list-style-type: none"> • Limits the number of opinions at one time that could come from having a larger or wider audience. • 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. 	<ul style="list-style-type: none"> • Not all parents may be able to participate due to low literacy levels. • Requires persistence with 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. 	<ul style="list-style-type: none"> • Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of 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.
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Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

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 complying 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>

Checklist for Input

School: _____

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school 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 and plans, a school-parent compact, training to build school staff capacity, and a budget for the one percent set-aside for parent and family engagement activities. As the school and district representatives are reviewing the documentation of multiple input opportunities, they may use the following checklist to record the evidence.

PRIMARY METHOD: Recommended as primary methods for meaningful consultation

- Parent Input Meeting
- Open Discussion Forum
- Town Hall Meeting
- ParentCamp
- World Café/Parent Café
- Online Meetings
- Other: _____

It is recommended also to host meetings in neighborhoods, apartment communities, libraries, and other easily accessible public locations.

SECONDARY METHOD: Suggested alternative methods for multiple opportunities for input

- Parent survey generated with questions related to complying with the required content
- Online videos with feedback form
- Cloud-based online distribution services with required content embedded
- Social media (e.g., posting sections of required content on social media and asking for feedback)
- Other: _____

INPUT: SCHOOL PARENT AND FAMILY **ENGAGEMENT POLICY**

What are the Federal and State Requirements?

- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parent and family engagement policy, agreed on by such

parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

Section 1116(b)(1)

- Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Section 1116(b)(1)

What Types of Documentation Shows Evidence of Gathering Parent Input?

1) Meeting as Primary Method

Methods of Invitation (two or more)

- Flyer
- Email
- Screenshot of webpage
- Text message
- Marquee
- Other _____

Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which review and revision of the parent and family engagement policy is an item of discussion.

Agenda

- School Parent and Family Engagement Policy revision listed as a discussion topic
- Date/Time (usually in the spring) before the revision date on the School Parent and Family Engagement Policy

Sign-In Sheet

- Same date/time as indicated on the invitation and agenda
- Person's title and/or role is identified (e.g., teacher, parent, principal, etc.)

Meeting Minutes/Notes, Evaluations, and Feedback Forms

- Same date/time as the meeting date
- Written overall meeting summary/processes, including a request for parents to provide revision on the School Parent and Family Engagement Plan
- Parents' feedback included in the minutes (unless a feedback form is used)

Meeting Slides or Talking Points

- Same date/time as the meeting date
- Slides or talking points include documentation that parents were asked for input

Online Meetings

- Recording link

- List of participants (specified as a parent)
- Feedback forms or meeting minutes describing parent feedback

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

2) Parent Survey

Content of Parent Survey

- Questions included on the survey are relevant to all required content for the School Parent and Family Engagement Policy
- Summary of survey results

Methods of Taking Parent Survey

- Paper copy
- Online link

Methods of Distribution (two or more)

- Flyer
- Email
- Screenshot of survey posted on website
- Picture of paper copies available in the front office or Parent Resource Room
- Other _____

3) Feedback Form

Feedback forms must have a question or request for revisions to the School Parent and Family Engagement Policy's content.

Methods of Distribution (two or more)

- Email inviting all parents to provide input using the feedback form
- Screenshot of feedback form posted on website and date of screenshot
- Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken
- Other _____

Note: If a feedback form is not used, parent and family members' input should be reflected in the meeting minutes.

Other (Please describe evidence)

INPUT: SCHOOL-PARENT COMPACTS

What are the Federal and State Requirements?

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Section 1116(d)

What Types of Documentation Shows Evidence of Gathering Parent Input? (two or more)

Parent Input

Parents must have the opportunity to provide input, in multiple ways, on the joint development and revision of school-parent compacts. Meaningful consultation with parents must include a review of the school's academic achievement goals and the benefits of a positive partnership between families and the school in supporting student learning and academic achievement.

1) Meeting as Primary Method

Methods of Invitation (two or more)

- Flyer
- Email
- Screenshot of webpage
- Text message
- Marquee
- Local newspaper announcement
- Other _____

Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which review and revision of the school-parent compact is an item of discussion.

Meeting documentation such as:

Agenda

- Compact revision listed as a discussion topic
- Date/Time (usually in the spring) before the revision date on compact
- The annual Title I meeting was not used as an opportunity for input

Sign-In Sheet

- Same date/time as indicated on the invitation and agenda

- Person's title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)

Meeting Minutes/Notes or Evaluation

- Same date/time as the meeting date
- Includes a request for parents to provide revision on the compact

Meeting Slides

- Same date/time as the meeting date
- Slides include documentation that parents were asked for input on the compact

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).

2) Parent Survey

Content of Parent Survey

- Questions included on the survey are relevant to content included in the compact
- Summary of survey results

Methods of Taking Parent Survey

- Paper copy
- Online link

Methods of Distribution (two or more)

- Flyer
- Email
- Screenshot of survey posted on website
- Picture of paper copies available in the front office or Parent Resource Room
- Other _____

3) Feedback Form

Feedback form must have a question or request for revisions to the compact's content.

Methods of Distribution (two or more)

- Email inviting all parents to provide input using the feedback form
- Screenshot of feedback form posted on website and date of screenshot
- Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken
- Samples of dated feedback forms completed by parents
- Other _____

Other *(Please describe evidence)*

INPUT: BUILDING SCHOOL STAFF CAPACITY

What are the Federal and State Requirements?

- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
Section 1116(e)

What Types of Documentation Shows Evidence of Gathering Meaningful Parent Input?

1) Meeting as Primary Method

Methods of Invitation (two or more)

- Flyer
- Email
- Screenshot of webpage
- Text message
- Marquee
- Local newspaper announcement
- Other _____

Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which building school staff capacity is an item of discussion.

Meeting documentation such as:

Agenda

- Topics for building school staff capacity in partnering with parents in the academic achievements of their children listed as an agenda item or for discussion
- Date/Time (usually in the spring) before the next school year begins

Sign-In Sheet

- Same date/time as indicated on the invitation and agenda
- Person's title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)

Meeting Minutes/Notes or Evaluation

- Same date/time as the meeting date
- Includes a request for parents to provide input in topics for building school staff capacity in partnering with parents in the academic achievements of their children

Meeting Slides

- Same date/time as the meeting date
- Slides include documentation that parents were asked for input on building school staff capacity

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

2) Parent Survey**Content of Parent Survey**

- Questions included on the survey are relevant to building school staff capacity in partnering with parents in the academic achievements of their children
- Summary of survey results

Methods of Taking Parent Survey

- Paper copy
- Online link

Methods of Distribution (two or more)

- Flyer
- Email
- Screenshot of survey posted on website
- Picture of paper copies available in the front office or Parent Resource Room
- Other _____

3) Feedback Form

Feedback form must have a question about building school staff capacity in partnering with parents in the academic achievements of their children

Methods of Distribution (two or more)

- Email inviting all parents to provide input using the feedback form
- Screenshot of feedback form posted on website and date of screenshot
- Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken
- Samples of dated feedback forms completed by parents
- Other _____

Other *(Please describe evidence)*

INPUT: RESERVATION OF FUNDS

What are the Federal and State Requirements?

- Each local educational agency shall reserve at least 1 percent of its allocation to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation to assist schools to carry out activities described in this section

Section 1116(a)(3)(A)

- Parents and family members of children receiving services under Title I, Part A shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities

Section 1116(a)(3)(B)

What Types of Documentation Shows Evidence of Gathering Parent Input?

1) Meeting as Primary Method

Methods of Invitation (two or more)

- Flyer
- Email
- Screenshot of webpage
- Text message
- Marquee
- Local newspaper announcement
- Other _____

Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which reservation of funds is an item of discussion.

Meeting documentation such as:

Agenda

- Reservation of funds listed as an agenda item or for discussion
- Date/Time (usually in the spring) before the next school year begins
- The annual Title I meeting was not used as an opportunity for input

Sign-In Sheet

- Same date/time as indicated on the invitation and agenda
- Person's title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)

Meeting Minutes/Notes or Evaluation

- Same date/time as the meeting date
- Includes a request for parents to provide input in the 1 percent of reservation of Title I funds

Meeting Slides

- Same date/time as the meeting date
- Slides include documentation that parents were asked for input in the 1 percent reservation of Title I funds

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).

2) Parent Survey

Content of Parent Survey

- Questions included on the survey are relevant to the 1 percent of Title I funds
- Summary of survey results

Methods of Taking Parent Survey

- Paper copy
- Online link

Methods of Distribution (two or more)

- Flyer
- Email
- Screenshot of survey posted on website
- Picture of paper copies available in the front office or Parent Resource Room
- Other _____

3) Feedback Form

Feedback form must have a question about the 1 percent reservation of Title I funds

Methods of Distribution (two or more)

- Email inviting all parents to provide input using the feedback form
- Screenshot of feedback form posted on website and date of screenshot
- Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken
- Samples of dated feedback forms completed by parents
- Other _____

Other *(Please describe evidence)*

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: _____

Focus Group Facilitation Template

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

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/resourcelibrary/uploads/resources/Survey_Guide.pdf

Elementary School Title I Parent and Family Engagement Survey

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's (GaDOE) Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey provided by the GaDOE 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 all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parent/Guardian and Family Members,

_____ school is a Title I school, and as the parent/guardian and family member of a child attending a Title I school you are an important part of the Title I team. Your input is vital in the planning and implementation of the parent and family engagement program and activities in our school. The focus of all Title I programs is to help eligible students meet the same high academic achievement standards expected of all children, regardless of their socioeconomic status and background. The following survey is confidential and will be used to assist us with future planning for parent and family engagement activities and events at _____ school. We appreciate your feedback and thank you for taking the time to complete this survey.

All surveys may be returned to (*faculty/staff member*) in the (*location*), mailed to (*school name and address*), or completed online at (*website*).

School Planning

1. How well do you feel your child's school provides parents and family members with opportunities to share feedback and ideas regarding the school's parent and family engagement program and activities?

Not well Minimally well Quite well Extremely well

2. Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with parents and family members?

Yes No Unsure

3. At the beginning of the school year, all parents were asked to sign a school-parent compact outlining the responsibilities of both the school and parents in providing the best academic experience for your child. Please explain how the school-parent compact impacted your child's education this school year?

4. How would you like to see the parent and family engagement funds used at your child’s school?

(check all that apply)

- Family engagement coordinator
- Parent workshops
- Technology resources
- Educational materials for parent use
- Parent resource center
- Other: _____

5. What would help you participate more in decision making and the overall academic achievement in your child’s school?

- More encouragement from the school to engage in my child’s education
- More information on how to engage in my child’s education
- More information about school issues to be addressed
- More opportunities to share my opinion about school issues
- More confidence in my abilities to help
- More time in my schedule
- Other (please explain)

6. Have you been given opportunities to provide input into school decisions?

- Yes
- No
- Unsure

7. How well does the school encourage you to play a role in the school improvement planning process?

- Not well
- Minimally well
- Quite well
- Extremely well

8. In the past year, did you participate in the development and review of the following?

	Yes, I participated	No, I did not participate	I was not informed	I do not know
Parent and Family Engagement activities				
Parent and Family Engagement Plan				
Use of Parent and Family Engagement Funds				
School-Parent Compact				
Title I Program Services				
School Improvement Plan				

9. What ways can the school better involve parents in school planning?

School-Home Communication

10. How well does your child’s school provide information that is easy to understand?

- Not well
- Minimally well
- Quite well
- Extremely well

11. How often does your child's teacher communicate with you about your child's progress?

- Never Once or twice a year Every few months Weekly or more

12. How would you prefer to receive information from your child's school? (check all that apply)

- Letters/flyer, etc. sent home with students
 Email
 Website
 Phone call
 Social media
 Text message
 Other (please indicate) _____

13. Do you know how to contact your child's teacher?

- Yes No

14. What ways can the school improve communication between parents and the school?

Helping Your Child with School

15. Are you aware of what you child is expected to understand in all subject areas?

- Yes No

16. How often do you meet in person with your child's teacher

- Never Once or twice Every few months Weekly or more

17. How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement?

- Not well Minimally well Quite well Extremely well

18. What type of informational programs would you like the school to provide for parents? (check all that apply)

- Navigating the school
 Reading strategies
 Technology assistance
 Math skills
 Homework help
 Other (please describe) _____

19. In the past year, how often did you attend a parent meeting or event to help you work with your child to do better in school?

- Never Once or twice Every few months Weekly or more

20. Please indicate whether you received the following information from your child's school.

	Received and very helpful	Received, but not helpful	Definitely did not receive	Uncertain
Information about what the school teaches your child				
Information on the Georgia Milestones Assessments				
Information on how your child scored on the Georgia Milestones Assessments				
What a score on the Georgia Milestones Assessments means				
How to keep track of your child's progress				
Information used to determine whether your child moves to the next grade or repeats the same grade				
How you can work with teachers to help your child in school				

21. How often have you participated in classroom activities with your child during the school day?

- Never
 Once or twice
 Every few months
 Weekly or more

22. How often do you work with your child on homework?

- Never
 Once or twice
 Every few months
 Weekly or more

23. How often do you have conversations with your child about what his or her class is learning at school?

- Never
 Minimally
 Sometimes
 Frequently
 Almost all the time

24. What ways can the school help you work with your child to do better in school?

Parent Participation

25. How frequently do you participate in activities at your child's school?

- Never
 Once or twice
 Every few months
 Weekly or more

26. Are you aware of the opportunities to volunteer at your child's school?

- Yes
 No

27. How well do you feel the school creates a welcoming environment for parents?

- Not well
 Minimally well
 Quite well
 Extremely well

28. Which of the following would enable you to participate in parent meetings and school activities? (check all that apply)

- Child care assistance
- Transportation assistance
- Morning meetings (9:00 a.m. – 12:00 p.m.)
- Evening meetings (6:00 p.m. – 8:00 p.m.)
- Access to information online
- Other (please explain) _____

29. For each activity listed below, please provide us with your feedback by checking the box that best describes your opinion.

Parent and Family Engagement Activity	Not Valuable	Little Value	Rather Valuable	Very Valuable	Did Not Participate
Open House Night					
Literacy Night					
Science Fair					
Parent and Family Engagement Day					
Homework Help Workshop					
Parent-Teacher Conferences					
Math Matters Night					

Other suggestions for parent activities:

30. How often do you work with other parents at your child’s school to plan and carry out school activities?

- Never Once or twice a year Every few months Weekly or more

31. What ways can the school help parents and family members engage in school activities and programs?

32. Please describe any hobbies, talents, interests, or work experiences that you could share with the parents, staff, or students at your child’s school.

Please provide your contact information if you would like for the school to follow up with you about any feedback provided or ways to engage you more in the school as indicated on the survey.

Contact Information (OPTIONAL)

Parent/Guardian Name: _____ Email address: _____
 Phone number: _____ Address: _____
 Child’s name: _____

**Thank you for taking the time to complete this very important survey.
 Your feedback is greatly valued and sincerely appreciated.**

Middle School Title I Parent and Family Engagement Survey

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's (GaDOE) Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey provided by the GaDOE 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 all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parents/Guardians and Family Members,

As partners in your child's education, your input is valued. Please take a few minutes to respond to this brief parent survey. This information will be used to help evaluate and strengthen parent and family engagement within our school. All surveys may be returned to (*faculty/staff member*) in the (*location*), mailed to (*school name and address*), or completed online at (*website*).

School Environment

1. How welcome does the school staff at your child's school make you feel?

Not at all Minimally Quite a bit A tremendous amount

2. How often do you participate in school events because your child encourages you to be involved?

Not at all Minimally Quite a bit A tremendous amount

3. In the past year, how often have you visited your child's school?

Never Once or twice Every few months Monthly Weekly or more

4. In the past year, how often did you participate in a parent and family engagement activity, event, or program at your child's school?

Never Once or twice Every few months Monthly Weekly or more

5. In the past year, how often have you talked with the school about how they can help your child learn?

Never Once or twice Every few months Monthly Weekly or more

13. In your opinion, how effective are the following when it comes to the school communicating with you or your family?

	Not Effective	Effective	Very Effective
Parent meetings (open house, curriculum night, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Teacher Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletters (link on schools website)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automated calls from the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flyers sent home with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What are the best ways for you to provide input regarding your child’s school? (Please check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Attend meetings | <input type="checkbox"/> Complete survey online |
| <input type="checkbox"/> Phone call | <input type="checkbox"/> Complete and return a paper survey |
| <input type="checkbox"/> Email | <input type="checkbox"/> Send a note to the school |

15. Do you have difficulties with any of the following?

	Yes	No
Understanding school policies	<input type="checkbox"/>	<input type="checkbox"/>
Accessing the school webpage	<input type="checkbox"/>	<input type="checkbox"/>
Accessing the Parent Portal (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please provide specifics: _____

16. How many times per month do you access the school website? 0-5 6-10 10 or more

Student Achievement

17. How clear is your understanding of the programs and courses that are offered for your child?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Minimal | Quite a bit | A tremendous amount |

18. I am informed as to how my child is doing academically in school.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Minimally | Quite a bit | A tremendous amount |

19. In the past year, how often have you talked with the school about ways that you can help your child’s learning at home?

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |
| Never | Once or twice | Every few months | Monthly | Weekly or more |

20. How many times per month do you access your child’s grades online? 0-5 6-10 10 or more

21. How many times per month do you initiate the use of interactive study tools with your child? (Flash cards, online resources, etc.) 0-5 6-10 10 or more

22. How confident are you in your ability to support your child's learning at home?

- Not at all Minimally Quite a bit A tremendous amount

23. Workshops and events may be offered at the school based on the needs and interests of our parents. Please review the following list of potential workshop topics and rank them in the order of what interests you the most. (1 = Most Interested, 8 = Least Interested)

- | | |
|---|--|
| <input type="checkbox"/> Homework help workshop | <input type="checkbox"/> Math-Science Night |
| <input type="checkbox"/> Organization and study skills workshop | <input type="checkbox"/> Reading Night |
| <input type="checkbox"/> Understanding Georgia Milestones Assessments | <input type="checkbox"/> Social Studies Night |
| <input type="checkbox"/> Understanding the state adopted standards | <input type="checkbox"/> Understanding career pathways |

24. What types of training or programs to improve student academic achievement would you be likely to participate in if they were offered by the school? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Educational parent workshops or classes | <input type="checkbox"/> Lunch n learn sessions |
| <input type="checkbox"/> Parent meetings or presentations | <input type="checkbox"/> Online parent classes or webinar presentations |
| <input type="checkbox"/> School decision making committees or councils | <input type="checkbox"/> Family fun learning nights |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Mentoring |

Advocacy

25. How confident are you in your ability to help your child make choices about programs and courses he/she needs to take?

- Not at all Minimally Quite a bit A tremendous amount

26. In the past year, how often have you given advice to the school?

- Never Once or twice Every few months Monthly Weekly or more

27. Did you participate in any of the following decision-making opportunities requiring parent input and partnership?

(Check all that apply)

- Title I Program planning and evaluation
- Development of school parent and family engagement plan
- Development of school-parent compact
- Parent-Teacher conferences
- Parent advisory committees/councils

If so, which did you find most meaningful and enjoyable to be a part of?

If you did not participate in any, why not?

Would you be interested in participating in the future?

28. How well do you feel that the school's parent and family engagement policy and plan provides opportunities for effective involvement of parents to support student academic achievement?

Not well at all Mildly well Fairly well Quite well Extremely well

- **At home?** Yes No
- **At school?** Yes No

29. Our school is required to set aside a percentage of the Title I money we receive for parent and family engagement activities to actively engage parents in the academic achievement of their children. In the past, money has been spent to provide the school with a family engagement coordinator position and to fund the parent resource center. What are your suggestions for how Title I parent and family engagement money should be spent?

30. What support do you need from the school to ensure your child moves from one grade to the next?

31. How can our school improve on actively engaging parents and community members in the activities of our school to increase student academic achievement?

32. Please list any possible community organizations and/or businesses that you feel would be ideal school partners:

33. What grade is your child in? _____

34. What is the primary language spoken in your home? _____

35. What is your relationship to your child? _____

Thank you for taking the time to complete this very important survey.

Your feedback is greatly valued and sincerely appreciated.



High School Title I Parent and Family Engagement Survey

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's (GaDOE) Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey provided by the GaDOE 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 all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

At (school name), we believe that families are valuable members of the school community and your opinions and suggestions regarding the education of your child are important to the success of our school. Please take a moment to answer the following questions to help us plan and address areas of improvement for the next school year. All surveys may be returned to (faculty/staff member) in the (location), mailed to (school name and address), or completed online at (website).

1. What is the best way for us to get important information to you?
 - a) Phone call
 - b) Email
 - c) Text message
 - d) Mail
 - e) Website
 - f) Letters/flyers sent home with student
 - g) Social media

2. Please circle the grade level(s) of your child(ren)
 - a) 9
 - b) 10
 - c) 11
 - d) 12

3. Which of the following parent activities would you be interested in participating in or attending? (Choose all that apply)

<input type="checkbox"/> Community service projects with staff/students	<input type="checkbox"/> Parent Advisory Council
<input type="checkbox"/> Family Fun learning nights	<input type="checkbox"/> Online classes/presentations
<input type="checkbox"/> Educational parent workshops/classes	<input type="checkbox"/> Mentoring a student
<input type="checkbox"/> Volunteer opportunities	<input type="checkbox"/> Classroom assistance
<input type="checkbox"/> Open House	<input type="checkbox"/> Lunch n Learn Lessons

4. How welcome do you feel at your child's school?
 - a) Not at all
 - b) A little bit
 - c) Quite a bit
 - d) A tremendous amount

5. To what extent do you know how your child is doing academically at school?
 - a) Not at all
 - b) A little bit
 - c) Quite a bit
 - d) A tremendous amount
6. How often do you participate in decisions regarding your child's high school course selection?
 - a) Never
 - b) Once in a while
 - c) Frequently
 - d) Almost all the time
7. How often do you work with your child on classwork assignments?
 - a) Never
 - b) Once in a while
 - c) Sometimes
 - d) Frequently
 - e) Almost all the time
8. Would you be interested in receiving more information from the school regarding ways parents can help their children academically?
 - Yes (please provide name and email address/phone number):

 - No
9. Do you feel informed to make decisions about your child's schooling?
 - Yes
 - No

10. Please indicate your level of understanding of the following (1 = none, 2 = heard of it, 3 = pretty good, 4 = excellent)

	1 – 4	Would you like to receive more information? (Y/N)	Best way to receive information? email, mail, meeting, or other
State adopted standards			
Georgia Milestones Assessments			
Graduation/Promotion requirements			
Dual Enrollment/Advanced Placement			
College and career information			

11. How well do you know the curriculum that is being used at your child's school?
 - a) Not well at all
 - b) Minimally well
 - c) Quite well
 - d) Extremely well

12. How well do you know what courses your child is expected to take each year?
- Not well at all
 - Minimally well
 - Quite well
 - Extremely well
13. In the past year, how often did you participate in a parent and family engagement activity, event, or program at your child's school?
- Never
 - Once or twice
 - Every few months
 - Monthly
 - Weekly or more
14. How often do you communicate with your child's teachers?
- Never
 - Once or twice a school year
 - Every few months
 - Monthly
 - Weekly or more
15. In the past year, how often did you visit your child's school?
- Never
 - Once or twice
 - Every few months
 - Monthly
 - Weekly or more
16. Please rank the following from 1 (Not Well) to 4 (Extremely Well) according to how well your child's school supports each area:
- | | |
|--|--|
| <input type="checkbox"/> Creating a friendly school climate | <input type="checkbox"/> Engaging parents and family members |
| <input type="checkbox"/> Establishing home-school communications | <input type="checkbox"/> Building community partnerships |
17. Overall, how much do you feel your child's school values parent input?
- Not at all
 - A little bit
 - Quite a bit
 - A tremendous amount
18. What is the best way for you to provide input regarding your child's school?
- | | |
|---------------------------------------|-----------------|
| a) Attend meetings | e) Focus groups |
| b) Complete a survey online | f) Other: |
| c) Complete and return a paper survey | _____ |
| d) Phone calls | _____ |

19. How well do you know your rights as a parent as it relates to your child's school and education?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

20. How would you like to see parent and family engagement funds used?

- a) Provide academic materials for parents
- b) Fund a parent resource center
- c) Provide transportation assistance for parents to attend Title I events at the school
- d) Fund technology resources at the school to support parent and family engagement
- e) Other (please provide suggestions):

21. Which of the following prevent you from being able to participate in school functions, activities and planning events?

- a) Transportation
- b) Child care
- c) Communication
- d) Family schedule
- e) Time of events
- f) Other (please indicate):

22. How much information does your child's school provide about parent and family engagement opportunities?

- a) None
- b) A little bit
- c) Quite a bit
- d) A tremendous amount

23. Regarding which of the following topics would you like to receive more information? (Choose all that apply)

- School policies and procedures
- Georgia Milestones Assessments
- Understanding high school curriculum
- Helping your child succeed in school
- Using technology in education
- Other (please indicate): _____

24. How well do you feel your child's school provides you with information to support your child's learning outside of school?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

25. When is the best time for you to attend a school event for parents?

- a) Before school (M-F)
- b) During school, before lunch (M-F)
- c) During school, after lunch (M-F)
- d) Immediately after school (M-F)
- e) Evenings (M-F)
- f) Saturday
- g) Preferred day/time (please indicate):

26. What is the primary language spoken in your home? _____
27. How well do you feel the school's parent and family engagement policy and plan provides opportunities for effective involvement of parents and family members to support student academic achievement?
- a) Not well at all
 - b) Minimally well
 - c) Quite well
 - d) Extremely well
28. What ways can parent and family engagement be strengthened at your child's school?
- _____
- _____
29. What can we do to support you to ensure your child graduates and receives a high school diploma?
- _____
- _____
30. Please indicate any skills, knowledge, work or education experience that you could share with the parents, staff or students of your child's school.
- _____
- _____
31. How can the school improve on actively engaging parents and the community in the activities of our school?
- _____
- _____
- _____

Please provide your contact information if you would like for the school to follow up with you about any feedback provided or ways to get you more involved in the school as indicated on the survey.

Contact Information (OPTIONAL)

Parent/Guardian Name: _____ Email address: _____

Phone number: _____ Address: _____

Child's name: _____

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.

School District Title I Parent and Family Engagement Survey

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's (GaDOE) Parent Engagement Program.

Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey provided by the GaDOE 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 all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

As we continuously seek to improve the _____ School District, we want to know how you, as a parent/guardian or family member, feels the schools and the district are doing to meet your needs. The information that you provide will help us evaluate and improve how our schools, families, and parents work together to help all students achieve academically. All information provided is confidential and will be used to assist us with future planning for parent and family engagement activities and events in the district and schools. Your opinions and suggestions are very valuable, and we thank you for your time to complete this survey.

All surveys may be returned to (*faculty/staff member*) in the (*location*), mailed to (*school name and address*), or completed online at (*website*). If you have children who attend different schools in the _____ School District, we ask that you complete separate surveys for each school that your children attend.

1. What school does your child attend? _____ (*LEAs may provide option of listing all schools in the district*)
2. In what grade is your child enrolled? _____ (*LEAs may provide option of listing all the grades available for school level selected*)
3. What is your relationship to your child? _____ (*LEAs may provide option of listing various parent/caregiver roles*)
4. How well does your child's school create an environment that helps your child learn?
 Not well Minimally well Fairly well Quite well Extremely well
5. How well do you feel your child's school prepares him/her for the next academic year?
 Not well Minimally well Fairly well Quite well Extremely well
6. How often do you communicate with teachers at your child's school?
 Never Once or twice a year Once a month Weekly or more

7. How confident do you feel in making sure your child's school meets the learning needs of your child?

- Not confident at all Slightly confident Rather confident Very confident

8. Do you feel informed when it comes to making decisions about your child's schooling?

- Yes No

If not, please explain: _____

9. Are you satisfied with the services provided by the school to help you support your child academically?

- Yes No

If not, please explain: _____

10. How often does your child's school give you the opportunity to engage in your child's learning?

- Not at all A little bit Some Quite a bit A tremendous amount

11. How satisfied are you with the way your child's school works with parents and family members.

- Very dissatisfied Dissatisfied Satisfied Very satisfied

12. Have you been given the opportunity to participate in the planning and implementation of the parent and family engagement program at your child's school?

- _____ Yes _____ No

13. Would you like to participate in the planning and implementation of the parent and family engagement program at your child's school?

- _____ Yes _____ No

14. Did you participate in any of the following decision making opportunities requiring parent input and partnership?

- | | |
|--|---|
| _____ School Title I program planning and evaluation | _____ Development of school-parent compact |
| _____ District Title I program planning and evaluation | _____ Development of school parent and family engagement plan |
| _____ School Parent Advisory Council/committees | _____ Development of LEA parent and family engagement plan |
| _____ District Parent Advisory Council/committees | _____ Parent-Teacher conferences |

15. How often does your child's school consider parent suggestions when decisions are made about the school?

- Never Sometimes Most of the time Always

16. How satisfied are you with the way you are included in the decisions made about your child's school.

- Very dissatisfied Dissatisfied Satisfied Very satisfied

17. In the past year, how often have you communicated with the school about how they can help your child learn?

- Never Once or twice Every few months Weekly or more

18. In the past year, how often have you communicated with the school about ways that you can help your child's

- Never Once or twice Every few months Weekly or more

19. In the past year, how often did you participate in a parent and family engagement activity, event, or program

- Never Once or twice Every few months Weekly or more

20. In the past year, how often did you participate in a parent and family engagement activity, event, or program held by the school district?

- Never Once or twice Every few months Weekly or more

21. Do you have internet access?

- Yes No

22. How often do you visit your child's school website?

- Never Once or twice a year Every few months Weekly or more

23. How often do you visit the school district website?

- Never Once or twice a year Every few months Weekly or more

24. Please indicate how effective each source(s) is in ensuring information about parent and family engagement workshops, presentations, meetings or other information offered by the school district and/or your child's school in received by you?

	Least effective	Somewhat effective	Rather effective	Most effective
Your child				
Classroom teacher				
School newsletter				
School website				
District website				
Automated phone call				
Newspaper				
Mail				

Other: _____

25. How would you like to see parent and family engagement funds used?

- To provide academic materials for parents and family members to use with their student in the home
 - To fund a district parent resource center
 - To fund a family engagement coordinator to plan and execute parent and family engagement activities and events
 - To provide transportation assistance for parents to attend Title I events at the school
 - To fund technology resources at the school to support parent and family engagement
 - Other (please provide suggestions):
-

26. Which of the following prevent you from being able to participate in school functions, activities, and planning events?

- | | |
|---|---|
| <input type="checkbox"/> Transportation | <input type="checkbox"/> School not making parents feel welcome |
| <input type="checkbox"/> Child care | <input type="checkbox"/> Other (please indicate): |
| <input type="checkbox"/> Communication | _____ |
| <input type="checkbox"/> Family schedule | _____ |
| <input type="checkbox"/> Time of events | |
| <input type="checkbox"/> Your child not wanting you to attend | |

27. Regarding which of the following topics would you like to receive more information? (Choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> School policies and procedures | <input type="checkbox"/> Helping your child succeed in school |
| <input type="checkbox"/> Helping my child with math | <input type="checkbox"/> High school graduation requirements |
| <input type="checkbox"/> Advanced placement (AP) courses | <input type="checkbox"/> Using technology in education |
| <input type="checkbox"/> College admission planning | <input type="checkbox"/> Improving my child's reading skills |
| <input type="checkbox"/> College financial aid | <input type="checkbox"/> Study and homework tips |
| <input type="checkbox"/> State adopted standards | <input type="checkbox"/> Understanding test scores |
| <input type="checkbox"/> Test-taking skills | <input type="checkbox"/> Georgia Milestones Assessments |
| <input type="checkbox"/> Math curriculum | <input type="checkbox"/> Georgia Career Cluster/Pathway courses |
| <input type="checkbox"/> Science curriculum | <input type="checkbox"/> Other (please indicate): |
| <input type="checkbox"/> English/Language arts curriculum | _____ |
| <input type="checkbox"/> Social studies curriculum | _____ |

28. Would you be interested in attending a workshop at the school or in the community on any of the topics above?

_____ Yes _____ No

29. What is the primary language spoken in your home?

- | | |
|----------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> French |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Other (please indicate): _____ |
| <input type="checkbox"/> Chinese | |
| <input type="checkbox"/> Korean | |

30. When is the best time for you to attend a parent event?

- Before school (M-F)
- During school, before lunch (M-F)
- During school, after lunch (M-F)
- Immediately after school (M-F)
- Evenings (M-F)
- Saturday
- Preferred day/time (please indicate): _____

31. In the past year, how often have you helped out at your child's school?

- Almost never
- Once or twice
- Every few months
- Weekly or more

32. I am willing to volunteer in our schools, but I am unsure how I can help.

_____ Yes _____ No

33. Please describe any hobbies, talents, interests, or work experiences that you could share with the parents, staff, or students at your child's school.

34. What ways can parent and family engagement be strengthened within the school district?

35. What ways can parent and family engagement be strengthened at your child's school?

36. How can the school improve on actively engaging parents, family members, and the community in the activities of the school?

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.