STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

Parent Involvement Report

Provided to the General Assembly, State Board of Education, and Education Oversight Committee

Pursuant to S.C. Code § 59-28-150

June 30, 2018

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Reporting Requirement

This report is provided to the General Assembly, the State Board of Education, and the Education Oversight Committee pursuant to S.C. Code § 59-20-150, which requires that the S.C. Department of Education (SCDE) "report evaluation findings and implications." This report provides an overview of SCDE activities and monitoring/evaluation data derived from the 2016–17 statewide parent survey.

> **SECTION 59-28-150.** State Superintendent of Education activities to promote parental involvement.
>
> The State Superintendent of Education shall:
>
> (1) promote parental involvement as a priority for all levels from pre-K through grade 12, with particular emphasis at the middle and high school levels where parental involvement is currently least visible;
>
> (2) designate a Department of Education staff position whose specific role is to coordinate statewide initiatives to support school and district parental involvement;
>
> (3) collect and disseminate to districts and schools practices shown by research to be effective in increasing parental involvement at all grade levels;
>
> (4) provide parental involvement staff development training for district and school liaisons, as needed;
>
> (5) provide technical assistance relating to parental involvement training to districts and schools;
>
> (6) sponsor statewide conferences on best practices;
>
> (7) identify, recommend, and implement ways to integrate programs and funding for maximum benefit to enhance parental involvement;
>
> (8) enroll the Department of Education as a state member of national organizations which promote proven parental involvement frameworks, models, and practices and provide related services to state and local members;
>
> (9) promote and encourage local school districts to join national parental involvement organizations; and
>
> (10) monitor and evaluate parental involvement programs statewide by designing a statewide system which will determine program effectiveness and identify best practices and report evaluation findings and implications to the General Assembly, State Board of Education, and Education Oversight Committee.

Definition

In K–12 education, the focus on "parental involvement" has radically shifted to "parent engagement." The evolution of parent involvement to parent engagement signifies moving parents from routinely attending school functions as invited participants to a more active role as partners in students' educational processes.

The SCDE defines parent engagement as when "parents and families are actively involved in the learning and development of all students to become college- and career-ready."

Parent and Family Engagement Research

According to research conducted by the National Network of Partnership Schools at Johns Hopkins University (Epstein and Associates, 2009), students whose parents and families are actively engaged in their education, no matter what their income or background, are more likely to do better in school, stay in school longer, and like school more than students who do not have involved parents.

In addition, research suggests parents and families who are engaged with their student's educational process will:

- Display a stronger sense of support from schools and other parents;
- Have a greater awareness of student progress and provide more effective responses to problems;
- Have increased self-confidence about guiding their student through school;
- Display a greater appreciation of teachers' work and skills; and
- Have an increased feeling of ownership of school.

Effective family engagement programs encourage educators, families, and community members to share responsibility for student success (National Family, School, and Community Engagement Working Group, 2009).

National Organization Memberships

The SCDE is a state member of the National Network of Partnership Schools (NNPS). The NNPS provides its members with the tools to develop state-level leadership, clearer policies for partnerships, and useful information and outreach to districts and schools to promote family engagement. The NNPS emphasizes the need of strengthening family and school partnerships to cultivate successful students.

The SCDE is also a member of the National Association for Family, School, and Community Engagement (NAFSCE). The NAFSCE solely focuses on advancing family, school, and community engagement. The organization provides its members with professional learning opportunities, technical assistance, and access to online resources on family engagement.

Statewide Conference

The Research to Practice Institute (RtP) is a four-day professional learning opportunity offered by the SCDE's Office of Special Education Services that promotes improvement in educational and behavioral outcomes of students with disabilities. The Office of Family and Community Engagement conducted parent and family engagement workshops during the 2017 RtP under the strand of Family and Community Resources.

Description of SCDE Action

The SCDE has implemented measures to support districts, schools, and communities in their efforts to engage parents and families in the overall development of their students. As explained more fully below, the following SCDE offices provide parent and family engagement resources:

- Office of Family and Community Engagement;
- Office of Adult Education;
- Office of Early Learning and Literacy;
- Office of Federal State Accountability;
- Office of Special Education Services; and
- Office of Student Intervention Services.

Office of Family and Community Engagement

The Office of Family and Community Engagement (FACE) was established in January 2016, with the mission of supporting partnerships between community organizations, families, and schools in an effort to coordinate access of resources for all students in South Carolina. FACE seeks to develop and implement programs to build capacity within local communities across the state in coordination of volunteers, business sponsorships, community coalitions and faith-based organizations.

FACE has various responsibilities, including:

- Coordinate initiatives to support parental involvement at the school, district, and statewide levels;
- Provide parental involvement staff development training for district and school liaisons and facilitate statewide parental involvement conferences;
- Assist all districts, especially those in high poverty areas, in building the capacity to implement best practices in enrichment opportunities, extended day programs, and strengthening community support and engagement; and
- Assist schools and districts in fostering family friendliness and parental input in schools.

FACE partnered with the South Carolina School Improvement Council to facilitate nine regional parent and family engagement trainings to districts, schools, and communities throughout the state from September 2017 through April 2018. The regional trainings are divided into phases, with each building upon the last. Phase I and Phase II were completed in the fall and spring,

respectively. The objectives of the trainings were to promote the use of research-based best practices to increase effectiveness of parent liaisons, support the growth of networks of parent liaisons in South Carolina, facilitate development of a consensus in South Carolina around core principles of family engagement, and elevate the status of parent liaisons in schools. The trainings to date have reached twenty districts with attendees who represent school teachers, administrators, school staff, and community members at large. Phase I of the post survey results of the regional trainings are included in Appendix B.

The overall SCDE goal is to provide schools and families with the supports they need to work together as partners for improved student outcomes. The SCDE will continue to connect schools and families with community resources that meet students' learning and developmental needs.

Office of Adult Education

The Office of Adult Education takes a two-generation approach to literacy activities for adults. Adults participating in adult education classes set an academic goal, a career goal, and if participating in generational family services, parent education goal(s). The objective of family literacy activities in adult education and purpose of the Adult Education and Family Literacy Act are to assist adults who are parents or family members to obtain the education and skills necessary to become full partners in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their families.

To better meet the objective of self-sufficiency and economic opportunities in adult education, a career pathway – the Early Care and Education Career Pathway – has been added to the family literacy initiative beginning in program year 2018–19. Family Literacy will be included under an umbrella of services for adult education students entitled Generational Family Services. Family Literacy is the core activity supported by access to child care vouchers and enrollment in a career pathway.

Office of Early Learning and Literacy

The Office of Early Learning and Literacy (OELL) at the SCDE is committed to a vision for family engagement that ensures families and community members actively engage with children, students, teachers, school personnel, education leaders, and decision-makers as full partners in the shared responsibility of preparing all learners for college, career, and life. This vision was developed in collaboration with other SCDE offices, including offices of FACE, Federal and State Accountability, Special Education Services, Virtual Education, and General Counsel as well as faith–based, civic, and community organizations and state and local agencies. The common vision promotes a partnership bridging home, school, and community to ensure that the families of all South Carolina learners are represented, empowered, and engaged to support the success of every child and student. Together with districts, schools, families, and the community, robust and systemic family engagement is a priority at every level of the educational enterprise.

The OELL has partnered with these stakeholders to develop a Family Engagement Framework Read to Succeed Family Engagement Framework . This framework is aligned with the following goals set forth in the Read to Succeed legislation:

- Building collaboration with higher education research and training programs, and faith-based, civic, and community organizations–including state and local agencies, to support South Carolina's family engagement and literacy efforts;
- Developing and disseminating information and resources to support ongoing learning opportunities for families that focus on advancing children's and students' literacy;
- Developing systems that help families and schools support literacy at home; and
- Developing a public information campaign about the importance of family and community engagement for supporting children's and students' literacy.

The OELL and Office of Virtual Education have partnered to create *A Parent's Guide to Supporting Early Literacy at Home*. This free online resource (Activities for Promoting Early Literacy) provides information for families to enable them to support their children's early literacy development in everyday activities at home. The resource contains information about early literacy, activities that families can use to help children become stronger readers, and where to access online resources. Each of the six modules, which are organized by age, describes specific "tasks" and other information that will arm families with tools to help their children from birth through the beginning years of school.

The OELL has also shared family engagement information in a variety of ways:

- Provided professional development to educators and parents regarding Good Cause Exemptions for Third Grade Retention;
- Developed a question and answer document regarding Read to Succeed for parents and families in collaboration with the South Carolina School Improvement Council;
- Participated in and communicated monthly updates on the SCDE website on family engagement in collaboration with the Southeast Comprehension Center at American Institutes for Research;
- Created family-school-partnerships that focus on increasing the volume of reading in school, at home, and in community organizations;
- Provided the Community Partnership Grants for districts to involve and promote partnerships with the community during their Summer Reading Camps;
- Hosted its Second Annual South Carolina Read to Succeed Summer Reading Camp Literacy Symposium to promote and highlight best practices for literacy and family engagement; and
- Shared literacy updates, incentives, and best practices on http://screads.org/.

Office of Federal State Accountability

The Office of Federal and State Accountability (OFSA) provides professional development in a variety of ways to assist educators as they plan and implement parent and family engagement programs, activities, and procedures. Each Title I district and school is required to develop a parent and family engagement policy, along with a home-school compact. The OFSA offers yearly training to new Title I coordinators, holds yearly rules and regulations meetings, conducts parent and family engagement sessions at various conferences throughout the year, provides technical assistance to Title I districts and schools, and works collaboratively with other offices

within the SCDE, including FACE, to provide Title I updates and assistance. In addition, the OFSA also offers an online parent and family engagement toolkit, along with other online resources, to assist Title I districts and schools in their efforts to engage parents, families, and communities in their school improvement efforts.

In 2015, the Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act of 1965 and included a language change from "parent involvement" to "parent and family engagement." This language change created a more positive movement toward the inclusion of not only parents, but families and communities working together to improve student achievement. This change provides new opportunities for educators, parents, families, and communities to engage in authentic conversations around building capacity for school improvement and effective practices to improve students' academic achievement.

For Title I schools, this was a great opportunity to consult with parents and families to find more innovative and meaningful uses of Title I parent involvement funds. Per Section 1116(a) of ESSA, districts must plan and implement such programs, activities, and procedures with meaningful consultation with parents and families of children participating in Title I programs.

Office of Special Education Services

Through interagency and early childhood cross sector collaboration, the SCDE is facilitating the statewide implementation of the Pyramid Model of social emotional development for young children. Statewide implementation of this model includes building a master cadre of trainers and technical assistance providers to support local implementation. South Carolina's priorities include building a master cadre to support local early childhood programs to engage and include parents as important leaders in their children's social emotional development, as well as language and literacy development. By supporting practitioners in preschool years to meaningfully engage parents through evidence-based strategies and training efforts, parents will develop a skill set to communicate effectively with school staff about their children's needs, and also empower parents to support learning in the home in partnership with school and district efforts.

The Office of Special Education Services (OSES) has a contractual relationship with Family Connection SC, the federally granted Parent Training Information Center, to support parents in supporting young children's language and literacy development, identification of developmental delays, and a transition from the Part C early intervention program to the preschool program. Family Connection SC will seek information around feasibility of a text information delivery system to provide weekly, low or no cost language and literacy activities developed to both prepare young children for kindergarten and provide access to families for developmental screenings and eligibility determination for young children. Family Connection SC is also constructing a toolkit to support transitioning from Part C to preschool services. The OSES has drafted a preschool parent guide to explain the differences between Parts C and B services. This preschool parent guide will be the foundation for additional resources made available through the toolkit.

The OSES surveys all parents in the state who have children with an individualized education program to determine how they are included in the school community. This survey is part of federal data reporting requirements and provides information about needs and opportunities to engage in different practices that would encourage more robust parent engagement.

Office of Student Intervention Services

The 21st Century Community Learning Centers, led by the SCDE Office of Student Intervention Services (OSIS), is a sub-grant program funded by the U.S. Department of Education and authorized by the Elementary and Secondary Education Act of 1965, as amended by the ESSA (Title IV, Part B; 20 U.S.C. §§ 7171–7176). The program offers funds, through an application process, for the creation and operation of afterschool programs. The 21st Century Community Learning Center (21st CCLC) afterschool programs are required to include family literacy as a component of their programs. The SCDE's recent Request for Proposals for new afterschool applications (Academic Year 2018–19) states, "A 21st CCLC must also serve the families of participating students (e.g., through family literacy programs)."

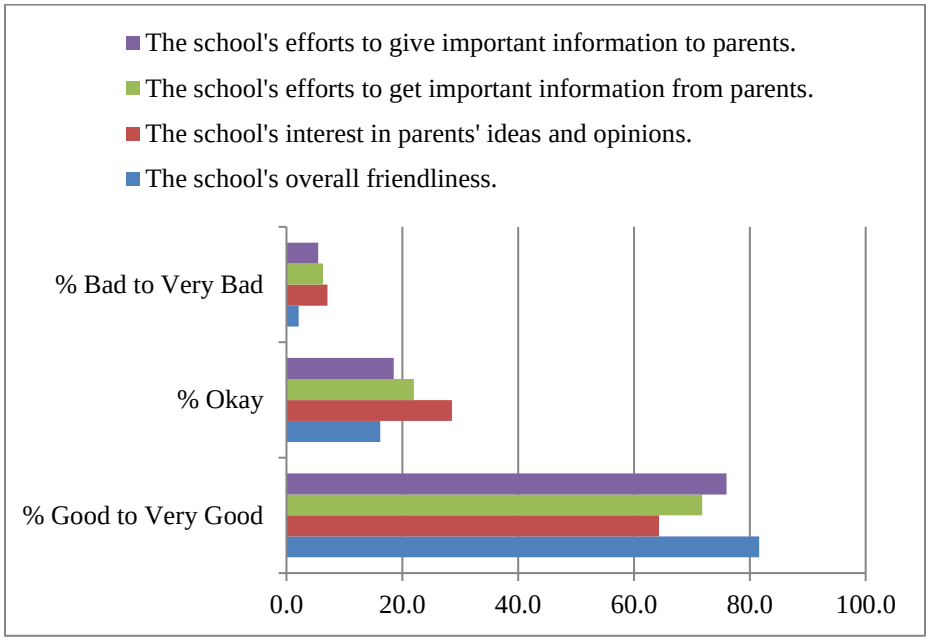
Each year, a mandatory afterschool program directors' professional development two-day event is held in Columbia. At this event, there is a presentation on family literacy and engagement. The SCDE's 21st CCLC staff or its trainers have included a review of the definition of family literacy, ideas on family literacy services and/or strategies on how to increase family engagement for their family literacy events. Also, for three out of the last four years, break-out training workshops on family literacy and other topics have been conducted by *You for Youth*, a training non-profit organization, funded by the U.S. Department of Education. Family literacy and engagement resources are located on the *You for Youth* website https://y4y.ed.gov/tools/ at no cost.

The SCDE's 21st CCLC staff conducts monitoring site visits and desktop audits of the 131 South Carolina afterschool programs funded by 21st CCLC. At the conclusion of the monitoring and in the subsequent monitoring report, resulting from the site visit or desktop review suggestions on improving family engagement and family literacy may be given by the program monitor if the afterschool program indicates, by its responses to questions, a need for a stronger family literacy program and more effective family engagement. Family engagement is an essential afterschool component that is continually on the agenda and assessed throughout the program years of operation. We are committed to continuous quality improvement of student and family services in afterschool.

Parent Survey Data

To help monitor and evaluate parent and family engagement programs statewide, the SCDE conducts an annual parent survey to obtain data on school climate and give parents an opportunity to report on their experiences with schools. Figure 1 provides data from the 2016–17 survey. Complete results can be found in Appendix A of this report.

Figure 1. *School Climate Results from the 2016–17 Statewide Parent Survey*



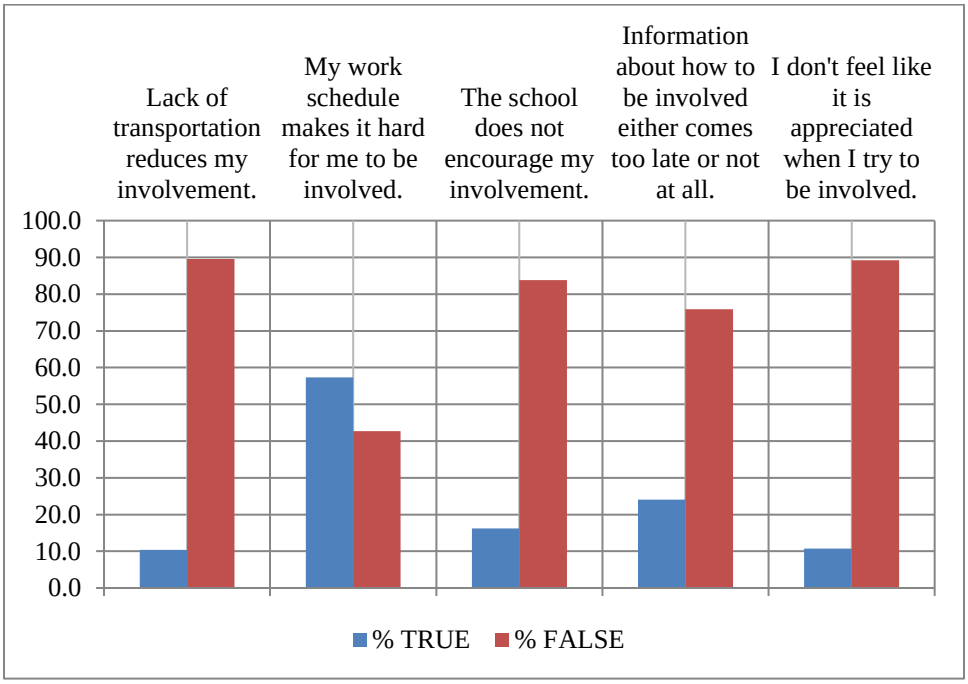
According to the 2016–17 parent survey results surrounding school climate, the following data points are noted.

- Over 80 percent of parents surveyed reported good or very good when asked about the overall friendliness of their student's school.
- 63.8 percent of parents surveyed reported good or very good when asked about the school's interest in parents' ideas and opinions.
- Less than 6 percent of parents surveyed reported bad or very bad when asked about the overall effort of their student's school to give important information to parents.

According to Joyce Epstein and Susan Dauber (Epstein, and Dauber, 1991), "the strongest and most consistent predictors of parents involvement at school and at home are the specific school programs and teachers' practices that encourage and guide parent involvement. Regardless of parent education, family size, student ability, or school level…parents are more likely to become partners in their children's education if they perceive that the schools have strong practices to involve parents at school."

Families are presented with numerous obstacles that may hinder their ability to be as involved at their students' schools. Figure 2 below outlines the most recent data collected by the SCDE regarding parent involvement and possible reasons why there are lacks in this area.

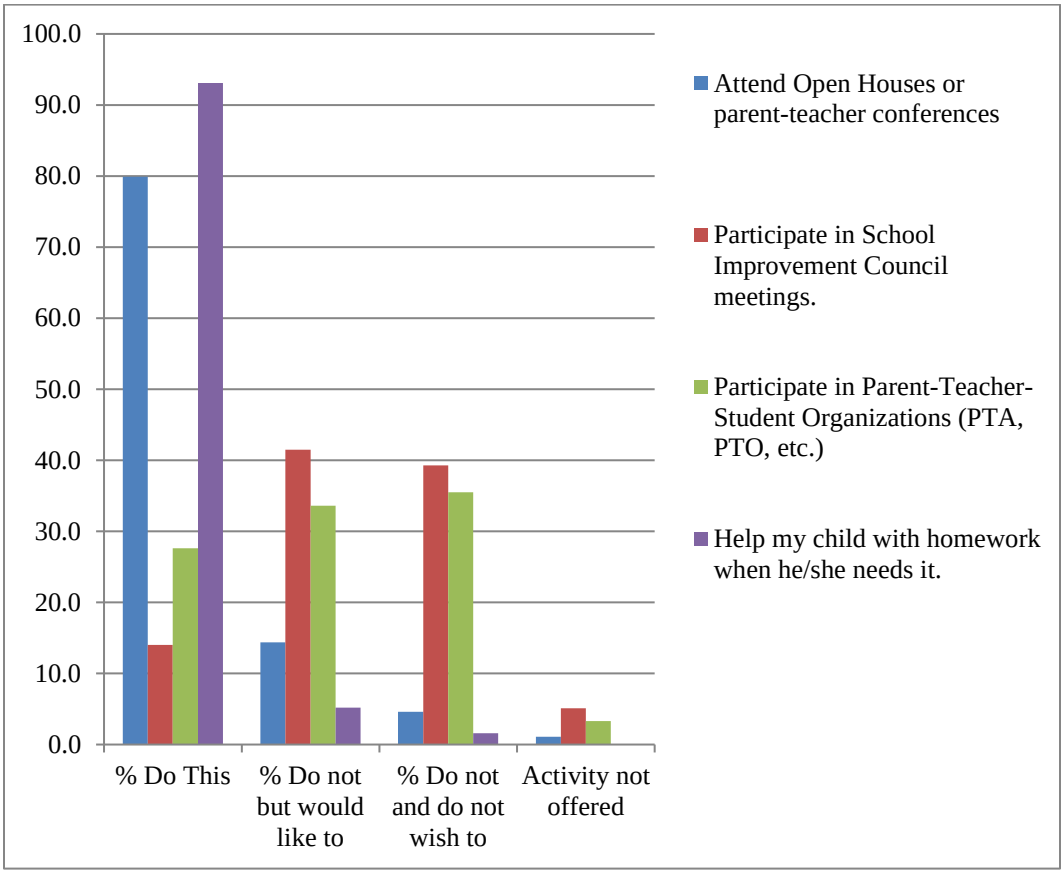
Figure 2. *Parent Involvement Results from the 2016–17 Statewide Parent Survey*



According to the 2016–17 parent survey results surrounding parent involvement, the following data points are noted.

- More than 80 percent of parents surveyed reported that their student's school encourages their involvement.
- Over 80 percent of parents surveyed reported their work schedule makes it hard to be involved at their student's school.
- Approximately 24 percent of parents surveyed reported school information about being involved either comes too late or not at all.

Figure 3. *Parent Involvement Results from the 2016–17 Statewide Parent Survey*



According to the 2016–17 parent survey results surrounding parent involvement, the following data points are noted.

- More than 85 percent of parents surveyed reported attending open house and parent-teacher conferences.
- Less than 15 percent of parents surveyed reported being active members on the school's Student Improvement Council but over 41 percent reported as wanting to be involved with the School Improvement Council.
- More than 90 percent of parents surveyed reported they help their students' with homework.

District level Indicators from the 2016–17 Statewide Parent Survey

According to the 2016–17 statewide parent survey, Tables 1 and 2 illustrate the following districts and career centers had greater than 25 percent of their parents surveyed to report their students' school does not encourage parent involvement:

Table 1
Parent Involvement District Results from the 2016–17 Statewide Parent Survey

Districts	% Parents who feel the school does not encourage their involvement
Barnwell 19	27.4
Barnwell 45	27.4
Colleton	26.4
Florence 4	31.7
Greenwood 51	26.4
Greenwood 52	27.6
McCormick	28.9
Orangeburg 4	28.9
Spartanburg 4	26.3

Note. Source: South Carolina Department of Education. (2018, March). 2016-2017 statewide parent survey data.

Table 2
Parent Involvement District Results from the 2016–17 Statewide Parent Survey

Career Centers	% Parents who feel the school does not encourage their involvement
Anderson 80	26.5
Beaufort 80	30.8
Dillon 80	36.0
Dorchester 80	25.4
Orangeburg 80	26.5
Spartanburg 80	26.7
Spartanburg 81	26.1

Note. Source: South Carolina Department of Education. (2018, March). 2016-2017 statewide parent survey data.

According to the 2016–17 statewide parent survey, Tables 3 and 4 illustrate the following districts and career centers had less than 75 percent of their parents surveyed to report they attend open house and/or parent-teacher conferences at their students' school.

Table 3
Parent Involvement District Results from the 2016–17 Statewide Parent Survey

Districts	% Parents surveyed reported they Attend Open House and/or Parent-teach conferences
Jasper	58.5
Clarendon 1	61.5
Barnwell 19	62.2

Districts	% Parents surveyed reported they Attend Open House and/or Parent-teach conferences
Lee	62.6
Allendale	63.1
Dillon 4	64.1
Union	64.1
Sumter	68.5
Colleton	68.6
Orangeburg 4	70.1
Bamberg 2	70.7
Greenwood 51	70.8
Florence 4	72.3
Anderson 2	73.0
Marion 10	73.0
Richland 1	73.1
Darlington	73.6
Edgefield	73.9
Lexington 3	74.1
Florence 5	74.2
Fairfield	74.2
McCormick	74.4
Orangeburg 5	74.7
Clarendon 2	74.7
Hampton 1	74.9

Note. Source: South Carolina Department of Education. (2018, March). 2016-2017 statewide parent survey data.

Table 4

Parent Involvement District Results from the 2016–17 Statewide Parent Survey

Career Centers	% Parents surveyed reported they Attend Open House and/or Parent-teach conferences
Spartanburg 82	45.3
Spartanburg 80	47.5
Dorchester 80	56.5
Beaufort 80	57.1
Clarendon 80	59.1
Greenwood 80	60.0
Anderson 80	61.9
Orangeburg 80	62.2
Spartanburg 81	62.5
Dillon 80	68.0
Barnwell 80	69.7

Note. Source: South Carolina Department of Education. (2018, March). 2016-2017 statewide parent survey data.

SCDE Next Steps

The SCDE is partnering with other states through the Council of Chief State School Officers (CCSSO) to build a K–12 Family Engagement Framework. The Framework will serve as a guide to support the work of early childhood providers and local school districts on how to best engage parents and families in the learning process of their students. Through technical assistance provided by the CCSSO, the SCDE will develop actionable goals, a resource list, and family engagement models of best practice within the state. The Framework will guide districts for improved parent and family engagement results.

FACE will continue offering regional trainings to districts, schools, and community members at large. Phase III is scheduled to start fall 2018, with repeated sessions of Phases I & II for districts/schools who have yet attended the trainings. The SCDE is committed to advancing impactful parent and family engagement efforts throughout the state. Continued partnerships with local, state, and national entities will aide in the effort of providing resources that support districts to implement impactful family engagement practices.

The annual report will become a system of evaluation highlighting effective parent and family engagement practices in districts.

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Appendix A: 2016 – 17 State Summary of South Carolina Public Schools Parent Survey Responses

PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	% STRONGLY DISAGREE	% DISAGREE	% AGREE	% STRONGLY AGREE	% DON'T KNOW
My child's teachers give homework that helps my child learn.	2.7	6.8	54.5	33.6	2.4
My child's school has high expectations for student learning.	1.8	4.2	45.7	46.2	2.0
My child's teachers encourage my child to learn.	1.7	3.4	44.5	47.3	3.0
My child's teachers provide extra help when my child needs it.	2.6	8.1	43.7	39.4	6.1
I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	3.2	7.9	46.6	40.6	1.7
My child's teachers contact me to say good things about my child.	10.4	28.3	36.4	22.6	2.4
My child's teachers tell me how I can help my child learn.	8.0	25.7	42.1	21.4	2.7
My child's teachers invite me to visit my child's classrooms during the school day.	11.7	32.9	32.1	17.8	5.5
My child's school returns my phone calls or e-mails promptly.	3.8	9.4	48.5	33.2	5.1
My child's school includes me in decision-making.	5.3	17.3	47.3	24.6	5.4
My child's school gives me information about what my child should be learning in school.	5.1	16.8	47.6	25.0	5.4
My child's school considers changes based on what parents say.	5.5	16.8	39.5	17.0	21.1
My child's school schedules activities at times that I can attend.	3.8	11.8	55.0	25.2	4.2
My child's school treats all students fairly.	5.5	10.1	44.7	28.0	11.7
The principal at my child's school is available and welcoming.	3.5	5.4	42.8	40.3	8.0
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	3.3	10.4	47.1	26.7	12.5
My child's school is kept neat and clean.	2.8	4.3	44.6	45.0	3.2
My child's teachers care about my child as an individual.	2.4	5.9	45.5	39.4	6.9
Students at my child's school are well-behaved.	6.7	15.6	45.3	19.2	13.1
My child feels safe at school.	2.7	6.0	53.4	35.4	2.4
My child's teachers and school staff prevent or stop bullying at school.	4.4	9.5	43.9	27.4	14.8
My child's school has an anti-bullying program to prevent or deal with bullying.	3.9	7.5	38.7	24.2	25.7
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD' S SCHOOL.	3.2	8.1	54.0	31.1	3.7
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	2.3	3.6	38.5	26.9	28.7
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	2.0	3.4	37.1	28.0	29.5
I recommend that all parents/guardians attend IGP conferences with their children.	1.7	2.1	34.7	34.6	26.9

PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & I DONT CARE TO	% ACTIVITY NOT OFFERED	N
Attend Open Houses or parent-teacher conferences	79.9	14.4	4.6	1.1	55,808
Attend student programs or performances	81.4	13.7	3.7	1.1	55,535
Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	35.8	34.7	25.9	3.7	55,203
Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	36.6	40.1	18.4	4.9	55,046
Participate in School Improvement Council meetings.	14.0	41.5	39.3	5.1	54,718
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	27.6	33.6	35.5	3.3	54,594
Participate in school committees (textbook committee, spring carnival committee, etc.)	16.9	35.9	40.0	7.2	53,801
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective effective discipline, etc.)	25.8	37.9	22.2	14.2	53,262

	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DON'T & DO DONT CARE TO		N
Visit my child's classrooms during the school day.	27.3	50.7	22.0		55,372
Contact my child's teachers about my child's school work.	76.1	17.4	6.4		55,513
Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	83.0	9.4	7.7		55,526
Make sure my child does his/her homework.	94.6	3.6	1.8		55,677
Help my child with homework when he/she needs it.	93.1	5.2	1.6		55,555

PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE		% TRUE	% FALSE		N
Lack of transportation reduces my involvement.		10.4	89.6		55,400
Family health problems reduce my involvement.		14.8	85.2		55,382
Lack of available care for my children or other family members reduces my involvement.		14.5	85.5		55,219
My work schedule makes it hard for me to be involved.		57.3	42.7		55,210
The school does not encourage my involvement.		16.2	83.8		54,921
Information about how to be involved either comes too late or not at all.		24.1	75.9		54,948
I don't feel like it is appreciated when I try to be involved.		10.7	89.2		54,661

PLEASE RATE YOUR SCHOOL ON...	% VERY GOOD	% GOOD	% OKAY	% BAD	% VERY BAD	N
The school's overall friendliness.	50.6	31.0	16.2	1.3	0.8	55,921
The school's interest in parents' ideas and opinions.	31.0	33.3	28.6	5.2	1.9	55,428
The school's efforts to get important information from parents.	39.0	32.8	22.0	4.6	1.7	55,554
The school's efforts to give important information to parents.	44.6	31.4	18.5	3.8	1.7	55,482

Appendix B: Summary of Stakeholder Feedback, Phase I

OVERALL RELEVANCE AND QUALITY OF TRAINING	***Mean***	***Std. Dev.***	***N***	***Poor***	***Fair***	***Good***	***Excellent***
Morning Session (Yolande' Anderson/Karen Utter) The information included in the *morning session* was relevant and useful	3.6	0.7	57	3.5%	0.0%	24.6%	71.9%
The information in the *morning session* was delivered in an engaging way	3.6	0.7	57	3.5%	1.8%	21.1%	73.7%
Afternoon Session (Marsha Greenfeld/NNPS) The information included in the *afternoon session* was relevant and useful	3.6	0.7	55	3.6%	1.8%	23.6%	70.9%
The information in the *afternoon session* was delivered in an engaging way	3.5	0.8	56	3.6%	7.1%	25.0%	64.3%
The Training as a Whole This training will help me to carry out the family engagement-responsibilities of my position more effectively	3.7	0.7	57	3.5%	0.0%	21.1%	75.4%
Overall, this training was a valuable learning opportunity	3.7	0.7	57	3.5%	0.0%	19.3%	77.2%
LEARNING OBJECTIVES: After completing this training, participants will be able to:	***Mean***	***Std. Dev.***	***N***	***Poor***	***Fair***	***Good***	***Excellent***
better define the role of Parent Liaisons in supporting family/school partnerships	3.7	0.5	57	0.0%	1.8%	29.8%	68.4%
construct a definition of family engagement that reflects current understanding of engagement principles	3.6	0.5	57	0.0%	1.8%	31.6%	66.7%
describe the role of trusting relationships and welcoming schools in developing successful family engagement	3.7	0.5	54	0.0%	0.0%	29.6%	70.4%
name at least one characteristic of effective family engagement programs	3.8	0.4	53	0.0%	0.0%	22.6%	77.4%
identify Epstein's six types of family engagement	3.8	0.5	53	0.0%	1.9%	18.9%	79.2%

OVERALL RELEVANCE AND QUALITY OF TRAINING	***Mean***	***Std. Dev.***	***N***	***Poor***	***Fair***	***Good***	***Excellent***
describe the NNPS Model for creating a school plan for family engagement	3.8	0.5	53	0.0%	1.9%	20.8%	77.4%
TRAINING MATERIALS/LOCATION/TIMING	***Mean***	***Std. Dev.***	***N***	***Poor***	***Fair***	***Good***	***Excellent***
Handouts and other materials	3.7	0.4	54	0.0%	0.0%	25.9%	74.1%
Meeting room/facilities	3.7	0.5	54	0.0%	1.9%	27.8%	70.4%
Location of facility	3.7	0.5	54	0.0%	0.0%	27.8%	72.2%
Day of the week	3.7	0.4	53	0.0%	0.0%	26.4%	73.6%
Time of day	3.8	0.4	53	0.0%	0.0%	24.5%	75.5%
Length of training	3.6	0.6	53	0.0%	3.8%	34.0%	62.3%

What about the Training did you find <u>most</u> helpful?

1. Learning what a parent liaison is and is not
2. The training was engaging and allowed one to work with individuals from various districts. The information given was very informative. Obtained different ideas from different districts
3. Community collaboration
4. Presenters were well prepared. Used humor in presentation which added to the presentation being informative and enjoyable.
5. The engagement with others and the information obtained through the engagement with other districts/individuals
6. Discussion/Networking
7. Collaborative time
8. More ways to engage families and have more partnerships and parent nights with students
9. The six types of family engagement and the suggestion of utilizing an action team for partnerships
10. I found it helpful that the SCDE, NNPS, and the SIC partnered to give schools' a clear definition of family engagement.
11. I found the opportunity to work and share ideas with educators/participants outside my district most beneficial.
12. Strategies for engagement
13. The detailed description of ATP and the NNPS 6 types of involvement/engagement
14. The speakers presented material in a manner that could be easily understood.
15. The PowerPoints
16. Epstein's six types of involvement. All of the training were very helpful in helping me to become a better parent coordinator
17. I enjoyed the networking and involvement
18. Awesome speakers, great examples.
19. The most helpful during the training was being able to sit with people from different schools and sharing effective parent engagement strategies/activities
20. Helpful resources, real life issues

21. Sharing what other schools have done that was effective
22. Examples of engagement activities. FMU grant opportunities love money for the kids
23. I enjoyed hearing the various types of promising practices
24. A true definition of family engagement
25. Group discussion
26. The training as a whole was great.
27. All information was geared toward engagement
28. NNPS model
29. Open discussion
30. The importance of building a meaningful relationship
31. Clear understanding of the NNPS action plan
32. Engaging and sharing thoughts and ideas with other liaisons
33. NNPS Joyce Epstein model and how you can implement it into your schools
34. Entire training
35. Changing my mindset from parent involvement to engagement
36. Everything
37. Expressing and hearing roles and responsibilities for parent and family liaisons
38. Defining parent engagement and how it changes
39. Handouts to take back
40. Hearing what other districts are doing with parents, community resources, etc
41. The resources and all of the specific information provided
42. Every piece of information was very helpful. A lot of things that should be happening at our schools I feel that we could improve
43. Help me better understand my role as a family liaison and communicate my role to my admin
44. The opportunity to hear from others and the ideas shared
45. Being able to speak to other professionals about ideas and issues
46. Family engagement information Epstein's Six Types of Involvement, talking to the different parent liaisons
47. Dialogue with other PC and facilitators
48. Small group discussions with instructor lead topics. Networking also
49. Speaking to other liaisons about methods that worked for them, always adding on education component to events
50. Engagement strategies that I can use at my school. Sharing ideas and tools for improvement with other parent liaisons
51. The different ideas shared by everyone to get parents/caregivers involved. How welcoming is your school survey.
52. Defining the meaning of parent liaison and the circle activity
53. Engaging and informative

What (if anything) about the Training did you find <u>least</u> helpful?

1. The training seemed a little rushed at times. Maybe it should have been broken into two sessions. Lots of great information.
2. Sessions held after "lunch breaks" must be interactive and engaging.
3. I got something from the entire workshop it was very interesting
4. I did not feel anything about the training was least helpful

5. Too short
6. I thoroughly enjoyed the entire training
7. We already doing these things through title one, would be great to meld these two things together to support schools. I'll be glad to help with this if needed.
8. Everything was very helpful in this training
9. I would like to have learned more about what the states view or definition is of a PL
10. Would have liked to get more specific details to engage families - more involvement with participants less talking

What training or technical assistance needs would you like to see addressed in future sessions?

1. Setting school goals with an appropriate plan for student success
2. Connecting with faith-based organizations
3. More parenting classes offered to parents that are not working
4. Sessions for teachers and administration on supporting family engagement. Time to plan with the section team to increase family and community engagement with support
5. An outline of what a parent liaison should do daily or overall to support student achievement.
6. I would like for the books to be available for purchase.
7. Sharing additional evidence-based parent engagement strategies/activities
8. Specific strategies to assist parent liaisons in working with families and school staff
9. How to best develop an action team
10. A closer look at linking engagement to successful outcomes with families
11. Need Wi-Fi connection given out
12. It would be helpful to have the PowerPoint presentations available as hardcopies to take with you
13. Just a continuation of ways to reach families in efforts to increase student achievement
14. How can we better communicate our needs to our higher-ups
15. What is the parent liaisons role what are we supposed to do and not do. Job description.
16. I would love to have hard copy of the presentation to make notes on even if only in slide copy format

Additional comments or observations

1. Enjoyed the session. Loved te ideas and "real" talk during the session.
2. I think it would be helpful to have a round table monthly for Title I parent involvement and Title I.
3. I appreciated the fact that the PowerPoints are going to be emailed to participants
4. Great Presenters! Great workshop.
5. Thank you
6. I look forward to part 2
7. This was an excellent training. It helped to give meaning to the "great" work if connecting schools, families, and communities focused on student achievement. I would definitely support and participate in future trainings. Thank you.
8. I think principals and AP should attend this training because there is a disconnect with staff roles. Thank you for a great training.
9. Morning session could have been condensed. I enjoyed being broken up into random groups allowing folks to see what is happening at different schools

10. I would like to have the power point slides emailed.
11. I will look at partnering with parents differently. Everyone loves the students but everyone does not know how to love them
12. very good training
13. Great job. I learned and understand a lot about my role
14. Very good workshop, so glad I came. Could use a follow up for sure.
15. Continue holding these trainings because our roles/barriers constantly change. It would be nice to have one at a state level to get input from those across the state
16. Familiarize superintendents (Powers that be) with the importance of parent liaisons in schools
17. Additional support from higher ups (districts and principals)
18. Wonderful, very informative and helpful
19. How can we encourage our administration and district office to support us
20. Thank you for this amazing training. Great Help
21. Great job
22. Thanks
23. Need PD for principals
24. I have worked with the Center of Excellence at Francis Marion and am familiar with NNPS. I think it is great just need to get principals and schools on board. Is there a way for the state to provide funds to allow schools to participate in NNPS.