

**Parental and Administrative Involvement: Strategies for the  
Music Educator in Creating Successful Relationships**

**Kandis Croom, Ed.D.**

**Arkansas Tech University**

**Paper Presented at the All-State Music Conference**

**Hot Springs Convention Center**

**February 15-18, 2006**

<b>Parental &amp; Administrator Involvement Strategies</b>	<b>2</b>
<b>Appendix A – Motivational Quotes</b>	<b>8</b>
<b>Appendix B – ACT 603 of 2003 - Parent Involvement Law</b>	<b>9</b>
<b>Parental Involvement Plan – ACT 603 The Law</b>	<b>13</b>
<b>Appendix C – Parental Involvement Checklist</b>	<b>15</b>
<b>Appendix D – Parental Involvement Toolbox</b>	<b>23</b>
<b>Parental Involvement Pledge</b>	<b>25</b>

## **Parental & Administrator Involvement Strategies**

“The best way to inspire people to a superior performance is to convince them by everything you do and by everyday attitude that you are wholeheartedly supporting them.”  
- Harold Greeneen, Former Chairman, ITT.

Creating successful relationships which fosters participation, involvement and successful learning is paramount for the music educator. However, all too often the parents and administrators are left out of the relationship building process that fosters active involvement. By reviewing research, Arkansas Act 603 of 2003, and involvement strategies a parent involvement plan can be articulated for a win/win of all players: students, parents, administrators and music educators.

When working with parents and administrators one must realize the differences of the adult learner from the child learner. Your first response might be, well of course. Right, except the adult has a very different orientation to working and solving problems.

The adult (parent/administrator/faculty member) is a goal-oriented person that becomes involved after a realization of a need or identification of an interest. The adult is an activity-oriented person. Adults are group joiners, seek social contacts and select groups or activities on the basis of the amount and kind of human relationships the group yields. So, think about this as a leader and one who actively seeks parental and administrator involvement for success.

One might realize that creating parental and administrative involvement is more about the educational leader (band/orchestra/choir) than the parent or the administrator. Covey (2004) frames leadership as a choice, not a position. Warren Bennis (1994) is quoted as saying, “Management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done. Managers push.

Leaders pull. Managers command. Leaders communicate.” Think about these words.

What kind of a leader are you?

A paradigm shift may be in order for active and engaging parents and administrators in your organization. By ‘giving away power’ you empower others and truly create a trusting environment - a win/win approach for all players. Goethe, the poet, said “Treat a man as he is and he will remain as he is; treat a man as he can and should be and he will become as he can and should be.”

It really comes down to trust and communication. When an educator communicates worth, validation and potential to his volunteers and administrators, then the educator is truly inspiring others, as well as himself, to be and do their best for the organization. There are motivational quotes that speak to this very topic (See Appendix A).

A leader who develops relationships fosters mutual openness and trust. Donaldson (2006) reminds us that leadership is relational not individual. Music leaders must look at the emerging needs of students, parents, administrators, etc. when creating relationships where participants are both shapers of and shaped by one another (Donaldson, 2006). It is through this approach that encourages participation, ownership and commitment.

Educators, parents and administrators must be aware of and in agreement with the vision for the music education program of a school. Getting one’s principal ‘on board’ (and what exactly does this mean?) is a necessity to creating an understanding of expectations for all involved in the music education program. The administrator needs to be informed on a regular basis of the schedule - to the needs of the music groups. Regular

meetings are a must. But most importantly, a shared vision for what the music education program will provide and accomplish is paramount.

Do parents and administrators *clearly* understand the music program's vision/mission/goals? Is there commitment? Are the music education program's vision/mission/goals congruent with the school's vision/mission/goals? These are important considerations for the music leader. Helping volunteers, students and administrators understand and gain commitment requires the music leader to involve all the players in the decision making process of the organization. A shared leadership may emerge.

A parent involvement plan must be included in each school's Arkansas Comprehensive School Improvement Plan (ACSIP) that enhances parent involvement. Specific components are articulated to ensure a shared responsibility of the family and the school (See Appendix B).

Michael Fullan (2001) reminds us that the parent is the first educator with whom the child interacts. Fullan and Hartgreaves (2001) talk about a clear and consistent message in the parental involvement literature, the closer the parent is to the education of the child, the greater the impact on child development and educational achievement. As a teacher (band/orchestra/choir director) leader one must realize the form and level of parental/administrative involvement can generate positive results or wasteful and counterproductive results. As an educational leader the results may depend on your leadership...just a thought. Educators must not stay in the school and expect parents to 'come to them and offer assistance'. Educators must go into the communities and homes with understanding and begin to interact meaningfully with parents, community leaders,

etc. Band/orchestra/choral directors oftentimes must ‘sell’ the program and what the music education offers kids.

Specific parent involvement strategies are abundant, including books, skill enhancement and checklists. A book that serves as a hands-on guidebook provides simple strategies for creating a supportive learning environment where parent, student and teacher all work toward success in the classroom and in the world (Diane Mierzwik, 2006). This book is a must read for all teachers and administrators.

Especially pertinent standards and further research can be obtained from the *Center on Families Communities, Schools, and Children’s Learning* (See Appendix C). A toolbox for parent involvement is offered from several publications (See Appendix D).

More than half of the states in the United States now have parent involvement laws. Music educators should feel proud that Arkansas has taken a lead role in the establishment of ACT 603 of 2003. Each player: student, parent, teacher, administrator and legislator are all making a commitment to improve student achievement by becoming involved.

Through writing his book, *Good To GREAT*, Jim Collins (2001) shows by example that without contributions, significant contributions, made by other people, the book would not exist, (pg. xi). This is so true of organizations, such as a music education program. No one can do everything there is to do involving a music organization. Significant contributions are necessary, not compulsory, for the organization to run smoothly. Each contributor must feel valued, appreciated and that he/she has filled or met a need.

Collins (2001) also talks about getting the right people in the right seat on the right bus. Many times a volunteer group, like a parent organization, includes adults who may not have the skills necessary for the job at hand. The educational leader must work diligently to match the adult volunteer (and administrators) with a needed task or information for the organization. There must a place or task for everyone who wishes to volunteer. Spending time on the front end fostering relationships may save time defusing parent or administrators who feel left out, hurt or angry.

Educators can learn much from the work, research and findings of Collins, Fullan, etc. “Lead with questions, not answers, Engage in dialogue, not coercion, and conduct autopsies, not blame” (Collins, 2001, pg. 88).

## References

- Collins, Jim. (2001). *Good to great*. Harper Collins Publishers, New York: NY.
- Covey, Stephen. (2004). *The 8<sup>th</sup> Habit: From effectiveness to greatness*. Free Press: Simon & Schuster Publishing, New York: NY.
- Donaldson, Gordon. (2006). *Cultivating leadership in schools: Connecting people, purpose and practice* (2<sup>nd</sup> ed.). Teachers College Press, New York: NY.
- Fullan, Michael. ((2001). *The new meaning of educational change* (3<sup>rd</sup> ed.). Teachers College Press, New York: NY.
- Knowles, Malcolm. (1998). *The adult learner* (5<sup>th</sup> ed.). Gulf Publishing, Houston: TX.
- Mierzwik, D. (2006). *Quick and easy ways to connect with students and their parents, grades k-8*. Corwin Press, Thousand Oaks: CA.

## Appendix A

### Motivational Quotes

#### Quotes for Consideration

“The surest way to reveal one’s character is not through adversity but by giving them power.”  
...Abraham Lincoln

“So much of what we call management consists of making it difficult for people to work.”  
...Peter Drucker

“The very essence of leadership is that you have to have vision; you cannot blow an uncertain trumpet.”  
...Theodore Hesburgh, President, Notre Dame

One day Alice came to a fork in the road and saw  
a Cheshire cat in a tree.

“What road do I take?” she asked.

His response was a question, “Where do you want to go?”

“I don’t know,” Alice answered.

“Then,” said the cat, “it doesn’t matter.”

...Lewis Carroll, *Alice in Wonderland*

**Appendix B**  
**ACT 603 of 2003**  
**Parent Involvement Law**

**Arkansas Department of Education  
Guidelines  
For  
ACT 603 of 2003 Parental  
Involvement Plan**

The purpose of Act 603 of 2003 requires a public school to create a parental involvement plan. The Arkansas Department of Education recognizes the shared responsibility of the school and family during the time the child spends in school. Engaging parents is essential to improving student achievement.

The purpose of Act 603 is to ensure that each public school implements a parental involvement plan. It is not the intention of the law for districts or schools with existing programs to create new programs but rather an opportunity to maintain and enhance the existing programs. The following guidelines are provided to assist schools in implementing this act.

**Parent Involvement Plan:**

Each school district and school shall have a plan. The district plan may be comprised of the individual school plans. A school shall include a *Parent Involvement Plan* in the Arkansas Comprehensive School Improvement Plan (ACSIP) enhancing parent involvement

**Program Components:**

- a Involve parents of the school, alumni, and community members a  
Address grade levels and individual needs of the school a Implement a  
volunteer plan a Planned activities and events:
  - o Parents Make the Difference Evenings which may be the school's Annual  
Public Meeting
  - o Orientation and Open-House for parents
  - o Elementary, Middle and Secondary School activities, meetings, and seminars  
involving parents such as the following:
    - Literacy/Math/Science Nights
    - Student Programs
    - Career Nights a Ensure the availability of resources such as  
books and magazines  
(*Current or existing materials may meet this requirement*) a Recognize  
parents collectively in local newspaper for attending parent  
conferences

**Information/Family Kits**

- a Provide information to parents with information such as the following:
  - o Telephone number and personnel listing (e.g., Parent Facilitator, etc.)
  - o School Handbook
  - o Email addresses of school and other general information
  - o Web page addresses (school and teacher)
    - <http://www.familylit.com> , <http://www.arkansaspta.org> ,  
<http://www.parentsplace.com> , <http://www.parentsoup.com> ,  
<http://www.parenthoodweb.com>, <http://www.parcnting-ed.org>
  - o "Paycheck size cards" listing Tips For Parents concerning ways to foster student success may be distributed

**Parent Centers:**

Designate a Parent Center site (*Current sites may meet this requirement*)

**Policies:**

Policies ensuring parent participation and an inviting environment o Parent Visitation o Pick-Up procedures o Classroom visitation  
(*Current or existing materials may meet this requirement*)

**Facilitator:**

Designate a parent involvement facilitator with a current Arkansas teacher's license who may supervise a parent center coordinator or an existing parent center coordinator

**Professional Development:**

The Arkansas Department of Education will assist teachers and administrators in fulfilling the Professional Development requirements as required by Act 603 of 2003

**Funding:**

Upon meeting the requirements of Act 603 of 2003, including a designated facilitator, center site, and resources, schools may supplement the school's parent involvement plan

## **Parent Involvement Plan**

**September 1, 2003**

***Act 603 of 2003:***

- By September 1, 2003, each school district and each public school, in collaboration with parents, shall establish a parental involvement plan.
- By September 1, 2003, the State Board of Education shall require no less than three hours of professional development for administrators designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- By September 1, 2003, the State Board of Education shall require no less than two hours of professional development for teachers designed to enhance understanding of effective parental involvement strategies.
- Beginning on October 1, 2004, and by each October 1 thereafter, the district shall review and update the district's plan and file a copy of the plan with the Department of Education.

### **According to *Act 603*, the school shall:**

- Prepare family kits.
- Schedule no less than two parent/teacher conferences.
- » Purchase parenting books, magazines, and other materials regarding responsible parenting. These material must be advertised and made available for parental use.
- Create and maintain a parent center to be located in each school.
- Publish a notice in the newspaper honoring parents who attended all parent-teacher conferences held by the school.
- Plan and engage parents in other activities that promote responsible parenting.
- Schedule regular "Parents Make a Difference" evenings where parents are given an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can make a difference in their child's education.
- Make parents feel welcome at school: There should be no policy that discourages parents from visiting the school or coming inside the building.
- Publish a volunteer resource book.
- Print statements attesting to the school district's commitment to parental involvement and distribute the statement of parents of students.
- Frequently publish the school's process for resolving parental concerns.
- Sponsor seminars to inform the parents of high school students about how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities.
- Contact alumni from the school to create an alumni advisory council.
- Develop paycheck size cards with tips on how parents can foster their child's success and contact employers about including these with payroll checks.
- " Designate one certified staff member to serve as a parent facilitator in each school.

# **Parental Involvement Plan**

## **ACT 603 The Law**

By September 1, 2003, each public school district and each public school, in collaboration with parents, shall establish a parental involvement program plan. The parental involvement program in each school shall:

- Involve parents of students at all grade levels in a variety of roles.
- Be comprehensive and coordinated in nature.
- Recognize that communication between home and school should be regular, two-way, and meaningful.

The school shall prepare family kits which consist of:

- The school's parental involvement program.
- The recommended role of the parent, student, teacher, and school.
- Ways for the parents to become involved in the school and his or her child's education.
- Activities planned throughout the school year to encourage parental involvement.
- A description of the system which allows parents and teachers to communicate in a regular, two way, and meaningful manner.

The school shall:

- Encourage communication with parents by scheduling no less than two parent-teacher conferences per year.
- Plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.
- Purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials for review.
- Publish a notice in the local newspaper at the end of each school year honoring parents who attend all parent-teacher conferences scheduled by the school.
- Create parent centers.
- Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.
- Schedule regular "Parents Make the Difference" evenings where parents are given a report on the state of the school and an overview of:
  - What students will be learning?
  - How students will be assessed?

- What parents should expect for their child's education?
- How parents can assist and make a difference in their child's education?
- Not have any school, policies or procedures that would discourage a parent from visiting the school, specifically including:
  - Policies requiring parents to pick-up their child outside the school building.
  - Policies prohibiting the parents from visiting a child's classroom during school events.
- Publish a volunteer resource book, listing the interests and availability of volunteers for school staff members' use, specifically including:
  - Survey parents regarding their interests, so volunteer work will be meaningful.
  - Determine how frequently a volunteer would like to participate, including the option for those who are available to help at home.
  - Use the resource book to help match school needs with volunteer interests.
- Frequently publish the school's process for resolving parental concerns, including how to define the problem, who to approach first, and how to develop solutions.
- Engage in other activities that the school determines will encourage parents to participate as full partners in the decisions that affect their child and family.
- Contact alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- Develop paycheck size cards with tips for how parents can foster their child's success and contact employers about including the cards with employee paychecks.
- Designate one certified staff member that is willing to serve as a parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school.

By September 1, 2003, the State Board of Education's Standards of Accreditation of Arkansas Public Schools shall require no less than two hours of professional development opportunities for teachers, which may be included in the 30 hours of professional development required as of January 1, 2003, designed to enhance understanding of parental involvement. (Administrators must also have 2 hours of professional development which is in addition to their 30 hours)

Staff Development shall consist of:

- Effective parent involvement strategies.
- The importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

## Appendix C

### The Parental Involvement Checklist

#### The Six Standards of Parental Involvement Parental Involvement Checklist

National Parental Involvement  
Day, Nov. 2005  
Public School Volunteer Week,  
April 2006

projectappleseed.org  
THE NATIONAL CAMPAIGN FOR  
PUBLIC SCHOOL IMPROVEMENT



Leave No Parent Behind.™

**One way to start improving your school's parent-school partnerships is by assessing present practices**, says Joyce Epstein at Johns Hopkins University. The following questions can help you evaluate how well your school is reaching out to parents.

- Which partnership practices are currently working well at each grade level?
- Which partnership practices should be improved or added in each grade?
- How do you want your school's family involvement practices to look three years from now?
- Which present practices should change and which should continue?
- Which families are you reaching and which are hard to reach?
- What can be better done to communicate with the latter?
- What costs are associated with the improvements you want?
- How will you evaluate the results of your efforts?
- What opportunities will you arrange for teachers, parents, and students to share information on successful practices in order to strengthen their own efforts?

---

### A Checklist For An Effective Parent-School Partnership

#### STANDARD 1 - VOLUNTEERING

**GOAL: Recruit and organize parent help and support**

#### **SAMPLE BEST PRACTICES**

- Distribute Project Appleseed's learning compact known as the [Parental Involvement Pledge](#) to recruit and organize parent volunteers.
- Distribute Project Appleseed's [Parental Involvement Report Card](#). The Report Card is intended to help parents evaluate their contributions to their child's success at school .

- Use the [Parental Involvement Pledge Volunteer Information Survey](#) to identify all available talents, times, and locations of volunteers.
- School and classroom volunteer program to help teachers and administrators students and other parents. Parent room or center for volunteer work, meetings, resources for families.
- Class parent, telephone tree, or other structures to provide all families with needed information.
- Parent patrols or other activities to aid safety and operation of school programs.

Findings from the U.S. Department of Education's *Prospects Study* (1993) reveal that students in schools with pledges or learning compacts in place perform better than children in similar schools without them because of greater reinforcement of learning at home. Furthermore, effects of the pledge on student learning were stronger than effects from other forms of school-home interactions.

### Challenges

- [Use the Parental Involvement Pledge](#) to recruit volunteers widely so that all families know that their time and talents are welcome.
- Make flexible schedules for volunteers, assemblies, and events to enable parents who to participate.
- Organize volunteer work, provide training, match time and talent with school, teacher, and student needs, and recognize efforts so that participants are productive.

### Results

#### For Students

- Skill in communicating with adults.
- Increased learning of skills that receive tutoring or targeted attention from volunteers.
- Awareness of many skills, talents, occupations, and contributions of parents and other volunteers.

#### For Parents

- Understanding teacher's job; increased comfort in school interactions and carryover of school activities at home.
- Self-confidence in ability to work in school and with children, or take steps for own education or work.
- All-family awareness that families are welcomed and valued at school.
- Gains in specific skills of volunteer work.

#### For Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school.
- Awareness of parent talents and interest in school and children.
- Greater individual attention to students, with help from volunteers.

---

## STANDARD 2 - PARENTING

GOAL: Help all families establish home environments to support children as students.

### SAMPLE BEST PRACTICES

- School provides suggestions for home conditions that support learning at each grade level.
- School provides workshops, videotapes, and/or computerized phone messages on parenting and child-rearing at each grade level.
- Parent education and other courses or training for parents (e.g., GED, college credit; family literacy).
- Family support programs to assist families with health nutrition, and other services.
- Home visits at transition points to preschool, elementary, middle and high school; and neighborhood meetings to help families understand schools and to help schools understand families.

### Challenges

- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.
- Enable families to share information about culture, background, children's talents and needs with schools.
- Assure that all information for and from families is clear, usable, and linked to children's success in school.

### Results

#### Students

- Awareness of family supervision; respect for parents
- Positive personal qualities, habits, beliefs, values, taught by family.
- Balance in time on chores, other activities, and homework.
- Awareness of importance of school.

#### Parents

- Understanding and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.
- Awareness of own and others' challenges in parenting.
- Feeling of support from school and other parents.

#### Teachers

- Understanding families' backgrounds, cultures, concerns, goals, needs, and views of their children.
- Respect for families' strengths and efforts.
- Understanding of student diversity.
- Awareness of own skills to share information on child development.

---

## STANDARD 3 - COMMUNICATING

GOAL: Design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress.

### SAMPLE BEST PRACTICES

- Conferences with every parent at least once a year, with follow-ups as needed.
- Language translators assist families as needed.
- Weekly or monthly folders of student work are sent home and reviewed, parental comments returned to teacher.
- Parent and student pick-up of report card, with conferences on improving grades.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Clear information on choosing schools, or courses, programs, and activities within schools.
- Clear information on all school policies, programs reforms, and transitions.

### Challenges

- Review the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Review the quality of major communications such as the schedule, content, and structure of conferences; newsletters; report cards and others.
- Establish clear two-way channels for communications from home to school and school to home.

### Results

#### For Students

- Awareness of own progress, and actions needed to maintain or improve grades.
- Understanding of school expectations and procedures for behavior attendance and other policies.
- Informed decisions about courses and programs.
- Awareness of own role in partnerships, serving as courier and communicator.

#### For Parents

- Understanding school programs and policies.
- Monitoring and awareness of child's progress.
- Conduct of responsive activities to address student's problems as needed.
- Interactions with teachers and ease of communications with school and teachers.

#### For Teachers

- Increased diversity and use of communications with families, and awareness of own ability to communicate clearly.
- Appreciation and use of parent network for communications.
- Increased ability in two-way communications for family views of children's programs and progress.

---

## STANDARD 4 - LEARNING AT HOME

**GOAL: Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.**

### **SAMPLE BEST PRACTICES**

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor, and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assignments. Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class (e.g., TIPS).
- Calendars with activities for parents and students at home.
- Family math, science, and reading, activities at school.
- Goal setting for students with families each year, and for future plans for college or work.

### **Challenges**

- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning, and helps families stay aware of the content of their children's class work.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families with their children in all important curricular related decisions.
- **Results**

#### **For Students**

- Gain skills, abilities, and test scores linked to homework and class work.
- Homework completion.
- Positive attitudes toward schoolwork.
- View of parent as more similar to teacher, and home more similar to school.
- Self concept of ability as learner.
- Awareness of own role in sharing schoolwork at home, and of links of learning to real life situations.

#### **For Parents**

- Know how to support, encourage, and help student at home each year.
- Discussions of school, class work, and homework.
- Understanding of instructional program each year, and what child is learning in each subject.
- Appreciation of teaching skills.
- Awareness of child as learner.

#### **For Teachers**

- Better design of homework assignments.
- Respect of family time.
- Recognition of equal helpfulness of single parent, working mom, and less formally educated families to motivate and reinforce student learning.

- Satisfaction with family involvement and support.

---

## STANDARD 5 - DECISION MAKING

**GOAL: Include parents in school decisions, developing parent leaders and representatives.**

### SAMPLE BEST PRACTICES

Active PTA/PTO or other parent organizations, school advisory councils, or committees (e.g., curriculum, safety, personnel, and other committees) for parent leadership and participation (Go to <http://www.projectappleseed.org> to start a parent group).

- Independent advocacy groups to lobby and work for school reform and improvements.
- District level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

### Challenges

- Include parent leaders from all of racial, ethnic, socioeconomic, and other groups in the school.
- Offering training to enable leaders to serve as representatives of other parents, with input from and return of information to all parents.
- Include students (along with parents) in decision making groups.

### Results

#### For Students

- Awareness of representation of parents in school decisions.
- Understanding that students' rights are protected.
- Specific benefits linked to policies enacted by parent organizations and experienced by students.

#### For Parents

- Input into policies that affect child's education.
- Feeling of ownership of school.
- All-family awareness of parents' voices in school decisions.
- Shared experiences and connections with other families.
- Awareness of school, district, and state policies.

#### For Teachers

- Awareness of parent perspectives in policy development and decisions.
  - View of equal status of family representatives on committees and in leadership roles.
-

## STANDARD 6- COLLABORATING WITH COMMUNITY

GOAL: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

### SAMPLE BEST PRACTICES

- Information for students and families on community health, cultural, recreational, social support, and other programs or services.
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Planned service integration of school in partnership with businesses, civic, counseling, cultural, health, recreation, and other agencies and organizations.
- Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others, etc.) Alumni to link to school programs for students.

### Challenges

- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students, such as mentoring, tutoring, business partnerships, and other programs.
- Assure equity of opportunities for students and families to participate in community programs or to obtain services.
- Match community contributions with school goals; integrate child and family services with education.

### Results

#### For Students

- Increased skills and talents through enriched curricular and curricular experiences.
- Awareness of careers, and options for future education and work.
- Pride in community, and in own service to the community.
- Specific benefits linked to programs, services, resources, and opportunities that connect students with the community.

#### For Parents

- Knowledge and use of local resources by family and child to increase skills and talents, or obtain needed services.
- Family pride in and contributions to community.
- Interactions with other families in community activities.
- Awareness of school's role in the community, and community support and contributions to the school.

#### For Teachers

- Awareness of community resources to enrich curriculum and instruction.
- Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and teaching practice.
- Knowledgeable, helpful referrals of children and families to needed services.
- Pride and participation in community.

---

**The Center on Families Communities, Schools, and Children's Learning** provides a variety of research literature and practical guides on parent involvement. To obtain a listing of resources, write the Center, Attention: Publications, The Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218, or call (410) 516-0370.

**Appendix D**  
**Parental Involvement Toolbox**

Do You Want A Master Copy of the  
Parental Involvement Pledge  
For Mass Distribution In Your Schools?



**Here's What You Get  
In The Parental Involvement Toolbox!**

### Parent Volunteer Recruitment Tools

- A Master Copy of your school's own Parental Involvement [Pledge](#).
- A Master Copy of the [Inventory of Volunteer Interests](#) in which parents can choose among 37 home and school based volunteer activities.
- A Master Copy of the [Parental Involvement Report Card](#).
- **PLUS!** The [Parental Involvement Pledge Online!](#) Project Appleseed sets up a web page with your school's own Pledge Online. Ask parents to take the Pledge from any computer connected to the Internet in your school or in the homes of your students. Link the Pledge Online to your School's Website!

### Staff Support Tools

- A Master Copy **Faculty and Staff Parental Involvement Pledge Volunteer Request**. Teachers are asked what sorts of volunteer tasks they need for classroom and/or extracurricular activities.
- **Live staff support from Project Appleseed's national office.**
- Suggestions on **How To Run** A Successful Pledge Campaign.
- **Twenty-Six Ways to Reach Out to Parents**. Ideas about how to create parental involvement events and ways to get involved in Project Appleseed's **National Parental Involvement Day** and **Public School Volunteer Week**.
- Project Appleseed's Newsletter **Appleseed Today**.
- A **Certificate of Recognition** for participating school(s) or organization.
- **Title I, Parental Involvement Certification** for your State Education Agency (SEA) No Child Left Behind Act of 2002.
- Regular **e-mail updates** on Project Appleseed and parental involvement best practices from around the United States!

**Parent Organizing Software** Take a look at the some of the features of the Parental Involvement Toolbox 1.0:

- Desktop version of the Parental Involvement Pledge learning compact
- A complete data base for all Pledged volunteers-- parents, grandparents, families and community members!
- Track volunteer hours each time an activity is accomplished
- Monitor Pledge fulfillment activity of each volunteer
- Keep detailed information on unique volunteer preferences and abilities
- Send personalized emails to selected volunteers
- Write personalized fund raising letters and post cards
- Print mailing labels, ID cards and name tags
- Print volunteer statements and reports
- Schedule and report volunteer appointments
- Instantly design and customize your own reports
- Report volunteer attendance
- Setup and track responses to mailing, phoning, door-to-door canvases
- Organize volunteers for district campaigns such as tax increases and bond issues for schools.....and much more!

projectappleseed.org  
THE NATIONAL CAMPAIGN FOR  
PUBLIC SCHOOL IMPROVEMENT



Leave No Parent Behind™

## The Parental Involvement Pledge™

**AS A PARENT, GRANDPARENT, OR CARING ADULT**, I hereby give my pledge of commitment to help our community's children achieve a truly independent future. My declaration of responsibility and commitment to my public schools is stated in these five self-evident truths as spoken by President Woodrow Wilson:

- As Americans, we are the owners of the public school system.
- As owners, we bear a responsibility to participate in the system.
- Accountability for our public schools, their safety, and its employees and its funding rests with us and the rest of the system's owners.
- Our children's future depends on the improvement of the public schools.
- And this improvement depends on our participation.



**THEREFORE AS A PARENT, GRANDPARENT, OR CARING ADULT**, I take personal responsibility for my child's safety and education and the safety and education of the children in this community.

- I pledge to volunteer a **minimum** of five hours of my time to my public schools each semester.
- I pledge to spend a **minimum of fifteen minutes each school night** reading with my child or we will work together on homework and enrichment activity.

SAMPLE

<http://www.projectappleseed.org/pledge.html>