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## **2016-2017 LEA Parental Involvement Adoption Page**

**LEA or District Name:** Hamilton

This policy was adopted by the LEA on 09/12/2016 and will be in effect for the period of one year through 10/7/2016. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 10/31/16.

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(Signature of Title I Authorized Representative)      (Date)

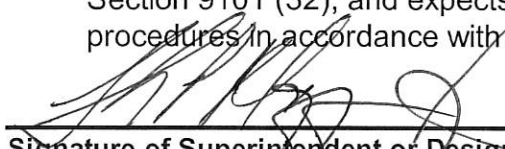
Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

## HAMILTON Title I, Part A Parental Involvement Plan

I, Thomas P. Moffses, Jr. , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

  
Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

  
Date Signed

## Mission Statement

### Parental Involvement Mission Statement (Optional)

**Response:** The Hamilton County School District values a genuine and mutually respectful partnership among parents, schools and the community, and are committed to providing a variety of opportunities for parents to be involved in their child's education.

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## Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

**Response:** Parent and community meetings are held in the Fall and Spring by the district to gather input from those in attendance as a way to further develop and revise the Title 1 Parent Involvement Policy. Throughout the school year relevant laws and policies are discussed with parents who are allowed a specific time-period to provide their input. Parents, school staff, principals and community members are invited to District Parent Involvement meetings to ensure a good cross section of the district's demographic makeup. Minutes and documentation of the meetings are kept as a record of parent involvement and to record parent and community input. Parent and Community input is also gathered from a parent survey developed by PIRC and modified for Hamilton County. The survey is distributed to each parent in the district and posted on the Hamilton County School Board's website in both English and Spanish. The results are analyzed by a third-party evaluator and are shared with parents and community through several means. The Title 1 coordinator for the district, assisted by instructional services staff, is responsible for coordinating the development, implementation, and evaluation processes of the parent involvement plan. School based school advisory teams (SAC) consisting of school staff, parents, and community members will review the schools progress toward meeting state and federal standards of parent involvement and to devise strategies to overcome any obstacles. The District Improvement Team which meets monthly will review the parent activities offered the previous month and evaluate the effectiveness of each. Ninety five percent (95%) of the parent involvement financial resources set aside from the Title 1 funds will be directly allocated to the schools to be used as the school desires to meet the parent involvement needs of the school. This may include activities designed for parents to acquire skills needed to assist their children at home with academic needs or activities to help foster ways parents can be involved with the school. Activities will be held which include food, door prizes, and student performances to encourage parents to participate.

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## Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how

the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

**Response:** The school district will work with the Florida Department of Education and educational service centers such as the East Coast Technical Assistance Center (ECTAC) in the development of the district and school level parent involvement policies and to provide parent activities to improve student achievement and performance and build capacity for parent engagement. Upon completion, each school will submit their school level plan to the district Title 1 coordinator who will review the plan and ensure all required elements are present and completed in a timely fashion to meet required deadlines. During monthly District Improvement Team meetings each school will be given the opportunity to discuss any activities held that month and suggestions future events. The Title 1 Coordinator and Instructional Services Staff will also monitor the school level plans to ensure compliance with stated objectives. Once the district policy is revised and adopted for the school year (Fall), the district staff will coordinate with each school site to ensure they have a copy of the revised district plan and that the process for revision of the school plan is moving forward. The completed school plan will be submitted to the Coordinator of Title 1 who along with the District Instructional Staff will review the plan to ensure compliance with all required elements of the parent involvement policy. Regularly scheduled parent involvement activities will be scheduled to solicit parental involvement. School staff will be trained to work with parents on topics such as parent conferences, Florida Standards for Parents, and literacy training to help parents understand standards students must master to graduate college and career ready. Parent workshops and activities may be held to provide parents with materials and strategies to work with students at home to increase student achievement.

## Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Voluntary Pre-Kindergarten and Head Start	The Title 1 Coordinator will work directly with the Pre-K Coordinator with coordination with Head Start to align parent activities to include those from each of these programs. Pre-K students are located directly in 2 of the 3 Title 1 schools in the district. This will include holding activities that meet the needs of both groups and will be held in a location easily accessible by all participants. Funds can be shared between the programs to meet the expenses of activities. Information will be sent to parents
2	Homeless (Title X)	The Title 1 Coordinator is also the Homeless Liaison for the school district which ensures that any parent activity established through one of these programs will be shared with the parents in both programs. This will include holding activities that meet the needs of both groups and will be held in a location easily accessible by all participants. Parents of these students will be provided with a list of the services provided by both programs to show how they work together to provide coordinated services for families
3	ELL (Title III)	The Title 1 Coordinator will work with the schools to coordinate meetings and parent outreach activities for ELL students and parents
4	Migrant	The Title 1 Coordinator will work with the Migrant office to coordinate meetings, programs and activities for students and parents.
5	Exceptional Student Education	The Title 1 Coordinator will work with the ESE Coordinator to coordinate meetings, workshops and activities for students with disabilities
6	FDLRS (Florida Diagnostic and Learning Resources System)	The Title 1 Coordinator will work with the FDLRS Coordinator to provide staff training, workshops and activities for students and families
7	HIPPY	The Title 1 Coordinator will work with the ESE/HIPPY Coordinator to coordinate meetings, staff training, workshops and activities for parents

## Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

**Response:** At the end of the school year (May 2017) school based parent meetings will be held to review the parent involvement policy and the results of any activities held for parents. Evaluations from these activities will be reviewed and discussed at the meeting. The results will also be discussed with each school's SAC team for recommendations and revisions. A website will be made available for the completion of surveys related to parent involvement activities held during the school year. Paper versions of the surveys will be sent home to parents who may not have access to the website. A random sample of the parents participating may be called to gather information as to the effectiveness of the activity participated in by the parent. All evaluations will be provided in English and Spanish. Barriers such as; low attendance at meetings, need for a translator, transportation to meetings, timely notices of meetings and events, will be taken from the evaluation, discussed and plans made for implementation of the changes in the presentation of the parent activities for the next school year. Data that will be reviewed include parent participation in parent activities, the evaluations of the participants in these activities, and student performance data from the schools that may have been directly related to any of the provided activities. Information derived from the evaluation will be used to refine the parent offerings for the next school year and develop processes and procedures to eliminate any barriers (time of the meeting, child care, location of the meeting, need for an interpreter, etc.) that may have prevented parents from being involved in the activities provided. An evaluation of the effectiveness of the parent involvement program in Hamilton County will be conducted by a Third-Party Evaluator and the report disseminated to the Superintendent, School Board and schools for review.

## Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Literacy/Author Series	Title I Coordinator and School Leaders	Strategies learned by parents can be used with students at home to increase reading ability	August 2016-May 2017	parents indicate they learned strategies to help their child with reading
2	Parent University- college and career	District and Schools	Workshops would be constructed to assist parents with developing skills to assist students at home and learn about information sent to parents concerning student achievement	November 2016-May 2017	parents indicate they learned a skill that will enable them to help their child master content
3	Homework Helper Make and Take	District and Schools	Provide materials, supplies, and strategies to assist parents in help their children with homework to increase student achievement	January 2017	parents learn skills to help their child with work at home
4	The Perfect Brainstorm in 3-D	Florida Department of Education, District and Schools	Understanding Florida Standards for College and Career	Fall, 2016	parents will indicate they know more about Florida Standards
5	Readers Raise the Roof!	District and Schools	Increase Literacy skills	October 2016-May 2017	parents indicate they learned more about how to increase literacy

## Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student	Timeline	Evidence of Effectiveness
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			Achievement		
1	Conferencing with Parents	District and School Administration	parent understanding of standards	September 2016-May 2017	parents and teachers report better understanding of the CCSS
2	ECTAC Family Involvement Meetings	District and School Administration	school, parent and student accountability	Quarterly beginning August 2015	parents and teachers report better understanding and more use of the compact
3	Implementation of the Compact	District and School Administration	school, parent and student accountability	Fall 2016	more parents attend scho parents and teachers report better understanding of roles and responsibilities
4	Florida Standards	Florida Department of Education and contracted services	Develop staff knowledge of Florida Standards and FSAs	September 2016- May 2017	parents and teachers surveyed indicate more staff and parent understanding of Florida Standards
5	National Family Engagement Summit	District and School Administration	Develop knowledge of program implementation	Spring 2017	teachers and parents report better partnerships
6	Sensitivity Training	All HCSD administration, faculty, and staff	Improving knowledge of staff on diversity and cultural issues within the community	On-going throughout SY	Sign-in sheets; contract with presenter

## Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** Parent involvement opportunities are open to all parents, community members, and concerned citizens in the school district. Hamilton County has (3) elementary schools and (1) middle / high that are school served by Title I program funding. The coordinators of federal programs and Title projects are members of the Instructional Services Staff who work directly with school level principals, assistant principals, and the District School Superintendent. A district calendar is developed to assist in the coordination of all parent and community activities in the district. All facilities that will be used to host parent activities are handicapped accessible to allow for parents and children with disabilities to attend. Notices for all events are sent home with students in English and Spanish as appropriate. A contracted service provider is used for translation of documents sent home in Spanish. Coordinators of targeted populations (homeless, ESE, Migrant) will use their contacts to help disseminate the information to parents to ensure all have been notified of the events. Notices originating at school sites will be sent to the district office for review prior to being sent to parents. Information will also be placed in the local newspaper and put on the signs of each school sponsoring or hosting an event.

## Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	SAC through surveys and parent interviews	District Title 1 Coordinator	High	Fall 2016, Spring

					2017
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Family Literacy Training	District Title 1 Coordinator	High	Fall 2016, Spring 2017
3	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Workshops and training	District Title 1 Coordinator	High	ongoing
4	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	SAC Training	School Improvement Contact	High	Fall 2016, Spring 2016
5	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Meetings and conferences	School Principal	High	ongoing
6	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Adopting the framework of the National Network of Partnership Schools	District Title 1 coordinator	High	ongoing
7	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	Committee Meetings	District Title 1 Coordinator	High	quarterly
8	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Joint Meetings	District Title 1 Coordinator	High	Bi-Annually

## Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

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## Evaluation of the previous year's Parental Involvement Plan

### Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Literacy/Author Series	1	100	parents indicated they learned strategies to help their child with reading
2	Home-School Connection Reading Program	2	400	parents received materials to enable them to work with their child and master content
3	Parent University -College and Career	1	75	parents gained information about college and career
4	Home Visitation in Coordination with Homeless	2	400	home visitation in coordination with homeless to provide materials, supplies, and other support for school success
5	Coordinated Parent meetings with Migrant Program	2	100	parents received information and materials to assist their children with language acquisition

### Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Conferencing with Parents	4	200	understanding of strategies to assist in successful conferences with parents
2	Implementation of the Compact	4	1000	school, parent and student accountability
3	Working with families in poverty- Consultant Dr. Barr	2	250	Strategies for teachers and staff to assist students

### Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Author series	7	Achiever's Christian Academy, Inc.	reading and literacy enhancement
2	Home-School Connection Program	7	Achiever's Christian Academy, Inc.	Home library and home reading program
3	Parent Conferences	3	Achiever's Christian Academy, Inc.	understanding of Title 1 tutoring program in math and reading

### Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English



proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	meeting times conflict with work schedules	flexible meeting times for parents
2	materials to assist student achievement	school based workshops to assist parents in understanding curriculum and Florida Standards
3	transportation to assist parents to travel to workshops and meetings	provide transportation to selected meetings and workshops

## Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Building Capacity of Parents	Home-School Connection Literacy Program
2	Effective Communication	More frequent and effective communication including translation of notices home
3	Building the Capacity of Schools	Meetings at flexible times for more parent participation

**TITLE 1 PARENT INVOLVEMENT SURVEY  
Hamilton County School District**

**2015-2016 Results**

**Prepared by:  
Gail S. Ogawa, Ph.D.  
Evaluation Consultant**

# TITLE 1 PARENT INVOLVEMENT SURVEY

## Hamilton County School District

**PURPOSE** This document presents Part I of the results of the *Hamilton County School District Title I Parent Survey* administered to Title I parents in May 2016. Three evaluation questions are addressed in this report. Part II will address the program successes and a reanalysis by the Spanish-speaking parents.

1. How do parents rate selected parent involvement components?
2. What additional training can be offered to encourage parent involvement?
3. What are the barriers to parent involvement?

**RESULTS** Four hundred and eighty (480) parents voluntarily responded to the *Title I Parent Survey* during May 2016. By school, the returned surveys were: Central Hamilton (197), North Hamilton (210), South Hamilton (49), and Hamilton High School (24).

A 32-item survey asked parents about the implementation of program components, training topics of interest to parents, and barriers to parents' involvement. The options were: Yes, No, and Don't Know. A final section included an open-end question inquiring about program successes.

70% was used as the standard for judging whether or not parents were satisfied with each component. For ease of interpretation the "Don't Know" option was excluded from the analyses. All results include the four schools taken together.

### 1. How do parents rate selected parent involvement components?

Two years of data are presented to address this question. In the last column of Table 1, a "+" indicates that the item met the 70% criterion. Overall, of the 32 items, 26 (80%) met the 70% criterion.

**Table 1. Percent positive rating of Title I components**

<b>Awareness of Standards and Testing</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Met 70% Standard?</b>
What school teaches child	90	85	86	+
Sunshine State Standards (Common Core)*	84	94	86	+
State tests (FCAT, FAIR, other)	91	95	86	+
How child scored on state tests	84	91	80	+
What scores mean	85	91	81	+
Information about promo/retention	84	94	80	+
How to work with teachers to help child succeed	93	95	88	+
Information on monitoring progress	90	89	86	+
Information on working with teachers	88	94	84	+
Attend open house about goals	74	82	67	-
<b>Helping your Child with School</b>				
Received materials to work with child	73	82	76	+
Shown how to use materials	55	65	58	-
Attended meetings/training	59	57	51	-
Helped with homework at least 1/week	96	92	94	+
<b>Parents as Partners</b>				
Staff willing to communicate with you	91	95	91	+
School values your suggestions	88	95	92	+
Asks your advice how to best teach child	67	81	67	-
Review policies	79	90	80	+
<b>Communication</b>				
Know how to contact child's teacher	96	99	95	+
Info from school easy to understand	94	97	96	+
Info from school in understandable language	97	96	98	+

**Table 1. Percent positive rating of Title I components (cont.)**

<b>Additional Parent Involvement Indicators</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Met 70% Standard?</b>
If needed, translators available at meetings	88	97	93	+
Asked for specific activities, materials, or meetings	62	71	58	-
If yes, got quick response	83	93	83	+
Satisfied with response	87	94	89	+
Feel welcome at child's school	95	100	94	+
Received a written parent involvement policy	92	93	71	+
Policy easy to understand	92	97	90	+
Policy in understandable language	97	94	93	+
School had meeting to explain policy	89	89	80	+
Attended meeting	52	66	54	-
Meetings offered at different times of day	85	87	72	+

## **2. What additional training can be offered to encourage parent involvement?**

*State Standards and Testing* and *How to Get Resources for Parents* were chosen most often as areas in which parents wanted more training. The findings are similar to the previous year (2014-2015).

**Table 2. Additional training topics**

<b>Additional Training Topics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
State standards and testing	84	72	75
Title I program	82	73	68
How to work with child at home	79	69	69
How to work with child's teachers	80	68	70
How to get involved with school	82	70	71
How to get resources for parents	85	75	75

## **3. What are the barriers to parent involvement?**

Across all the schools, *Conflict with Work Schedule* (61%) was chosen most frequently by parents as the barrier impeding parental involvement. The same barrier has been chosen most frequently for the past three years.

<b>Barrier</b>	<b>n</b>	<b>Percent</b>
Transportation	15	10%
Child Care	8	5%
Medical reason	6	4%
No language translation	2	1%
Conflict with work schedule	92	61%
Conflict with parents' commitments	13	9%
No notices	15	10%

## **HIGHLIGHTS**

- The majority of parent involvement activities were successfully implemented in 2015-2016 with 81% the components meeting the 70% criterion.
- Parents continue to “feel welcome” at their child’s school. The percent positive for the last three years has been 95%, 100%, and 94%, respectively.
- The major barrier to parent involvement seems to be conflicts with work schedules (61%).

## **RECOMMENDATIONS**

- Focus groups with parents at each school can be a useful tool to obtain more in-depth information related to the items not meeting the 70% criterion.
- Renewed efforts should be made to schedule meetings and workshops that do not conflict with parents’ work schedules.
- Continue to offer parent training in skills so that they can help their children succeed in school. This may be in the form of strategies to help with school work or with the use of materials and resources. Attention should be paid to addressing state standards and testing and how parents can be more involved in their school.
- Continue to provide quality parent involvement activities so that parents can build their capacity to help their children be successful in school.

**For more information, contact Phyllis Porter, Director of Title I, at 792-7807.**