## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement Work Team Members</td>
<td>iv</td>
</tr>
<tr>
<td>Preface</td>
<td>vi</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>I. A Framework for Family and Community Involvement in Education</td>
<td>5</td>
</tr>
<tr>
<td>II. Parental Involvement in Their Children’s Education Act</td>
<td>9</td>
</tr>
<tr>
<td>III. Best Practices and Promising Ideas</td>
<td>15</td>
</tr>
<tr>
<td>IV. Leadership Actions</td>
<td>23</td>
</tr>
<tr>
<td><strong>APPENDICES</strong></td>
<td></td>
</tr>
<tr>
<td>A-1 Framework of Six Types of Involvement, National Network of Partnership Schools, Johns Hopkins University</td>
<td>29</td>
</tr>
<tr>
<td>A-2 Starting Points: An Inventory of Present Practices of School, Family and Community Partnerships</td>
<td>33</td>
</tr>
<tr>
<td>A-3 Measure of School, Family and Community Partnerships</td>
<td>37</td>
</tr>
<tr>
<td>B-1 Parental Involvement in Their Children’s Education Act</td>
<td>44</td>
</tr>
<tr>
<td>B-2 Parental Involvement Act Implementation Status Through FY2003–04</td>
<td>49</td>
</tr>
<tr>
<td>C-1 Parental Involvement Practices in S.C. Schools by Partnership Type</td>
<td>56</td>
</tr>
<tr>
<td>C-2 Your Child Is Job #1</td>
<td>59</td>
</tr>
<tr>
<td>C-3 Carolina First Center for Excellence</td>
<td>61</td>
</tr>
<tr>
<td>C-4 Richland District One Parent and Family Services</td>
<td>62</td>
</tr>
<tr>
<td>C-5 Rebuilding Strong Families</td>
<td>67</td>
</tr>
<tr>
<td>C-6 Countdown to Kindergarten</td>
<td>70</td>
</tr>
<tr>
<td>C-7 S.C. Family Friendly Workplace Awards</td>
<td>72</td>
</tr>
<tr>
<td>D-1 S.C. Family Friendly Workplace Award Self Assessment</td>
<td>77</td>
</tr>
<tr>
<td>D-2 Listing of Practices to Support Leadership Actions</td>
<td>81</td>
</tr>
<tr>
<td>D-3 Resources and References for Family and Community Involvement Practices</td>
<td>84</td>
</tr>
</tbody>
</table>
PARENT INVOLVEMENT
WORK TEAM MEMBERS
The Parent Involvement Work Team includes a subgroup of members of the Education and Workforce Development Task Force of New Carolina—The South Carolina Council on Competitiveness along with individuals recognized for their knowledge of parent involvement issues. The members of the work team are as follows:

**Jo Anne Anderson** ........................................ South Carolina Education Oversight Committee
**Kay Barlow** .......................................................... Midlands Education and Business Alliance, Greater Columbia Chamber of Commerce
**Melanie Barton** ........................................ South Carolina Education Oversight Committee
**Michele Brinn** ................................................ Carolina First Center for Excellence, Greenville Chamber of Commerce
**Edwina Carns** ........................................ High Performance Partnerships, South Carolina Chamber of Commerce
**Kay Ciganovic** ........................................ Charleston County School District Parent Alliance
**Janie Davis** ........................................................ South Carolina Commission on Minority Affairs
**Susan DeVenny** ................................................... South Carolina First Steps
**Sharon Earle** ................................................ Richland County School District One
**Herman Gaither** ........................................ Beaufort County Schools
**Wally Hall** .......................................................... Calhoun Falls High School
**Don Herriott** ....................................................... Roche Carolina (Co-chair of the Education and Workforce Development Task Force)
**Rick Kalk** .......................................................... Spartanburg School District Five
**Fred Kotoske** .......................................................... Taco Bell
**Jean Norman** ................................................ South Carolina School Improvement Council, USC College of Education
**Jim Reynolds** ................................................... Total Comfort Service Center, Inc. (Co-chair of the Education and Workforce Development Task Force)
**Debbie Robertson** ................................................ South Carolina First Steps
**Walter Tobin** ................................................ Retired School Superintendent
**Peggy Torrey** ................................................ South Carolina Chamber of Commerce

The Parent Involvement Work Team appreciates the opportunity to share its findings and recommendations.

Note: The information and recommendations presented in this document are supported by a consensus among the members of the Parent Involvement Work Team, which convened in 2005 to conduct research for this report. As individuals and as officers of agencies and organizations, we may have views and recommendations beyond those that appear here. No statement presented in this report is intended to convey the position or the commitment of any particular organization or agency.
Joey and his three siblings wake in the dark to find their house empty, their parents each on the way to the first of several jobs. Soon the children will rise, choose whatever clothes are available, trudge to the bus stop, and wait for the long bus ride to school. The school will provide food, warmth, and safety for them, but they will return later in the day to an empty house. Here, Joey will watch TV, eat junk food, and play unsupervised as he does every day. Reading, writing, and arithmetic are not priorities. Life is about survival.

Sherrie’s father travels on business most days and is seldom home. She doesn’t see him much but he provides a generous allowance and buys her lots of things. Her mother usually drops her off at school and then hurries away to attend the many social engagements that fill most of her days. Sherrie’s life is planned and impersonal—school, then home to the Internet and her cell phone. Family meals and events are nonexistent. There are three lonely people in Sherrie’s family, and Sherrie is the loneliest. She dreams of the day when she can act on her distaste for this lifestyle and leave her comfortable, but lonely, home.

Michael and his two younger brothers make their way through the streets, as they would on any other day. They pass the dealer on the corner and the gang of older kids always hanging around. Sometimes the older kids chase them and call them names. But soon Michael will be old enough to skip the school routine and hang out with them. His mother is out here someplace but he doesn’t see her. She left early this morning, or perhaps she didn’t come home last night. He and his brothers are hungry and a little frightened as they head toward school and the chance to eat and feel safe for a while. Michael does not look forward to watching his little brothers after school again today. But if he doesn’t, who will? He thinks to himself that his life is dull and hopeless. No one cares and no one will be home today to help. What a drag . . .

Each day in South Carolina, a child misses a chance that may never come again. Whether she lives along the back roads of the Midlands, or in splendor along the coast, or in the hill country of the Upstate, it makes no difference. A missed chance cannot be replaced.

If South Carolina is to ever achieve its full potential, we must recognize and commit whatever resources are necessary for the success of our children. From birth to adolescence to young adulthood, our children must be our top priority. Families must be dedicated to the success of their children, communities must be dedicated to the success of their children and families, and the state must be dedicated to the success of its children, families, and communities.

To ensure a successful future for our children we must recognize the challenges our children face and create the economic, social, educational, and political infrastructure necessary to help them overcome those challenges. Each business, organization, church, agency, and individual in this state has a vital role. We can all make a difference.

We must. The lives of Joey, Sherrie, and Michael depend on it.
EXECUTIVE SUMMARY

PARENT INVOLVEMENT
WORK TEAM MEMBERS
EXECUTIVE SUMMARY
Research studies document that parent involvement in a child’s education is an essential factor in that child’s success in school, as an adult in the workforce, and as a member of society. The assignment of the Parent Involvement Work Team of the South Carolina Council on Competitiveness’ Education and Workforce Development Task Force was to identify, showcase, and advocate best practice programs that increase parent involvement in children’s education, with particular emphasis on underachieving students.

The team identified four elements common to best practice programs that are critical to effectively implementing parent involvement strategies and practices:

1. STRATEGIC PLANNING

School districts and communities should have a strategic planning framework that builds and sustains parents’ involvement with their children’s education and with their children’s schools.

The team recommends the research-based planning model developed by Dr. Joyce Epstein of the Center on Family, School, and Community Partnerships at Johns Hopkins University. The Epstein Model recognizes six types of parent involvement:

- Parenting
- Communicating
- Volunteering
- Learning at home
- Decision making
- Community collaboration

The South Carolina School Improvement Council at the University of South Carolina’s College of Education is ready to provide fee-based training to schools that choose to use Epstein’s framework. Some districts, such as Beaufort County and Richland School District One, have made implementation of the model a priority and have begun to experience increased parent involvement. Also, districts in the Pee Dee region of South Carolina can receive this training from Francis Marion University’s Center of Excellence to Prepare Teachers of Children of Poverty.

2. LEGISLATIVE ACTION

Parent involvement activities should be a priority of public schools, and this priority should be reflected in statutes and regulations that govern schools.

In 2000, South Carolina’s General Assembly enacted the Parental Involvement in Their Children’s Education Act. The Act’s features are recognized as a model for the nation. However, the legislation has not been funded fully; it was enacted during a year of extensive state budget cuts.

The team recommends full funding for the Act to provide educator training, changes in administrator expectations, and evaluation of the effect of the Act.
3. DISSEMINATION OF BEST PRACTICES

Communities, agencies, and schools should be given information on best practices and encouraged to implement them.

There are many examples of parent involvement best practices in South Carolina and across the nation. These programs are most successful when program leaders work to develop strong community support. This report lists examples of best practices for increasing parent involvement with their children’s education or with their children’s schools. These approaches may be school-based, employer-based, or community-based.

4. LEADERSHIP

The team’s research found that parent involvement can be most effective where government, education, business, and community leadership is strong. The team also found that leadership affects the overall level of parent involvement in a school more than any other factor by creating a culture that values partnerships among educators, parents, and students. This report recommends specific actions for government, educators, businesses, the community, and parents themselves. These leadership recommendations are based on three core principals: education is valued, our children are Job #1, and volunteerism is essential to success.

CONCLUSION

South Carolina’s schools and communities currently benefit from three of the four elements essential for increasing parent involvement: the availability of an effective strategic planning framework, statutes and regulations that include an assignment of accountability, and information on many best practice programs.

South Carolina is missing the fourth element: broad-based leadership. To have a lasting effect on the level of parent involvement in our state, our focus must be on developing leaders who will implement the existing legislation and accountability measures, take advantage of the strategic planning framework, and ensure that available best practices are implemented across the state.

Notes:
The primary caregivers of many children in South Carolina are not necessarily a child’s mother and father. In using the word “parent” or the phrase “parent involvement” in this report, we are referring to the adult or adults providing primary care to the child, whatever their legal relationship to the child may be.

The concept of “parent involvement” as this report defines it includes both child-centered and school-centered involvement (i.e., “parent involvement” encompasses child-centered activities such as parents reading to their children and reviewing homework as well as school-centered activities such as attendance at school functions).
I. A FRAMEWORK FOR FAMILY AND COMMUNITY INVOLVEMENT IN EDUCATION
Every school and school district in South Carolina is required to develop and implement a strategic plan to ensure continual improvement. Efforts to improve the quality and quantity of parent involvement in education can be included in these plans in one of two ways: 1) a specific portion or goal of the plan is dedicated to improving parent involvement, or 2) the topic of increasing parent involvement is embedded within the main goals of the plan or is expressed as a component of the action steps for each goal.

A research-based framework that calls for purposeful actions to increase parent involvement is most effective. The framework the team strongly advocates is the Epstein Model, developed by Dr. Joyce Epstein of the Center on Family, School, and Community Partnerships at Johns Hopkins University.

THE EPSTEIN MODEL

Epstein’s six types of family-school-community partnerships form a framework for designing strategies and practices that increase family and community involvement in education. The framework is recognized nationally and internationally for its high quality. Involvement behaviors are organized into six types:

- Parenting
- Communicating
- Volunteering
- Learning at home
- Decision making
- Community collaboration

Epstein’s framework is based on the following premise: Schools must initiate the practices and procedures that encourage families and the community to be involved in the education of school children.

When schools implement these practices, parents, students, and teachers experience positive results, including higher academic achievement, better behavior, increased attendance, and improved attitudes about school.

The practices are customized for each school based on the following:

- The challenges of an individual school’s families (difficult work schedules, transportation obstacles, child care needs, etc.).
- The resources of the community (employers, social agencies, civic groups, churches, etc.).
- The ability of school personnel to be both creative and energetic in involving families and the community, and their level of dedication to this mission as laid out in the school’s strategic plan.
The National Network for Partnership Schools (NNPS), directed by Dr. Epstein, has become a center for planning, training, and resource dissemination. NNPS training is available to school, district, and state teams as well as organizations and universities who join the network and participate in its ongoing research about partnerships.

The South Carolina School Improvement Council (SC-SIC) is a member of the network and trains South Carolina school teams for a fee or with grant support. The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is also a network member.

The initial training series consists of six half-day sessions throughout the school year, with assignments to be completed between sessions and on-site school visits by the trainer or facilitator. The cost depends on the number of school teams being trained at one time in one location and includes facilitator fees, materials, and NNPS membership.

Coaching for individual school teams after the initial training series focuses on evaluation practices, a deeper understanding of family challenges, faculty reflection and assessment strategies, and updates to the strategic plan based on evaluation data.

Appendix A-1: Framework of Six Types of Involvement, National Network of Partnership Schools, Johns Hopkins University

Appendix A-2: Starting Points: An Inventory of Present Practices of School, Family and Community Partnerships

Appendix A-3: Measure of School, Family and Community Partnerships
II. PARENTAL INVOLVEMENT IN THEIR CHILDREN’S EDUCATION ACT
Because of persistent concerns about student academic achievement, the General Assembly incorporated into the Education Accountability Act of 1998 a requirement for the Education Oversight Committee (EOC) to “appoint a task force to review current state programs and policies for parent participation in their children’s education.” The task force was charged with finding “ways to encourage and induce parents to oversee and support student academic performance and behavior that contributes to academic improvement.” The group included educators from diverse schools in the state, parents of children attending public schools, representatives from social service agencies, and a representative from the juvenile justice system.

On October 15, 1999, the task force presented its findings and recommendations to the EOC. The task force urged “a renewed commitment to partnerships among family, school and community that support parental responsibility for our children’s health, well-being and accelerated learning.” The task force 1) completed a formal review of national and state research on parent involvement, 2) learned from Dr. Epstein about the family-school-community framework, and 3) studied effective school-home communications.

The task force concluded that the following are keys to effective parent involvement:

- Leadership
- Effective communication between school and home
- Leaders who are accessible to parents (leaders include teachers, principals, and other school personnel)
- Parent involvement training for both teachers and parents
- Parents who take responsibility for being involved
- Parent involvement in staffing and funding issues
- Partnerships involving the family, school, and community

Note: The Education Accountability Act can be downloaded at the EOC website at http://www.sceoc.com/PDF/ParentInvolvementTaskForceFull_101599.pdf.
The Parent Involvement in Their Children’s Education Act, based on the task force recommendations, was enacted by the General Assembly in 2000. According to Section 59-28-100, the intent of the law was to

- Raise awareness of the importance of parents’ involvement in their children’s education.

- Encourage the establishment and maintenance of parent-friendly school settings.

- Emphasize that when parents and schools work as partners, a child’s academic success can best be assured.

The governor, the state board of education, the state superintendent of education, local school boards of trustees, district superintendents, and the EOC are given specific responsibilities by the Act:

- All school and district long-range improvement plans must include parent involvement goals, objectives, and an evaluation component.

- Current educators, as well as teachers and principals preparing to enter the field, must receive training in best practice programs for parent involvement.

- A comprehensive parent involvement program must be created within the Department of Education to coordinate statewide initiatives, collect and disseminate best practice research, provide technical assistance and staff development training, sponsor statewide conferences, and evaluate and monitor parent involvement programs.

- Local school boards of trustees must provide parent involvement training, adopt polices that emphasize the importance of parent involvement, recognize schools that improve parent involvement, and include parent involvement expectations as part of the superintendents’ evaluations.

- District superintendents must include parent involvement expectations as part of each principal’s evaluation and include information on parent involvement opportunities and participation in districts’ annual report cards.

- The EOC must survey parents to determine if state and local efforts are effective in increasing parent involvement and, jointly with the state superintendent of education, develop informational materials for parents on academic content standards and the PACT.
The law also asks school district superintendents to consider taking the following additional steps to encourage parent involvement:

- Designate staff to serve as district-parent liaisons.
- Establish a faculty member as a parent involvement coordinator at each school.
- Designate school space where parents can find resources on ways schools and parents can work together to support the academic success of children.
- Encourage principals to provide alternative times and sites for parent-teacher conferences to accommodate parents’ work and transportation needs.

The law also outlined the specific responsibilities that parents should fulfill (Section 59-28-180):

- Uphold high expectations for academic achievement.
- Establish and communicate expectations for success.
- Recognize that parent involvement during their children’s middle and high school years is equally as critical as during elementary school.
- Ensure children’s attendance and punctuality at school.
- Attend parent-teacher conferences.
- Monitor and check homework.
- Communicate with the school and teachers.
- Build partnerships with teachers to promote successful school experiences.
- Attend, when possible, school events.
- Model desirable behaviors.
- Use encouraging words.
- Stimulate thought and curiosity.
- Show support for school expectations and efforts to increase student learning.
Implementation of the Parental Involvement in Their Children’s Education Act through Fiscal Year 2003–04 is documented in Appendix B-2.

Only the EOC has received funding through the Act; this funding is designated for publication of compacted versions of the academic content standards and analyses of parent surveys administered each year. Funding for the comprehensive provisions of the Act has not been a state priority. While South Carolina Superintendent of Education Inez Tenenbaum has assigned a staff person to oversee parent involvement activities at the Department of Education, funds for training, technical assistance, and monitoring have not been appropriated.

Further, at the local level, the costs of implementing an effective parent involvement program have been addressed only with local revenues at each district’s discretion. (Note: schools receiving federal Title One funds are required to set aside one percent of funds for parent involvement activities. These funds are minimal when compared to the need.)

In 2003, the EOC recommended a state funding model that would allocate $25 per weighted pupil in the Education Finance Act. This is the level recommended by the National Network of Partnership Schools.

Appendix B-1: Parental Involvement in Their Children’s Education Act

Appendix B-2: Parental Involvement Act Implementation Status through FY2003–04
III. BEST PRACTICES AND PROMISING IDEAS
The Education and Workforce Development Task Force asked the Parent Involvement Work Team to identify and advocate best practice programs that increase parent involvement. Thinking there would only be a handful, the team was pleased to find many best practice activities in use. Educators, parents, and volunteers are implementing hundreds of activities in South Carolina and thousands across the nation. However, these programs often are not connected as part of a cohesive, systematic approach. The failure to connect best practices to school goals and the failure to measure the effectiveness of these best practices hinders our progress toward increasing parent involvement in education.

Below are brief summaries of selected best practices and promising ideas that use a range of parent involvement strategies. Appendix C-1 contains more detailed information on these and other programs as well as a list of resources and references on best practice initiatives in South Carolina and nationally.

**EPSTEIN MODEL TRAINING**

*School Improvement Training Council, USC College of Education*

School teams comprising school administrators, teachers, parents, school improvement council members, and community and business members participate in training sessions that develop team members’ capacity to implement school-wide parent involvement strategies and practices. Team members learn the philosophy and structure of Epstein’s partnership model, identify the challenges of their particular school population based on local demographic data, establish priority areas of improvement based on existing implementation of the six involvement types (listed previously), and design strategies and practices that are integrated into the school’s strategic plan.

Some schools in Beaufort and Greenville counties and in Florence Public School District One and Lexington County School District One have participated in a two-year training and coaching sequence based on the Epstein model in conjunction with the Voices for South Carolina’s Children grant. Beaufort County and Richland County School District One have incorporated the Epstein model into their strategic plans.

Five middle schools in Greenville, Sumter, and Chesterfield also have participated in a two-year sequence in conjunction with the Middle Grades Initiative grant. The schools participated in the development and use of interactive math homework assignments matched to state math standards, published by the South Carolina Middle School Association and cited in the NNPS annual publication Teachers Involving Parents in Schoolwork (TIPS), disseminated nationally. (See link on the South Carolina School Improvement Council website at www.ed.sc.edu/sic).
MEBA and the Greater Columbia Chamber of Commerce

The Midlands Education and Business Alliance (MEBA) is a collaboration among Midlands school districts, colleges, and businesses that connects students, parents, and educators to career opportunities through business partnerships, training, and resources.

MEBA offers a program called “Your Child Is Job #1” that goes to where parents are—at work—and gives them information about how to support their children’s education and career planning. Through the Greater Columbia Chamber, businesses invite MEBA staff to speak to parents at safety meetings in factories, in lunchrooms at hospitals, in employee meetings in commercial offices, and during shift changes in municipal departments. Many of these parents are never able to visit their children’s schools because of work schedules, transportation challenges, or because they are intimidated by or express distrust for school officials. The members of MEBA understand that all parents want their children to become happy, successful adults. By meeting parents in settings in which they are comfortable and by being honest, caring, and committed to building trust, MEBA representatives are able to help parents see the strong connection between the classroom and the workplace, and to give them the information and confidence to become involved with their children’s education.

CAROLINA FIRST CENTER FOR EXCELLENCE
Greenville Chamber of Commerce

The Carolina First Center for Excellence provides professional development for administrators and teachers in the continuous improvement process and Baldrige framework to align state, district, school, classroom, and student goals.

Students in grades K–12 maintain a data notebook in which they keep a personal and classroom mission statement, individual goals, a plan for achieving their goals, and graphs by which they track their progress and results. Teachers use student data to create classroom data and goals. Quality tools are used for process improvement. This system teaches students critical thinking and problem-solving skills and gives them a way to monitor their own progress.

Schools using the system are finding that students are more motivated and take greater responsibility for their learning, which leads to improved academic achievement.
The continuous improvement process incorporates parent involvement in several ways:

- Students bring parents to regularly-scheduled teacher conferences at which the student leads the meeting, presenting his data notebook to the parents and teacher. Parent attendance is higher because the student asks them to come.

- Students list their parents as resources in their action plans to achieve their goals, encouraging parents to become involved in their children’s education.

- Parents are exposed to and learn the goal setting and performance tracking system and can apply it to parenting issues at home.

**OFFICE OF PARENT AND FAMILY SERVICES**
**Richland School District One**

The board of trustees and superintendent of this district have made increasing parent involvement part of each school’s strategic plan and have required principals to track performance. A full-time district staff person leads the parent involvement initiative for the district.

Parent education researchers have identified three primary reasons why parents don’t get involved in their children’s education:

- Parents don’t feel welcomed in their child’s school.

- Parents are embarrassed by their own lack of education success—for them, school inspires negative associations.

- Parents lack self-confidence, and are embarrassed by personal issues or insecurities such as poor finances, bad family relationships, alcohol or drug abuse, difficult work schedules, and lack of time.

With these factors in mind, the district reaches out to parents through a number of different programs:

- “Family Friendly” training to ensure that front office staff are welcoming to parents.

- Book clubs and breakfast clubs to encourage effective family reading techniques.

- A storybook playgroup for pre-K parents and children, including screenings to detect developmental delays that may affect school readiness.
• A teen parents program that provides childcare vouchers so mothers can stay in school.

• Teen parent summits—quarterly sessions on child development information and parenting skills.

• Childcare center assistance, through which the school district collaborates with childcare centers, getting information to parents and giving childcare providers professional development opportunities.

• A hospital visitation program through which parent and family services staff visit new parents in the hospital, allowing staff to begin parent education and training and build relationships with potential Richland One families.

• Thursday Nights Off! Family Reading Initiative—a program that allows parents to be a Richland One V.I.P. (Very Involved Parent) by turning off the television on Thursday nights and encouraging family reading.

• Parents as Teachers (a series of home visitation programs).

FIRST STEPS: COUNTDOWN TO KINDERGARTEN
A joint effort of First Steps, the South Carolina Department of Education, local school districts, EdVenture Children’s Museum, and Voices for South Carolina’s Children

Countdown to Kindergarten provides eight weeks of intensive family- and community-based learning for the most at-risk students to ease their transition into the K–12 environment. Certified teachers make eight home visits, during which they identify special needs, provide a transition tool kit (containing books, blocks, etc.), and model effective behavior for parents eager to encourage their children.

The pilot program of 600 children in 2004 showed dramatic increases in families reading to their children, telling their children stories, and teaching their children letters, words, and numbers. Countdown families also had stronger school participation as measured by student attendance, number of parent-teacher conferences, and parents volunteering during their children’s first nine months of kindergarten. The greatest effect was seen reported in families where the child’s own teacher made home visits, building trust with each family.

The greatest challenge during the pilot year was finding time when parents could meet with teachers. Many parents living in coastal counties commute three or four hours a day and hold multiple jobs, leaving little time for parent involvement. Often home visits occurred during the only hour in a week when parents were home and could work with the teacher.
In 2005 and 2006, the program was expanded statewide, serving nearly 1,200 students each year and targeting low-performing schools where possible across the state. 2005 results indicate that more than 95 percent of teachers believe the program has made a difference in participants’ readiness for school, and more than 90 percent believe the program created a positive relationship between parents and their child’s school. Also, Countdown to Kindergarten has been cited as a promising practice for school transition strategies nationwide by the National Governors Association, as reported in *A Governors Guide to School Readiness*, February 2005.

REBUILDING STRONG FAMILIES
South Carolina Commission on Minority Affairs

The South Carolina Commission on Minority Affairs reports a correlation between the breakdown of strong family units and the development of at-risk factors, academic achievement gaps, and high dropout rates. The Commission concludes that in the long term, parent involvement will not improve unless South Carolina addresses the issue of how to rebuild family units. In the Minority Affairs Commission’s African American Strategic Plan, a framework is presented for a community model that addresses the following areas:

- Basic family needs: food, shelter, clothing
- Healthy marriages: pre-counseling, conflict resolution training, mediation
- Lifelong learning: early childhood education, career exploration
- Healthy lifestyles: food, nutrition, exercise
- Community programs: fatherhood initiatives, parenting instructions, family services centers
- Family support programs: crisis centers, battered women shelters, food banks
- Employment skills: skills training

The Commission is currently working to put laws and policies in place that will make the framework and services available to all families to help strengthen family units throughout South Carolina.
SOUTH CAROLINA FAMILY FRIENDLY WORKPLACE AWARD

This award was given from 2001 to 2005 to 1) recognize state businesses for policies and practices that respond to the needs of working families and 2) educate other employers on the value of family friendly workplaces in terms of recruitment, productivity, retention, employee morale, and community partnerships. While the award has been discontinued, the practices implemented by the award winners can still serve as models for businesses. Information on awardees and their winning programs is included in Appendix C-7.

Appendix C-1: Parent Involvement Practices in S.C. Schools by Partnership Type

Appendix C-2: Your Child is Job # 1

Appendix C-3: Carolina First Center for Excellence

Appendix C-4: Richland District One Parent and Family Services

Appendix C-5: Rebuilding Strong Families

Appendix C-6: Countdown to Kindergarten

Appendix C-7: S.C. Family Friendly Workplace Award
IV. LEADERSHIP ACTIONS
South Carolina has three of the four elements essential for effective parent involvement in education (covered in Sections I–III): a strategic planning framework, legislation and accountability, and best practice programs. However, South Carolina does not have broad-based leadership that promotes an educational culture in which parent involvement is a priority.

The members of the Parent Involvement Work Team recommend leadership actions for government, educators, businesses, the local community, and families, all built around the following principles:

**CORE PRINCIPLES**

*Education is valued*

*Our children are Job #1*

*Volunteerism is essential to our success*

**GOVERNMENT—LEADERSHIP ACTIONS**

1. Government will support safe, healthy communities that form the foundation for student achievement.

2. Government at all levels will provide adequate funding for parent and family involvement programs.
   - State government will adequately fund Chapter 28 of Title 59 of the S.C. Code of Laws, the Parental Involvement in Their Children’s Education Act.
   - Local governments will adequately fund all service delivery agencies that support parent and family involvement.

3. Government agencies will coordinate services to children and families and facilitate the sharing of resources to strengthen parent and family involvement.

4. As employers, government agencies will assume the same responsibilities as those outlined in the “Business Community” section.
EDUCATION COMMUNITY—LEADERSHIP ACTIONS

1. Educators, individually and collectively, will demonstrate that parent involvement is essential to improving student achievement.

2. Educators, individually and collectively, will acknowledge the diversity and cultural differences of parents and families.

3. Educators, individually and collectively, will emphasize early childhood initiatives that support parents and families in their role as first teacher and build a successful transition to school.

4. Each district and school strategic plan will include specific actions for incorporating parent involvement to improve student achievement. These actions should address parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community.

5. Educators, individually and collectively, will work to improve and strengthen parent involvement by educating and training teachers and staff. Teacher education programs at colleges and universities will prepare teachers for engaging parents in a child’s education—including how to deal with different cultural norms and build trust and positive communication with the parents of students.

6. Educators, individually and collectively, will recognize parents’ knowledge about their children. Educators will listen to and respect parents’ assessment of their children’s learning, performance, and needs.

BUSINESS COMMUNITY—LEADERSHIP ACTIONS

1. Businesses will support a community environment where children are safe and healthy and parents are able to focus on their children’s learning and achievement.

2. Employers will let employees know that family involvement in their children’s education is important—that their children are Job #1.

3. Employers will demonstrate that their businesses are an integral part of educating children in their community and that the actions of businesses are part of a community’s foundation for student achievement. Employers will use the Family Friendly Workplace checklist to build support for parent involvement into their business plans and track their performance by reviewing the checklist every six months (see Appendix D-1).
4. Employers will encourage parent involvement by providing flexible work schedules and supporting communication, volunteer opportunities, and other means of strengthening the relationship between school and family.

COMMUNITY ORGANIZATIONS—LEADERSHIP ACTIONS

These groups include civic organizations, faith-based groups, non-profit service agencies, chambers of commerce, and individual groups and entities that work on behalf of children.

1. Community groups will collaborate to promote parent involvement in education. In many communities, local chambers of commerce should serve as umbrellas to convene and coordinate efforts modeled after Columbia’s MEBA, Greenville’s Center of Excellence, and Charleston’s Education Foundation or Parent Alliance. Depending on the community, there may be other groups or structures that best serve this role.

2. Civic, business, and faith-based organizations will coordinate services offered to parents and families to support children’s success in school.

3. Community organizations will develop communication and marketing initiatives that promote the idea that “Our child is Job #1.”

FAMILY—LEADERSHIP ACTIONS

1. Parents will be involved in their children’s education because their influence and support are essential to their children’s growth, achievement, graduation from high school, and ultimate success in life.

2. Parents will initiate a positive and effective working relationship with educators.

3. Parents will ensure the safety and health of their children to provide them with a proper foundation for learning.

Appendix D-1: S.C. Family Friendly Workplace Award Self-Assessment

Appendix D-2: Listing of Practices to Support Leadership Actions

Appendix D-3: Resources and References for Family and Community Involvement
WHAT DO WE KNOW from U.S. and international studies of school, family, and community partnerships?

- Parents vary in how much they presently are involved.
- Parents are most concerned about their children’s success in school.
- Students need multiple sources of support to succeed in school and in their communities.
- Teachers and administrators are initially resistant to increasing family involvement.
- Teachers and administrators need inservice, preservice, and advanced education on partnerships.
- Schools must reach out in order to involve all families.

What does research say about the DEVELOPMENT OF PROGRAMS of school, family, and community partnerships?

- Programs and practices of partnership make a difference in whether, how, and which families are involved in their children’s education.
- Subject-specific practices involve families in ways that directly assist students’ learning and success.
- Teachers who use practices of partnership are more likely to report that all parents can help their children. These teachers are less likely to stereotype single parents, poor parents, or those with less for education as unable to help.
- Programs will be most useful to schools and to families if they are customized, comprehensive, and continually improved to help meet important goals for students.

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

EPSTEIN’S SIX TYPES OF INVOLVEMENT

<table>
<thead>
<tr>
<th>Parenting</th>
<th>Communicating</th>
<th>Volunteering</th>
<th>Learning at Home</th>
<th>Decision Making</th>
<th>Collaborating with Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1:</td>
<td>Type 2:</td>
<td>Type 3:</td>
<td>Type 4:</td>
<td>Type 5:</td>
<td>Type 6:</td>
</tr>
<tr>
<td>Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</td>
<td>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</td>
<td>Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</td>
<td>Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.</td>
<td>Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</td>
<td>Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</td>
</tr>
</tbody>
</table>
APPENDIX A-1

Results—Type 1

PARENTING*

RESULTS FOR STUDENTS

• Awareness of family supervision
• Respect for parents
• Positive personal qualities, habits, beliefs, and values taught by family
• Balance between time spent on chores, other activities, and homework
• Regular attendance

RESULTS FOR PARENTS

• Self-confidence about parenting
• Knowledge of child and adolescent development
• Adjustments in home environment as children proceed through school
• Awareness of own and others’ challenges in parenting
• Feeling of support from school and other parents

RESULTS FOR TEACHERS

• Understanding of 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

*This chart refers to results of well-designed and well-implemented Type 1 practices.

Results—Type 2

COMMUNICATING*

RESULTS FOR STUDENTS

• Awareness of own progress in subjects and skills
• Knowledge of actions needed to maintain or improve grades
• Understanding of school programs and policies
• Informed decisions about courses and programs
• Awareness of own role as courier and communicator in school-family partnerships

RESULTS FOR PARENTS

• Understanding of school programs and policies
• Monitoring and awareness of child’s progress in subjects and skills
• Responses to student problems
• Ease of interactions and communications with school and teachers
• High rating of school quality

RESULTS FOR TEACHERS

• Diversity of communications with families
• Ability to communicate clearly
• Use of network of parents to communicate with all families
• Ability to understand family views and elicit help with children’s progress

Results—Type 3

VOLUNTEERING*

RESULTS FOR STUDENTS

• Skills in communicating with adults
• Skills that are tutored or taught by volunteers
• Awareness of many skills, talents, occupations and contributions of parents and other volunteers

RESULTS FOR PARENTS

• Understanding of teacher’s job
• Self-confidence about ability to work in school and with children
• Awareness that families are welcome and valued at school
• Specific skills of volunteer work
• Use of school activities at home
• Enrollment in programs to improve own education

RESULTS FOR TEACHERS

• Organization, training, and use of volunteers
• Readiness to involve families in new ways, including those who do not volunteer at school
• Awareness of parents’ talents and interests in school and children
• Individual attention to students because of help from volunteers

Results—Type 4

LEARNING AT HOME*

RESULTS FOR STUDENTS

• Skills, abilities, and test scores linked to homework and classwork
• Homework completion
• Positive attitude about homework and school
• View of parent as more similar to teacher and of home as more similar to school
• Self-confidence in ability as learner

RESULTS FOR PARENTS

• Knowledge of how to support, encourage, and help student at home each year
• Discussions of school, coursework, homework, and future plans
• Understanding of instructional program and what child is learning in each subject
• Appreciation of teacher’s skills
• Awareness of child as learner

RESULTS FOR TEACHERS

• Varied designs of homework including interactive assignments
• Respect of family time
• Recognition of helpfulness of single-parent, dual income, and all families in motivating and reinforcing student learning
• Satisfaction with family involvement and support

*This chart refers to results of well-designed and well-implemented Type 4 practices.

Results—Type 5

DECISION MAKING*

RESULTS FOR STUDENTS

• Awareness of representation of families in school decisions
• Understanding that student rights are protected
• Specific benefits linked to policies enacted by parent organizations

RESULTS FOR PARENTS

• Awareness of school, district, and state policies
• Input into policies that affect children’s education
• Feeling of ownership of school
• Awareness of parents’ voices in school decisions
• Shared experiences and connections with other families

RESULTS FOR TEACHERS

• Awareness of perspectives of families in policy development and school decisions
• Acceptance of equality of family representatives of school committees and in leadership roles

*This chart refers to results of well-designed and well-implemented Type 5 practices.

Results—Type 6

COLLABORATING WITH THE COMMUNITY*

RESULTS FOR STUDENTS

• Skills and talents from enriched curricular and extracurricular experiences
• Knowledge and exploration of careers and options for future education and work
• Self-confidence, feeling valued by and belonging to the community
• Positive relationships with adults in the community

RESULTS FOR PARENTS

• Knowledge and use of community resources to enrich curriculum and instruction
• Interactions with other families in community activities
• Awareness of community’s contributions to the school
• Participation in activities to strengthen the community

RESULTS FOR TEACHERS

• Knowledge and use of community resources to enrich curriculum and instruction
• Skill in working with mentors, business partners, community volunteers, and others to assist students and teaching practice
• Knowledge of referral processes for families and children with needs for specific services

*This chart refers to results of well-designed and well-implemented Type 6 practices.
**IMPROVE MATH SKILLS**

to

**CREATE A CLIMATE OF PARTNERSHIPS**

---

**MIDDLE SCHOOL EXAMPLES**

for a One-Year Action Plan

to Reach Results for **TRANSITIONS**

**TYPE 1**

New students’ scavenger hunt around the school for information about the school, teachers and staff, programs, curriculum, and resources, with parents invited for tour

**TYPE 2**

Panel discussions at “feeder”elementary schools for fifth-grade students and their parents to hear about middle school from sixth graders, middle school teachers, counselors, administrators, and parents of sixth graders

**TYPE 3**

Survey of parents on how they could volunteer to share their time, specific talents, or resources at school for the school

**TYPE 4**

Videotapes starring current middle school students, parents, and educators that inform fifth graders and their families about ways to help students through middle school

**TYPE 5**

An Action Team for Partnerships committee focused on ensuring successful transitions of students and families

**TYPE 6**

Collaborating with feeder schools and hosting joint events

---

**MIDDLE AND HIGH SCHOOL EXAMPLES**

for a One-Year Action Plan

to **CREATE A CLIMATE OF PARTNERSHIPS**

**TYPE 1**

Parent support groups to discuss parenting approaches and school issues with other families

**TYPE 2**

“Good news” postcards, phone calls, and other two-way communications (e.g., e-mail, voice mail, websites) to connect teachers and families about student progress and success

**TYPE 3**

Volunteers for safe schools to greet, assist, or deter visitors

**TYPE 4**

Quarterly interactive homework assignments for students to review report card grades with family partners and to discuss academic and behavior goals for the next grading period

**TYPE 5**

PTA/PTO-sponsored “Showcase the School Day” with booths and displays on school programs, student clubs, academic departments, the parent association, and partnership activities

**TYPE 6**

Periodic community forums for educators, students, parents, and citizens to discuss school improvement topics, family and community support for education, and other important issues

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**ELEMENTARY SCHOOL EXAMPLES**

for a One-Year Action Plan

to **IMPROVE MATH SKILLS**

**TYPE 1**

Workshops for parents to explain new math standards and tests and to demonstrate and discuss how math skills are taught to students

**TYPE 2**

Articles for parents in school or class newsletters by students and math teachers on interesting math topics and skills

**TYPE 3**

Volunteer math tutors to assist students who need one-on-one tutoring and extra help with specific math skills

**TYPE 4**

Weekly interactive homework assignments for students to demonstrate mastery of a math skill for family partners and to discuss how each skill is used in everyday situations

**TYPE 5**

PTA/PTO-sponsored Family Math Night for fun and learning

**TYPE 6**

After-school programs funded by business and community partners to provide students with extra help and enrichment activities in math

---

**HIGH SCHOOL EXAMPLES**

for a One-Year Action Plan

to Reach Results for **MATH**

**TYPE 1**

Continuing education classes for family members only or for family members and students together (e.g., computer classes or GED/ABE classes)

**TYPE 2**

Student recognition page in the school newsletter highlighting students who improve and excel in math

**TYPE 3**

Parents as audience members for “math bowl” or other math competitions

**TYPE 4**

Information for parents on students’ math requirements to prepare for entry to postsecondary education

**TYPE 5**

PTA/PTO support for math with the purchase of manipulatives, calculators, computers, and other materials

**TYPE 6**

After-school program with local college students as math tutors

---

**APPENDIX A-1**
Ten Steps to Success
In School-Family-Community Partnerships

- Create an Action Team for Partnerships
- Obtain funds and official support
- Provide training to all members of the Action Team for Partnerships
- Identify starting points—present strengths and weaknesses
- Develop a Three-Year Outline and vision for partnerships
- Write a One-Year Action Plan
- Enlist staff, parents, students, and the community to help conduct activities
- Evaluate implementation and results
- Conduct annual celebrations and report progress to all participants
- Continue working toward a comprehensive, ongoing, goal-oriented program of partnerships


www.partnershipschools.org
An Inventory of Present Practices of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders
National Network of Partnership Schools, Johns Hopkins University

This inventory will help you identify your school’s present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for Partnerships (ATP) should complete this inventory, with input from the teachers, parents, the school improvement team, and others, as appropriate. These groups have different knowledge about all of the present practices of partnership in your school.

After you complete the inventory, you will be ready to write a Three-Year Outline and One-Year Action Plan of how your school will work to increase, improve, or maintain activities for each of the six types of involvement.

Directions: Check the activities that your school conducts and circle all of the grade levels presently involved. Write in other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the checkbox: *
(for very well implemented with all families), + (a good start with many families), - (needs improvement).

**TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES**
Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

<table>
<thead>
<tr>
<th>Activity</th>
<th>At Which Grades?</th>
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<tbody>
<tr>
<td>We sponsor parent education workshops and other courses or training for parents.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We provide families with information on child or adolescent development.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We conduct family support programs with parent-to-parent discussion groups.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We provide families with information on developing home conditions that support learning.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We lend families books or tapes on parenting or videotapes of parent workshops.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We ask families for information about children’s goals, strengths, and talents.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
</tbody>
</table>
TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS
Conduct effective communications from school to home and from home to school about school programs and children’s progress

- We have formal conferences with every parent at least once a year.  
- We provide language translators to assist families as needed.  
- We provide clear information about report cards and how grades are earned.  
- Parents pick up report cards.  
- Our school newsletter includes:
  - a calendar of school events  
  - student activity information  
  - curriculum and program information  
  - school volunteer information  
  - school policy information  
  - samples of student writing and artwork  
  - a column to address parents’ questions  
  - recognition of students, families, and community members  
  - other _________________________  
- We provide clear information about selecting courses, programs, and/or activities in this school.  
- We send home folders of student work weekly or monthly for parent review and comments.  
- Staff members send home positive messages about students on a regular basis.  
- We notify families about student awards and recognition.  
- We contact the families of students having academic or behavior problems.  
- Teachers have easy access to telephones to communicate with parents during or after school.  
- Teachers and administrators have e-mail and/or a school website to communicate with parents.  
- Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers and counselors.  
- We have a homework hotline for students and families to hear daily assignments and messages.  
- We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students.

<table>
<thead>
<tr>
<th>At Which Grades?</th>
<th>K 1 2 3 4 5 6 7 8 9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td></td>
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</table>
TYPE 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL
Organize volunteers and audiences to support the school and students

- We conduct an annual survey to identify interests, talents, and availability of volunteers.
- We have a parent room or family center for volunteer work, meetings, and resources for families.
- We encourage families and the community to be involved at school by:
  - assisting in the classroom (e.g., tutoring, grading papers, etc.)
  - helping on trips or at parties
  - giving talks (e.g., careers, hobbies, etc.)
  - checking attendance
  - monitoring halls, or working in the library, cafeteria, or other areas
  - leading clubs or activities
  - other ____________________________
- We provide ways for families to be involved at home or in the community if they cannot volunteer at school.
- We have a program to recognize our volunteers.
- We organize class parents or neighborhood volunteers to link with all parents.
- We schedule plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.

At Which Grades?

K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES
Involve families with their children in homework and other curriculum-related activities and decisions

- We provide information to families on required skills in all subjects.
- We provide information to families on how to monitor and discuss schoolwork at home.
- We provide information on how to assist students with skills that they need to improve.
- We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.
- We ask parents to listen to their child read or to read aloud with their child.
- We provide calendars with daily or weekly activities for families to do at home and in the community.
- We help families help students set academic goals, select courses and programs, and plan for college or work.

At Which Grades?

K 1 2 3 4 5 6 7 8 9 10 11 12
### TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP
Include families as participants in school decisions, and develop parent leaders and representatives

<table>
<thead>
<tr>
<th>At Which Grades?</th>
<th>K 1 2 3 4 5 6 7 8 9 10 11 12</th>
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</thead>
<tbody>
<tr>
<td>q We have an active PTA, PTO, or other parent organization.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q Parent representatives are on the school’s advisory council, improvement team, or other committees.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We have an Action Team for Partnerships to develop a goal-oriented program with practices for all six types of involvement.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q Parent representatives are on district-level advisory councils or committees.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We develop formal networks to link all families with their parent representatives for decision making.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We involve all parents to get input and ideas on school policies.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We provide information on school or local elections for school representatives.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We involve parents in selecting school staff.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We involve parents in revising school and/or district curricula.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q ______________________________________________________________</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
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<td>q ______________________________________________________________</td>
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<td>q ______________________________________________________________</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
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<td>q ______________________________________________________________</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
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### TYPE 6 – COLLABORATING WITH THE COMMUNITY
Coordinate resources and services from the community for families, students, and the school, and provide services to the community

<table>
<thead>
<tr>
<th>At Which Grades?</th>
<th>K 1 2 3 4 5 6 7 8 9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>q We provide a resource directory for parents and students with information on community agencies, programs, and services.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We provide information on community activities that link to learning skills and talents, including summer programs for students.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We work with local businesses, industries, and community organizations on programs to enhance student skills.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We offer after-school programs for students, with support from community businesses, agencies, or volunteers.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We sponsor intergenerational programs with local senior citizen groups.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We provide “one-stop” shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We organize service to the community by students, families, and schools.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q We include alumni in school programs for students.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>q Our school building is open for use by the community after school hours.</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
</tbody>
</table>
Measure of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, & Mavis G. Sanders, Johns Hopkins University, Deborah Davis & Inge Aldersbaes, Northwest Regional Educational Laboratory

This instrument is designed to measure how your school is reaching out to involve parents, community members, and students in a meaningful manner. The measure is based on the framework of six types of involvement. At this time, your school may conduct all, some, or none of the activities or approaches listed. Not every activity is appropriate at every grade level. The selected items show that your school is meeting challenges to involve all families in many different ways that will improve the school climate, strengthen families, and increase student success in school. Your school may be conducting other activities for each type of involvement. These may be added and rated to account for all major partnership practices that your school presently conducts.

**Directions:** Carefully examine the scoring rubric below before rating your school on the six types of involvement. As you review each item, please circle the response that comes closest to describing your school. A score of 4 or 5 indicates that the activity or approach is strong and prominent. A score of 1, 2, or 3 indicates that the activity is not yet part of the school’s program, or needs improvement. The results provide information on the strength of current practices of partnership, and insights about possible future directions or needed improvements in your school’s partnership program.

**Scoring Rubric:**

1 – Never: Strategy does not happen at our school.

2 – Rarely: Occurs in only one or two classes. Receives isolated use or little time. Clearly not emphasized in this school’s parental involvement plan.

3 – Sometimes: Occurs in some classes. Receives minimal or modest time or emphasis across grades. Not a prevalent component of this school’s parental involvement plan.

4 – Often: Occurs in many but not all classes/grade levels. Receives substantive time and emphasis. A prevalent component of this school’s parental involvement plan.

5 – Frequently: Occurs in most or all classes/grade levels. Receives substantive time and emphasis. A highly prevalent component of this school’s parental involvement plan.
I. PARENTING: Help all families establish home environments to support children as students.

**OUR SCHOOL:**

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<tbody>
<tr>
<td>1. Conducts workshops or provides information for parents on child or adolescent development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Provides information, training, and assistance 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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Produces information for families that is clear, usable, and linked to children’s success in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Asks families for information about children’s goals, strengths, and talents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Provides families with information on developing home conditions or environments that support learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Respects the different cultures represented in our student population.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
</tbody>
</table>

Other Type 1-Parenting activities:

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</table>
II. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.

**OUR SCHOOL:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reviews the readability, clarity, form, and frequency</td>
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<tr>
<td>of all memos, notices, and other print and non-print communications.</td>
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<td>2. Develops communications with parents who do not speak or read</td>
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<td>English well, or need large type.</td>
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<td>3. Provides written communication in the language of the</td>
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<tr>
<td>parents, and translators as needed.</td>
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<td>4. Has clear two-way channels for communications from home to school</td>
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<tr>
<td>and from school to home.</td>
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<td>5. Conducts a formal conference with every parent at least once a year.</td>
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<tr>
<td>6. Conducts annual survey for families to share information and</td>
<td>1</td>
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<tr>
<td>concerns about student needs, reactions to school programs, and</td>
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<tr>
<td>satisfaction with their involvement in school and at home.</td>
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<td>7. Conducts an orientation for new parents.</td>
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<tr>
<td>8. Sends home folders of student work weekly or monthly for parent</td>
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<tr>
<td>review and comment.</td>
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<tr>
<td>9. Provides clear information about the curriculum, assessments,</td>
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<tr>
<td>achievement levels, and report cards.</td>
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<tr>
<td>10. Contacts families of students having academic or behavior problems.</td>
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<tr>
<td>11. Develops school’s plan and program of family and community</td>
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<tr>
<td>involvement with input from educators, parents, and others.</td>
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<tr>
<td>12. Trains teachers, staff, and principals on the value and utility</td>
<td>1</td>
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<td>of family involvement and ways to build positive ties between school</td>
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<tr>
<td>and home.</td>
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<tr>
<td>13. Builds policies that encourage all teachers to communicate</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>frequently with parents about curriculum plans, expectations for</td>
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<tr>
<td>homework, and how parents can help.</td>
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<tr>
<td>14. Produces a regular school newsletter with up-to-date information</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>about the school, special events, organizations, meetings, and</td>
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<tr>
<td>parenting tips.</td>
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</tbody>
</table>

Other Type 2-Communicating activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>
### III. VOLUNTEERING: Recruit and organize parent help and support.

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>2. Provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and related topics.</td>
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<td>2</td>
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<tr>
<td>3. Creates flexible volunteering opportunities and schedules, enabling employed parents to participate.</td>
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<td>2</td>
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<tr>
<td>4. Schedules school events at different times during the day and evening so that all families can attend.</td>
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</tr>
<tr>
<td>5. Reduces barriers to parent participation by providing transportation, childcare, and by addressing the needs of English language learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. Trains volunteers so they use their time productively.</td>
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<td>2</td>
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<tr>
<td>7. Recognizes volunteers for their time and efforts.</td>
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</tr>
<tr>
<td>8. Encourages families and the community to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

**Other Type 3-Volunteering activities:**

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<tr>
<th></th>
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</tbody>
</table>

### IV. LEARNING AT HOME: Provide information to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides information to families on how to monitor and discuss schoolwork at home.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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</tr>
<tr>
<td>2. Provides information to families on required skills in all subjects.</td>
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<td>2</td>
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</tr>
</tbody>
</table>
3. Provides ongoing and specific information to parents on how to assist students with skills that they need to improve.

4. Makes parents aware of the importance of reading at home, and asks parents to listen to their child read or read aloud with their child.

5. Assists families in helping students set academic goals, select courses, and programs.

6. Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.

Other Type 4-Learning at Home activities:

V. DECISION MAKING: Include parents in school decisions to develop leaders and representatives.

<table>
<thead>
<tr>
<th>OUR SCHOOL:</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has active PTA, PTO, or other parent organization.</td>
<td>Never</td>
</tr>
<tr>
<td>2. Includes parent representatives on the school’s advisory council, improvement team, or other committees.</td>
<td>Never</td>
</tr>
<tr>
<td>3. Has parents represented on district-level advisory council and committees.</td>
<td>Never</td>
</tr>
<tr>
<td>4. Involves parents in organized, ongoing, and timely ways in planning, reviewing, and improving school programs.</td>
<td>Never</td>
</tr>
<tr>
<td>5. Involves parents in revising the school/district curricula.</td>
<td>Never</td>
</tr>
<tr>
<td>6. Includes parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.</td>
<td>Never</td>
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<tr>
<td>7. Develops formal networks to link all families</td>
<td>Never</td>
</tr>
</tbody>
</table>
with their parent representatives.  

8. Includes students (with parents) in decision making groups.  

9. Deals with conflict openly and respectfully.  

10. Asks involved parents to make contact with parents who are less involved to solicit their ideas, and report back to them  

Other Type-5-Decision Making activities:  

__________________________________________  

__________________________________________  

VI. COLLABORATING WITH THE COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.  

OUR SCHOOL:  

<table>
<thead>
<tr>
<th>RATING</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides a resource directory for parents and students with information on community services, programs, and agencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Involves families in locating and using community resources.</td>
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<td>5</td>
</tr>
<tr>
<td>3. Works with local businesses, industries, libraries, parks, museums, and other organizations on programs to enhance student skills and learning.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4. Provides “one-stop” shopping for family services through partnership of school, counseling, health, recreation, job training, and other agencies.</td>
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<tr>
<td>5. Opens its building for community use after school hours.</td>
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<tr>
<td>6. Offers after-school programs for students with support from community businesses, agencies, and volunteers.</td>
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</tbody>
</table>
7. Solves turf problems of responsibilities, funds, staff, and locations for collaborative activities to occur.  

Other Type 6-Collaborating with Community activities:

A. What major factors contributed to the success of your school’s family and community involvement efforts this year?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

B. What major factors limited the success of your school’s family and community involvement efforts this year?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

C. What is one of your school’s major goals for improving its program of school, family, and community partnerships over the next three years?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Parental Involvement in Their Children’s Education Act

(A402, R447, S1164)

AN ACT TO AMEND TITLE 59, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO EDUCATION, BY ADDING CHAPTER 28 SO AS TO ENACT THE “PARENTAL INVOLVEMENT IN THEIR CHILDREN’S EDUCATION ACT” INCLUDING PROVISIONS FOR STATE AND LOCAL OFFICIALS AND ENTITIES TO TAKE CERTAIN ACTIONS FOR THE ENCOURAGEMENT OF INCREASED PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN, FOR PARENTAL INVOLVEMENT TRAINING FOR EDUCATORS AND SCHOOL STAFF, FOR PARENTAL EXPECTATIONS FOR THEIR CHILD’S ACADEMIC SUCCESS, FOR EFFORTS TO INCREASE PARENT-TEACHER CONTACTS, FOR EVALUATION OF PARENT INVOLVEMENT EFFORTS, AND FOR THE DISSEMINATION OF PARENTAL INFORMATIONAL MATERIALS, AND TO PROVIDE THAT THE EDUCATION OVERSIGHT COMMITTEE IN CONJUNCTION WITH REPRESENTATIVES OF OTHER ENTITIES SHALL DEVELOP AND SUBMIT TO THE GENERAL ASSEMBLY RECOMMENDATIONS FOR EMPLOYER TAX CREDIT INCENTIVES THAT PROVIDE PARENT-EMPLOYEE RELEASE TIME FOR VARIOUS PARENTAL ACTIVITIES IN THEIR CHILD’S EDUCATION WITHOUT LOSS OF PAY.

Be it enacted by the General Assembly of the State of South Carolina:

Parental Involvement in Their Children’s Education Act; tax credit incentive recommendations

SECTION 1. Title 59 of the 1976 Code is amended by adding:

“CHAPTER 28

Parental Involvement in Their Children’s Education

Section 59-28-100. This chapter may be cited as the ‘Parental Involvement in Their Children’s Education Act’.

Section 59-28-110. It is the purpose of the General Assembly in this chapter to:
(1) heighten awareness of the importance of parents’ involvement in the education of their children throughout their schooling;
(2) encourage the establishment and maintenance of parent-friendly school settings; and
(3) emphasize that when parents and schools work as partners, a child’s academic success can best be assured.
Section 59-28-120. The Governor shall require state agencies that serve families and children to collaborate and establish networks with schools to heighten awareness of the importance of parental influence on the academic success of their children and to encourage and assist parents to become more involved in their children’s education.

Section 59-28-130. The State Board of Education shall:
(1) require school and district long-range improvement plans required in Section 59-139-10 to include parental involvement goals, objectives, and an evaluation component;
(2) recognize districts and schools where parental involvement significantly increases beyond stated goals and objectives; and
(3) establish criteria for staff training on school initiatives and activities shown by research to increase parental involvement in their children’s education.

Section 59-28-140. The State Superintendent of Education shall:
(1) design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators, which shall include:
   (a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;
   (b) establishment and maintenance of parent-friendly school settings;
   (c) awareness of community resources that strengthen families and assist students to succeed; and
   (d) other topics appropriate for fostering partnerships between parent and teacher;
(2) work collaboratively with the Commission on Higher Education to incorporate parental involvement training into teacher preparation and principal preparation programs consistent with the training provided in subsection (1) of this section.

Section 59-28-150. 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.

Section 59-28-160. Each local school board of trustees shall:
(1) consider joining national organizations which promote and provide technical assistance on various proven parental involvement frameworks and models;
(2) incorporate, where possible, proven parental involvement practices into existing policies and efforts;
(3) adopt policies that emphasize the importance, strive to increase and clearly define expectations for effective parental involvement practices in the district schools;
(4) provide for all faculty and staff, no later than the 2002-2003 school year, parental involvement orientation and training through staff development with an emphasis on unique school and district needs and after that, on an ongoing basis as indicated by results of evaluations of district and school parental involvement practices and as required by the State Board of Education;
(5) provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the State Board of Education;
(6) require an annual briefing on district and school parental involvement programs including findings from state and local evaluations on the success of the district and schools’ efforts; and
(7) include parental involvement expectations as part of the superintendent’s evaluation.

Section 59-28-170. (A) Each school district superintendent shall consider:
(1) designating staff to serve as a parent liaison for the district to coordinate parental involvement initiatives and coordinate community and agency collaboration to support parents and families;
(2) requiring each school to designate a faculty contact for parental involvement efforts to work collaboratively with the district coordinator and network with other school faculty contacts;
(3) requiring each school principal to designate space within the school specifically for parents which contains materials and resources on the numerous ways parents and schools can and should partner for a child’s academic success; and
(4) encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences at times more convenient to parents and, to the extent possible, accommodate parents in cases where transportation and normal school hours present a hardship.

(B) Each school district superintendent shall:
(1) include parental involvement expectations as part of each principal’s evaluation;
(2) include information about parental involvement opportunities and participation in the district’s annual report; and
(3) disseminate to all parents of the district the expectations enumerated in Section 59-28-180.

Section 59-28-180. Parent involvement influences student learning and academic performance; therefore, parents are expected to:
(1) uphold high expectations for academic achievement;
(2) expect and communicate expectations for success;
(3) recognize that parental involvement in middle and high school is equally as critical as in elementary school;
(4) ensure attendance and punctuality;
(5) attend parent-teacher conferences;
(6) monitor and check homework;
(7) communicate with the school and teachers;
(8) build partnerships with teachers to promote successful school experiences;
(9) attend, when possible, school events;
(10) model desirable behaviors;
(11) use encouraging words;
(12) stimulate thought and curiosity; and
(13) show support for school expectations and efforts to increase student learning.

Section 59-28-190. The Education Oversight Committee shall survey parents to determine if state and local efforts are effective in increasing parental involvement. This information shall be used in the public awareness campaign required by the Education Accountability Act to promote the importance of parental involvement. The campaign shall include:

(1) advice for parents on how to help their children be successful in school and the importance of nurturing their children’s skills and abilities;
(2) requests to employers, state agencies, entities, community groups, nonprofit organizations, and faith communities that work with children and families to distribute and display parent advice and other pertinent parent information;
(3) promotion of the benefits of increased productivity, loyalty, and sense of community which result from parent-friendly workplace policies;
(4) ideas and encouragement to employers to adopt parent-friendly workplace policies and to provide information on the importance of parents to a child’s academic success;
(5) recognition of businesses and employers where parent-friendly policies have been adopted; and
(6) recognition of agencies and faith communities that have supported and increased parental involvement.

Section 59-28-200. The Education Oversight Committee and the State Superintendent of Education shall develop and publish jointly informational materials for distribution to all public school parents and to teachers. The informational materials for distribution shall include:

(1) an explanation of the grade-level academic content standards and advice on how parents can help their children achieve the standards and the relationship of the standards to the Palmetto Achievement Challenge Tests (PACT); and
(2) printed information about the standards and advice relative to parental involvement in their children’s education for visible display and use in every public school K-12 classroom.

Section 59-28-210. The Education Oversight Committee shall disseminate the informational materials prepared pursuant to Section 59-28-200 to all districts and schools.
Section 59-28-220. The Education Oversight Committee, in cooperation with representatives of the Department of Commerce, the Department of Revenue, and the South Carolina Chamber of Commerce, shall develop recommendations for employer tax credits as incentives to:

1. provide parent-employee release time for parent-teacher conferences or attendance at their children’s academic-related events without loss of pay; and
2. develop workplace policies which enable parents to improve their literacy, assist their children with academics, and become more involved in their child’s education as a result of employers working with local school officials.

Recommendations shall be reported to the Senate Finance and Education Committees, House Ways and Means Committee, and the House Education and Public Works Committee no later than January 1, 2001.”

Time effective

SECTION 2. This act takes effect upon approval by the Governor.

Ratified the 22nd day of June, 2000.

Approved the 28th day of September, 2000.
## Parental Involvement in Their Children’s Education Act
### Implementation Status

<table>
<thead>
<tr>
<th>Code</th>
<th>Responsible Entity</th>
<th>Summary of Law</th>
<th>Implementation Status Through FY2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>59-28-120</td>
<td>Governor</td>
<td>To require state agencies that serve families and children to collaborate and establish networks with schools to heighten awareness of parental involvement.</td>
<td>(1) September 2000 -- Office of School Quality updated the working guides for developing school renewal plans to include parental involvement goals, objectives and evaluation; (2) November 15, 2001 and annually thereafter -- Goals and objectives for parental involvement included in school improvement plans due to the Office of School Quality by November 15, 2000. These goals and objectives assessed and reported in evaluations due November 15, 2001. Today, these improvement plans are due by April 30 and still must include the goals and objectives for parental involvement. (3) Ongoing -- Research on programs proven successful in increasing parental involvement in their children’s education conducted by the Office of Parental and Community Partnerships. Research as been received from the United States of Education, the National Network of Partnership Schools and other entities.</td>
</tr>
<tr>
<td>59-28-130</td>
<td>State Board of Education</td>
<td>(1) Require school and district long-range improvement plans to include parental involvement goals, objectives and evaluation; (2) Recognize districts and schools that have made significant increase beyond goals and objectives for parental involvement; (3) Establish criteria for staff training on programs and initiatives that have been shown by research to increase parental involvement.</td>
<td></td>
</tr>
<tr>
<td>59-28-140</td>
<td>State Superintendent of Education</td>
<td>(1) Design parental involvement training programs in conjunction with higher education; must focus on diversity of students, establishment of parent-friendly school settings, awareness of community resources and other topics for fostering partnerships between parents and teachers (2) Collaborate with Commission on Higher Education to incorporate parental involvement training into teacher and principal preparation programs.</td>
<td>(1) All parental involvement workshops feature information on diversity. Specific information on working with Hispanic and Oriental families presented at each workshop. State Board of Education attendance regulations and compulsory attendance laws translated into Spanish and provided to each district parental involvement liaison and each district, school social workers, and/or county attendance supervisor. Conducted presentation on working with diverse families at two statewide cultural diversity conferences, one specifically for career counselors and the other sponsored by USC-Sumter. Worked with the Department’s Office of Public Information on establishing the Red Carpet Schools Programs. In 2003, more than 300 schools applied for the Red Carpet award and 127 received the award for establishing a family friendly atmosphere. (2) Fall 2002 -- Commission on Higher Education surveyed all teacher training programs to determine the extent to which parental involvement is incorporated in their teacher training program. All teacher training programs reported that parental involvement and instruction in how to work with parents were part of their teacher training programs. Director of the Office of Parental and Community Partnerships provided technical assistance to teacher training program at Lander University.</td>
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| 59-28-150| State Superintendent of Education                      | (1) Promote parental involvement at all school levels with an emphasis at the middle and high school levels; (2) Designate a staff position to coordinate statewide initiatives; (3) Collect and disseminate to districts and schools practices shown by research to be effective in increasing parental involvement; (4) Provide parental involvement staff development training for district and school personnel; (5) Provide technical assistance relating to parental involvement training to districts and schools; (6) Sponsor statewide conferences; (7) Identify, recommend and implement ways to integrate programs and funding for maximum benefit to enhance parental involvement; (8) Enroll Department of Education as state member of national organizations that promote proven parental involvement models, and practices (9) Promote and encourage local school districts to join national parental involvement organizations; (10) Monitor and evaluate parental involvement programs statewide and report findings to General Assembly, State Board of Education and EOC | (1) Information on increasing parental involvement in teenage students’ educations sent to each district parental involvement liaison. Sessions on increasing parental involvement conducted at numerous professional meetings and at School Improvement Councils meetings. One three-hour graduate course on parental involvement conducted through Winthrop University and one 3-hour recertification course conducted. More than 60 teachers and guidance counselors completed the course in 2002-03.  
(2) November 2000 -- The State Superintendent of Education created the Office of Parental and Community Partnerships in October 2000. A director was named in November 2000.  
(3) Ongoing -- Monthly electronic newsletters are sent to each district parental involvement liaison. Information from the National Network of Partnerships Schools’ Promising Partnership Practices disseminated to each district.  
(4) Two statewide staff development training activities for district parental involvement liaisons held in May and November of 2002; two three-day staff development training activities conducted at SDE Summer Institutes for low performing schools in 2002 and 2003.  
June 2002 -- 100 schools and 41 districts participated in training  
June 2003 -- 147 schools and 34 districts participated in training  
June 2004 -- Projected that 100 schools and 30 districts will participate in training  
(5) On-site technical assistance provided to 13 school districts during 2002-03 at their request  
(6) One statewide conference on parental involvement, which was co-sponsored with School Improvement Council Assistance, held in 2001  
(7) Ongoing  
(8) April 2001 -- Department of Education became a member of the National Network of Partnership Schools. Work toward meeting the goals of the NNPS has resulted in waivers of the membership renewal fees for 2002 and 2003  
(9) Ongoing – As of March 2004, 25 schools and two school districts (Charleston and Richland One) have joined the National Network of Partnership Schools.  
(10) SDE reviews results of annual parent surveys, but no additional reports made. | OTHER: |
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|        |                                            | - In 2002-03, SDE presented sessions on increasing parental involvement and community partnerships at various professional organizations and conferences including SC PTA, Communities in Schools, United Methodist Conference for Providers of After-School Programs, and SC Chamber of Commerce’s High Performance Partnership Awards Program.  
- Fall of 2001 and spring of 2002, seven training sessions held at AME churches throughout the state to increase their involvement in student learning by establishing mentoring and after-school programs. Ongoing attempt to expand partnership with AME church continues.  
- In 2002-03 with AARP, SDE developed materials on Grandparents Raising Grandchildren and distributed them to each district. Grandparent support groups were organized and have been meeting in school districts in 11 counties. |
| 59-28-160 | Local School Board of Trustees | (1) Consider joining national organizations on parental involvement;  
(2) Incorporate where possible proven parental involvement practices into policies  
(3) Adopt policies that emphasize the importance of parental involvement practices in schools;  
(4) Provide for all faculty and staff, beginning 2002-03 school year with parental involvement orientation and training through staff development;  
(5) Provide incentives and formal recognition for schools that significantly increase parental involvement programs;  
(6) Require an annual briefing on district and school parental involvement programs | TO BE DETERMINED |
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<td>59-28-170</td>
<td>District Superintendent</td>
<td>(7) Include parental involvement expectations as part of the superintendent’s evaluation</td>
<td>Currently, each school district in the state has identified a parental involvement liaison. The EOC will survey the parent liaisons to determine how district superintendents and schools have implemented Section 59-28-170.</td>
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<td><strong>May consider:</strong></td>
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<td>(1) Designating staff to serve as parent liaison for district to coordinate parental involvement initiatives;</td>
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<td>(2) Requiring each school to designate a faculty contract for parental involvement efforts;</td>
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<td>(3) Requiring each principal to designate space for parents which contains materials and resources on ways to partner for their child’s academic success;</td>
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<td>(4) Encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences at times more convenient for parents</td>
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<td>59-28-170</td>
<td></td>
<td><strong>Must:</strong></td>
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<td></td>
<td>(1) Include parental involvement expectations as part of each principal’s evaluation;</td>
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<td>(2) Include information about parental involvement opportunities and participation in the district’s annual report;</td>
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<td>(3) Disseminate to all parents of the district the expectations of parents as enumerated in Section 59-28-190;</td>
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<td>59-28-180</td>
<td>Parents</td>
<td><strong>Expected to:</strong></td>
<td>Based on the 2003 parent survey, of the 64,732 parents who responded to the survey, the following percentage of parents indicated that they did the following parental involvement activities:</td>
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<td>(1) Uphold high expectations for academic achievement;</td>
<td>- Attend open houses or parent-teacher conferences -- 76.33%</td>
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<td>(2) Expect and communicate</td>
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# Parental Involvement in Their Children’s Education Act

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<td></td>
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<td>expectations for success;</td>
<td>• Attend parent workshops – 24.41%</td>
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<td>(3) Recognize importance of parental involvement in middle and high schools;</td>
<td>• Contact my child’s teachers about my child’s schoolwork. – 71.99%</td>
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<td>(4) Ensure attendance and punctuality;</td>
<td>• Help my child with homework when he/she needs it. – 91.63%</td>
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<td>(5) Attend parent-teacher conferences;</td>
<td>• Attend student programs or performances. – 76.17%</td>
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<td>(6) Monitor and check child’s homework;</td>
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<td>(7) Communicate with school and teachers;</td>
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<td>(8) Building partnerships with teachers</td>
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<td>(9) Attend, when possible, school events;</td>
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<td>(10) Model desirable behaviors;</td>
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<td>(11) Use encouraging words;</td>
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<td>59-28-190</td>
<td>EOC</td>
<td>(12) Stimulate thought and curiosity</td>
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<td>(13) Show support for school expectations and efforts to increase student</td>
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<td>learning</td>
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<td>Survey parents to determine if state and local efforts are effective in</td>
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<td>increasing parental involvement. The information is to be used in the public</td>
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<td>awareness campaign as required by the EAA.</td>
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<td>The public awareness campaign is also required to include:</td>
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<td>(1) Advice for parents on how to help their child be more successful in</td>
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<td></td>
<td></td>
<td>school;</td>
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<td>(2) Requests to employers, state agencies, faith communities, and other</td>
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<td>community groups to</td>
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<td>Survey: In February of 2002, the EOC approved the survey instrument to be</td>
<td>In 2002 and 2003 1,073 schools reported the percentage of parents who attended conferences.</td>
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<td>used in evaluating parental involvement initiatives. In the spring of 2002</td>
<td>These statistics were included on the 2002 and 2003 annual school report cards and are</td>
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<td>the Department of Education administered the survey to the parents of all</td>
<td>reflected below:</td>
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<td>fifth, eighth and eleventh grade students in the state or the highest grade</td>
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<td>in each school. The survey was again administered in the spring of 2003.</td>
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<td>Annually, the EOC analyzes the results of the parent survey and provides the</td>
<td>2002</td>
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<td>information to the Department of Education and to the public by posting the</td>
<td>Mean</td>
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<td>results on the EOC website.</td>
<td>All Schools</td>
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<td>Public Awareness Campaign:</td>
<td>Elementary</td>
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<td>(1) EOC publishes and distributes to schools, physicians and DHEC centers</td>
<td>Middle</td>
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<td>Tips booklets for parents, communities and businesses. The Tips booklet for</td>
<td>High</td>
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<td>parents gives parents suggestions for helping their child succeed in school.</td>
<td>Primary Schools</td>
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<td>In the fall of 2002 the EOC held five regional workshops throughout the state</td>
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<td>to advise parents on how to use the annual report card to improve schools.</td>
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<td>Partnered in 2003 with SIC and SCPTA to host regional conferences to offer</td>
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<td>similar workshops for parents.</td>
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## Parental Involvement in Their Children’s Education Act
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<td>distribute and display parent advice and other pertinent parent information in the workplace; (3) Promotion of the benefits of increased productivity, loyalty and sense of community which results from parent-friendly workplace policies; (4) Ideas and encouragement to employers to adopt parent-friendly workplace policies; (5) Recognition of businesses and employers where parent-friendly policies have been adopted; and (6) Recognition of agencies and faith communities that have supported and increased parental involvement</td>
<td>(2) The EOC has published educational booklets, materials and posters and distributed to schools and organizations including the State Chamber of Commerce, and SCPTA. (3) and (5) The EOC is a sponsor of the annual Family Friendly Workplace Awards program whereby the Governor’s Office, the State Chamber of Commerce, the Department of Education, the EOC, the United Way, and other agencies and nongovernmental entities recognize businesses throughout the state for adopting family-friendly workplace policies and programs. Education programs and policies are one criteria used in awarding the businesses. The EOC has recognized these award winners at its meetings and encouraged participation in county meetings. (4) The EOC conducts workshops in each county in the state. At these community meetings, EOC staff and members encourage parents as well as community groups and employers to become more involved in their own schools. (6) To be designed and implemented in FY2004-05</td>
</tr>
<tr>
<td>59-28-200</td>
<td>EOC</td>
<td>With State Superintendent of Education, develop and publish jointly information materials on content standards and their relationship with PACT and advice to parents on how to help their child and advice to parents.</td>
<td>Annually, the EOC staff and individuals from the Department of Education jointly prepare Parent Standards which provide an explanation of the standards in all four content areas along with tips for parents to use in assisting their children in meeting the standards.</td>
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<tr>
<td>59-28-210</td>
<td>EOC</td>
<td>The informational materials are to be disseminated to all districts and schools.</td>
<td>Beginning in Fiscal Year 2001 the Parent Standards were disseminated to all districts and schools on paper and by electronic transfer. Beginning in Fiscal Year 2002 the standards were also printed in Spanish.</td>
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<tr>
<td>59-28-220</td>
<td>EOC</td>
<td>Working with Department of Commerce, the Department of Revenue, and the South Carolina Chamber of Commerce, the EOC had to develop recommendations for employer tax credits as incentives to provide;</td>
<td>Recommendations not to adopt employer tax credits made to Senate Finance Committee, Senate Education Committee, House Ways and Means Committee and House Education and Public Works Committee in January 2001.</td>
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<td>parent-employee release time and workplace policies for parents to improve literacy, assist their child, and become more involved in their child’s education.</td>
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Parent Involvement Practices in SC Schools by Partnership Type – South Carolina
School Improvement Council, USC College of Education

Parenting - Parenting skills, understanding of child and adolescent development, and conditions that support the child as student are promoted and supported,
1. Workshops or education opportunities – breakfast or lunch sessions to learn strategies for age and subject, mobile computer lab for family members to learn students’ skills, academic skills measured on state tests are reviewed and tips provided for family help to student.
2. Support sessions or series – Parent to Parent teaching and sharing taught by parents to others; regular sessions on listed topics from teenage attitudes to study skills to car insurance conducted by parents, teachers, or community members; group help sessions about student growth and development (especially valued at middle school for understanding adolescence) facilitated by guidance counselor or community agency trainer.
3. Parent resource at school – library section with books, tapes and CDs for loan, materials for distribution (pamphlets, booklets, kits), videos to watch, computer access to Internet links to student learning sites and parenting resource sites.
4. Parent Room – open all day and designated for parent gathering, reading, working on teacher projects, contacting families by phone to encourage activity or event attendance; counseling and small group support meetings scheduled.

Communication – Regular, meaningful, two-way exchange between home and school.
1. Newsletter – monthly, highlighting student work, tips for parents about topics of interest (homework or college tuition), monthly calendar of events and due dates, a tear-off for response from family to a question or offer comment, distributed to local community agencies and businesses, sponsored by PTA/O or business.
2. Web site – school listing of offices with email or phone, links to handbook and policies, calendar of school events (report cards, grade activities), achievements, SIC meetings and minutes; teachers’ link for class schedule, homework assignments, test results, grades, project assignments, class syllabus and expectations; accessed by family member through pre-determined code from home, work, or public location.
3. Electronic newsletter – weekly by email, update past week and prepare for upcoming week’s activities and events, response encouraged.
4. Homework Hotline – phone in or on Web listing of assignments for each class by each teacher accessible by parent and student; phone in to a teacher for direct help with assignment by subject.
5. Email system on Web – parent-teacher exchange of information, student progress.
6. Methods for feedback – parent-teacher conferences, ‘principal listens’ sessions, tear off on newsletter and assignments, home visits, face to face sessions with parents.
8. Publish student directory – phone numbers and parents’ names to encourage conversation and support among parents.
Volunteering – Involve families as volunteers and audiences at school or other locations to support students and school programs.

1. Coordinator or leader – individual (paid or not) coordinates the types of activities with the skills of available family and community members to assist school and/or teacher (bulletin board creation, listening to student read, reproduction of materials for class, building a nature trail or science habitat); create ‘tree’ of individuals per grade with leader who schedules as requests are made by school or teacher.

2. Partner with a group – a single group (retirement community, church, civic club, sorority) focuses on one type of activity (mentor, lunch buddy, tutor, gardening) and all members schedule time to participate.

3. Recognition – Very Involved Parent (VIP) recognizes time given by family member with certificate presented by student at a quarterly event; Parent Points awarded to students through coupons valued by the amount of time parent or community member participates (at school, home, or other location).

4. Schedules and locations fit family life – all events are conducted at a time that matches family work schedules, includes child care for young siblings, includes a meal for family at minimal cost or no cost; other locations are chosen for easy access and familiarity (church, community center, park) depending on the activity purpose; welcoming and direction signs set out in the building and outside.

Learning At Home – Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

1. Interactive homework assignments – student led, involving a family member to observe, participate, and evaluate learning activity. (See TIPS reference)

2. Handbook – called planners, trackers, or something similar, the student records the homework assignments, teachers record their observations for parents, and parents respond or check off assignments or behaviors agreed upon by student, parent and teacher; involves family in curriculum expectations and academic support at home.

3. Curriculum – events for a single subject (Science Night) or event (PACT Night) for families to be involved in the instruction (reading, lab experiments, math computation competitions) with their student and learn how to support that learning at home.

Decision Making and Advocacy – Families are partners in school decisions, governance, and advocacy through committees, councils, and organizations.

1. Parent organization – national or local parent-teacher organizations that include all parents to participate in support activities from volunteers for field day judges, tutors, and lunch monitors to fundraising event planners and accreditation team leader; source of leadership, ideas, advice and endless hours contributing to school function.

2. Representative governance – School Improvement Council advises on the development and progress of the strategic plan; advisory committees provide insight for decisions about uniform dress, extra-curricular activities, building feasibility, and other areas of school life that impact on student, family, and school.

3. Student advocate – Participation on committee or planning group centered on their student about choice of courses, career exploration, remedial strategies at home and school, evaluation and referral for services.
Collaborating with the Community – Coordinate resources and services by business and community agencies to strengthen families and student learning; and provide services to the community.

1. Mentors – individuals from businesses, civic groups, and churches meet regularly with a student to support them academically; regular, consistent and long-term involvement in a student’s life.

2. Service Learning – organized effort to match curriculum and student development to community projects (e.g., math skills used in river clean-up, writing skills used to evaluate project, civic involvement modeled and student interaction with community leaders builds confidence); partners with existing organizations (Meals on Wheels).

3. Presence of community through personnel or funding – businesses provide speakers for class or assemblies, judges for academic competitions, career models and shadows; dinner sponsor for student recognition; membership on SIC, strategic planning team, or accreditation team.

4. On-campus services provided by community organizations – Koban on-site providing safe haven for students (local police and housing authority collaboration).

5. After-school programs – neighborhood churches coordinate and staff program.

6. Family A-fair – coordinated event for family to receive services from health providers (blood pressure and diabetes screening, nutritional cooking classes), Heart and Cancer Associations materials and resources, and family physical activities.
Your Child Is Job # 1
A Program of:
Midlands Education and Business Alliance
Greater Columbia Chamber of Commerce

Your Child is a program that connects business, education and parents. It is a service that concerned businesses provide for their employees.

Parents are their children’s first teachers. They are the most important and influential people in their child’s life. When students are asked who are the most influential people in their lives when it comes to making educational or career decisions they say their grandparents, parents, aunts, uncles and major caregivers. My audience is made up of these grandparents, parents, aunts, uncles and caregivers who need information and often are unable to attend regular school meetings.

Often economic needs, job challenges, and childcare are barriers to our parents getting all the information they need for their children in a 7 to 9 PTO meeting. Many parents have had negative experiences in schools themselves and shy away from meeting the teacher, principal etc. Sometimes the barrier is as simple but insurmountable as lack of transportation. MEBA decided to take the information to the parents in their place of employment.

MEBA has decided to “stand in that gap” by partnering with the business community to provide on site sessions to parents. This is accomplished in many ways, at creative times and in various locations. I conduct sessions in the boardrooms and the break rooms. I conduct sessions as early as 7:00a.m. and as late as 8:00p.m. I believe that with creativity and flexibility all parents can be reached.

Delivery

- Short information series accompanied by handouts. This is my most popular form of delivery. I do this monthly in some companies at their fire and safety meetings and other companies I am the “brown bag” lunch speaker.

- Furnish information and conduct one on one discussion at a booth set up for all day or parts of the day whatever is best for the company. This method is very popular with the hospitals. Our hospital employees now ask when we are coming back they appreciate the information so much.

- Parent material handout used least often but good for large family day community outings when you cannot talk to everyone individually.
Topics for short sessions that have been very popular are:

- How to Conduct a Successful Parent-Teacher Conference
- Parents, Who Do You Go To For Help?
- 7 Habits of Highly Successful Students
- Discipline is Do-able
- Can We Talk-The Connection Between the Classroom and the Workplace
- Building Self-Esteem
- Learning Fun In the Summer Sun
- Holidays and Your Child-A Time to Practice Sharing, Support and Sensitivity
Carolina First Center for Excellence
A Program of the Greater Greenville Chamber of Commerce Foundation, South Carolina

What is the Carolina First Center for Excellence (CFCE)?
Just three years ago, the CFCE began working in four Greenville County Schools; today, we are in fourteen and affecting the classrooms of 8,000 students. Today, an overwhelming majority of our educators would recommend that others participate in our training. The Carolina First Center for Excellence is the provider of training, coaching and related services in continuous quality improvement, including Baldrige Principles and practices to Greenville County Schools.

What happens as a result of a CFCE partnership?
As a result of a CFCE partnership, administrators, educators and students work together to achieve common goals and create solutions to improve the system!

• Students, educators and administrators alike set goals, align efforts to mission statements, measure progress towards goals, and celebrate success!
• An entire third grade team of students and teachers looks forward to doing their math-problem-of-the-day. Students were important participants in the Plan-Do-Study-Act Cycle process focused on improving achievement of math problems. It worked!
• 45 minutes of teaching and learning time have been added to each and every day of the school year. That’s what happened as a result of the Plan-Do-Study-Act Cycle done in a first grade class as students and teacher worked to improve the process of starting the day ready-to-learn.
• Physical fitness has become a goal for the entire school as a direct result of the physical education teacher posting graphs in the hallway.

What does the CFCE offer educators?
Professional Development – Partner with the CFCE to learn how to implement quality learning strategies in your classroom and school.

Quality-Tips Newsletter – Quality-Tips is distributed monthly to over 2,800 recipients in an effort to share CFCE training opportunities and best practices in education. The newsletter includes monthly CFCE training highlights, upcoming professional development opportunities, and evidence of continuous improvement strategies from our participating schools. Educators often co-write articles for the publication. Contact acunningham@greenvillechamber.org to receive Quality-Tips via email.

CFCE Users’ Group – Educators convene monthly at the Greenville Chamber of Commerce to share best practices and the classroom and school level related to continuous quality improvement practices. The session often begins with a presentation by CFCE partner school educators and is followed by conversation with fellow educators.

School Tours – A walk through a CFCE school yields conversations with educators and students alike regarding progress towards goals, measurements of achievement and an opportunity to see mission statements and use of quality tools created by students of all ages in an effort to define excellence.

Resources for Educators – Visit the Greenville Chamber Foundation lobby to borrow books, magazines and other media sources to learn about continuous improvement learning strategies.

What do educators say about the CFCE partnership?
Educator’s Survey: 430 teachers surveyed, 64% responded. An overwhelming majority of those surveyed stated they would recommend CFCE to other schools.

94% of educators agree that CFCE helps achieve classroom and/or school goals.
99% of educators are satisfied with the quality of CFCE presentations.
92% of educators agree that CFCE has had a positive impact on student achievement in their classroom.

“At first I was concerned about finding the time it would take to use this initiative effectively in my classroom. After seeing the positive reaction and excitement from my students, Baldrige principles became a daily part of my schedule and lessons.”
- Amanda Powell, Educator, Duncan Chapel Elementary School.

Contact the Carolina First Center for Excellence for more information:
Michele Brinn, (864) 239-3727, mbrinn@greenvillechamber.org
Allison Cunningham, (864) 239-3743, acunningham@greenvillechamber.org
The evidence is now beyond dispute. When parents are involved in their children’s education at home their children do better in school.

Henderson and Berla

Student Support Services
Parent and Family Services
Parent Engagement Plan 04-05
Dr. Sharon R. Earle, Director
September 2004
INTRODUCTION:

As part of the strategic focus, Richland School District One recognizes the need to maximize the use of all available resources (both internal and external) to have a positive effect on student outcomes. Therefore, it is imperative that the home, school and community unite to provide a systemic support network to facilitate the development of each child’s academic potential.

A well-designed model for creating an alliance between the home, school, and community must be implemented to provide support for students birth through grade twelve. This project supports research-based models to ensure that programs and services are designed, implemented, and supported across the district and community so that all students develop a sense of academic purpose and reach high levels of academic excellence.

Parent education researchers have identified the following reasons that parents are not fully engaged in their children’s education:

- Parents do not feel welcome when they come to the school
- Lack of personal education success (may not see the value of academic proficiency) and embarrassed by this fact and have negative images about school (usually created by personal experiences when young)
- Personal issues/insecurities

The goals and deliverables below have been developed to address these findings, which will improve the level of parent engagement in our district.

<table>
<thead>
<tr>
<th><strong>Parents do not feel welcome when they visit their child’s school</strong></th>
<th><strong>Goals</strong></th>
<th><strong>Deliverables</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a parent lending library at each school site that contains books, videos, educational games, and activities.</td>
<td>• Develop a planning guide including recommended research based parent involvement materials appropriate for each school level.</td>
<td>• Identify funding to assist with the purchasing of materials.</td>
</tr>
<tr>
<td>2. Conduct parent involvement training for all faculty, staff, and district level support staff in the implementation of framework strategies.</td>
<td>• Require front office staff to complete a customer (parent) friendly training</td>
<td>• Prepare DVD’s for all schools on customer service to include in their professional library</td>
</tr>
<tr>
<td>3. Create regular opportunities for verbal contact between home and school, face-to-face and using technology.</td>
<td>• Parent-teacher conferences, academic assistance • Phone updates and conferences • Planned transition orientation from grade to grade and school to school • Support for parent-teacher organization that regularly meets and works for student achievement • Visitation between home and school</td>
<td></td>
</tr>
<tr>
<td>4. Provide a variety of opportunities for parents to act on behalf of their student(s) to explore a diversity of career options and participate in decisions that enhance student development.</td>
<td>• Establish procedures for parent/family participation in the creation of plans that promote student development to include but not limited to the following: 1. Academic assistance plans 2. Career path choices</td>
<td></td>
</tr>
</tbody>
</table>
3. Class placement  
4. Discipline options  
5. Student Intervention Team (SIT)

- Develop and implement a process of preparing parents for the structure, procedures and expectations of the school when students transition from grade to grade and school to school.
- Create and encourage opportunities for parent/family participation in organizations and groups that share common mission with the school.
- Organize in each school the School Improvement Council to include parent representation through elected, appointed, and ex-officio positions.
- Include School Improvement Council’s in the preparation of school renewal plans and annual updates.
- Establish in each school a parent-teacher organization that acts to support the mission of the school.
  a. PTA, PTSA or other configuration.
  b. Booster Club
  c. Education Foundation

- Lack of personal education success (may not see the value of academic proficiency) and embarrassed by this fact and/or negative images about school (usually created by personal experiences when young).

5. Develop regular, two-way communication with the parents/family of the children enrolled in the school and with the community to provide meaningful dialogue and actions that contribute positively to the child’s education process.

- Connect each school with a faith-based organization  
- Define the school’s expectations of the identified organization to do in regard to parent engagement

6. Seek, encourage, and support parents as integral partners in student learning.

- Inform parents of the expectations and standards for students in each subject at each grade level.
- Increase responses to the SC Accountability Parent Survey using the Richland One Parent Incentive Program.
- Increase parent attendance at parent-teacher conferences using the Richland One Parent Incentive Program.
- Provide information on how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
- Provide welcome packets to all parents.
7. Develop at each school a parent volunteer program that welcomes parents into the school and seeks parent support and assistance.
   • Create an environment in which parents feel valued and welcomed.
   • Survey parents at the beginning of the school term to determine their interests, talents and availability.
   • Devise a method by which school faculty and staff are made aware of and effectively utilize parent volunteer resources.
   • Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and other challenges unique to the school.
   • Develop a variety of means to show appreciation of parent volunteer services.
   • Provide training and support to faculty, staff, and volunteers about how to participate together effectively in the educational process.
   • Regularly review and assess the volunteer program to ensure that volunteer activities are meaningful.

8. Establish community based G.E.D. and computer classes for parents
   • In collaboration with Adult Education, Cola. Housing Authority and the faith based community, additional G.E.D and computer sites will be established.

9. Establish the *Richland One Parent Incentive Program
   • Parent Coalition will develop the guidelines/activities

   • Lack of self confidence and self-esteem

10. Encourage the formation of parent support groups and provide appropriate resources such as location, facilitators, and speakers.
    • In collaboration with the faith-based partners, parents will be informed of community and district support programs
    • Parent workshops will be offered addressing the issues of elementary, middle, and high school parents.

11. Create and encourage parents to become effective first teachers for their young children.
    • Parents As Teachers 0-5
    • Footsteps Hospital Visitation Program
    • Center-based literacy program

12. Develop innovative training seminars for parents.
    • Classes will be held in collaboration with the faith-based community, Columbia Housing Authority, and other entities to meet the needs of parents (i.e. homeownership, job application process, SC laws/consequences, health awareness programs)
ATTACHMENT I

**Parent Coalition**

1. Administrator representing Areas I, II, and III
2. Parent representing Areas I, II, and III
3. Faith-based community representatives
4. Business community representatives
   Additional members SSS and PFS staff to be assigned

**Purpose:** To identify resources to assist with the implementation of parent engagement strategies

**Major Projects:**

I. Richland One Parent Incentive Program
   - Develop program guidelines
   - Establish community partnership to assist w/incentives
   - Develop community awareness/marketing plan

II. Teen Summit
   - As a follow-up to teen parenting programs at the school level, this event will include several workshops, discussion panels, and distribution of literature to assist teen parents with positive parenting skills.

III. Parent Celebration
   - Culminating celebration of the Richland One Parent Incentive Program to celebrate and encourage parents (include health fair)
Provided below are six components that we believe help form the bases of a community support system that helps to build strong families. We are asking you to identify the areas that are needed to support and build strong families based upon your interaction with parents, children, community leaders, employers, etc.

We have provided an organizational chart that includes the six areas and provides additional blocks for you to include other areas that you think important. In helping you decide what your idea support system would look like, we ask that you consider the 42 goals included in the African American Strategic Plan under the Section “Rebuilding Strong Families” and review the additional information provided with this correspondence.

Please share your ideas with us by fax, e-mail, mail or telephone. Once received, we will contact you if we need further discussion and/or direction. At the next meeting of the Advisory Committee, we will build the model based upon the input received from you and have further discussions regarding how to implement the community model and the 42 goals across the state.

1. **Healthy Marriages:** Mr. Oran Smith, President - Palmetto Family Council has provided documents that show pre-marital counseling significantly increases a couple's chance of having a stable and lasting marriage. From such marriages come children who have good physical and mental health and who are more likely to overcome neighborhood deprivations. Additionally, lasting stable marriages accumulate wealth and property beyond that of their single counterparts thereby contributing resources back into the community. They suffer less depression and are less likely to be involved in, or victims of violent crime. Enclosed are documents, which establish these results and contain web-sites for further information.

2. **Basic Family Needs:** Ample evidence exists that in marriages where couples struggle to provide basic necessities of food, shelter and clothing, those marriages are more likely than not to end in divorce or separation. It would appear that jobs that pay a livable wage would help correct the problem. However, full-time work at minimum wage by two-parent households still leaves families struggling financially and with children unattended. These families must see the need for self-improvement skills and someone must provide such a service at no cost to the recipient. The delivery system must be convenient and services must be provided with dignity. These skills can be budgeting, parenting, jobs training and placement, and ways to improve self-image and spiritual growth.
3. **Healthy Lifestyles:** Health statistics show a significant number of African Americans die each year due to poor nutrition, lack of exercise, depression, lack of medical care and stress. Education about these issues in the minority community will help those people who are motivated to improve. Local leaders must obtain the attention of unconcerned individuals with media advertisement, posters and announcements. Currently, such efforts are being undertaken by government agencies with limited resources and equally restrained non-profit organizations. Insurance companies, hospitals and other health care professional organizations must bring their resources to bear if measurable results in this area will be achieved.

4. **Life-long Learning:** Education is beneficial both to acquire knowledge and teach the effective use of information. Children with the most needs must receive assistance early in education, health and self-image. First Steps and other such programs provided early could make a difference. Mandatory standards for subject matter and attendance for preschoolers must be established and maintained. Total self-development assistance must be available for any child at every level. Parental consequences or incentives for lack of student attendance and achievement are options that can be considered. One such incentive might be to offer students beginning at the ninth grade a $500 per year award, up to $2,000 for completion of high school. This $2,000 award would be presented to the student upon graduation. Oakland, California has developed a comprehensive plan that focuses on children from birth until adulthood. That plan is enclosed for your review.

5. **Community Programs:** Community service programs must be available to the entire family. As was stated earlier, acceptance of such services cannot come with a stigma attached or beyond a nominal cost to the constituents. Participation in programs like the Fatherhood Initiative must be complimented by services that develop the entire person and family. Local or state government could fund the creation of such family service centers with local businesses or stakeholders acting as sponsors and long-term donors. Some school districts with resources could provide family service centers. Program presenters or service providers could be volunteers and retirees qualified in their respective areas.

6. **Family Support Program:** Currently there are many family support programs throughout the state. However, because many of their services are provided based on eligibility, many residents who need the services cannot qualify. Churches and other non-profit organizations have various ministries that cater to the needs of patrons. Some ministries provide family crisis centers, shelters for battered women, homeless centers, and rape crisis and emergency service centers and food banks. However, federal guidelines, state license requirements, and liability insurance needs prohibit some communities from undertaking such efforts. Again, local or state government could create an environment to assist interested persons/agencies/organizations to meet such needs.
Rebuilding Strong Families

Community Model

- Healthy Marriages
  - Pre-counseling
  - Conflict Resolution
  - Training
  - Mediation

- Basic Family Needs
  - Food
  - Shelter
  - Clothing

- Community Programs
  - Parenting Initiatives
  - Family Services Centers

- Employment Skills
  - Skills Training

- Family Support Programs
  - Crisis Centers
  - Battered Women Shelters
  - Food Banks

- Lifelong Learning
  - Early Childhood Education
  - Career Exploration

- Healthy Lifestyles
  - Food
  - Nutrition
  - Exercise
THE PROGRAM

COUNTDOWN TO KINDERGARTEN is South Carolina’s, nationally recognized school transition strategy, that is designed to successfully bridge South Carolina’s most at-risk students into the K-12 school environment.

PROGRAM COMPONENTS

The program has three major components:

- **Home Visitation.** Certified teachers make 8 home visits over the summer, to the homes of selected at-risk students and families, identified by a community partnership.

- **State Learning Celebration.** Children, families, school officials, and community First Steps sponsors “Get on the COUNTDOWN Bus” and come to Columbia to share in an afternoon of fun, learning and recognition for their hard work. Students practiced getting on and off a school bus, holding school lunch trays, testing nutritious snacks, and enjoy the learning activities at EdVenture Children’s Museum.

- **Public Awareness.** Utilizing various communications, First Steps reaches out to parents and caregivers with simple, hands-on tools to encourage school readiness.

WHAT’S SO SPECIAL ABOUT COUNTDOWN?

As pointed out by January 2005 The National Governors Association report, *A Governor’s Guide to School Readiness*, a significant weakness across the US is a category described as “school transition strategies” — policies designed to build a bridge between the home and school. COUNTDOWN is designed to be that bridge by focusing on:

- Improving the quality of parent-child learning interactions and the parent’s involvement in the child’s education, and

- Helping parents and communities realize the importance of preparing children for school.

IDENTIFICATION OF PARTICIPANTS

At-risk students and families are identified by a community partnership that includes: the schools, First Steps, Department of Social Services, Head Start, and faith partners. Partnerships use a variety of at-risk indicators including family income, family status and level of parent education.

Quote from the Field

“Parents [who participated in COUNTDOWN] who probably wouldn’t come to school at all have been attending conferences, coming to visit and simply staying in touch.”

— COUNTDOWN Teacher from Abbeville County

THE RESULTS ARE IN!

The research from pre- and post-assessment and a follow-up (6 months later) survey shows that COUNTDOWN has significant effects on children who are entering Kindergarten and their parents.

Of the more than 600 children and their families who participated in 2004, immediate results included:

- A 95 percent improvement in families reading to their children;

- A 78 percent increase in families telling their children stories; and

- A 93 percent increase in families teaching their children letters, words and numbers.

Long-term results reported by teachers of COUNTDOWN students include stronger school participation among these families as measured by student attendance, parent teacher conferences and parent volunteering.
In January 2005, the National Governor’s Association (NGA) report, A Governor’s Guide to School Readiness, cited South Carolina’s COUNTDOWN program as an “innovative public awareness and home visitation initiative to support kindergarten transition.”

THE THREE GOALS OF COUNTDOWN

- To increase successful transition of SC’s most at-risk children into the K-12 school environment.
- To increase parent involvement in the early grades (particularly among the hard-to-reach at-risk community), when children’s learning is foundational for life success.
- To build greater public awareness of the importance of school readiness and to provide simple ways for parents, caregivers, and communities to impact children’s early school success.

SOUTH CAROLINA’S AT-RISK CHILDREN NEED YOUR HELP

Due to the success of the 2004 pilot program, the 2005 COUNTDOWN program is targeting all 40 counties in the state aimed at serving at least 920 children.

Statewide partners already “On the Bus” include:
- EdVenture Children’s Museum
- Girl Scout Council of Congaree Area, Inc.
- Hootie and the Blowfish Foundation
- SC Department of Education - Office of Early Childhood
- Voices for SC’s Children/Parentwise
- WLTX-TV/UPS

So why not “Get on the Bus” to help South Carolina’s children get ready for school today?

Call (877) 621-0865

COUNTDOWN TO KINDERGARTEN

SC’s School Transition Program for Rising Kindergarten Students

Get on the Bus!

1300 Sumter Street, Suite 100
Columbia, SC 29209
Phone (803) 734-0479
Fax (803) 734-1431
www.scfirststeps.org
2005
South Carolina
Family Friendly Workplace Awards

Category I (3-49 employees)

Winner: Star Music Company
     Columbia – 16 employees
     Retail store

Star Music Company truly is a “family business.” Family-owned and operated, children can often be seen in the store doing homework, or playing while Mom works. In addition, Star Music:
- Pays 100% health insurance for employees and family
- Supports parent involvement in education and promotes volunteerism
- Allows flexible scheduling; provides paid leave for family reasons
- Offers employee purchase plan to buy musical instruments at cost
- Provides payday advances, loans, and Christmas bonuses

Because of their family friendly environment, Star Music has reaped the benefits of high employee morale and a turnover rate much lower than the industry average.

“Responsibilities to family are 24 hours a day and sometimes need to take priority even during work hours.” (Quote from award application)

Category II (50-249 employees)

Winner: St. Jude Medical, Cardiac Rhythm Management Division
     Pickens – 246 employees
     Manufacturer of medical equipment

St. Jude Medical, CRMD, was an honorable mention in this category in 2003 and 2004. They promote a culture of caring through:
- Adoption assistance
- Two paid hours per month for volunteering in local schools
- Tuition reimbursement for continuing education
- Flextime: six hours per month paid to attend to family and personal business
- Giveaways and bonuses designed to keep employee morale high in spite of overtime to meet production demands, and managers serving employees lunch to say thanks
St. Jude Medical, CRMD, has seen a low turnover rate because of its commitment to a family friendly workplace and is meeting production goals that are at an all-time high. “It is clear that St. Jude Medical is committed to its employees’ and their families’ well-being as well as the community in which they live.” (Quote from award application)

**Honorable Mention:** ZF Lemforder Corporation, Systems Division
Duncan – 220 employees
*Assembly of automotive components*

This Upstate automotive parts manufacturer is committed to taking care of their employees on the job and off. Facing possibly lengthy layoffs due to a 4-6 week shutdown at a major customer, ZF Lemforder Corp. created the “Lifestyle Maintenance Club,” which helps employees in the period before they become eligible for unemployment benefits. It is a payroll deduction savings plan with a matching employer contribution—for every $500 employee saves, ZF Lemforder adds $75. The majority of personnel are saving at the maximum return level. In addition:
- Employee satisfaction is measured through focus groups, surveys, and participation in company sponsored programs
- An opt-out credit is offered to employees who decline health insurance coverage
- Company pays up to $200 per year fitness reimbursement

Because of these things and more, ZF Lemforder Corporation, Systems Division has low turnover, and its production and customer ratings continue to increase.

“Built on a solid platform of company support and appreciation of our employees, ZF Lemforder –Systems in Duncan, SC is a great place to work!” (Quote from award application)

**Category III (250-999 employees)**

**Winner:** First Financial Holdings, Inc.
Headquartered in Charleston – 861 employees
*Financial services institution*

This Lowcountry financial services institution, soon to celebrate its 71st year, credits a large part of its longevity and success to a commitment to its employees, both full and part time. This commitment is shown through annual retention bonuses for part-time employees, which have helped reduce turnover of this segment of their workforce by 24%. The company also utilizes the strength of its retirees. Rather than look outside the company when temporary help is needed, retirees are asked to serve as the company’s temporary pool of employees. Over 90% of retirees participate in this program, which allows them to stay connected to their former workplace and gives the company the benefit of their knowledge and experience. In addition, First Financial Holdings, Inc.:
- Works with Trident United Way to provide child care resource and referral for employees
- Offers “Share the Care” elder care program for employees and their parents through a partnership with Care for Life, a geriatric care management agency
- Gives four hours vacation time to employees who donate blood (up to 8 hours per year); vacation time is also provided as an incentive to complete in-house training
- Sponsors “Your Wellness Connection” – links to health and wellness information and services through company in-house computer network
- Allows employees to earn money for time spent exercising that they can use in purchasing benefits from cafeteria plan

“...the company (First Financial Holdings, Inc.) earned its reputation as the employer of choice because of creating its long-term commitment and investment in creating a working environment that focused on families, values, and ethics as its corporate culture.” (Quote from award application)
Category IV (1,000 employees and up)

**Winner:** Schneider Electric – Square D Company  
Columbia, Seneca, and Greenville – 1139 employees in South Carolina  
*Electrical manufacturing*

Schneider Electric – Square D Company believes that one of the most important things a company can do to be family friendly is to compensate its employees enough to ensure a good quality of life for their families. Affordable options for health care are among the many benefits this company provides, including:

- 50% match for health care flexible spending account
- On-site wellness center
- Alternative work arrangements to meet personal needs
- Military leave and pay—company pays difference between regular pay and military pay
- Paid membership in technical societies
- Employee personal computer purchase plan
- Helping Hands Committee—employees helping employees during times of need
- Scholarships for employee children
- Matching gift program for employees’ charitable donations

Because Schneider Electric – Square D Company is such a great place to work, its turnover rate in 2004 was only 2%.

“We offer competitive wages, a clean and comfortable work environment, opportunities for employees to serve the community and opportunities for employees to enhance their skills.” (Quote from award application)

**Honorable Mention:** Carolina First Bank  
Headquartered in Greenville, 1127 employees in SC  
*Financial services institution*

Carolina First Bank, a winner in this category in 2002 and honorable mention in 2004, has shown that while it is tempting to cut benefits in an effort to lower costs, companies can be successful by focusing on growth and providing extensive employee and family oriented benefits and policies. Company earnings per share have risen steadily since implementing family friendly practices, including:

- A company match of up to $2600 per year for child care expenses
- A company subsidy for adult/elder care
- Military leave—company pays difference between regular pay and military pay

“As a South Carolina-based company, we are committed to providing excellent benefits and employment opportunities to the people of South Carolina.” (Quote from award application)
**Category V (government)**

**Winner:** City of Greenville  
854 employees  
*Municipal government*

The City of Greenville knew that if it wanted to make its community a great place to live and work, it needed to invest in the city’s youngest citizens. With City Council and select employees, the City of Greenville developed an Early Childhood Strategic Plan, with the vision “All children in the City of Greenville will enter school healthy and ready to succeed, and families will have the support and resources they need to promote positive early childhood development and balance the demands of work and family.” One of the goals of the strategic plan is to: “Increase number of employees in Greenville whose employers offer family friendly policies and practices.” The City leads the charge by setting the example. Some of their practices include:

- Maintaining a full-time occupational health nurse and medical assistant on staff
- Health initiatives – “Greater Greenville Shrinkdown” and “Greenville Walks”
- Support for new parents: provides all expectant mothers with parenting guidebook called “Understanding Children” and other materials from United Way’s Success By 6 initiative. Also added a lactation room based on requests from Work-Life Balance and Employee Wellness survey

*“The City of Greenville… has made a long-term commitment that begins at home, within its own workforce, but reaches out to impact the whole community at large.” (Quote from award application)*

**Category VI (non-profit)**

**Winner:** Palmetto Health  
Headquartered in Columbia -- 8900 employees  
*Health care*

Palmetto Health, one of the state’s largest employers, with locations across the state, values the physical, spiritual and emotional health of its employees. Palmetto Health’s employee assistance program, E-Care, utilizes the strength of the pastoral care department to help employees face and overcome challenges in work and in life. This unique model has been exceptionally popular with employees and is highly utilized. Pastoral care staff are also integrated into the daily workings of many departments. In addition, Palmetto Health:

- Offers a variety of flexible schedules, including weekend only
- Has an on-site child care center
- Provides tuition assistance for continuing education
- Sponsors Kid’s Kamp, a summer day camp for employee’s children ages 4-6
- Encourages employee’s children to consider a career in health care through a job shadowing program and scholarships for those pursuing a career in medicine

*“Simply put, despite our size and complexity, we truly care about the people who work here and make us successful. We inculcate a spirit of compassion, concern, and support to our employees and extend that to their families.” (Quote from award application)*
Family Friendly Workplace Award Self Assessment

2005 SC Family Friendly Workplace Award

Workplace Profile – 50% of total score
Please identify the benefits or programs/policies your organization currently has in place. Check only those resources that are available to your South Carolina employees. Where available, please submit documentation of your policies and programs.

Flexible Work Arrangements

<table>
<thead>
<tr>
<th>Flexible Work Arrangements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flextime (flexible start/end times)</td>
<td></td>
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<tr>
<td>Job sharing</td>
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<tr>
<td>Telecommuting</td>
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<td>Summer hours</td>
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<td>Compressed work week</td>
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<td>Part time work</td>
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<tr>
<td>Professional positions for part-time employees</td>
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<tr>
<td>Paid time off bank (vacation, personal, sick combined)</td>
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<tr>
<td>Unpaid leave of absence</td>
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<td>Compensation for overtime for exempt employees (comp time)</td>
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<td>Option to buy/sell vacation time</td>
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<tr>
<td>Exceptions allowed for mandatory overtime</td>
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<tr>
<td>Paid leave available for personal or family reasons</td>
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List all additional leave policies in terms of paid and unpaid, beyond what law requires for your size: ________________
_________________________________________________________________________________________________
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### Financial Assistance/Benefits

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Health insurance for employees ____% paid</td>
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<tr>
<td>Health insurance for employee’s family ____% paid</td>
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<tr>
<td>Cafeteria benefit plan (choice in benefit options)</td>
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<tr>
<td>Pretax spending account (Sec. 125 IRS)</td>
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<tr>
<td>Health insurance for domestic partners ____% paid</td>
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<tr>
<td>Long term care insurance ____% paid</td>
<td></td>
<td></td>
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<tr>
<td>Profit sharing plan</td>
<td></td>
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<tr>
<td>Long term disability ____% paid</td>
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<td>Short term disability ____% paid</td>
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<tr>
<td>Adoption assistance</td>
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<tr>
<td>Foster care assistance</td>
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<tr>
<td>Defined retirement benefit plan (pension) ____% match</td>
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<tr>
<td>Defined contribution plan (401K, 403b) ____% match</td>
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<tr>
<td>Sabbatical</td>
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Other programs or benefits:  
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### Work-Family Programs

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<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Employee Assistance Program (EAP)</td>
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<tr>
<td>Work-family seminars/workshops</td>
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<tr>
<td>Work-family support groups</td>
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<td></td>
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<tr>
<td>Work-family library</td>
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<tr>
<td>Wellness/health promotion</td>
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<tr>
<td>Work-family training for managers</td>
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<tr>
<td>Work-family manager/coordinator position</td>
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<td>Work-family task force</td>
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<tr>
<td>Work-family needs assessment</td>
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<tr>
<td>Work-family handbook/brochure</td>
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<tr>
<td>Work-family newsletter</td>
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<tr>
<td>Parenting skills workshops</td>
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<tr>
<td>Bulletin boards/kiosks</td>
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<tr>
<td>Grief/bereavement counseling or support</td>
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<tr>
<td>Well Baby program</td>
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<tr>
<td>Family camps, picnics, special events</td>
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</table>

Other programs or benefits:  
________________________________________________________________________
________________________________________________________________________
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### Education Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Flexible scheduling for emergency school closure days</td>
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<tr>
<td>Release time/flextime to attend teacher conferences or school events</td>
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<tr>
<td>Space and time at work site for teacher conferences</td>
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<tr>
<td>Tuition reimbursement for continuing education</td>
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<tr>
<td>Opportunities for employees to improve literacy skills</td>
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<tr>
<td>Opportunities for re-training/cross-training for employees</td>
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<tr>
<td>Scholarships for dependents</td>
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<tr>
<td>Payroll deductions for education savings accounts (529 plans)</td>
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<tr>
<td>Encourage participation in mentoring or tutoring programs in area schools</td>
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<tr>
<td>Volunteer opportunities in schools/community during business hours</td>
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<tr>
<td>(____ paid ____ unpaid hours/month/employee)</td>
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</table>

Other programs or benefits:  
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________________________________________________________________________
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### Dependent Care Services

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<thead>
<tr>
<th>Service</th>
<th>Child Care</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>On- or near-site child care center(s)</td>
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<td>Caregiver information fairs</td>
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<tr>
<td>Consortium child care center</td>
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<tr>
<td>Prenatal counseling/information</td>
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<tr>
<td>Post-birth home visits</td>
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<tr>
<td>Reserved slots in child care homes or centers</td>
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<tr>
<td>New mother’s (lactation) room</td>
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<td>Summer/holiday care for school age children</td>
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<tr>
<td>Resource and referral</td>
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<tr>
<td>Employee training on choosing quality child care</td>
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<tr>
<td>Employee training on child development</td>
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<tr>
<td>Subsidies for child care</td>
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<tr>
<td>Family child care network</td>
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<tr>
<td>Sick/emergency child care</td>
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<tr>
<td>Subsidies for sick care</td>
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<tr>
<td>Respite care (for special needs children)</td>
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<tr>
<td>Before- or after-school programs</td>
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<tr>
<td>Donation of supplies or materials to providers</td>
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</table>

Any efforts to expand the community supply or quality of child care resources? If so, briefly explain:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Other programs or benefits:  ______________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________


**Adult/Elder Care Benefits:**

- Resource and referral  □ □
- On- or near-site intergenerational care center  □ □
- Respite care (short term care for caregiver relief)  □ □
- Adult/elder care  □ □
- In-home emergency elder care services  □ □

Other programs or benefits:  ______________________________________________________

______________________________________________________________________________


**Essay Questions – 50% of total score**

On a separate sheet, please respond to the following essay questions. Please type or write legibly and reference your organization’s name at the top of each page. Limit your answers to a total of 3 pages for all questions.

1. Please describe your most significant family-friendly workplace policy or initiative.

2. Please describe the measurable results you have observed (productivity, morale, turnover) from the implementation of family-friendly policies and practices.

3. Why do you believe your company should be chosen to receive this award?
A listing of Practices and Promising Ideas that will support the Strategies outlined in the Leadership Section. This is a working catalogue not created as a document for publication.

**Suggested Practices**

**Business Community**
Make break time and space available on site for employees to talk with school personnel about their student
Release time or flex time with pay to attend parent-teacher conference or other school event during work hours (suggested twice a year)
Internet accessible computer(s) for all employees to contact and receive information from their child’s school (retail: establish kiosk for customers)
Provide materials in employee common area or provide employee access to Internet to retrieve homework materials, teaching tips, or other related materials for home use from the school
Phone messaging and/or email for employees to/from child’s schools
Include school events and student recognitions of employees’ students in company publication or newsletter

Provide opportunity for school personnel to ‘teach’ or provide information on site about student growth and development, academic expectation and standards…
Make available booklets, pamphlets, brochures, and video or other similar information about school and child related topics in employee common area
Include parenting tips on bulletin boards, company newsletter, and email
Accept requests to sponsor and/or participate at recognition and awards events
Facilitate employee-school meetings about student growth and development
Provide space for materials (including TV broadcasts of child development programs) about student growth and development

Recognize employees’ students’ achievements – academic honor roll, spelling bees, scholarship awards – posting in common area, notice on bulletin board and/or employee newsletter
Review student grades and schedule student work hours based on minimum grade

**Sponsor academic event at school**

Establish scholarship for graduating student for higher education
Sponsor homework center during after school hours for employee’s students
Provide location for school materials to be used by employees
Release or flex time for parent employees to attend parent-teacher conferences or similar student event (twice a year)
Promote employee participation on site at school to tutor, mentor, speak or other support activity with students
Schedule events that promote parent attendance with their child given work schedules, transportation,
Agencies, Government, Community
Make available materials about student growth and development at social agencies, health departments and similar service providers
Establish recreational facilities for a variety of age groups and activities
Create homework center at agency or office to conduct homework help for students at nearby school
Open library access to all children in area schools
Sponsor recreational and social activities and events that promote family involvement
Distribute the EOC's Don't Fail Your Children to local libraries and bookstores.
Develop list of family movies that can relate to standards and offer discussion topics for parents. (Get Blockbuster involved?!)
Open library access to all children in area schools
Learning at Home
Partner with local hospital and medical professionals to conduct health fairs, physical exams, nutrition demonstrations, etc. on site at school
Coordinate after-school locations for academic, athletic, cultural, and social activities for students
Create safe locations for students within community after school & weekends
Establish academic recognition for student achievement (hall of fame, Stars…)
Establish weekend and summer programs to promote academic, social, physical and cultural learning for students and their families
Facilitate information flow from school to churches, agencies, retail stores
Promote community events designed for whole family through school avenues
Provide space for materials (including TV broadcasts of child development programs) about student growth and development
Sponsor activity for student to participate in decision making by agency or government and how to advocate for improvement
Sponsor ‘Day at…..’ for students to learn about agency or office
Sponsor event at school for specific learning activity (e.g., science fair, mock trial, legislative caucus, environmental nature trail)
Make available services to schools that promote goals of agency and school
Reduced rate tickets for school functions at a reduced family rate
Free admissions to elderly, politician’s etc.
Attend events or opportunities at school where community services are available
Participate in information sessions to improve the role of parenting by family
Encourage church, civic group, or social club membership to provide resources to families of school children

Family
Initiate contact with child’s teacher prior to or at the beginning of school year
Request information about student progress and jointly decide how best to do it
Respond to written and verbal contact with the school
Inform school of family schedule changes or events that alter child’s attendance
Establish routine time for homework, review of assignments, and completion
Create quiet space for student to work without interruption
Read to, be read to, model reading while at home and encourage others to participate in these activities with the child
Establish expectation for presentation or demonstration of learning within family
Attend workshops and other events sponsored by the school to learn about child’s growth and development
Request information from school, health agency or doctor and other sources about child’s development stages and learning
Seek out others to provide advice, information, and references
Form a family learning support group in the housing area, complex or neighborhood to share activities, knowledge and care for children
Attend events and activities sponsored by the school, and child is a participant
Participate in activities or events at school or at home
Attend parent-teacher conferences or similar academic related meeting about student
Offer to assist teachers or other students at school or home as time permits
Attend parent teacher conference and follow up with teacher about agreed upon actions for you, teacher and student
Participate on committees when asked or request to serve on a committee
Follow student progress through grades and ensure rigor of course work
Monitor student enrollment in classes and subjects throughout school career to maintain level of rigor to achieve expected goals

**Education Community**
Create all publications and printed materials with response invitation for family
Promote use of email and phone access for family-teacher exchange of information
Maintain up to date web site with current events, activities, curriculum plans, projects, expectations, handbook and more included
Train professional staff in the use of practices known to increase communication, implement, and monitor usage
Utilize a variety of media to communicate with families and community (sign, email, radio, flyers)
Train professionals in the child development patterns based on age and share that information with families
Sponsor and conduct workshops, seminars, events to inform families about parenting practices (e.g., hygiene, behavior, learning approaches)
Form intergenerational groups to mentor young parents, or mentor young teens or other age appropriate combinations
Schedule all events, activities, and meetings to reflect knowledge of family work schedules, transportation, literacy, family configuration and children
Identify leadership to create, implement and monitor community and family participation in events and activities and academic progress of student
Adopt and implement interactive learning model for student led homework with family member(s)
Establish homework policy inclusive of family participation
Train teachers to create homework with family explanation, directions or tips
Include broad family input as means for decision making on school wide issues
Establish multiple sites and media to elicit parent input about student academic choices and progress
Initiate contact and coordinate partnership with local agencies and business to provide services and support for families of students
Coordinate with local non-profit groups, churches, and civic groups to provide support for family needs (e.g., clothes closet, book exchange, food pantry)
Put a parent involvement liaison into every school
Institute the TIPS Homework Program, especially ones already developed.
Plan now to find funds for Countdown to Kindergarten next year matching teacher to student if at all possible.
Resources and References for Family and Community Involvement  
South Carolina School Improvement Council, USC College of Education

Books for Background and Framework


Henderson, Anne T. and Mapp, Karen L.  A New Wave of Evidence.  The Impact of School, Family, and Community Connections on Student Achievement.  Austin, TX: Southwest Educational Development Laboratory, 2002. Email: connections@sedl.org  Web: www.sedl.org/connections

www.aha!process.com or www.lecturemanagement.com/speakers/ruby-payne

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs  
National PTA.  Bloomington, IN: National Educational Service, 2000.  Email: nes@nesonline.com  
Web: www.nesonline.com

Email: info@pta.org; Web: www.pta.org

Newsletters and Other Publications

NCPIE Update.  National Coalition for Parent Involvement in Education.  Fairfax, VA.  
www.ncpie.org

SEDLETTER.  Southwest Educational Development Laboratory.  Austin, TX. www.sedl.org

The Connection Collection: School-Family-Community Publications Database.  
www.sedl.org/connections/resources


*Top TIPS*, annual publication of national examples of TIPS. Edited by Van Voorhis, Frances L. National Network of Partnership Schools, Johns Hopkins University. [www.partnershipschools.org](http://www.partnershipschools.org)

*TIPS: 25 Interactive Math Homework Prototypes Matched to SC Math Standards for SC Middle School Teachers.* Published by School Improvement Council Assistance, USC; 2000. Printed and distributed by SC Middle School Association at Convention 2001. [www.ed.sc.edu/sic](http://www.ed.sc.edu/sic) and click on ‘Toolkit.’


*Other Sites*

National Network of Partnership Schools: [www.partnershipschools.org](http://www.partnershipschools.org)

National Middle School Association: [www.nmsa.org](http://www.nmsa.org)

National PTA: [www.pta.org](http://www.pta.org)

Family Friendly Schools: [www.familyfriendlyschools.com](http://www.familyfriendlyschools.com)