

PARENTS AS PARTNERS IN EDUCATION 2002

**A PRIORITY CONTENT STANDARD BASED MASTERY TUTORING
PROGRAM TO INCREASE STUDENT ACHIEVEMENT FOR TARGETED
STUDENTS AT BELVEDERE ACADEMY OF LEARNING.**

**A proposal to the African American Achievement Plan's Education
Grants Committee**

**Belvedere Academy of Learning
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Omaha, Nebraska 68111
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October 18, 2001

Dear Ms. Leslie McMillion
Director, Special Projects
African American Achievement Plan
3215 Cuming Street
Omaha Public Schools 68131-2024

Dear Ms. Leslie McMillion:

Belvedere Academy's proposal to the African American Achievement Council is for an after-school tutoring program called Parents as Partners in Education. At Belvedere, we are dedicated to providing the best educational opportunities for all students. We have selected students who are both below or above the district assessment measurements but are not achieving to their highest potential. Our goals are to increase student achievement towards the mastery of the Priority Content Standards as identified in Belvedere's Excels Plus Plan and the African American Achievement Plan. In addition, this program will engage parents daily in their child's learning experience.

Our proposal of \$10,784.00 is needed to make this Content Standard Based tutoring program successful. We would like to thank the African American Achievement Council for considering our proposal to increase student achievement.

Sincerely,

Carol Ellis
Principal

Renee Kostecki
Citizenship Facilitator

Tony Gunter
Assistant Principal

Sandy Bredfeldt
Instructional Facilitator

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Parents As Partners in Education 2002

Abstract

The mission of the Omaha Public Schools is “to provide educational opportunities which enable all students to achieve their highest potential.” There are students at Belvedere Academy who are in need of further assistance in order to reach their “highest potential.” Our Parents as Partners in Education tutoring program is designed to meet each student’s individual needs in order to maximize their learning opportunities and performance as well as involve parents as an equal partner in their child’s daily achievements.

This proposal of an after-school tutoring program will create learning opportunities for our children in succeeding towards the mastery of the Priority Content Standards (PCS). A small group setting will provide the opportunity for students to learn with immediate assistance and individualized instruction and provide an environment to enhance each student’s confidence, responsibility and motivation in the learning experience.

The total cost of this program is \$11,3344.00. Of this, \$ 550.00 has been funded by our PTA, Buffett Fund and Title I. A total of \$10,784.00 is requested for the implementation of this program. Carol Ellis, principal of Belvedere Academy, or Renee Kostecki, Citizenship Facilitator, may be contacted for further information. We hope to continue the tremendous success we have had helping students maximize their achievements through the combined efforts of Belvedere’s staff and parents as partners in our children’s learning.

Parents As Partners in Education 2002

Introduction

Belvedere Academy of Learning has been serving students since 1925. This Pre-Kindergarten through sixth grade community continues to educate young children who are typically from lower income homes. The student population totals 568 and is reflected in the following ethnic background: 81% African American, 15% Caucasian, 4% Hispanic, .5% Asian and .2% Native American. The total percentage of free and reduced lunch is currently 80%.

Belvedere Academy of Learning is committed to providing an outstanding educational program through the combined efforts of students, parents, staff and community.

We believe:

- All students have the ability to learn.
- Each individual is worthy of respect.
- All students must develop skills in reading, math, science and technology in order to function effectively in society.
- All students must develop skills for responsible citizenship.
- We must strive to achieve a safe environment that nurtures, enables and challenges individuals to achieve their full potential.

Our commitment to excellence has led to community partnerships that strive to foster a climate of high expectations in both academic achievements and citizenship. One such partnership is our

adopt-a-school partner, Jerry and Cookie Hoberman. With Cookie's Olympics-inspired motto, "Going for my goal, going for the gold," each student sets individualized quarterly goals in both math and reading. Achievement of these goals results in a celebration with staff, students, parents and community members known as the Winners' Circle. One parent expresses the strong impact this program has made in her son. "Each child has goals according to their ability, and there's a higher expectation put on them," Mrs. Smith says. "They're expected to push themselves based on their own ability. That is what I like about it. That's what makes it work." A full description of this program is described in the "Connect For Kids" article included for the Council's review (Appendix A).

With the funding granted from the African American Achievement Plan, the Belvedere Academy Community will continue to soar to new heights in all academic and social aspects of learning tapping into the unexplored ability levels of students, giving them an even greater chance to be lifelong learners.

Parents as Partners in Education 2002

Needs Assessment

In our efforts to assist students in reaching their highest potential, analysis of previous standardized test scores (CAT 5), Criterion Reference Test (CRT), Test of Cognitive Skills (TCS), Buros Reading Test and classroom performance were completed in identifying students for the Parents as Partners in Education tutoring program. Test data was also used to establish “Priority Content Standards” in reading, writing and math for each grade level (Appendix B). Students selected for the tutoring program have not mastered these standards to their ability level. Three methods were used to select students for the program. The students in kindergarten and first grades were selected using classroom ability checklists and/or report card grades and demonstrated below grade level performance. Ability level for some of the selected students from second through sixth grades was derived by comparing their TCS scores with current achievement. The current academic progress of these students is not congruent to their ability level as scored on the TCS. Other students were selected due to a drop in achievement on the CRT from the prior grade level. Appendix C lists each student and criteria for selection.

Our after-school tutoring program will also provide another resource for acceleration for students selected under the criteria of the African American Achievement Plan. Four students of African American Ancestry scoring below the district standards and two students scoring above the standards in district assessments, will be given an opportunity to excel in specified areas and work towards mastery of content standards.

Parents as Partners in Education 2002

Goals and Objectives

The Belvedere Academy Parents and Partners in Education program will improve the education of urban elementary students by implementing an after-school tutoring program. Individualized Goal Programs based on students' needs will aid in increasing mastery of Priority Content Standards and increase students' confidence and motivation in the learning process. In addition, the program will include daily interactions with parents to enhance parental involvement and equal partnership in each child's daily successes. The accountability of students, staff and parents will also be improved and monitored through daily conferences, weekly goals and progress reports. A complete list of activities during the program is listed in Appendix D.

The philosophy of our program stresses the importance of learning as an equal partnership between home and school. This program will offer parents an equal partnership in leading their child to their greatest potential. The district aim of "Partnerships" is a high priority of our Parents as Partners in Education program. Our parental involvement component also aligns with our Excels Plus goal of creating a proactive approach for student success both at school and at home. Parents will have several opportunities to participate and celebrate their child's achievements during the eight-week program.

Approximately 52 students from kindergarten through sixth grade, 13 teachers and parent volunteers are expected to be involved with the eight-week after-school tutoring program.

Through the collaboration of the staff and parents, Belvedere Academy will continue to provide additional means to increase our students' achievement in the mastery of the Priority Content Standards and future assessments.

Parents as Partners in Education 2002

Operation Design

Purpose: The Parents as Partners in Education tutoring program will enable students, from kindergarten through sixth grade, to work towards their highest academic potential in the mastery of content standards through individualized instruction, weekly goals and an equal partnership between parents and teachers.

Educational Component

Aim: To provide students with identified needs in small group instruction with direct assistance in increasing their academic achievements and mastery of content standards.

Goals: The program Parents as Partners in Education offers opportunities for students, parents and teachers to gain vital information regarding specific academic needs and successful strategies to be implemented for continued improvement in both school and home environments. Specific reading, math and writing content standards will be identified for each student to demonstrate growth towards mastery of those standards and increased academic performance. A parent conference regarding each child's progress will also take place at the end of each day.

Outcome Objective: To provide 52 students an opportunity to increase their academic performance in reading, writing and math through an individualized, small group tutoring program.

Time Frame: The Parents as Partners in Education after-school tutoring program will take place for eight weeks, three days a week for one hour each day. The students will receive a total of 24 extra hours of individualized instruction.

- December 2001 – Classroom teachers of selected students meet with tutoring teacher to discuss each child’s strengths and weaknesses, along with social and emotional needs. Together, they will write an Individualized Goal Program to help each child exhibit their maximum learning potential.
- December 2001 – Tutoring program will be addressed to the PTA to gather parents to volunteer during the eight-week program.
- January 6, 2002 – Permission slips, including a parent partnership agreement, will be sent home with selected students. Parent surveys will be sent home after permission is granted for further information regarding their child’s individual needs.
- January, 2002 – Individualized Goal Programs for each student will be revised using returned parent surveys.
- January 21, 2002 – Parents as Partners Pep Rally takes place after school to welcome parents and students, review program objectives and introduce teachers in the tutoring program.
- January 22, 2002 – Tutoring program begins. A small snack is given to the students with help of parent volunteers and then escorted to their classrooms at 4:00 P.M. Parents will meet his/her child’s teacher at the end of the session for a brief conference at 5:00 P.M.
- January 24, 2002 – First progress report is given to parents.
- January 31, 2002 – Second progress report issued.
- February 7, 2002 – Third progress report issued.

- February 14, 2002 – Fourth progress report issued.
- February 21, 2002 – Fifth progress report issued.
- February 28, 2002 – Sixth progress report issued.
- March 7, 2002 – Seventh progress report issued.
- March 14, 2002 – Eighth progress report issued.
- March 14, 2002 – Last day of tutoring sessions. Parents as Partners Awards

Ceremony will take place at 5:00 P.M. Awards will be given to each student for his or her achievements during the program. Parents will also be acknowledged for their partnership in their child's learning. Parent evaluations for the program will be distributed and completed after the awards ceremony. Teachers will send home final progress report with the complete eight-week individualized plan.

- May, 2002 – Report card grades, Criterion Reference Test scores, California Achievement Test scores and third grade Buros Reading Test will be collected for each student participating in the tutoring program. Analysis will be made with data used for student selection. A copy of results will be sent to the African American Achievement Council upon completion.
- June, 2002 – Collected data relaying academic growth of each child will be sent home to the parents of the student participants.

Prior to the onset of the tutoring program, teachers will develop an Individual Educational Plan (IGP) for student participants (Appendix E). Priority Content Standards not mastered by the student will be identified along with lessons and strategies based on each student's needs for implementing a successful program. Teachers tutoring students who are currently not in their classroom will conference with the classroom teacher in gathering information and materials for

the students. Permission slips will then be sent out to the parents for the full involvement of the program (Appendix F). This includes regular student attendance during the eight-week program, parent involvement through a daily conference with the teacher at the end of each session, reading together at home, assisting their child with home activities and participation in the two partnership programs. Participants receiving permission will then receive a parent survey requesting vital information on their child's learning strengths and weaknesses (Appendix G). Teachers will use this survey to revise each student's IGP.

Tutoring will begin on Tuesday, January 22, 2002. Each small group of four tutoring students and one certified teacher will meet from 4:00 – 5:00 p.m. three days a week for eight weeks. Due to dismissal time being 3:40 p.m., one site supervisor and volunteer parents will provide approximately 20 minutes of activity each day to help students make the transition from the school day to the tutoring session. The students will be provided with a snack and short recreation. The students will then be escorted to their classrooms for an hour of tutoring.

Teachers will use the information on the IGP for each student to create lessons for each session. These lessons will include the integration of both current grade level lessons and supplementary materials provided by the district. Lessons and strategies used for each child will be documented on each IGP. Parents are required to pick their child up each day and briefly conference with the teacher. These conferences have proven to be beneficial in guiding the teacher, student and parents towards successful achievement. Standard Weekly Progress Reports will be discussed with the students and parents each Thursday and revisions of IGPs will be completed if necessary (Appendix H). Upon the close of the program, each parent will receive a copy of their child's IGP with the lessons and strategies used during the program.

Culmination of the program will include a Parents as Partners Awards Ceremony celebrating students' achievements in the goals set throughout the course of the tutoring sessions. Each student will receive an achievement certificate and medal. Parents will also be individually recognized with their child for their partnership in the program. Treats will be given out after this ceremony. Upon leaving, parents will be asked to complete the parent evaluation for the program (Appendix I).

Parents As Partners in Education 2002

Personnel

Site Supervisor

Renee Kostecki, Citizenship Facilitator and certified teacher

Certified Tutoring Teachers Employed at Belvedere Academy of Learning

Suzanne Wetzel, Kindergarten

Christi Ringo, First Grade

Joyce Geibert, First Grade

Judy Kearney, First Grade

Lynn Schneider, First Grade

Sue Buechler, Counselor (Second Grade)

Molly Gudenrath, Second Grade

Jennifer Larson, Resource (Third Grade)

Karrisa Schwartz, Fifth Grade

Loretta Tabor, Sixth Grade

Jeff Svehla, Sixth Grade

John Simet, Sixth Grade

Ellie Buller, Sixth Grade

Substitutes

Mary Beth Twohey, Second Grade

Cindy Christensen, Third Grade

Jan Drieling, ESL Teacher

Tony Gunter, Assistant Principal

Sandy Bredfeldt, Instructional Facilitator

Parent Volunteers

Grenoda Shannon

Sonja Smith, Belvedere parent and Board Member, PTA

* Request for volunteers will take place at the December PTA meeting.

Parents as Partners in Education 2002

Commitment and Capacity

Parents as Partners in Education is a project that has been successful for Belvedere Academy for the past two academic years. It has proven to be beneficial in increasing students' performance and self-esteem, as well as active involvement of parents in their child's daily learning. A sample of student growth from last year participants can be seen in Appendix J. In order to have a true partnership between home and school, the dedication of the staff, students and parents is vital for the continued success and growth of each student. We believe that our program ties these three roles together to form a lasting partnership in learning.

Due to the overwhelming success and growth of our student participants the past two years, both teachers and parents are committed to meeting each child's needs for meeting their maximum learning potential. All persons selected as tutors, substitutes and the site supervisor are current classroom teachers or have a certified teaching certificate. Most of the tutors will be teaching their own students during the tutoring sessions. Those students receiving tutoring from a teacher other than their own will continue to have their sessions in their own classroom. We feel this is important so each student feels comfortable and a sense of ownership in a familiar environment. Improvements have been made due to last year's parent evaluations to include a standard weekly progress report and a parent copy of the Individualized Goal Program at the close of the program.

Parents as Partners in Education 2002

Evaluation Plan

A strong evaluation component is essential not only for feedback on the program but also to measure the effectiveness of each child's individualized program. Upon completion of the program, formal evaluations will be conducted by the site supervisor, staff and parents. The site supervisor will visit all classrooms daily to ensure active learning and aiding the teachers and students as needed. The site supervisor will also conduct data analysis of report card grades and achievement scores in May to evaluate the overall success of the program. Our high expectations for our students are evident in our criteria for success. Students selected based on California Achievement scores will show a five point NCE gain in the areas of reading, math and language. Students selected using the Criterion Reference Test whose score was below 50% will master 70% of the content standards and achieve 90% if the prior score was above 50%. The results will be compiled for parents and the African American Achievement Council. Weekly progress reports and daily conferences will take place throughout the program to enable any revisions in a student's academic plan and to ensure on-going communication with parents. Teachers will also send home students' IGPs completed throughout the program on the final day of tutoring. Formal evaluations will be distributed and completed by parents at the close of the program. These evaluations are needed to communicate the strengths of the program and suggestions for future programs. Staff will also complete a program evaluation for the site supervisor stating the program strengths and any further improvements needed for the following academic year (Appendix K).

Parents As Partners in Education 2002

Budget

Description	Amount Requested From African American Achievement Fund	Amount Funded By Other Sources	Total
Salaries			
Teachers			
<ul style="list-style-type: none"> • \$21.00/hour for 13 teachers • 36 hours total 	\$ 9,828.00	\$ 0.00	\$ 9,828.00
Site Supervisor (Certified teacher)			
<ul style="list-style-type: none"> • \$ 21.00/hour • 36 hours total 	\$ 756.00	\$ 0.00	\$ 756.00
Instructional Supplies			
Grade level trade books (New reading curriculum trade books used)			
	\$ 0.00	\$ 0.00	\$ 0.00
Advertising and printing			
<ul style="list-style-type: none"> • IGPs • Parent letters • Evaluations • Surveys 	\$ 0.00	Building Budget	\$ 0.00
Refreshments			
Parent Pep Rally			
<ul style="list-style-type: none"> • Snacks 	\$ 150.00	\$ 0.00	\$ 150.00
Awards Ceremony with Parents			
<ul style="list-style-type: none"> • Snacks and awards 	\$ 50.00	\$ 200.00 (Buffett Fund) 50.00 (PTA)	\$ 300.00
After-school snack			
<ul style="list-style-type: none"> • Approximately \$ 13.00/day 	\$ 0.00	\$ 300.00 (Buffett Fund)	\$ 300.00

Parents as Partners in Education 2002

Appendix

Appendix E

Parents as Partners Education 2002 Individualized Goal Program for Tutoring Program

Student: _____ Student Number: _____
Grade: _____ Tutoring Teacher: _____
Classroom Teacher (if different from above): _____

Please update throughout the tutoring program. Send a copy home with parents on the last day and give original to the classroom teacher.

Priority Content Standards Area: _____	Strategies/Lessons	Progress + Mastered P Progressing

Appendix F (on Belvedere Academy letterhead)

January 14, 2002

Dear Parents/Guardians:

Belvedere Academy of Learning is offering an opportunity for your child to receive tutoring for 8 weeks from January 22 through March 14. Our Parents as Partners in Education tutoring program will take place every Tuesday, Wednesday and Thursday until 5 p.m. A classroom teacher will teach 3 other students along with your child in the areas of reading, writing and math. A snack will also be provided during the transition from dismissal to their tutoring session. If you would like to have your child take part in this opportunity, please read the following responsibilities and sign the permission form.

Your responsibilities as an equal partner in our program will be the following:

1. Making sure your child attends the 3 sessions per week for 8 weeks (Tues., Wed., Thurs. from 3:40-5:00 p.m.).
2. Picking up your child after each session and spending a few minutes with the teacher discussing the day's activities and your child's progress.
3. Reading aloud with your child for 10-30 minutes two nights per week (books will be sent home).
4. Assisting your child with home practice activities written on the weekly progress report sent home on Thursdays.

- * There will also be two special parent appreciation events:
 - √ January 22 (4 p.m.): Parents as Partners Pep Rally
 - √ March 14 (4 p.m.): Parents as Partners Awards Ceremony

The value of this program is to provide extra assistance to students and more opportunities for parents to be actively involved in their child's learning and achievements.

Thank you for your participation! If you have any questions, please contact your child's teacher or Miss Kostecki at 457-6630.

I give permission for _____ to take part in the Parents as Partners in Education after school tutoring program at Belvedere Academy. I have read and commit to the above responsibilities as an equal partner in my child's learning.

Signature

Date

_____ will be picking my child up at Belvedere at 5:00 p.m. on Tuesdays, Wednesdays and Thursdays.

Appendix G

Parents as Partners in Education 2002

Parent Survey Form

As equal partners in our Parents as Partners in Education tutoring program, we would like your input on _____ strengths and weaknesses. Please take the time to answer the following questions. Thank you again!

1. What are your child's academic strengths?

2. What do you feel your child needs more assistance with during the tutoring program?

3. List any strategies you use at home that may be beneficial in teaching your child during the tutoring program.

4. List any special requests you have for your child while participating in the tutoring program.

Student's Name

Room #

Parent Signature

Date

Appendix H

Parents as Partners in Education 2002

Weekly Progress Report

Name: _____ Date: _____

Teacher: _____ Grade: _____

As partners in your child's education, I would like to keep you updated on the progress we have made this week. Our weekly goal and additional home practice is also included.

Math: _____

Reading: _____

Writing: _____

Weekly Goal: _____

Home Practice: _____

Appendix I
Parents as Partners in Education 2002

Parent Evaluation Form

Now that the tutoring sessions have completed, please take the time to answer the following questions. Your answers will help us plan for next year's program. Thank you for your partnership!!!

1. How do you feel your child's academic strengths have changed?

2. How do you feel this program has helped your child's confidence, responsibility and attitude towards his or her learning?

3. How do you feel your child has benefited from this program?

4. List any comments you may have for future tutoring programs at Belvedere Academy.

Student's Name

Grade

Parent Signature

Date

Appendix J

Parents as Partners in Education 2000

Sampling of Pre/Post Test Scores

Student Number	Grade	Criteria for Selection PCS or CAT	Post Achievement Score
375067	1st	PCS R101, R106, M111	All Content Standards Mastered
366997	1st	PCS R101, R106, M111	All Content Standards Mastered
375068	1st	PCS R101, R106, M111	All Content Standards Mastered
374986	1st	PCS R101, R106, M111	All Content Standards Mastered
375023	1st	PCS R101, R106, M111	All Content Standards Mastered
361140	1st	PCS R101, R106, M111	All Content Standards Mastered
373330	1st	PCS R101, R106, M111	All Content Standards Mastered
374303	1st	PCS R101, R106, M111	All Content Standards Mastered
373333	1st	PCS R101, R106, M111	All Content Standards Mastered
375115	1st	PCS R101, R106, M111	All Content Standards Mastered
372537	1st	PCS R101, R106, M111	All Content Standards Mastered
366615	2 nd	(CAT 5) R 8, M 18	(CAT) R 33, M 39
359126	2 nd	(CAT 5) R 5, M 42	(CAT) R 59, M 69
364624	2 nd	(CAT 5) R 20, M 36	(CAT) R 72, M 43
366821	2 nd	PCS R 205, M 207	(CAT) R 71, M 76
365909	2 nd	PCS R 205, M 207	(CAT) R 33, M 57
368299	2 nd	PCS R 205, M 207	(CAT) R 24, M 64
359336	2 nd	(CAT) R 50, M 82	(CAT) R 56, M 97
365425	2 nd	(CAT) R 4, M 5	(CAT) R 50, M 91
365042	2 nd	(CAT) R 24, M 61	(CAT) R 77, M 92
359503	2 nd	(CAT) R 2, M 7	(CAT) R 42, M 32
359773	2 nd	(CAT) R 61, M 56	(CAT) R 79, M 99
359086	3 rd	(CAT) M 75	(CAT) M 88, L 61
403852	3 rd	(CAT) M 32	(CAT) M 85, L 61
356145	3 rd	(CAT) M 12	(CAT) M 48, L 55
351866	3 rd	(CAT) M 5	(CAT) M 90, L 61
367653	4 th	(CAT) R 43, M 14	(CAT) R 54, M 50
351050	4 th	(CAT) R 56, M 49	(CAT) R 64, M 75
375105	4 th	(CAT) R 50, M 48	(CAT) R 44, M 77
344775	4 th	(CAT) R 59, M 22	(CAT) R 60, M 48
336459	6 th	PCS R603, R604, M608	(CAT) R 21, M 36
911792	6 th	(CAT) R 14, M 4	(CAT) R 33, M 32
333270	6 th	(CAT) R 33, M 28	(CAT) R 28, M 38
331283	6 th	(CAT) R 15, M 5	(CAT) R 38, M 19

Appendix K

Staff Evaluation

Thank you for another successful tutoring program. Our student achievement gains are due to your continued commitment to the children and parents! Please take a minute to complete the evaluation on our Parents as Partners in Education tutoring program. Mark each using the following scale: very satisfied satisfied dissatisfied needs improvement

1. The transition from the school day to the tutoring session was smooth and caused little disruption.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

2. The Parents as Partners Pep Rally was a successful activity in defining our objectives, meeting parents of the tutoring students.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

3. The Individualized Goal Program was helpful in recording student growth throughout the program.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

4. The parent survey sent out prior to the program was helpful in identifying specific needs of your children.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

5. Classroom materials and curriculum were sufficient for tutoring your students.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

6. Standard Progress Reports were helpful in my communication to the parents and students.

very satisfied satisfied dissatisfied needs improvement
(explain): _____

7. Daily conferences with parents helped build a better relationship between you, the student and the parents.

very satisfied satisfied dissatisfied needs improvement

(explain): _____

8. Daily conferences with parents aided in revising each student's IGP during the tutoring session.

very satisfied satisfied dissatisfied needs improvement

(explain): _____

9. The Parents as Partners Awards Ceremony was successful in celebrating students' achievements and parent partnerships.

very satisfied satisfied dissatisfied needs improvement

(explain): _____

10. Please mark your overall satisfaction with the Parents as Partners in Education tutoring program.

very satisfied satisfied dissatisfied needs improvement

(explain): _____