

**Memorandum of Understanding (MOU) between  
Parents Reaching Out, New Mexico’s Parent Information & Resource Center,  
and <FULL DISTRICT NAME>**

**<DATE>**

This **PARTNERSHIP AGREEMENT** is made and entered into by and between **Parents Reaching Out, New Mexico’s Parent Information & Resource Center**, hereinafter referred to as “**PRO**” and **<FULL DISTRICT NAME>** hereinafter referred to as “**<DISTRICT ACRONYM>**”.

The purpose of this **MOU** is to have **PRO** and **<DISTRICT ACRONYM>** work together to establish a School Action Team for Partnerships (ATP) at **<INSERT SCHOOL NAMES HERE>** which will work in collaboration with each schools mandated School Advisory Councils, Site Councils, etc and any other organization such as PTA/PTO, etc to provide a comprehensive approach to improving student learning through coordination and integration of Federal, State, and local services and programs. The School Action Team for Partnerships is designed and intended to operate as the “action arm” of the School Advisory Council by utilizing collaborating with any/all other existing parent organizations at the school to maximize school resource to implement and/or support successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement as funded and required by Title I and other provisions of No Child Left Behind. The ATP will strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children by developing and strengthening the relationship between parents and their children's school. The ATP will also further the developmental progress of children from areas with high concentrations of low-income families and serve parents who are educationally or economically disadvantaged.

**The <DISTRICT ACRONYM> shall:**

1. Supply a copy of the signed MOU to selected/participating principal(s) for their reference;
2. Express the expectation and enforce that selected/participating schools establish an Action Team for Partnerships, if one is not preexisting, that consists of 12 teachers (selected if necessary) and 12 parents, as selected or invited by the 12 participating teachers, who will represent the following types of involvement:
  1. Parenting Committee – Two teacher, and two parents
  2. Communicating Committee – Two teacher, and two parents
  3. Volunteering Committee – Two teacher, and two parents
  4. Learning at Home Committee – Two teacher, and two parents
  5. Decision Making Committee – Two teacher, and two parents
  6. Collaborating with the Community – Two teacher, and two parents;
3. Advise/assist the Action Team, if assistance is needed and/or requested by the school, with the selection of a team chair and a co-chair who can and will communicate well with educators, families, and Parents Reaching Out Staff, who will serve as the primary contact person for their school;

4. Express the expectation and enforce that either a district representative, i.e. the Title I Director, principal or a representative of individual schools i.e. Parent Liaison will contact Parents Reaching Out when they have formed the above described ATP's and are ready for the first partnership training;
5. Will support the delivery of the following workshops in order to ensure action teams and families understand the different systems and requirements.
  1. Overview of the parental requirements under section 1118 of NCLB and HB 212
  2. Overview of what PRO and the NM PIRC offer
  3. Overview of the accountability requirements under NCLB
  4. Overview of the EPSS;
6. Will assure/require that all the ATP members are available for the partnership training provided by Parents Reaching Out on the selected date;
7. Provide snacks for all trainings and meals for full day trainings provided by Parents Reaching Out;
8. Provide access for ATP members and Parents Reaching out staff to copy materials required, as well as the use of the telephone, fax machine, Internet service, if required for a training, and use of any other technical equipment required by the Parents Reaching Out staff to deliver workshops;
9. Provide a Family Room/Resource Center where ATP can meet, store resources, etc. and families can access those resources and network;
10. Express the expectation that schools make every effort to publicize partnerships efforts; and
11. Support sustainability by identifying appropriate staff or staffs to assist the PIRC Liaison with activities in order to achieve sustainability for the district.

**PARENTS REACHING OUT, New Mexico's Parent Information & Resource Center, shall:**

1. Provide Technical Assistance in the implementation each of <DISTRICT ACRONYM> schools Action Team for Partnerships per the <DISTRICT ACRONYM> district's Parental Involvement Policy /Title I, Part A, Sec. 1118;
2. Will support the delivery of the following workshops in order to ensure action teams understand the different systems and requirements
  1. Overview of the parental requirements under section 1118 of NCLB and HB 212
  2. Overview of what PRO and the NM PIRC offer
  3. Overview of the accountability requirements under NCLB
  4. Overview of the EPSS;

3. Collaborate with <DISTRICT ACRONYM> to develop or align efforts with the districts parental involvement policies and procedures that support each school’s Education Plan for Student Success (EPSS);
4. Provide Technical Assistance for participating schools in the implementation of the Action Teams for Partnerships, which will include training on the Epstein Model for School-Family-Community partnerships, resources and materials and one-on-one support;
5. Work with <DISTRICT ACRONYM> schools to meet the unique training, information, and support needs of parents of children, particularly such parents who are educationally or economically disadvantaged, low income, minority, limited English proficient or receiving Special Education services, as requested by the parents or teachers;
6. Work to provide assistance to <DISTRICT ACRONYM> parents in areas such as understanding: State and local standards and measures of student and school academic achievement, State and local Report Cards, Public School Choice, and Supplemental Educational Services achievement by providing a host of workshops, conferences, trainings, Fact Sheets, newsletters, peer mentors, and other support mechanisms, available in both English and Spanish;
7. Develop and demonstrate the capacity and expertise to conduct effective parent training, information, and support activities, including activities / strategies to network with: (a) <DISTRICT ACRONYM> and its schools; (b) parents of children enrolled in <DISTRICT ACRONYM> elementary schools and secondary schools; (c) parent training and information centers assisted under the Individuals with Disabilities Education Act (IDEA); (e) clearinghouses; and (f) other organizations and agencies; and
8. PIRC staff will work with identified district staff in order to build district capacity to sustain action teams and parent involvement efforts.

**Agreed upon by:**

\_\_\_\_\_  
 Approving <DISTRICT ACRONYM>  
 Official Signature & Title

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Larry Fuller  
 Director of Education

\_\_\_\_\_  
 Date