

**Parental Involvement  
and Title I:  
School-Level  
Requirements and  
Compliance Strategies**

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**During this 90-minute audio  
presentation, we will:**

- Review the Title I parental involvement requirements
- Look at the requirements and offer ideas for specific sub-populations
- Highlight strategies for improving parental involvement
- Provide some specific parental involvement resources

## **So Why Do We Need to Worry About Parental Involvement?**

### **There are Two Key Reasons to Address Parental Involvement**

1. It is required by Title I law
2. It helps raise achievement

## **Required by Title I Law**

- Parental involvement has always been a key component in the Title I law. Title I regulations require parental involvement at every level of the program

- The Title I statute defines the term “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities

- Communication and training with parents should be an ongoing, sustained process that occurs throughout the school year

- In looking at the U.S. Department of Education monitoring reports, federal priorities and what components are important in the Title I law become apparent
- In almost every state monitoring report, there are findings pertaining to parental involvement

## **Some of the Common Parental Involvement Findings Include:**

- Late, insufficient parent notices
- Incomplete or missing school-level parental involvement policies, school-parent compacts
- No annual Title I parent meeting
- Parents unaware of 1% parental involvement reserve
- 95% of parental involvement reserve not distributed to schools

## **Research**

## Research shows that ...

No matter the socioeconomic status, when parents are involved, students are more likely to:

- Earn better grades
- Obtain better test scores
- Earn credits
- Pass courses
- Be promoted to the next grade
- Attend school regularly
- Have better social skills
- Graduate
- Continue their education
- Adapt to school

*A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (2002).*

## Not only are the students impacted, but ...

- Parents become empowered
- Teacher morale is improved
- Student performance increases
- The community is strengthened



# Title I Requirements

- There are numerous parental involvement requirements in the Title I law
- A parental involvement compliance checklist can be used by district and school personnel to ensure all of the requirements are met
- A sample checklist can be accessed at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## **Title I Parental Involvement Requirements**

- Parental Involvement Policies
- School-Parent Compact
- Annual Parent Meeting
- Assessing the Parental Involvement Component
- Providing Opportunities for Training Parents
- Informing Parents of Student Eligibility (TA)
- Informing Parents of Student Progress (TA)
- Parental Involvement 1% Set-aside

## **Parental Involvement Policies**

Must have a written  
District Parental Involvement Policy  
AND  
School Parental Involvement Policy

- Must include all necessary information
- Plan to distribute the policies to parents each year
- Update the policies each year

## Key Reminders

- Follow the U.S. Department of Education template – there are very specific requirements
- In USDE guidance – [www.ed.gov/programs/titleiparta/parentinguid.pdf](http://www.ed.gov/programs/titleiparta/parentinguid.pdf)
- Involve parents in joint development of the policies

## School-Parent Compact

- Must have a written school-parent compact
- Must include all necessary information
- Plan to distribute the compact to parents every year
- Update the compact each year



## **Annual Parent Meeting**

- Preferably, held in the beginning of the school year
- Describes
  - The Title I program
  - How the Title I students will be assessed
  - How the parents will be kept informed
  - Parental involvement opportunities
- Document the meeting with minutes/agenda/sign-in sheets

## **Assessing the Parental Involvement Component**

- At the end of each school year
- Gives parents an opportunity to voice how effective and realistic the parental involvement plan was
- Must be documented – usually through a survey
- Use the results of the assessment at the Annual Review Meeting
- Notify parents of assessment results
- Sample surveys can be accessed at [www.dpi.state.nd.us/title1/targeted/require/parent/assess.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/assess.shtm)

## **Providing Opportunities for Training Parents**

- The Title I law clearly states that all Title I programs must provide “opportunities for training parents to become partners with the school in promoting the education of the child at school and at home”
- Include specific methods parents can use at home to complement their child’s education
- Communication with parents should be an ongoing, sustained process. Title I teachers should communicate with parents throughout the year
- This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences

## **Informing Parents of Student Eligibility (TA)**

- Done after the student selection process is completed
- Written correspondence to parents
- IF PARENT REFUSES, parent’s signature must be on file

## **Informing Parents of Student Progress (TA)**

- Must use multiple assessments
- Assessments may be objective or subjective
- Placed in portfolio
- Results must be shared with parents

## **Parental Involvement 1% Set-aside**

- If a district's allocation is \$500,000 or more, then they are required to set aside 1% of their district's Title I allocation for parental involvement
- Only 5% of these funds may be used at the district level
- 95% must be given to the participating schools

## **Reminders – 1% Set-aside**

- Districts must document on their consolidated application that they have reserved, at a minimum, the 1% for parental involvement and specifically outline how these funds will be spent
- Districts that target need to identify, on the individual building budgets and the districtwide budget, how the funds will be disseminated
- Districts need to track parental involvement expenditures at the building level

## **Reminders – 1% Set-aside**

- Districts can distribute funds to buildings by need
- Distribution of funds does not need to be equal between each building
- According to federal requirements, all districts must document parent input and approval if they plan to use any parental involvement reservation funds on a parental involvement staff member

# **Title I Parental Dissemination Requirements**

**There are also specific requirements  
in the Title I law on disseminating  
information to parents**

- Parents' Right to Know
- AYP Notification
- School/District Report Cards
- Dispute Resolution Procedures
- Non-highly Qualified Staff

## **Parents' Right to Know**

- Districts receiving Title I funds are required to notify parents of their right to request information regarding the qualifications of all teachers and paraprofessionals
- This document must be disseminated at the start of each school year
- The information must be provided in an understandable format

## **AYP Notification**

- Parents must be notified regarding the status of the district and school Adequate Yearly Progress (AYP)
- Notification must be done annually and soon after the official release
- Notification must be documented
- Schools and districts identified for improvement require additional documentation

## **School/District Report Cards**

- The state generates School/District Report Cards each year for parents and the public
- These report cards reflect the academic achievement of students at the state, district, and school building level

## **Dispute Resolution Procedures**

- Federal regulations require that each state and district adopt written procedures for receiving and resolving disputes pertaining to any of the federal Title programs
- Parents must be provided with a copy of the district's dispute resolution policy

## **Non-Highly Qualified Staff Teaching for 4 Weeks or More**

- NLCB requires teachers to meet certain requirements if teaching for four or more consecutive weeks
- If a teacher does not meet certain requirements, schools are responsible to notify parents

## **Serving Parents in Subpopulations**

## **Getting Parents Involved in the Various Subpopulations**

- There are specific parental involvement requirements in law to promote parental involvement and home-to-school communication with specific subpopulations of students. Some of these populations include:
  - Migrant students
  - Limited-English-proficient students
  - Special education students
  - Native American students

## **Migrant Students**

- A local parent advisory council must be developed and functional
- The LEA must provide the following information to parents of participating migrant students:
  - Specific instructional objectives and methods of the program
  - Timely information about the program, including parental involvement requirements and other relevant provisions of the program, in a language the parents can understand
- The LEA must assess, through consultation with parents, the effectiveness of the parental involvement project

- A consortium of 16 states created Migrant Literacy Net, which is a Web site to provide teachers and parents with tools for quickly assessing and providing supplemental research-based literacy lessons to students in grades K-12 to improve their foundational literacy skills

- This website contains a multitude of resources for the parents of migrant students:

[www.dpi.state.nd.us/title1/literacy.shtm](http://www.dpi.state.nd.us/title1/literacy.shtm)

## **Limited-English-Proficient (LEP) Students**

- This group of parents can be very hard to reach and to get involved for several reasons:
  - Cultural issues
  - School responsibility perceptions
  - Language barriers
  - Afraid of authority

- Specific strategies for involving LEP parents
  - Establish a Multicultural Parent-Teacher Association
  - Go to them
    - Conferences – go to their home
    - Meetings – go where they are (e.g., adult learning centers)
    - Special orientation – send a bus; babysit; provide food; involve all family members, not just parents
  - Have refugees run refugee programs
  - Offer parenting classes/trainings
  - Treat as partners
  - Have interpreters available

There are two very good Web sites dedicated to providing resources for LEP families:

- Bridging Refugee Youth and Children's Services (BRYCS) – [www.brycs.org](http://www.brycs.org). National technical assistance project working to strengthen services to refugee children and their families. This Web site has many multilingual resources
- Center for Applied Linguistics (CAL) – [www.cal.org](http://www.cal.org)

## **Special Education Students**

## **IDEA Parental Involvement Requirements**

- There are numerous parental involvement requirements in the IDEA '04 legislation for Special Education students. A comprehensive overview, in a checklist format, can be accessed at [http://itcnew.idahotc.com/DNN/Portals/21/docs0809/IEP\\_GFR\\_Directions\\_0809\\_JC.doc](http://itcnew.idahotc.com/DNN/Portals/21/docs0809/IEP_GFR_Directions_0809_JC.doc)

## **Special Education Parent Resource Centers**

- Just like Title I, every state has at least one parent information center funded by the U.S. Department of Education to help improve results for children with disabilities. There are more than 104 centers nationwide
- Parent information centers provide parents with the training and information they need to work with Special Education professionals in meeting the early intervention and special needs of children with disabilities. Many parent information centers work closely with state and local school systems to engage parents in working collaboratively to improve outcomes for students with disabilities

## **Title I/Special Education Collaboration**

- In North Dakota, the state Title I and Special Education offices collaborated to create an assistant director position for Title I/Special Education. This position works toward bridging the efforts of both Title I and Special Education to deliver more coordinated professional development and technical assistance to North Dakota school personnel. This position works to sponsor joint Title I/Special Education professional development trainings, generate a monthly Title I/Special Education newsletter, coordinate the school improvement requirements for both programs, and share and disseminate information to Title I and Special Education staff regarding parental involvement

## **Native American Students**

- REL Central At Mid-continent Research for Education and Learning examined American Indian perspectives in the Central Region on parental involvement in children's education in August 2008
- The regions consisted of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming
- This study examines American Indian parents' perceptions of parent involvement in their children's education and factors that may encourage or discourage involvement

### **What did we learn from the study?**

- The study was conducted in response to an identified need in the Central Region to improve American Indian student achievement and specifically to better understand American Indian parental involvement
- The study found that parents' culturally related perceptions of public education and the tenor of the schools' efforts to engage them in supporting their children's achievement were at the heart of serving American Indian communities
- The report is intended for educators and parents of American Indian students, as a basis for advancing conversations for culturally enriching the learning environment and supporting increased achievement among American Indian students

- The North Dakota Department of Public Instruction has a dedicated section on our Web site where we share targeted resources for school personnel and parents specific to Native American issues. This information can be accessed at [www.dpi.state.nd.us/title1/native/native.shtm](http://www.dpi.state.nd.us/title1/native/native.shtm)

## **Parental Involvement Strategies**

- Getting parents involved is not always easy. A common complaint that we hear from Title I personnel is that parents don't participate in school functions

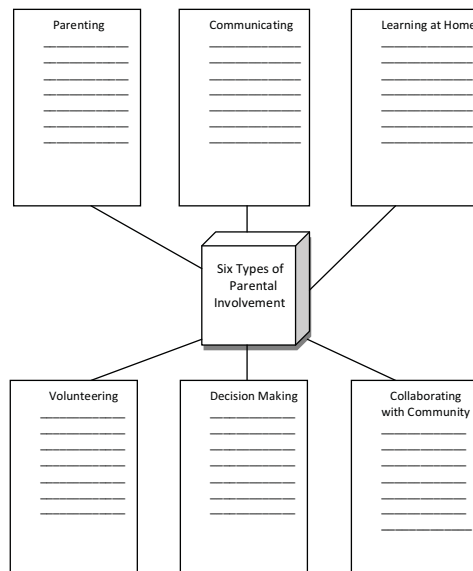
The following slides will provide information and ideas on six specific strategies for increasing parental involvement:

1. 6 Types of Parental Involvement
2. Partnerships with the Help of an ILP
3. Collaborate with PIRCS
4. Create a Dedicated Web site for Parents
5. Offer a Title I Parent Fair
6. Find Out What Your Parents Want

## 6 Types of Parental Involvement

- Based on the work of Dr. Joyce Epstein
- Look at what your school is currently doing
- Different methods or types of parental involvement work for different groups of parents

## 6 Types of Parental Involvement



## 6 Types of Parental Involvement

- Parenting
- Communicating
- Learning at Home
- Volunteering
- Decision Making
- Collaborating with Community



## 6 Types of Parental Involvement Parenting

- Schools help families and caregivers understand the growth and development of their children
- Help with:
  - Parenting and child-rearing skills
  - Understanding child and adolescent development
  - Establishing age- and grade-appropriate home conditions that support children as students
- Families provide information to schools so educators and administrators can better understand families' backgrounds, cultures, and goals for their children

## 6 Types of Parental Involvement Parenting – Sample Activities

- Hosting family learning workshops on topics suggested by parents, held at times and places easily accessible to all parents, and providing childcare
- Providing families with information on child development
- Providing families with information about developing home conditions that support school learning
- Arranging support groups for families with special interests and needs
- Providing guidance to parents on transitioning children to middle and high school

## 6 Types of Parental Involvement Communicating

- School-to-home and home-to-school communications about the district, school, and classroom programs as well as student progress
- Help with:
  - Understanding between school and home
  - Cooperation between school and home
  - Showing students that their parents and teachers are working together to help them succeed
- Encourages families to provide reactions, ideas, and preferences to the school as well as ask questions about student progress and the school's programs



## **6 Types of Parental Involvement Communicating – Sample Activities**

- Scheduling parent-teacher-student conferences to establish student learning goals for the year
- Staff members sending home positive messages about students
- Staff members making home visits
- Involving families in student award and recognition events
- Encouraging and making provisions for staff members to communicate with parents about their children's progress several times each semester

## **6 Types of Parental Involvement Learning at Home**

- Students are the primary participants in learning at home activities, as their homework is essentially their responsibility. Families and parents can enhance the impact of learning at home through their involvement
- Helps with:
  - Information and ideas about the academic work their children do in class
  - Coordinating what is happening in the classroom and activities at home
  - How to help their children with homework.
  - Communications with the teacher

## **6 Types of Parental Involvement**

### **Learning at Home – Sample Activities**

- Having specific goals and activities that keep parents informed about and supportive of their children's homework
- Offering learning activities and events for the whole family
- Inviting parents to borrow resources from school libraries for themselves and their families
- Helping parents understand student assessments, including report cards and testing, and how to help students improve
- Including parents and other community members in developing children's learning outside of school activities

## **6 Types of Parental Involvement**

### **Volunteering**

- Families are enabled to share their time and talent to support the school, classrooms, teachers, students, and their children
- Volunteering does not have to take place within the school or classroom walls
  - Helping in the library, computer room, family room, resource room, playground, or lunch room
  - Assisting with after school programs or field trips
  - Attending student performances, extracurricular activities, assemblies, celebrations, and other events
- Volunteers tell students, faculty and the community that parents care about the school and its students

## **6 Types of Parental Involvement Volunteering – Sample Activities**

- Gathering information about the level and frequency of family and community members participation in school programs
- Offering youth service learning opportunities for students who want to volunteer in the community
- Assisting school staff to learn how to work with parent and community volunteers
- Offering volunteer opportunities for single parents
- Having a program to recognize school volunteers

## **6 Types of Parental Involvement Decision Making**

- Parents' voices must be heard when it comes to decision making at the school
- Helps with:
  - Enabling families to participate in decisions about the school's programs and activities that will impact their own and other children
  - Involving all parents
- Having families as true stakeholders in the school creates feelings of ownership of the school's programs and activities

## **6 Types of Parental Involvement Decision Making – Sample Activities**

- Encouraging parents to attend school improvement team meetings
- Assigning staff members to help parents address concerns or complaints
- Inviting staff and parent groups to meet collaboratively, providing space and time to do so
- Helping families advocate for each other
- Involving parents in:
  - Planning orientation programs for new families
  - Developing parenting skills programs
  - Hiring staff members

## **6 Types of Parental Involvement Collaborating with Community**

- Communities have a significant role to play in the education, development, and well-being of students
- Helps with:
  - Encouraging and supporting the cooperation between schools, families, community groups, organizations, agencies, and individuals
  - Identifying and integrating community resources (human, economic, material, or social) to improve schools, strengthen families, and assist students to succeed

## **6 Types of Parental Involvement**

### **Collaborating with Community – Sample Activities**

- Acting as a source of information and referral about services available for families in the community
- Encouraging local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events
- Encouraging staff and students to participate in youth service-learning opportunities
- Opening school buildings for use by the community beyond the regular school hours
- Having a program with local businesses that enhances student work skills

## **Partnerships with the Help of an Individual Learning Plan (ILP)**

- The idea behind an Individual Learning Plan (ILP) is that the needs of individual students are different, and thus, must be addressed differently – one size does not fit all
- An ILP typically looks at student strengths and weaknesses, sets individual goals, outlines research-based interventions to attain goals, assigns the individual responsible, sets a timeline, and finally, evaluates student progress

- An ILP can be a powerful tool for individualizing instruction, promoting a team approach, and collaborative effort in teaching (i.e., teacher, resource staff, and parents all working together to help the student) and subsequently raising the academic achievement of at-risk students

- An ILP for Limited English Proficient (LEP) students can be accessed at [www.doe.state.in.us/lmmp/pdf/ilp.pdf](http://www.doe.state.in.us/lmmp/pdf/ilp.pdf)
- Other ILP templates can be accessed at [www.dpi.state.nd.us/title1/resource/individual/individual.shtm](http://www.dpi.state.nd.us/title1/resource/individual/individual.shtm)

**Collaborate with PIRCS**

- Parent Information and Resource Centers (PIRCs) help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children

- The PIRC program provides resources that grantees can use in pursuit of the objectives of the No Child Left Behind Act
- The Centers generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts and others through conferences, workshops, and dissemination of materials

- Projects generally include a focus on serving parents of low-income, minority, and LEP children enrolled in elementary and secondary schools

- North Dakota has collaborated with our NDPIRC over the past several years on the following projects:
  - Parental Involvement Speakers at Title I workshops
  - Development of a Parental Involvement Toolkit for every Title I building
  - Development of Master Literacy Bags (K-5) for every Title I elementary building

- To access a list of the PIRC(s) in your state, log on to [www.ed.gov/programs/pirc/grantees.html](http://www.ed.gov/programs/pirc/grantees.html)

**Create a Dedicated Web site  
for Parents**

- Districts and schools can have a Web site created specifically for parents to help them easily find information on ways to become involved, access information regarding your school or district, and obtain resources aimed at helping them better enable their child to succeed in school

## **Suggested Web site Topics**

- What Research Says About Parental Involvement
- Ideas to Help Struggling Learners
- What is Expected of Students in Your State
- How Well is My District/School Doing
- Information on Title I
- Information Schools Are Required to Disseminate to Parents
- Information on No Child Left Behind
- Homework Help
- Ideas on How to Become Involved
- Information for Students with Special Needs

## **Offer a Title I Parent Fair**

- In North Dakota, the Minot Public School District Title I teachers showcase their Title I programs at an annual Title I Parent Fair. The teachers create unique displays for parents and students to view. Some schools choose to have interactive games or activities such as a “Book Walk” for children to participate in. A few schools use laptops for parents to view slideshows of Title I program highlights and resources that are available to them. Community organizations are also invited to participate in sharing information. Parents have an opportunity to hear about and receive a wealth of educational materials

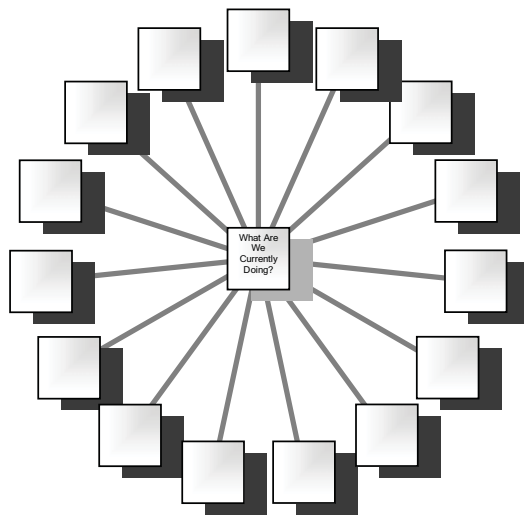
- Log on to [www.dpi.state.nd.us/title1/targeted/require/parent/fair.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/fair.shtm) on to view information regarding Minot Public School District's parent fair which includes:
  - Top Ten Tips for Hosting a Title I Fair
  - Invitation for the April 28, 2009 Title I Fair
  - Flyer for the April 28, 2009 Title I Fair
  - Title I Parent Survey for 2008-2009
  - 2007-2008 Title I Parent Survey Results
  - Evaluation from the April 22, 2008 Title I Fair

**Find Out What  
Your Parents Want**

# Self-assessment

- It is recommended that all schools and districts do a self-evaluation or assessment of their parental involvement component to determine what is currently being addressed, what is missing, and what is important to the parents in your school district

Self-Assessment  
Parental Involvement Initiatives  
in our District



## **Self-assessment**

- In a recent survey conducted, parents were asked what was important to them. The responses were overwhelmingly consistent and very predictable:
  - Small class sizes
  - A safe environment
  - Knowledgeable teachers

## **Resources**

## **Parental Involvement Presentations**

- The following Web site has several parental involvement presentations that may be revised for use in your school or district

[www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## **Toolkit: Title I Parental Involvement**

- In this toolkit, SEDL provides detailed explanations of the Title I, Part A parental involvement provisions as well as 33 tools to assist state departments of education, districts, and schools in meeting these requirements

[www.sedl.org/connections](http://www.sedl.org/connections)

## Monthly Parental Involvement Guide

- The North Dakota State Title I office has developed a Monthly Parent Information Guide to assist Title I teachers in better meeting the requirement to communicate regularly with parents of Title I students
- For each month, September through May, the guide lists ideas and resources that could be shared with parents
- The lists are certainly not inclusive and staff is encouraged to add their own creative ideas
- The guide can be accessed at [www.dpi.state.nd.us/title1/targeted/require/parent/guide0607.pdf](http://www.dpi.state.nd.us/title1/targeted/require/parent/guide0607.pdf)

## Recommended Web sites Regarding Parental Involvement

- Michigan Parental Involvement Web site  
[www.michigan.gov/documents/Final\\_Parent\\_Involvement\\_Fact\\_Sheet\\_14732\\_7.pdf](http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf)
- USDE Parental Involvement Guidance  
[www.ed.gov/programs/titleiparta/parentinguid.pdf](http://www.ed.gov/programs/titleiparta/parentinguid.pdf)
- North Dakota Department of Public Instruction Web site for Parents [www.dpi.state.nd.us/title1/parent/index.shtm](http://www.dpi.state.nd.us/title1/parent/index.shtm)
- North Dakota Department of Public Instruction Parental Involvement Requirements Web site  
[www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## Today's Presentation

- This PowerPoint presentation will be available to download at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)

## Questions

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Veteran Title I director Laurie Matzke helps you navigate the law's demands and provides strategies to effectively meet its mandate to create "opportunities for training parents to become partners with the school in promoting the education of the child at school and at home."

You and your school staff will learn answers to these questions and more:

- What are schools' obligations under the Title I law?
- How can you work with parents to develop effective parent involvement policies and school-parent compacts?
- How can you motivate and engage parents — including hard-to-reach parents and non-English proficient parents?
- What do parents want from schools and educators?
- What are some specific ideas for effective parental involvement?
- What is an Individual Learning Plan (ILP) and how can this innovative tool help you communicate with parents?

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### **Developing Meaningful Parental Involvement: Guidance and Tools for the Title I Administrator**

*By Debbi Herrera*

From developing school-parent compacts, to removing barriers to communication, this resource combines plain-English explanations of your legal requirements for involving parents with specific steps you can take to comply. Three conveniently tabbed sections provide clarification of Title I mandates, expert tips and tools, and instant access to relevant sections of the law and federal guidance.

*(2007. Loose-leaf Binder. 231 pp. Product #: 300270.  
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# Parental Involvement and Title I: School-Level Requirements and Compliance Strategies - Laurie Matzke

## September 22, 2009

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**Parental Involvement and Title I: School-Level Requirements and Compliance Strategies**

**September 22, 2009**

*Presented by*  
**Laurie Matzke**

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