Title One

Parent Involvement

Illinois State Board of Education
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How does a student benefit from parental involvement?
Research

• Increase in attendance
• Better understanding of school
• More positive toward school and staff
• School becomes more effective
• Increase in test scores
How can a parent be involved?

- As appropriate in the following school activities.
  - Volunteering in my child’s classroom
  - Participate in decisions relating to my child’s education.
  - Stay informed (reading all notices and communications sent home by the school and/or district).
  - *If asked serve* as a member of an advisory board, support team, or other committee.
Is it important?

- NCLB Title 1 Part A Subpart 1 Section 1111-1118 mentions Parents 300 times.
- It is a focus of monitoring when USDE visits.
- Parents want to know what is going on in their child’s school.
• What are you doing in your district with Parent Involvement?
Monitoring Results from 2008

• Letters need to include all required components when referring to:
  – SES,
  – Choice or
  – Not Highly Qualified

• No letters were sent about public school choice and SES options.

• Insufficient time for parents to make decisions about public school choice or SES.
  – Must be to parents by the first day of school
Monitoring Results from 2008

- Information not provided to parents in other languages, as appropriate.
- Parents were not notified about the qualifications of paraprofessionals.
- Parents were not notified when their child had been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks.
Monitoring Results
District and School Level

• Parent Involvement Policies were not current.
  – District
  – School
• Parent Involvement Policies did not include required elements.
• School-parent compacts did not include required elements.
• Schools did not create and disseminate school-parent compacts.
Monitoring Results
District and School Level

• Parents not involved in annually reviewing parent involvement policies and school-parent compacts and revising as needed.
• Principals and/or staff are not aware of requirement of written parent involvement policies.
• Charter Schools not aware of all Title I requirements for parents’ policies and school-parent compacts.
Monitoring Results
Parent Involvement in State, District and School Planning

• Required annual meeting with parents did not include information about:
  – school’s Title 1 program,
  – information about AYP,
  – school choice and SES.
  
  Section 1118 (C) (4) ESEA

• Parents not included in the development, review and implementation of school improvement plans.
Monitoring Results
Parent Involvement in State, District and School Planning

• Parent not involved in decisions on use of funds reserved for parent involvement activities.
• Lack of district focus on building capacity of parents.
Funding

- 1% of LEA’s Title I allocation must be set aside for parental involvement if their allocation is over $500,000. 95% of the 1% funds must go directly to the school.

- Parents **must** be involved in decision on how the money is spent
  - Allowable activities
  - Ways to use the funding

- **ARRA Title I** funds can be used to increase capacity for Parent Involvement.
Annual Parent Meeting

Requirements

• Describe and explain the school’s curriculum.
• Inform on the forms of academic assessment used to measure student progress.
• Inform on the proficiency levels students are expected to meet.
• Parent rights and involvement at the school.
Terms
Parents do not know

- Title 1
- State Assessments
- AYP
- School In Need of Improvement
- SES
- HQT
- Choice
Required Documentation

- Parent Involvement Policy
  - School
  - District
- School Parent Compact
- Letters
  - SES
  - Choice
  - Not High Qualified
District Role

• Each LEA (District) must develop a written parental involvement policy based on Title I Part A Section 1118 (a) (2) ESEA.
• Conduct an annual evaluation with the involvement of parents on the effectiveness of the parent involvement policy.
• Use the findings of the evaluation to design strategies for more effective parental involvement.
• Provide coordination, technical assistance and other support necessary to assist schools in planning and implementing effective parent involvement activities.
• Build the school’s and parents’ capacity for strong parental involvement.
• There should be a complaint procedure in place.
Letters to Parents

• **SES** - Annually a letter should be sent to the parents which describe the services available and identity of the approved providers from the ISBE list. (Section 1116)

• **Choice** – Letter must be sent well before the start of school. The letter must be approved by ISBE before it is sent out to parents.

• **Not Highly Qualified Teachers** - notice to parents that the child has been assigned or has been taught for four or more consecutive weeks by a teacher not highly qualified. (Section 1111)
School Policy Components

• Each school needs a policy even though the District has one.
• This policy should be specific to the needs of the school.
School Policy Components

• Build the schools’ and parents’ capacity for strong parental involvement.
• Coordinate and integrate parental involvement strategies with other programs.
• Conduct with the involvement of parent an annual evaluation of the content and effectiveness of the policy.
• Involve parents in the activities of the school.
Building Capacity

• Must ensure effective involvement of parents and support a partnership among the school, parents and community.
• Provide assistance to parents on understanding topics.
• Provide material and training for parents to work with their children to improve their children’s achievement.
Building Capacity

• To educate teachers, pupil service personnel, principals and other staff, with the assistance of parents in the value and utility of contribution in the development of training.

• To coordinate and integrate parent involvement program and activities with other federal programs ie: Head Start, Even Start, Public Preschools, Reading First.
Building Capacity

• May pay reasonable and necessary expenses associated with local parental involvement activities --- transportation and child care cost.
• May train parents to enhance the involvement of other parents.
• May establish a district-wide parent advisory council to provide advice on parental involvement.
• May develop appropriate roles for community based organization and businesses in parent involvement activities.
School-Parent Compact

- It must describe the high quality curriculum and instruction in an effective learning environment that enables children served under Title I Part A to meet the State’s student academic achievement standards.
- Ways for Parents to be responsible for supporting their children’s environment.
- Importance of communication between teachers and parents on an ongoing basis.
School-Parent Compact
School Responsibilities examples

• Provide high-quality curriculum and instruction.
• Hold parent-teacher conferences.
• Provide parents with frequent reports on their student’s progress.
• Provide parents reasonable access to staff.
• Provide parents opportunities to volunteer and participate in their student’s class and to observe classroom activities.
School Parent Compact
Parent Responsibilities examples

• Parents will support our student’s learning and achievements in the following ways:
  – Make sure my student is in class every day prepared to participate.
  – Make sure that homework is completed on time.
  – Monitor outside classroom activities.
School Parent Compact
Student Responsibilities

• Describe the ways in which students will support their academic successes.

• Example: Do my homework everyday.
  – Ask for help when I do not understand.
  – Read for at least 30 minutes each day.
  – Make sure all notices and information is given to my parent or the adult responsible for my well being.
School-Wide Program

- A Title I School-Wide program requires the school to employ strategies to increase parental involvement.
- All parents in a school-wide program school are eligible to participate in parent involvement activities.
- The focus of these activities is to raise the achievement and include the parents of the lowest-achieving students in order that they may better assist in the education of their child.
School Improvement & Parents

• Year One -
  – Explain what is meant by the identification “in improvement”
  – Explain how the school compares to other schools within the district and state
  – Reason for the identification
  – Explain how they can be involved in addressing the problems
  – Explain the option of Choice
School Improvement & Parents

• Year two
  – Option to transfer to a school in the district that is making AYP
  – Information regarding Supplemental Education Services (SES)

• Corrective Action, Restructuring
  – Explain the identification
  – How to be involved in the development or implementation of the plan
Private School

- Parents of Private School students have rights to equitable participation.
- There should be a written agreement between the LEA and Private School regarding the consultation regarding parent involvement activities.
- LEAs have the final authority of allocation of funds – use the same measure of low income used to count public schools children.
Resources

• U.S. Department of Education – toolkit
  [link](http://www.sedl.org/connections/toolkit/)

• Academic Development Resources [www.adi.org](http://www.adi.org)

• Parent Involvement Resource Center (PIRC)
  [link](http://www.colum.edu/ccap/Illinois_PIRC.php)

• Developing Meaningful Parent Involvement - LRP Publications
ISBE Resources

• ISBE Parent Involvement Webpage
  http://www.isbe.net/grants/html/parent.htm

• School Parental Involvement Policy
  http://www.isbe.net/nclb/word/school_parental_involvement_template.rtf

• School Parent Compact
  http://www.isbe.net/nclb/word/school_parent_compact_template.rtf
Contact Information

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