



BUILDING CAPACITY FOR PARENTAL INVOLVEMENT

**New Jersey Department of Education
Division of Student Services
Regional and County Education Office Version**

Developed by the Office of Title I Program Planning and Accountability, in collaboration with the regional offices, county offices, the Office of Program Planning and Review (Abbott), the Office of Educational Programs and Assessments (NJPEP), Region III Comprehensive Center, Parent Organizations and Parents



A Clear-Cut Goal

The bottom line is engaging parents in the learning of their children!

Districts and schools need comprehensive information about the *No Child Left Behind Act of 2001* (NCLB) and parental involvement to better serve the needs of students and parents.



Objectives

- **To increase parental involvement at the district and school level.**
- **To foster collaboration and communication between districts and schools around parental involvement.**
- **To provide information about the expanded rights of parents under NCLB/Title I.**



12 Critical Questions

- 1. Why is it important for districts and schools to understand NCLB?**
- 2. How does NCLB support parental involvement?**
- 3. What level of funding has been set aside for parental involvement at the district and school level?**



12 Critical Questions

- 4. Why should states, districts, and schools collaborate with parents?**
- 5. How does NCLB define parental involvement?**
- 6. Is there supporting research that says parental involvement really makes a difference?**



12 Critical Questions

- 7. What barriers must be acknowledged for districts and schools to implement effective parental involvement practices?**
- 8. What is Parents' Right-to-Know?**
- 9. What are the nuts and bolts for building capacity for parental involvement?**



12 Critical Questions

- 10. How can districts and schools incorporate effective practices, models, and family literacy services into their program?**
- 11. How are parental involvement practices monitored?**
- 12. What resources are available to assist districts and schools in understanding parental involvement?**



Parental Involvement Needs Assessment

Districts and Schools should conduct a parental involvement needs assessment to determine:

- 1. How to implement parental involvement requirements, programs, and effective practices at the district and school level.**
- 2. Identify the types of assistance parents need to further the academic learning of their children.**





#1. Why is it important for districts and schools to understand NCLB?

Historical Background





NCLB History

President Bush's comprehensive education program expanded options for parents under the *No Child Left Behind Act of 2001* (NCLB).

The Act has been significant in supporting educational reforms that seek to close achievement gaps among students.



Purpose



Purpose Then

- **To help economically disadvantaged children and families through compensatory education programs.**

Purpose Now

- **To help economically disadvantaged children and families through compensatory education programs.**



The Achievement Gap

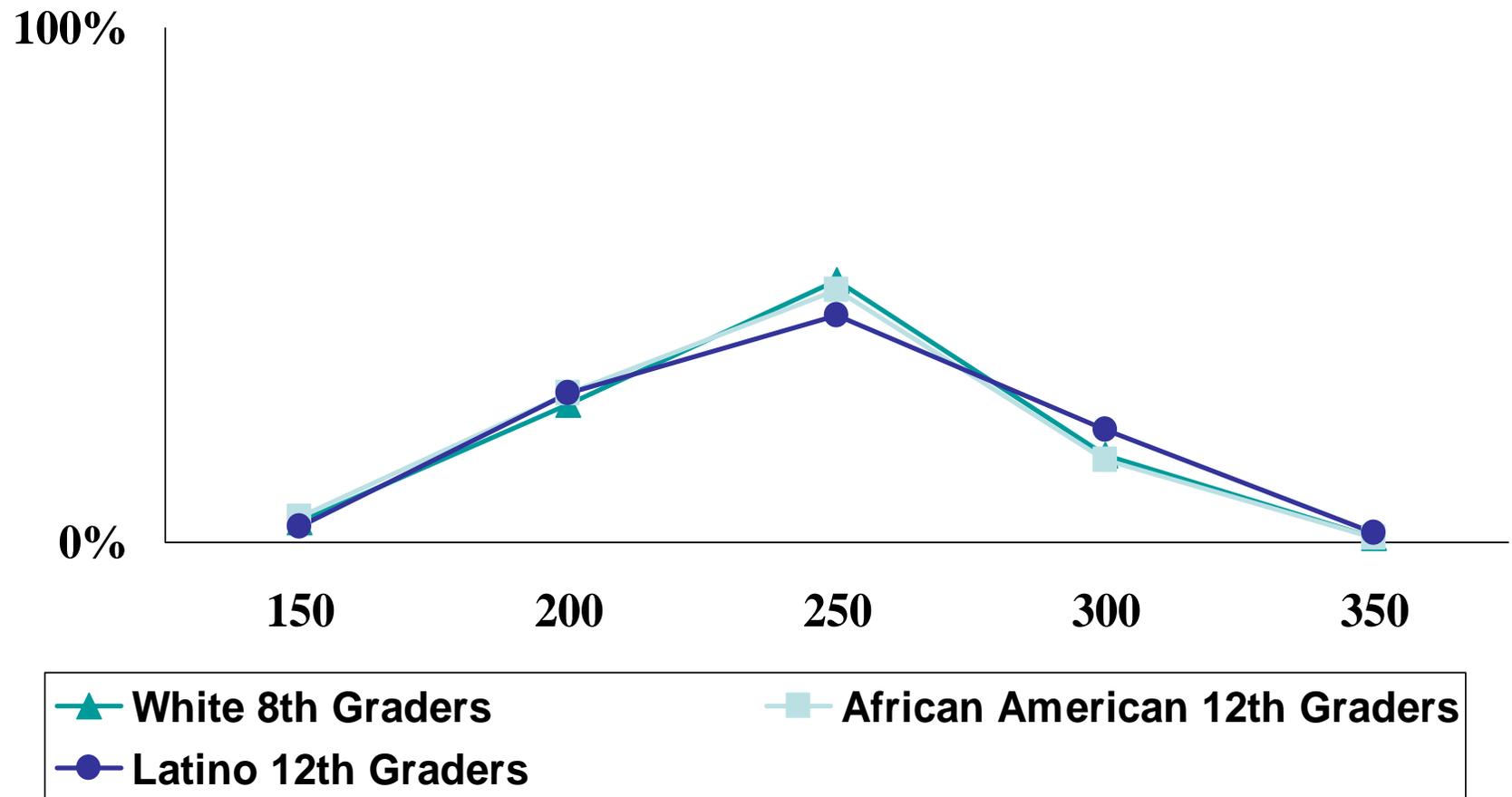


What Do We Know

- The gap shrunk during the 1970's and 1980's as African-American and Hispanic students made substantial gains in achievement, while the achievement of white students changed little.
- These gains occurred when Head Start, Title I, and other federal programs sought to improve educational opportunities and reduce poverty.
- These policy interventions appear to have made a difference.

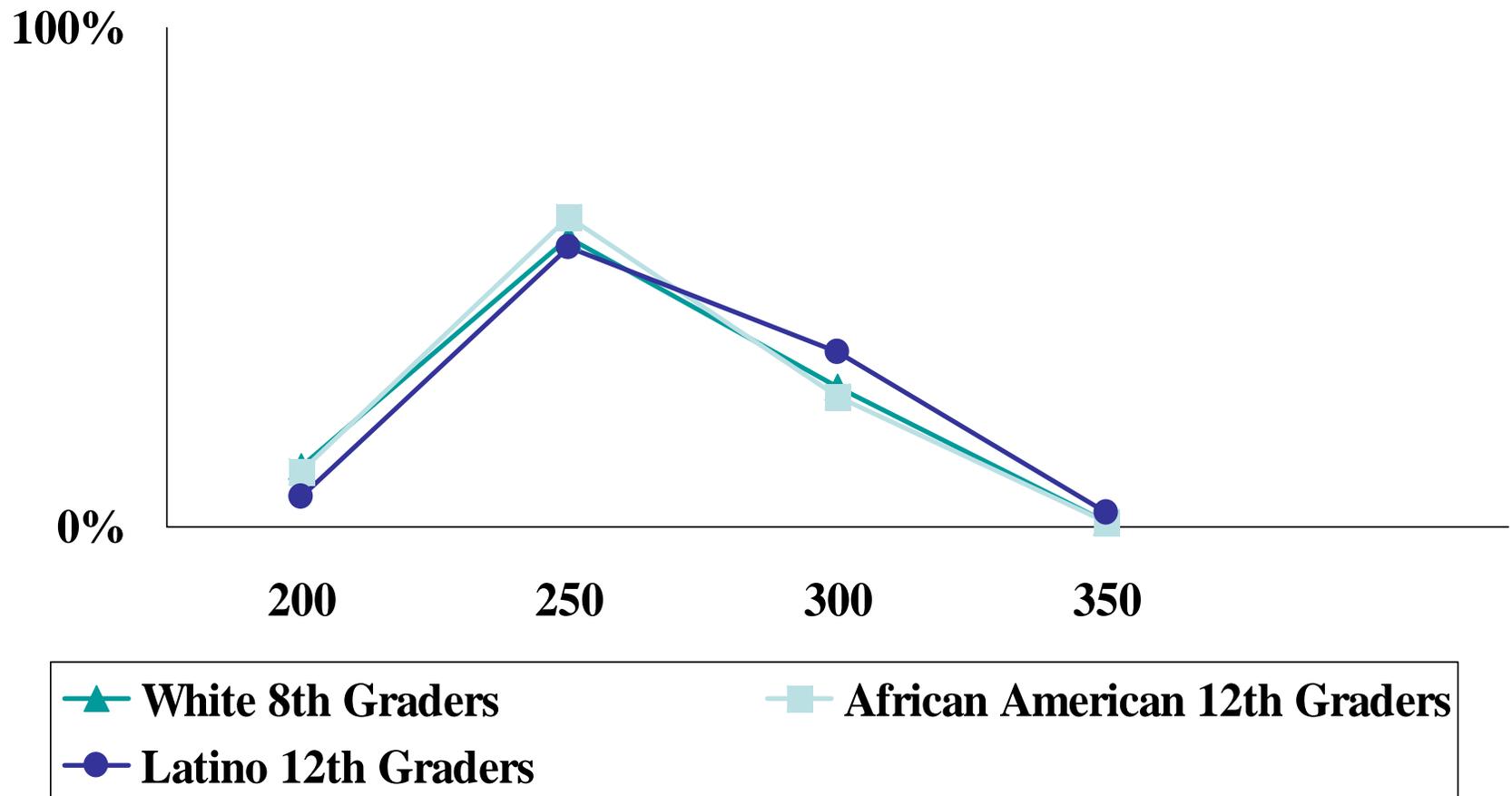


African-American and Latino 17-Year-Olds Read at Same Levels as White 13-Year-Olds



Source: Source: NAEP 1999 Long Term Trends Summary Tables (online)

African-American and Latino 17-Year-Olds Do Math at Same Levels as White 13-Year-Olds



Source: NAEP 1999 Long Term Trends Summary Tables (online)

Purpose



NCLB requires all Title I Schoolwide Programs (SWP) and Targeted Assistance Programs (TAPs) to employ strategies to increase parental involvement.





#2. How does the No Child Left Behind Act of 2001 (NCLB) support parental involvement?

Parental Involvement Policies



NCLB Policies Supporting Parental Involvement



Section 1111:

Provides policies for parent involvement specifically at the state level and for **school improvement**.

Section 1112:

Provides policies for the development of **local plans** to inform parents of student achievement.

Section 1114:

Provides parental involvement requirements for schoolwide programs.

Section 1115:

Provides parental involvement requirements for targeted assistance programs.



NCLB Policies Supporting Parental Involvement

Section 1116:

Provides parental involvement requirements regarding notification for school improvement, school choice, and supplemental educational services.

Section 1118:

Provides parental involvement requirements for districts and schools regarding written parent involvement policies and school-parent compacts.

Section 1120:

Provides information related to children enrolled in private schools.





#3. What level of funding has been set aside for parental involvement at the district and school level?

Title I Allocations for Parental Involvement



Title I Allocation Reservation



Districts are required to reserve not less than 1 percent of Title I allocation for parent involvement programs, including promoting family literacy and parenting skills.*

- **PARENTAL** input is required for funds allotted for parental involvement activities.

***Exception: If the district's Title I allocation is \$5000 or less, this reservation does not apply.**



EXAMPLE: Calculation of LEA's Distribution of Funds to Schools for Parental Involvement Activities

LEA's total Title I allocation:	<i>\$6,000,000</i>
Parental involvement reserve (1%):	<i>(.01 x \$6,000,000) = \$ 60,000</i>
5% of eligible students are private school children – required equitable share for parents:	<i>(.05 x \$60,000) = \$3,000</i>
Amount remaining:	<i>(\$60,000 - \$3,000) = \$57,000</i>
95% required minimum distribution to district's <u>public school distribution</u>	<i>(\$57,000 x .95) = \$54,150</i>
Balance available for <u>LEA-level</u> parental involvement activities	<i>(\$57,000 - \$54,150) = \$2,850</i>





*#4. Why should states, districts,
and schools collaborate with
parents?*

State/District/School Collaboration



State Requirement



The state is required to support the collection and dissemination of effective parental involvement practices to districts and schools that meet the following criteria:

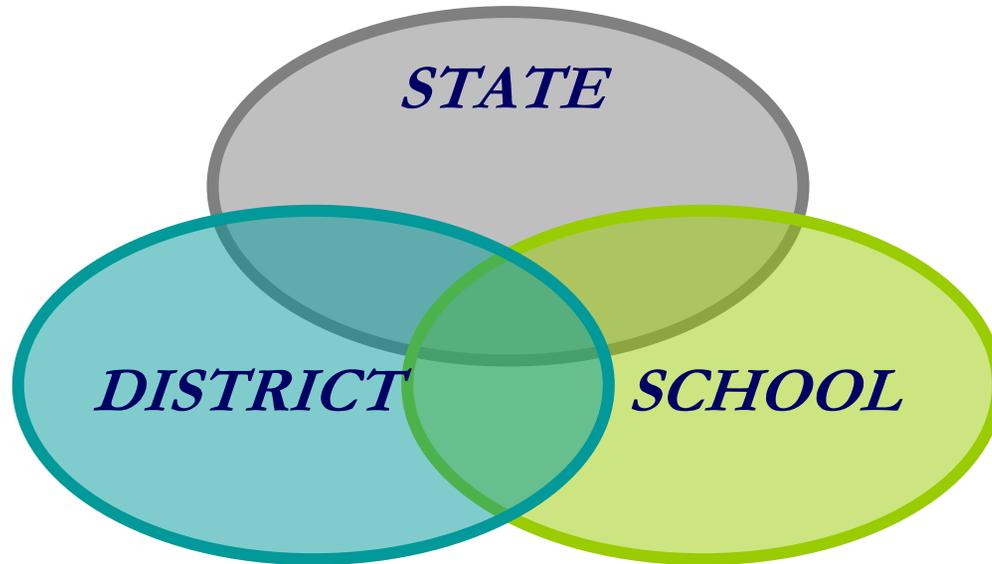
1. Based on current research that meets the highest professional and technical standards
2. Geared toward reducing barriers to parental participation

NCLB, Section 1111



State-District-School Collaboration

*Parental Involvement = Student Achievement
Policy and Fiscal Resources to Encourage Parental Involvement*

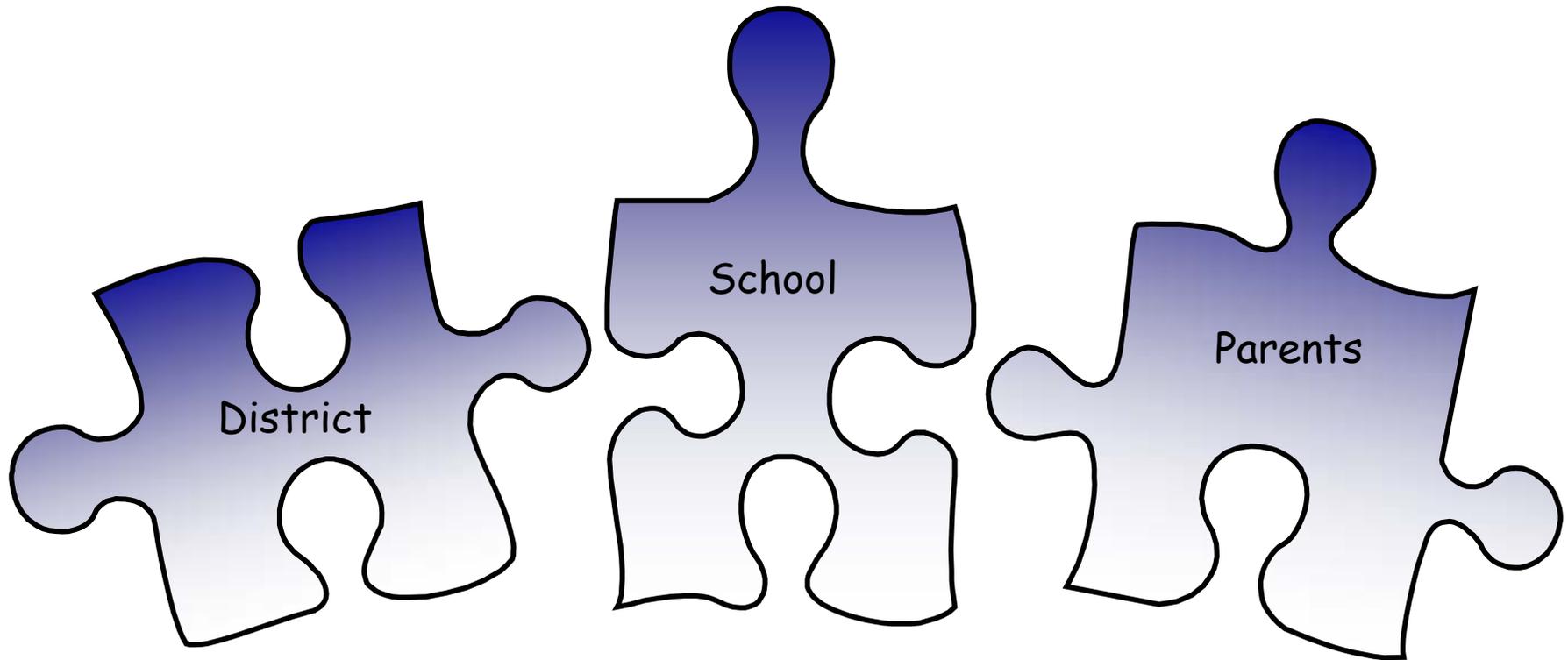


*Parental Involvement = Student Achievement
Technical Assistance and Resources to Encourage
Parental Involvement*

*Parental Involvement = Student Achievement
Implementation of Parent Involvement
Programs & Resources*



Districts and Schools Are Required to Connect with Parents



What's the Bottom Line? Accountability

State, District, School Collaboration

Superintendents

Principals



Rigorous Testing

States

Districts

Higher Standards

Schools

Teachers

Student Performance

**NCLB HOLDS EVERYONE ACCOUNTABLE FOR STUDENT
PERFORMANCE**

The Single Accountability System Supports and Encourages Parents to Be Involved!





*#5. How does NCLB define
parental involvement?*

Definition



Parental Involvement



NCLB defines parental involvement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.



Parental Involvement



The Definition Ensures the Following:

- That parents play an integral role in their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- Carrying out other activities, such as those described in Title I, Section 1118 (e.g., volunteer activities, serving on parent councils)





#6. Is there supporting research that says parental involvement really makes a difference?

*What Does
the Research Show?*



Research Shows Parental Involvement Benefits Parents, Teachers, and Students

Parents

- Extensive parent involvement leads to higher student achievement
- Students have higher grades and test scores
- Students develop realistic plans for their future

Districts/Schools Teachers

- Students have higher grades and test scores
- Improved attendance
- Complete homework more consistently
- Students have higher graduation rates and greater enrollment rates in post-secondary education

Students

- Students exhibit more positive attitudes and behavior
- Students have higher graduation rates and greater enrollment rates in post-secondary education



Research Shows

When Parents Are Involved!

- **Students that are economically disadvantaged can achieve to the same high standards.**
- **Student behaviors, such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.**
- **Students achieve at all ages and grade levels.**



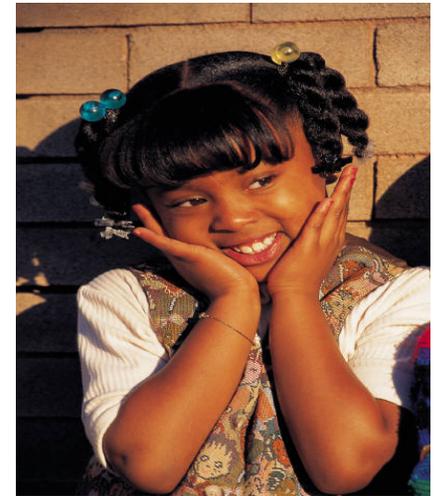
Source: (2002 A Wave of New Evidence, Henderson and Mapp, USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993 Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)



Research Shows

When Parents Are Involved!

- **Students have higher grades and test scores, better attendance, and complete homework more consistently.**
- **Students exhibit more positive attitudes and behavior.**
- **Different types of parent/family involvement produce different gains.**



Source: (2002 A Wave of New Evidence, Henderson and Mapp USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993 Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)



Research Shows



According to the research, the achievement of a student in school is not based solely on income or socioeconomic status, but the extent to which that student's family is able to do the following:

- **Create a home environment that encourages learning**
- **Communicate high, yet reasonable, expectations for the child's achievement and future careers**
- **Become involved in their child's education at school and community**

Source: (2002 A Wave of New Evidence, Henderson and Mapp USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993 Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)





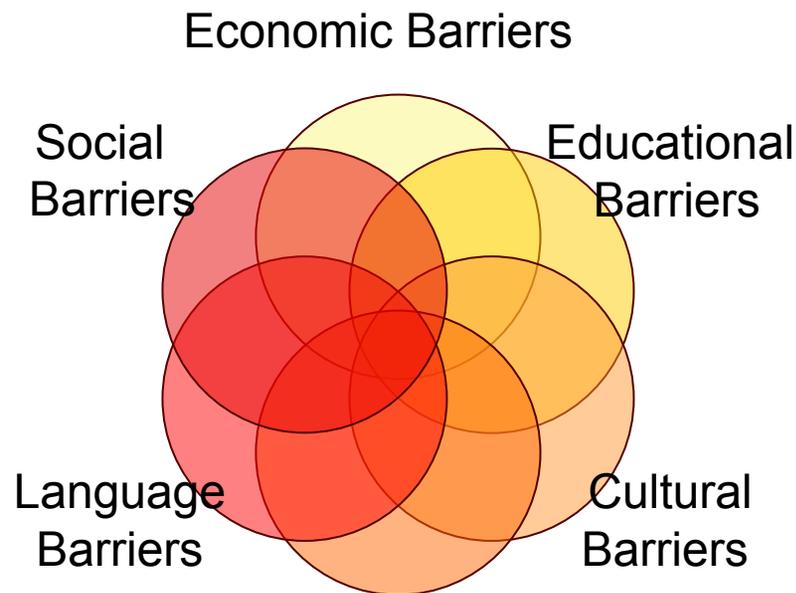
#7. What barriers must be acknowledged for districts and schools to implement effective parental involvement practices?

Addressing Barriers



Barriers to Parental Involvement

The barriers that limit effective parental involvement practices must be addressed by the district and the school.





#8. What is Parents' Right-to-Know?

*Practical and Timely Information in a
Language Parents Can Understand*



Parent Notifications



- **Parents' Right-to-Know**
- **Paraprofessionals**
- **School Report Cards**
- **School Improvement**
- **Adequate Yearly Progress (AYP)**
- **Language Instruction Programs**
- **NAEP Participation Notifications**





Notifications to Parents

Teacher Qualifications

Parents' Right-to-Know

The local district must notify parents of their right to request the following information about their child's teachers:

- Whether they met state license requirements for the grade and subject areas taught
- If they are teaching under emergency or provisional status
- What baccalaureate degree and other degrees the teachers have earned
- The qualifications of paraprofessionals
- Whether the child has been taught for four or more consecutive weeks by a teacher who is not highly qualified



Notifications to Parents

School Report Cards

- 1. Information on student achievement broken into six categories:**
(Race and ethnicity, gender, disability status, migrant status, English proficiency, and economic status)
- 2. The percentage of students not tested**
- 3. Two-year trends in student achievement (all subject areas & grade levels)**
- 4. Information on indicators used to determine AYP**
- 5. Graduation rates for secondary students**
- 6. Information on the performance of the district toward making AYP**
- 7. Information on the professional qualifications of teachers**
- 8. Comparative information**



State Assessments



- **Students are currently tested in grades 3, 4, 8, and 11 in language arts literacy (LAL) and mathematics using the state assessments.**
- **Other grades will be phased in. By the 2005-2006 school year, LAL and mathematics tests will be administered in every year in grades 3 through 8 and once during grade span 10-12.**
- **Science will be tested in all the above grades by the 2007-2008 school year.**
- **An Alternative Proficiency Assessment (APA) will be administered to eligible students with disabilities.**



Notification to Parents

Adequate Yearly Progress (AYP)

Goal: 100% Proficiency by 2013-2014

Definition of AYP:

- **AYP is a method of determining the progress of student success within the local school. AYP is used to establish subgroup and school compliance with the incremental goals of success and achievement of the state's established benchmarks for success.**
- **Each state must measure the yearly incremental progress of schools to reach 100 percent proficiency by the 2013-14 school year.**
- **AYP is used to close achievement gaps.**



Adequate Yearly Progress (AYP)

Goal: 100% Proficiency by 2013-2014

AYP means continuous, substantial improvement and measurement for achievement of the following:

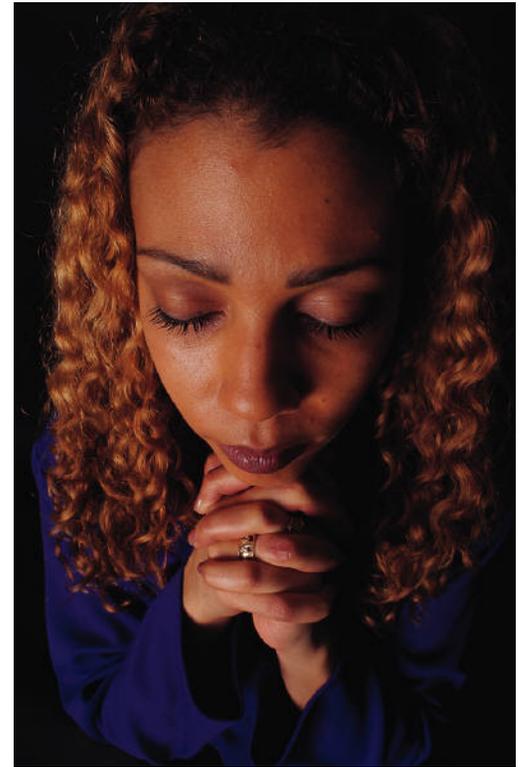
- **All public elementary school and secondary school students**
- **Economically disadvantaged students**
- **Students from major racial and ethnic groups**
- **Students with disabilities**
- **Students with limited English proficiency**



Adequate Yearly Progress (AYP)

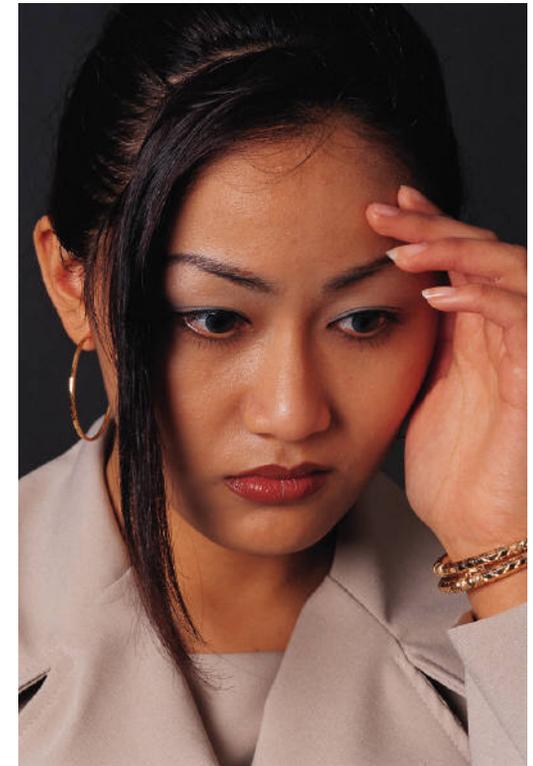
According to NCLB, Section 1111, the state (SEA) and district (LEA) must use the annual review of school progress to determine primarily:

- Whether a school has made adequate progress toward its students meeting or exceeding the state's student academic achievement standards by 2013-2014
- Whether a school has narrowed the achievement gap



Adequate Yearly Progress (AYP)

- **Schools that do not meet state standards for two consecutive years must make progress toward attaining standards by 2014.**
- **Each state establishes a minimum standard for percentage of students proficient for each year during that period.**
- **Under NCLB, states are required to calculate the participation rates and student performance on the state assessments for all students.**



AYP Calculations



Subgroups

- **Adequate Yearly Progress (AYP) is calculated for total district, total for each school, and the following student subgroups for each content area (LAL/math):**
 - **Racial/ethnic groups, including white, African-American, Hispanic, Asian/Pacific Islander, and Native American**
 - **Students with disabilities**
 - **Economically disadvantaged**
 - **Limited English proficient (LEP)**



AYP Calculations (cont.)

Participation

- **95% of students in each subgroup must take the assessment. Students must be enrolled by July 1 to be counted.**
 - **Under NCLB, states are required to calculate the participation rates and student performance of all students on the state assessments.**

Secondary Indicators

- **Districts must also meet certain standards for the following secondary indicators to make AYP:**
 - **Attendance for elementary and middle school levels**
 - **Graduation rate for high school**



Sample Chart

	Made 95% Participation Rate		Student Performance Made 2003 AYP Benchmark Target		Made Safe Harbor	
	An * denotes no students or less than 20 students in a group				An * denotes no comparable data	
Groups	LAL	Math	LAL	Math	LAL	Math
Total Population	YES	YES	YES	YES		
Students with Disabilities	*	*	*	*		
Limited English Proficient Students	*	*	*	*		
White	YES	YES	YES	YES		
African-American	YES	YES	NO	NO	YES	YES
Asian/Pacific Islander	*	*	*	*		
American Indian/Native American	*	*	*	*		
Hispanic	YES	YES	NO	NO	YES	YES
Other	*	*	*	*		
Economically Disadvantaged	YES	YES	NO	NO	NO	YES
School Attendance Rate: Met Target (For elementary and middle schools)			Graduation Rate: Met Target (For high schools)			



Incremental Increases in Expectations

		Starting Point 2003	2005	2008	2011	2014
Language Arts/Literacy	Grade 4	68	75	82	91	100
	Grade 8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Grade 4	53	62	73	85	100
	Grade 8	39	49	62	79	100
	Grade 11	55	64	74	86	100



Sample School AYP Profile

New Jersey Department of Education
 Office of Title I Program Planning and Accountability
 Preliminary Adequate Yearly Progress Status Under *No Child Left Behind* Accountability Requirements: 2004

SCHOOL NAME:
 SCHOOL CODE:
 DISTRICT NAME:
 DISTRICT CODE:
 COUNTY NAME:
 COUNTY CODE:

School Made AYP	No
Number of Indicators Made	16 of 40

2004 STATE ASSESSMENT:

Groups	Made 95% Participation Rate		Made 2004 AYP Benchmark Target		Made Safe Harbor	
	An (-) denotes less than 40 students in a group		An (-) denotes less than 20 for students in a group; 35 for students with disabilities			
	LAL	Math	LAL	Math	LAL	Math
Total Population	NO	NO	NO	NO	NO	NO
Students with Disabilities	NO	NO	NO	NO	NO	NO
Limited English Proficient Students	NO	NO	NO	NO	NO	NO
White	YES	NO	YES	YES		
African American	NO	NO	NO	NO	NO	NO
Asian/Pacific Islander	NO	NO	NO	YES	NO	
American Indian/Native American	-	-	-	-		
Hispanic	NO	NO	NO	NO	NO	NO
Other	-	-	-	-		
Economically Disadvantaged	-	-	-	-		
School Attendance Rate: Met Target (For elementary and middle schools)			Drop-Out Rate: Met Target (For high schools)			

School Improvement Continuum Chart

	Status	Sanctions
Year 1	Does not make AYP	Early warning; no sanctions
Year 2	Does not make AYP School in need of improvement	Public school choice, technical assistance
Year 3	Does not make AYP School in need of improvement	Public school choice, supplemental educational services, technical assistance
Year 4	Does not make AYP School in need of improvement – corrective action	Public school choice, supplemental educational services, corrective action, technical assistance



Parent Notification

School Improvement

The local district is required to notify parents and provide the following:

- What school improvement means
- How the school compares with other schools academically
- Reason for the identification
- What the school is doing to address the problem



Parent Notification School Improvement



(continued from previous slide)

- **What the district and state are doing to help the school**
- **How parents can be involved in addressing academic issues**
- **Explanation of the school choice options and supplemental educational services available**
- **Specific technical assistance to address the implementation of parental involvement**



Notification School Choice



School Choice

The district, not later than the first day of the school year following identification of improvement status, must provide all students enrolled in the school with the option to transfer to another public school served by the district that has not been identified for school improvement.



Notification

Supplemental Educational Services

Supplemental Educational Services

The term supplemental educational services means tutoring and other supplemental academic enrichment services that are: (1) in addition to instruction provided during the school day; and (2) of high quality, research-based, and specifically designed to increase the academic achievement of eligible children.



Notification

Language Instruction Programs

Language Instruction Programs

Not later than 30 days after the beginning of the school year, the district is required to inform a child's parent(s) of a limited English proficient child identified for participation in a Language Instruction Educational program.



Parent Notification

NAEP



States accepting Title I funds must assure the following:

- **Participation in state NAEP**
 - Biennial test in reading and mathematics
- **The sampled schools will cooperate with all phases of NAEP**
- **Parents of children selected for NAEP must be notified their child may be excused from the NAEP and are not required to answer all test questions**

<http://nces.ed.gov/nationsreportcard/>

<http://www.nj.gov/njded/assessments/naep>





*#9. What are the nuts and bolts
for building capacity for
parental involvement?*

BUILDING CAPACITY

Written Policies

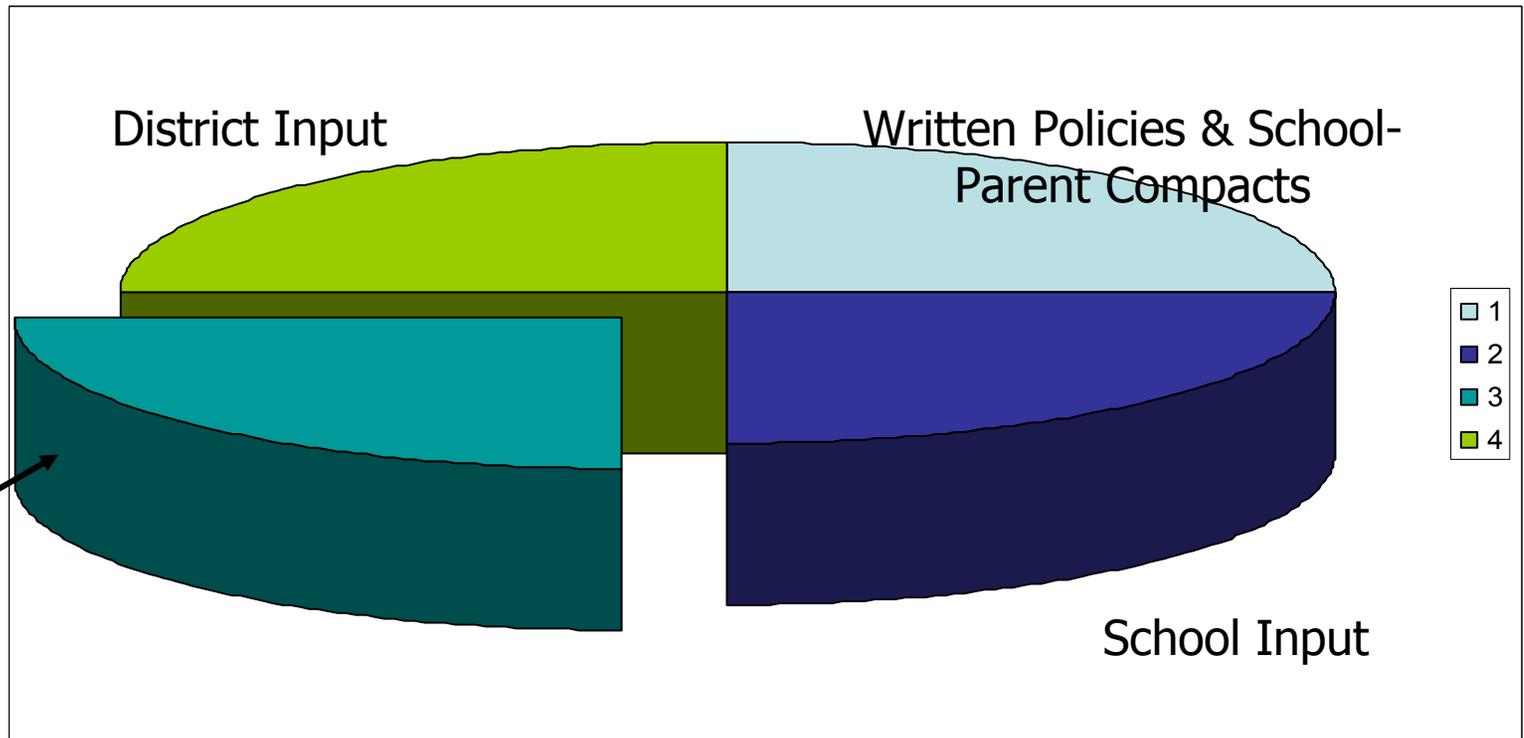
School-Parent Compacts

14 Activities



District-School-Parents Policies and Compacts

The written policies and compacts must be developed jointly with parents. All pieces must come together for policies and school-parent compacts to be effective.



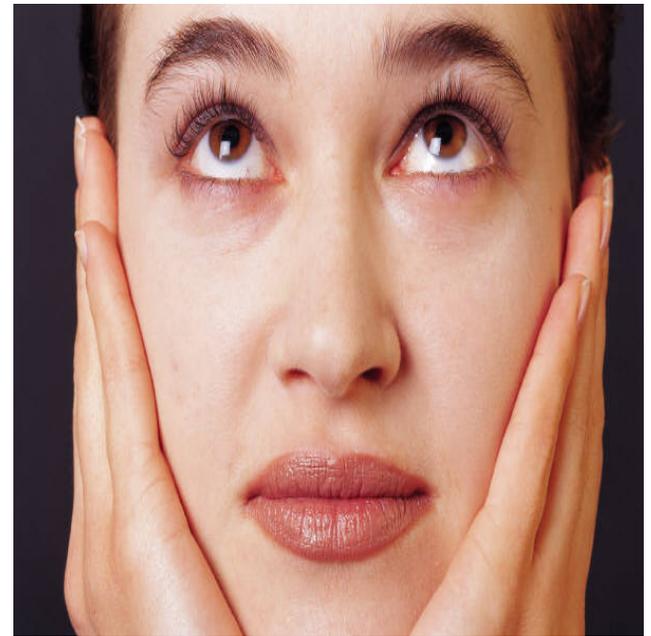
District and School Parental Involvement Policies

1. The District Level

- Written Parental Involvement Policy

2. The School Level

- Written Parental Involvement Policy



District Parental Involvement Policy



The District Policy:

1. Involves parents in the development of school plans
2. Provides coordination, technical assistance, and support
3. Encourages the school's and district's capacity for strong parental involvement
4. Coordinates and integrates parental involvement strategies with other programs
5. Conducts, with parent input, an annual evaluation of the effectiveness of the parent involvement policy



School Parental Involvement Policy



The School Policy:

1. Requires schools to meet annually to inform parents of their school's participation and explain the rights of the parents
2. Offers flexible meetings
3. Involves parents in the planning, review, and improvement of programs
4. Provides parents information related to curriculum, assessment, and proficiency levels
5. Enables parents to submit comments concerning schoolwide programs



The School-Parent Compact



The School-Parent Compact describes:

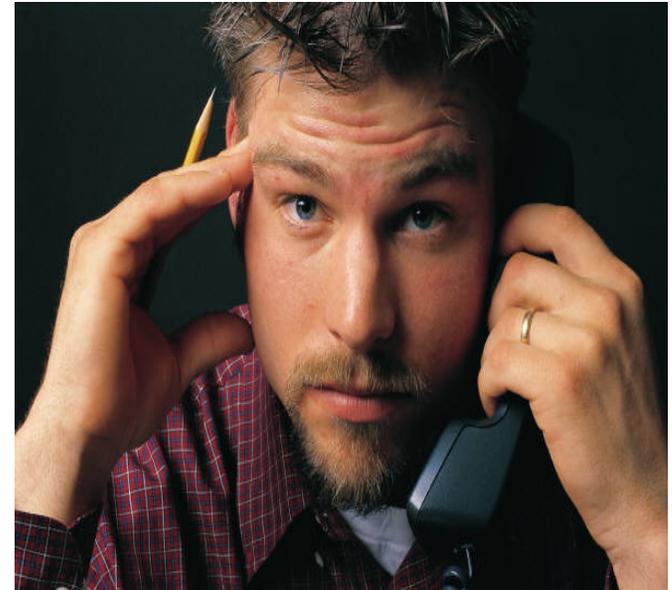
1. **The school's responsibility to provide high-quality curriculum and instruction**
2. **Ways in which parents will be responsible for supporting their children's learning**
3. **The importance of communication between teachers and parents on an ongoing basis through the following:**
 - ✓ Parent-teacher conferences
 - ✓ Reports to parents on student progress
 - ✓ Access to staff and volunteer opportunities
 - ✓ Participation in classroom activities, and observations of classroom activities



Building Capacity for Parental Involvement

14 Activities

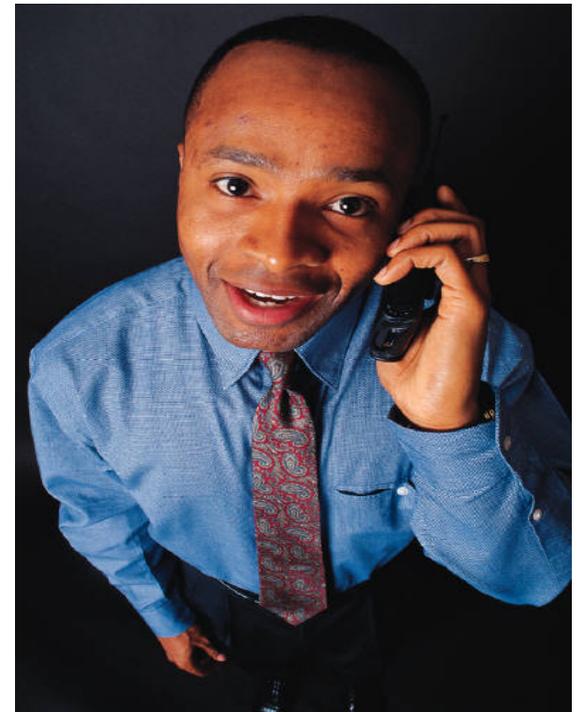
1. Parents **must be** assisted in understanding standards, assessments, and monitoring.
2. Parents **must be** provided with materials and training to work with children, such as literacy training and using technology to foster parental involvement.
3. Parents **must be** allowed to assist in providing education to the school staff in the contribution of parents and outreach activities.



Building Capacity for Parental Involvement

14 Activities (cont.)

4. Parental involvement programs **must be** coordinated and integrated with related programs.
5. Parent information **must be** sent in a format and language that parents can understand.
6. Parents **must be** involved in the development of training for school staff.



Building Capacity for Parental Involvement

14 Activities (cont.)

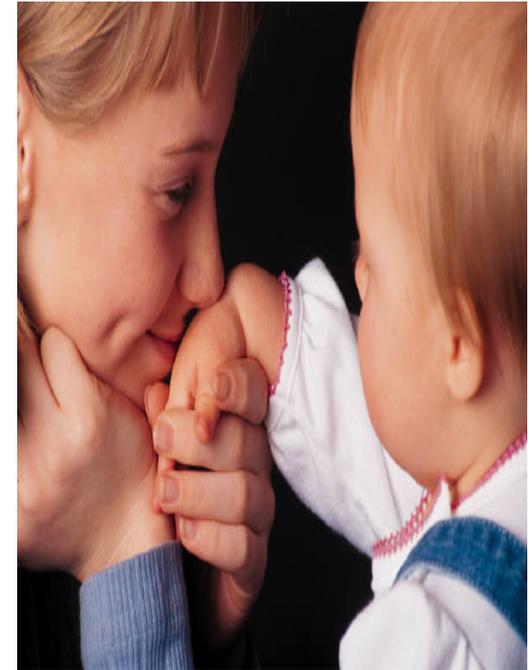
7. **May** provide literacy training.
8. **May** pay reasonable expenses.
9. **May** train parents to enhance the involvement of other parents.
10. **May** arrange school meetings and in-home conferences.



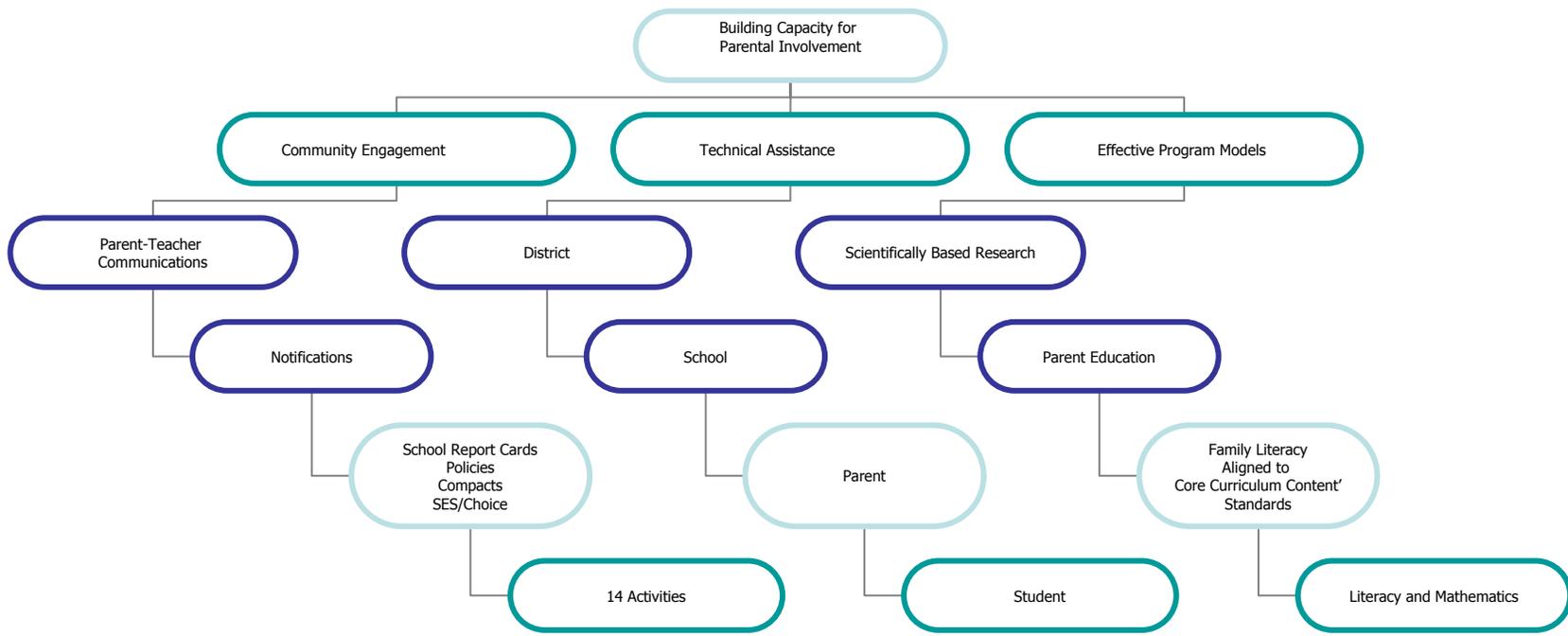
Building Capacity for Parental Involvement

14 Activities (cont.)

11. **May** adopt and implement model approaches.
12. **May** establish a districtwide parent advisory council.
13. **May** develop roles for community-based organizations and businesses
14. **Provide support as parents may request**



Parental Involvement Technical Assistance Structure



Strategies

Section 1111

Districts are required to coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-run preschool programs.



Parent-Friendly Marketing Strategy

Districts and schools should adopt friendly strategies to engage parents.

3 Critical Questions



- 1. Do you have a parent marketing strategy in place at your district or school?**
- 2. Do you believe that it is important to have such a strategy in place?**
- 3. Have you evaluated your current parent marketing strategy?**



Parent-Friendly Marketing Strategies



Recommendations

- Open meetings with an collaborative activity.
- Circulate a survey or needs assessment to determine how to structure parent activities for the year.
- Enable parents to assist in designing the strategy to engage parents.



Parent-Friendly Marketing Strategies



Recommendations (cont.)

- **Develop and communicate parent meetings and information via the district or school Web site.**
- **Create a parent flyer or newsletter to communicate information.**
- **Develop a parent education program focused on learning about New Jersey academic standards and assessments and NCLB/Title I information.**



Parent-Friendly Marketing Strategies



Recommendations (cont.)

- Organize workshops that will assist parents in helping children do homework, take tests, develop mathematics literacy, and develop family literacy.
- Have purposeful “Back to School Nights.”
- Coordinate parent community information fairs.



Parent-Friendly Marketing Strategies



Recommendations (cont.)

- **Coordinate children and adult literacy book fairs.**
- **Advertise Annenberg CPB channels and other television networks.**
- **Educate parent leaders about free on-line courses and resources.**





#10. How can districts and schools incorporate effective practices, models, and family literacy services into their program?

*Effective Practices
Parental Involvement Models
Family Literacy*



Parental Involvement Effective Practices



NCLB supports the integration of models, effective practices, and research on parental involvement.

- **Section 1118**

Districts and schools can adopt and implement model approaches to improving parental involvement.

- **Section 1111**

Parental involvement practices should be based on the **most current research** that meets the highest professional and technical standards, and on effective parental involvement that fosters achievement to high standards for all children.



Epstein Framework for Parental Involvement

Standards Adopted by National PTA

1. **Parenting** – Expressing clear expectations about students' education, limiting television viewing, supervising time use and behavior.
2. **Communicating** – Initiating parent contacts about student academic performance.
3. **Supporting School** – Volunteering in schools and classrooms.
4. **Learning at Home** – Providing information to assist students with curriculum-related activities.
5. **Decision-making** – Taking part in parent organizations.
6. **Collaborating with Community** – Identifying community services to strength school partnerships.



Parental Involvement Effective Practices

The 2001 Longitudinal Evaluation of School Change and Performance in Title I Schools reported the following:

- Active teacher outreach to parents is as important as improved instructional practices to achieve the goals of standards-based education initiatives.
- **Family involvement** in the home and school makes an enormous difference in student achievement and healthy development.
- **Case studies** have been conducted that focus on capacity building across a range of organizational functions, including outreach, leadership development, research and program development, evaluation, and model expansion of family involvement.



Parental Involvement Effective Practices



The following case studies can be used to learn about different models of family involvement and home-school partnership. The case studies completed in May 2000, describe the family-school partnership objectives of the organization and offer model approaches and capacity-building strategies.

4 Case Studies

- Parenting Practices
- School-Family Partnership
- Democratic Participation
- School Choice

Source: The Harvard Family Research Project



Parental Involvement Effective Practices

The Case Studies

- 1. Parenting Practices** Case Study: Families and Schools Together
- 2. School-Family Partnership** Case Study: The National Network of Partnership Schools
- 3. Democratic Participation**
Case Study: The Right Question Project
Case Study: The National Coalition of Advocates for Students
Case Study: The Prichard Committee for Academic Excellence
- 4. School Choice** Case Study

Source:

http://www.gse.harvard.edu/hfrp/projects/fine/resources/case_study/intro.html



Family Literacy Services

National and State

Purpose of Family Literacy Programs

- To help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education
- Strengthen parental involvement



Family Literacy Services

The National Center for Family Literacy programs provide a comprehensive system of services that meet the educational needs of parents and their children. Family literacy also prepares parents to assume their role as their child's first and most important teacher.

Information and grants are available to implement services.

- National Center for Family Literacy: www.famlit.org/index.cfm
- Even Start Statewide Family Literacy Initiative Grants: www.state.nj.us/njded/titles/title1/even/
- Verizon Literacy Campus at www.literacycampus.org/ offers free on-line courses for volunteers and project leaders working with family literacy



Family Literacy in New Jersey



Even Start's core services consist of five components, as specified in the reauthorized legislation:

- 1. Adult Education and Adult Literacy/Career Training: High-quality instructional programs to promote adult literacy, including adult basic education (ABE), adult secondary education (ASE), English as a second language (ESL), and preparation for the General Education Development (GED) certificate.**



Family Literacy in New Jersey



- 2. Parenting Education: High-quality instructional programs to help parents support the educational growth of their children.**
- 3. Early Childhood Education: Developmentally appropriate educational services and scientifically based reading activities for children designed to prepare them for success in regular school programs.**



Family Literacy in New Jersey



4. **Home-Based Education:** Designed to improve the literacy skills of children and their parents and communicate the message that home is a child's first classroom just as the parent is a child's first teacher.
5. **Parent and Child Interactive Time:** Involves a group activity, which engages the parent and child in a literacy activity such as reading a book together and working on projects based on the book.



Comer School Development Program Model

The Comer Model has a strong parental involvement component.

Rationale for Parent Involvement

Parent involvement is a key element of the School Development Program. The program recognizes the critical role parents can and should play in their children's education.

www.schooldevelopmentprogram.org/about/overview.html





#11. How are parental involvement practices monitored?

Monitoring Parental Involvement Programs



Monitoring Parental Involvement Programs



Districts are required to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I including:

- **Identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**
- **Using the findings of the evaluation to design strategies for more effective parental involvement, and revising, if necessary, the parental involvement policies.**



State-Level Monitoring

No Child Left Behind Act of 2001 Consolidated Subgrant

Evaluation of Local School Districts - Group 2

Compliance Requirement	Titles Covered	Legal Authority	Review Method	Compliance Indicator	Status (C,N/C or N/A)	Comments
The LEA is using funds reserved for parental involvement on the Eligibility form (1% for grant over \$500,000 is required) to implement activities described in the application.	Title I	§1118	Review documentation for schedules, sign-in sheets, meeting agendas. Interview parents.	Documentation and interviews indicate that the parental involvement activities are being conducted and implemented.		



Collaborative Assessment & Planning for Achievement

School Descriptors – Monitoring Rubric

STANDARD 5 Student/Family Support

- The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with *6A:10A-3.6 Supports for Parents and Families* and *NCLB §1118 Parental Involvement*.

INDICATOR 5.1a

- Families and the communities are active partners in the educational process and work together with the school staff to promote programs and services for all students.

PERFORMANCE LEVELS

- 4 - Exemplary level of development and implementation
- 3 - Fully functioning and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation





#12. What resources are available to assist districts and schools in understanding parental involvement?

Resources



Samples and Handouts



- PowerPoint Sample Slide
- Sample Parent Involvement Policy
- Sample School-Parent Compact

Handouts: Available Manually and On-line Format

- USDE Sample Parent Involvement Policy
- USDE Sample School-Parent Compact
- USDE School Notification Checklist
- USDE Parental Involvement Research Resources
- USDE Parental Involvement Definitions
- USDE Funding Title I Parental Involvement
- NJDOE Sample School Report Card
- 14 Activities
- District/School Parental Involvement Checklist
- Epstein's 6 Types of Parenting
- National PTA National Standards Checklist

On-line Format

- Harvard Parental Involvement Case Studies



Bilingual Parent and Family Literacy Resources

- *Hispanic Family Literacy Institute*

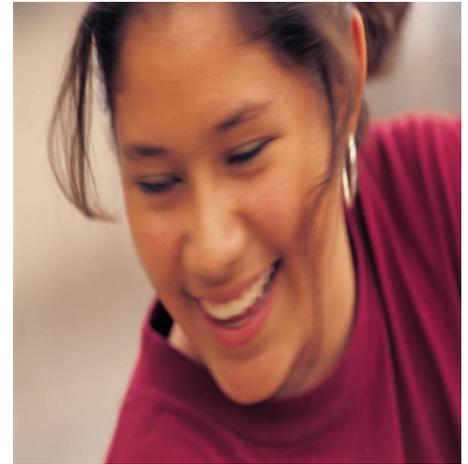
Family literacy offers Hispanic families access to an on-line education and learning environment that maintains strong cultural and language bonds between parents and their children.

- *The Sesame Street Beginnings: Talk, Read, Write!*

This program is a bilingual multimedia program to improve the four fundamental skills for literacy development (i.e., listening, speaking, reading, and writing.)

- *No Child Left Behind: What's in It for Parents? (Spanish Version)*

Parent Leadership Associates, the national training affiliate of the Prichard Committee for Academic Excellence, produced a 40-page guide in 2003 for parent leaders and advocates about opportunities provided by the law.



On-line Resources

- Parental Involvement Guidance: www.ed.gov/programs/titleiparta/parentinvguid.doc
- NCLB Parents Guide:
www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf
- The New Jersey Department of Education: www.nj.gov/njded/title1/program/
- [The United States Department of Education Especially for Parents:](http://www.ed.gov/parents/landing.jhtml)
www.ed.gov/parents/landing.jhtml
- The New Jersey Department of Education Family Literacy:
www.state.nj.us/njded/titles/title1/even/
- Region III Comprehensive Center: cee.gwu.edu/parent_community/pci.htm
- The Mid-Atlantic Regional Educational Laboratory:
www.temple.edu/lss/cpie/cpienew.htm/
- National Center For Family Literacy: www.famlit.org



Parental Involvement Training

- **NJEA FAST – Family Involvement Training:**
www.njea.org/FAST/default.asp
- **Family Involvement Network of Educators (FINE):**
www.gse.harvard.edu/hfrp/projects/fine.html
- **Statewide Parent Advocacy Network Incorporation (SPAN):**
www.spannj.org
- **National Coalition for Parent Involvement in Education:**
www.ncpie.org/





**Thank you for your
attendance!**

