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## A Toolkit for Title I Parental Involvement



ADVANCING RESEARCH,  
IMPROVING EDUCATION

### Overview of the Toolkit

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act (ESEA) and provided a framework through which families, educators, and communities can work together to improve teaching and learning. Four principles guide this framework:

- accountability for results,
- local control and flexibility,
- expanded parental choice, and
- effective and successful programs that reflect scientifically based research.

The parental involvement provisions of Title I, Part A of the ESEA reflect these principles. Specifically, the provisions stress the following:

- shared accountability between schools and parents for high student achievement, including expanded School Choice and Supplemental Educational Services for eligible children in low-performing schools,
- local development of parental involvement plans with sufficient flexibility to address local needs, and
- building parents' capacity for using effective practices to improve their own child's academic achievement.

The new Title I, Part A is designed not only to help close the achievement gap between disadvantaged and minority students and their peers, but also to change the

culture of America's schools so that success is defined in terms of student achievement and in each school's investment in every child.<sup>1</sup> As indicated by the parental involvement provisions in Title I, Part A, the involvement of parents in their child's education and schools is critical to that process. Secretary Paige put it succinctly when he stated, "Schools can't improve without the help of parents."<sup>2</sup> Three decades of research provide convincing evidence that parents are an important influence in helping their child achieve high academic standards. When schools collaborate with parents to help their child learn and when parents participate in school activities and decision making about their child's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve.

### Purpose for the Toolkit

The SEDL toolkit is designed to provide information to those who are implementing Title I Part A parental involvement provisions. The complete kit can be viewed at their website [www.sedl.org](http://www.sedl.org). This kit will help parent educators make sure their PI plans are compliant with federal Title I guidelines.

### Toolkit Sections

The toolkit is divided into sections that align to the legislation and previous guidance the Department has provided on Title I, Part A. Each section includes an explanation of relevant statute as well as sample forms or practices to assist in the implementation of the parental involvement provisions. The toolkit contains the following sections: **Section 1: Introduction to the Toolkit**—Information on the focus, content, and organization of the toolkit

Arkansas State PIRC will be distributing (through the education coop's) disks containing this SEDL Toolkit to all Title 1 schools in Arkansas this fall.



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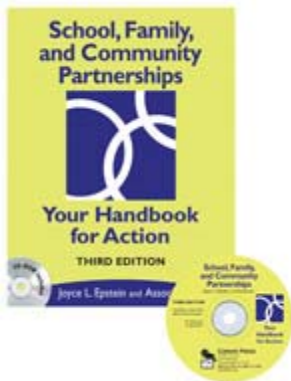
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## Book Suggestions for the Parent Educator



*School, Family and Community Partnerships.* By Joyce L. Epstein

The Third Edition is released and has improved the comprehensive book.

Epstein states, "When schools, families, and communities collaborate and share responsibility for students'

education, they can make a positive impact on student achievement. Based on 25 years of research, this updated edition of a bestseller details a framework that enables school, district, and state leaders to develop more effective programs for family and community involvement.

The comprehensive third edition of *School, Family and Community Partnerships* demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs.

ISBN#9781412959025 \$43.95  
Publisher: Corwin Press



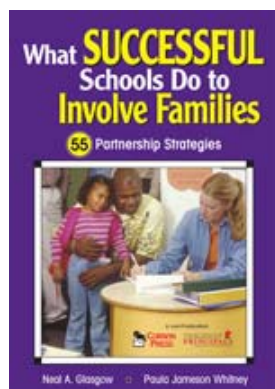
*Beyond the BAKE SALE*  
by Anne Henderson, Vivian Johnson, Karen L. Mapp and Don Davies

A practical, hands-on book based on helping schools and families work better together to improve children's education.

Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to

post-secondary education. "Beyond the Bake Sale" shows how to form these essential partnerships and how to make them work. First published by the National Committee for Citizens in Education in 1986, "Beyond the Bake Sale" went on to sell more than 50,000 copies in nine editions. Packed with tips from principals and teachers, checklists, and an invaluable resource section, this updated and substantially expanded edition reveals how to build strong collaborative relationships and offers practical advice for improving interactions between parents and teachers, from insuring that PTA groups are constructive and inclusive to navigating the complex issues surrounding diversity in the classroom.

ISBN#9781565848887 \$25.00  
Publisher: The New Press



*What Successful Schools Do to Involve Families*  
by Neal Glasgow

Emphasizing that students learn best when families and schools work together to promote student achievement, *What Successful Schools Do to Involve Families* offers teachers and administrators 55

practical strategies for forming effective partnerships with several types of family groups. This book helps educators bridge the gap between school and home by providing: Solidly researched strategies with relevant how-to applications, tips, precautions, and additional resources \*Strategies for reaching out to non-mainstream or non-traditional families and the outside community!

ISBN#9781412956048 \$33.95  
Publisher: Corwin Press



continued from page 1

### Section 2: Overview of Applicable Requirements

—General information regarding the Title I, Part A regulations and non-regulatory parental involvement provisions

### Section 3: State Responsibilities

—Parental involvement requirements for SEAs

### Section 4: LEA Responsibilities

—Parental involvement requirements for LEAs

### Section 5: School Responsibilities

—Parental involvement requirements for schools

### Section 6: LEA and School Responsibilities to Build Capacity

—Parental involvement requirements for LEAs and schools to build parents' capacity for becoming involved in improving their child's academic achievement.

### References:

Complete list of sources cited in the toolkit

### Appendix A: List of Tools

—Name and description of tools by section

### Appendix B: Other Resources

—Title of other U.S. Department of Education resources unless otherwise indicated, forms, letters, and other information provided in the toolkit are not official U.S. Department of Education documents, and they are not endorsed by the Department. Instead, these are documents that LEA and private school officials have found helpful in carrying out Title I, Part A parental notification and involvement requirements and are willing to share with other practitioners. These sample documents may be useful to you as is, or they may need to be adapted to meet your local circumstances.

## How to Use the Toolkit

The toolkit is designed to provide two types of information:

\*Explanations for Title I, Part A notification and involvement provisions—This text describes the actions and processes SEAs, LEAs, and schools must take to meet the provisions of Title I, Part A.

\*Possible tools—These tools provide examples of information sheets, checklists, letters, surveys, and other resources SEAs, LEAs, and schools use to assist them in implementing Title I, Part A notification and involvement provisions.

Documents included in the toolkit have been adapted to fit the purposes and format of this publication. However, users will find the sources listed in Appendix A.

## Citations

U.S. Department of Education. 2002. *Testing for results: Helping families, school and communities understand and improve student achievement*. Washington, D.C.: U.S. Department of Education.

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Reprinted with permission from SEDL. Visit their website for an in depth article on this toolkit. [www.sedl.org](http://www.sedl.org)

## 11th Annual APEN Conference

November 16-18, 2009

Hot Springs, AR Convention Center

Go to the website [www.parenting-ed.org](http://www.parenting-ed.org) or [www.arkansasctf.org](http://www.arkansasctf.org) for more information or applications.

The Annual APEN conference is sponsored by Arkansas Parenting Education Network, which includes the AR State PIRC, Arkansas Department of Education, Arkansas Children's Trust Fund,.

It is targeted towards parental involvement personnel, family support advocates, and parenting educators from various disciplines.

The mission of the Annual Arkansas Conference for Parent Educators is to enhance the skills and knowledge base of parent involvement personnel and parenting educators and to promote networking among individuals and programs involved in parenting education/involvement throughout the State of Arkansas.



# Parent



## Improving Your Child's School Organizational

**C**hildren often have a hard time organizing themselves and staying motivated to practice good organization skills. Parents play an important role in teaching their children organizational skills and keeping them motivated to practice the skills.

### SIGNS OF POOR ORGANIZATION

Below is a list of situations that may be a sign that your child is having problems with organization and planning.

- ❖Fails to bring home homework assignments
- ❖Does not know the exact homework assignment
- ❖Fails to return completed homework
- ❖Does not know *when* the teacher gives homework (e.g., days of the week)
- ❖Does not know *how* the teacher typically informs them of the homework assignments
- ❖Fails to bring home books or needed materials
- ❖Does not know when assignments are due
- ❖Does not have papers and study guides to study for test
- ❖Does not know when tests are
- ❖Does not have a regular study space
- ❖Does not have needed supplies for homework
- ❖Waits until the last minute to start homework/studying
- ❖Runs out of time when studying for tests

If your child is having any of the above problems, the following organizational strategies may help.



### ORGANIZATIONAL METHODS

In order to avoid the problems listed above, students need to do four things successfully: (1) write down assignments and bring home books and materials, (2) keep track of papers, (3) plan ahead, and (4) have a study place. The following steps are recommended to help your child develop these organizational skills.

#### *Writing down assignments and bringing home books and materials*

Have your child talk with the teacher about when and how homework is assigned. Some teachers assign homework only on particular days. In addition, teachers tend to provide the homework assignments at a particular time and in a particular way. For example, some teachers write the homework assignments on the board at the end of class. Others

provide the assignment verbally to the students. Knowing this information will help your child keep track of her assignments.

*Provide your child with an assignment journal.* Your child will need a pad or notebook to write down daily assignments, test dates, project instructions, and other important school information.

*Teach your child a system for remembering which books to bring home.* Some tricks for remembering which books to bring home include having your child position books that need to go home in his locker or desk. For example, the student can put the books to go home on a particular shelf in the locker. Other students turn the binding of the books to go home toward the back of the locker/desk. If your child regularly has trouble remembering which books to bring home, he may need to bring every book home every night.

*Keeping track of papers.* It will be important for your child to have a system to keep track of all the papers that need to go back and forth to school. In addition to homework papers, your child will need to keep track of study guides and previously graded papers to study for tests at home.

*Provide your child with a subject folder.* Your child will need a folder to keep all her papers organized. A notebook with multiple pockets will allow her to keep her papers organized by subject.

*Teach your child to have a nightly planning time.* Teach your child to spend a few minutes each night organizing her papers. This should include placing all papers that need to go back to school in their proper pocket in the subject folder and placing the folder, books, and other needed materials into her backpack.

*Planning Ahead.* Most children have important social and recreational activities going on throughout the week. Your child will need to learn to plan ahead. One of the best ways of keeping track of time and all their activities is through a daily and weekly schedule.

*Provide your child with a way to map out a daily and weekly schedule.* A dry erase marker board attached to the bedroom wall provides a good way for your child to see the activities of the week at a glance. Before school, these schedules can serve as a reminder of what your child needs to bring home from school that day. After school, they can help your child decide what he needs to work on that day. At the beginning of the week, have your child list out all the activities for the coming week. This will help your child plan. For example, if your child has a Social Studies test on Wednesday and he needs two days to study for



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he can plan on bringing his Social Studies book home Monday and Tuesday nights. Each day, help your child decide what needs to be done that day and when to do it. This should include a listing of all homework assignments and other activities and responsibilities. It is often a good idea to decide ahead of time on the order of homework assignments, sandwiching the harder assignments in between the easier assignments.

**Study Place.** One of the most basic habits you can teach your child is to study in one place. Help your child choose a particular location that she can use each time she studies. An effective workplace is one that has adequate space to spread out, is well lit, has the needed supplies close at hand, and is relatively free from distractions.

Observations and surveys of children and adolescents have shown that they frequently choose to study while listening to a radio or watching television. Should this practice be discouraged? Based on studies in this area, the answer appears to be “it depends.” Audio and visual distractions will tend to interfere more with difficult assignments than with easy and routine assignments. In addition, meaningful background sounds, such as TV and speech, tend to be more distracting than music or other nonvocal background noise. As a general rule, you should try to control and limit meaningful distractions, such as telephone, TV, and interruptions from others during study time, particularly during difficult tasks. Do not worry as much about music and other nonvocal background noise during easy and routine assignments, if your child is completing her work.

## TEACHING YOUR CHILD ORGANIZATIONAL SKILLS

It is important for parents to keep in mind that using the ideas described above requires discipline and motivation. Your child will need to practice the skills until they become a regular part of his routine. You play an important role in helping your child develop these skills and keep motivated. There are a number of things to keep in mind as you work with your child.

- Shape up your child’s skills over time. Start with where your child is at and set small incremental goals. Do not expect perfection right away. Reward small steps toward the ultimate end goal of good organization. Some of the skills may require teacher assistance initially. Some behaviors need to take place at school when you are not present to monitor them. For example, your child will need to write her assignments in her assignment journal at school. For some children, it is helpful to have the teacher monitor the behavior at school until the child is able to do it on her own. Parents will need to talk with the teacher to enlist their cooperation.
- Monitor your child’s organizational skills daily. In order to help

your child establish a daily routine of staying organized, you will need to monitor several things.

- Each day, help your child with his daily and weekly schedule. Remind him in the morning to check his schedule. Immediately after school, help him update his schedule.
- Check his daily assignment journal
- Assist with his nightly planning time
- Motivate your child through encouragement and rewards. Parents should make a special effort to give their children frequent praise for the effort that they put into keeping organized. A general rule for using praise is to do it soon, strong, and often. A strong praise is one that is given in a warm tone of voice and includes a statement letting the child know what it is you are pleased with. For example, “I really like how you have been keeping track of your homework assignments! Great job!” With problems you can help come up with solutions.



Tangible rewards may need to be used to help motivate children who are having some difficulty with using the organizational skills. A convenient method to manage tangible rewards is to use a behavior chart. With a behavior chart, you keep track of your child’s organizational behavior on a chart or journal on a daily basis. You can provide your child with small, but meaningful rewards for using the skills each day (e.g., stay up later, snack, play game with parent, money, etc.). In addition, you can provide larger weekly rewards (e.g., trip to the ice cream store, rent a video game/movie, have a friend sleep over, money, etc.) for meeting some prearranged goal (e.g., using the organizational skills at least 3 days this week). Avoid using criticism or punishment to try to get your child to use the organizational skills, these strategies will work against what you are trying to accomplish in the long run. You want your child to approach new challenges with confidence in her abilities, to have a feeling that she has control over her learning, and to be proud of her accomplishments.



## Program Spotlight



ADVANCING RESEARCH, IMPROVING EDUCATION

[www.SEDL.org](http://www.SEDL.org)

### The SEDL National Center for Family and Community Connections with Schools

Supporting School, Family, and Community Connections to Increase Student Success

**T**he Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. It emphasizes connections that directly impact student achievement in reading and mathematics, as well as connections that contribute to the students' overall success in school and in life. The Center reviewed emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and to link research findings to practice.

With the current emphasis in *No Child Left Behind* on these connections, schools, parents, community leaders and policymakers need research based information to guide them.

The Center's work focused on finding and sharing that research based information people need to design initiatives and take action to make

connections between schools, families, and communities. This information goes beyond just describing what family and community involvement in schools looks like and focuses on research findings and recommendations to help schools, families and communities focus their efforts for the most impact on student success.

#### **The Importance of Connecting Schools, Families, and Communities**

Taken together, over 30 years of research suggests that it makes a difference for students when schools, families and communities connect their efforts. Family involvement can make a positive difference in school attendance, student behavior, and academic achievement.

As schools, families and communities begin to come together, everyone wins. A parent who teaches her son's class about traditional uses of native plants passes on important cultural knowledge and builds her own public

speaking skills. A business that gives parents time off work — with pay — to participate in school conferences and events is better able to hire and keep qualified employees. A Science class that tests the water quality at a nearby reservoir learns about local environmental issues, as they contribute to the overall health of the community. And most importantly, as these school, family, community connections start to happen, students receive the support they need to succeed in school and in life.



## Jump Start Your Media Education Program

Want a quick way to get your community talking about media? Distribute tip sheets to parents on topics related to what kids their child's age are experiencing with media. Follow these links for an easy-to-print 8x10 pdf of each tip sheet.

[commonsensemedia.org](http://commonsensemedia.org)

**Pre-K: Media for babies and toddlers**

**Kindergarten: Tips for a healthy media diet**

**1st-2nd: Online worlds for young kids**

**3rd-4th: Internet safety for elementary school kids**

**5th-6th: Cyberbullying**

**7th-8th: Cell phones**

**High School: Internet Safety for High School Kids**

For more ideas: Check out the Grade-by-Grade guide at Common Sense media's website.

## Technology Solutions



### What Is Twitter?

**Twitter** is a free *social networking* and *micro-blogging* service that enables its users to send and read messages known as *tweets*. Tweets are *text-based* posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers who are known as *followers*. Senders can restrict delivery to those in their circle of friends or, by default, allow open access. Users can send and receive tweets via the Twitter website, Short Message Service (SMS) or external applications.



### Facts About Twitter to Tell Parents

- The biggest Twitter users are adults. Most kids will continue to talk to their friends through instant messaging and texting.
- If your kids are Twittering, they only have 140 characters to say something -- and they have to say it to someone who has already asked to "follow" them (this isn't as creepy as it sounds!)

Anyone can Twitter -- there's no age restriction -- and those who do have to set up a personal profile, which can be public or private.

**What is following?** Following someone on Twitter means getting their updates in your personal timeline. If you follow "Tina," for instance, you'll get her updates on your homepage when you log in -- or on your cell phone if you've added it to your account. You can see who gets your updates on your Followers page -- and make changes to who you follow on your Following page.

## Technology -Thought for the Day

### *Has Technology Changed Kids' Sense of Right and Wrong?*

A new poll from Common Sense Media shows that nearly 1 in 4 kids don't see acts like accessing notes on your cell phone, texting a friend for



answers, or searching the Internet for answers during a test as cheating. As educators, how can we change this thinking and help kids avoid the temptation to cheat?

## Important Websites

### Arkansas State PIRC

[www.parenting-ed.org](http://www.parenting-ed.org)

### Arkansas Department of Education

<http://www.arkansased.org>

### U.S. Department of Education Publications

[www.ed.gov](http://www.ed.gov)

### National PTA

[www.pta.org](http://www.pta.org)

### CNN's Interactive Learning Resources for Teaching

[www.literacynet.org](http://www.literacynet.org)

### National Institute for Literacy

[www.nifl.gov](http://www.nifl.gov)

### New York University Child Study Center

[www.AboutOurKids.org](http://www.AboutOurKids.org)

### National Network of Partnership Schools

[www.partnershipschools.org](http://www.partnershipschools.org)

### Education World

[www.education-world.com](http://www.education-world.com)

### SEDL

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

### National Educational Service

[www.nesonline.com](http://www.nesonline.com)

### National Coalition for Parent Involvement in Education

[www.ncpie.org](http://www.ncpie.org)

### School Matters (school reports)

[www.schoolmatters.com](http://www.schoolmatters.com)

### Common Sense Media

[www.common Sense Media.org](http://www.common Sense Media.org)

### Harvard Family Research

[www.hfrp.org](http://www.hfrp.org)

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