

NCLB: Strengthening Support for Parental Involvement

Donna Carr, Ed.D., NCLB/Title I Specialist
Robert Hagerman, ELL Content Specialist
Appalachia Regional Comprehensive Center
donna.carr@arcc.edvantia.org
robert.hagerman@arcc.edvantia.org

Elizabeth Roper, M.Ed.
Family and Community Engagement Consultant
Tennessee Department of Education
Elizabeth.Roper@state.tn.us

October 2, 2006

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Objectives

1. Summarize recent parent involvement research findings
2. Understand and discuss Title I and Title III parent involvement requirements
3. Identify parent involvement findings most often cited in USDE monitoring reviews
4. Share strategies to increase parental involvement in districts and schools
5. Review resources for state reviews of parent involvement activities in districts and schools

Parent Involvement Research: Key Findings

Many studies have shown a link between parent involvement and a child's success in school.

When parents are enabled to become effective partners in their child's education, performance in schools where children are failing improves dramatically.

(Best Practice Briefs. University Outreach & Engagement at Michigan State University, No. 30-R, June 2004)



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Parent Involvement Research: Key Findings

Students will

- earn higher grades and test scores, and enroll in higher-level programs.
- be promoted, pass their classes, and earn credits.
- attend school regularly.
- have better social skills, show improved behavior, and adapt well to school.
- graduate and go on to postsecondary education.
(www.sedl.org/pubs/catalog/items/fam33.html)
- lower rates of suspension
- decreased use of drugs and alcohol
- exhibit fewer instances of violent behavior



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Parent Involvement Research: Key Findings

The evidence is consistent, positive, and convincing: many forms of family and community involvement influence student achievement at all ages.

(**A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement.** A research synthesis by Anne T. Henderson & Karen L. Mapp (2002), published by SEDL.)

Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.

[Epstein, Simon, & Salinas (1997); Jordan, Snow, & Porche (2000), Starkey & Klein (2000)]



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Parent Involvement Research: Key Findings

- The more families support their children's learning and educational progress, both in quantity and over time, the more their children tend to do well in school and continue their education. [Miedel & Reynolds (1999), Sanders & Herting (2000), Marcon (1999)]
- Families of all cultural backgrounds, education, and income levels can, and often do, have a positive influence on their children's learning. [Ho Sui-Chu & Willms (1996), Shaver & Walls (1998), Clark (1993)]
- Family and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. [Invernizzi, Rosemary, Richards & Richards (1997); Dryfoos (2000), Clark (2002)]

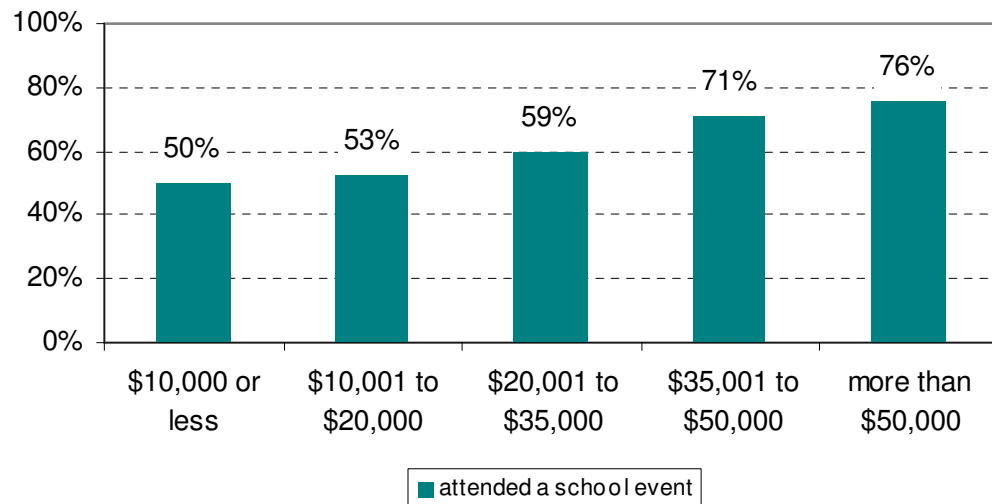


www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Parent Involvement Research: Key Findings

FIGURE 1: Percentage of Students in K-12 Whose Parents Were Involved at Their School, by Household Income



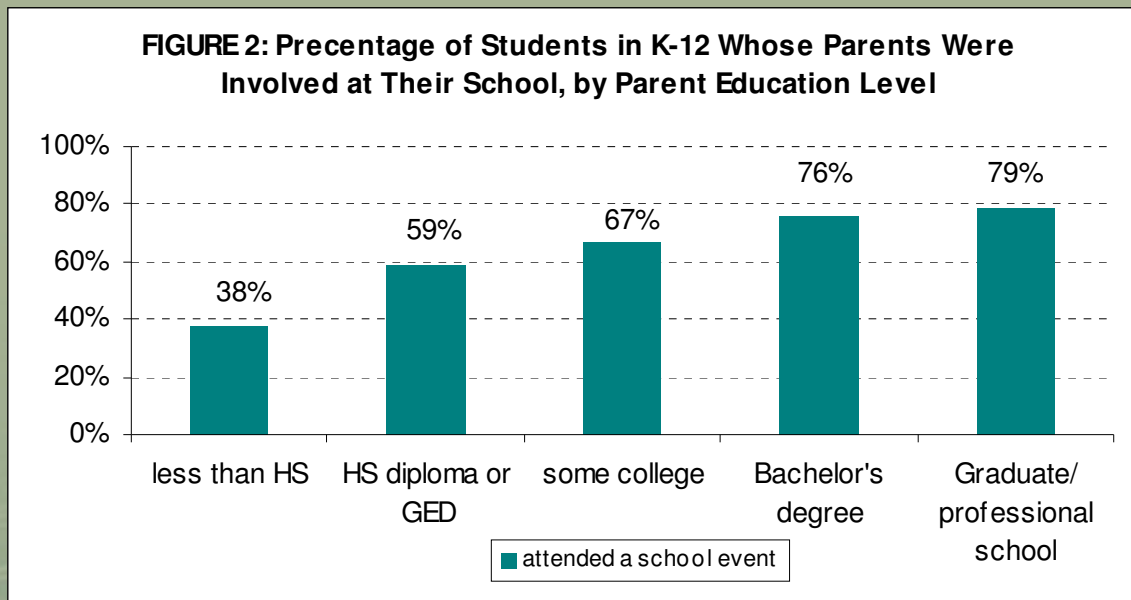
As household income increases, the percentage of students whose parents reported attending a school event also increases.

Source: U.S. Department of Education. (2001). The condition of education (NCES No. 2001072). Washington, DC: Author.

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | **EDVANTIA**

Parent Involvement Research: Key Findings

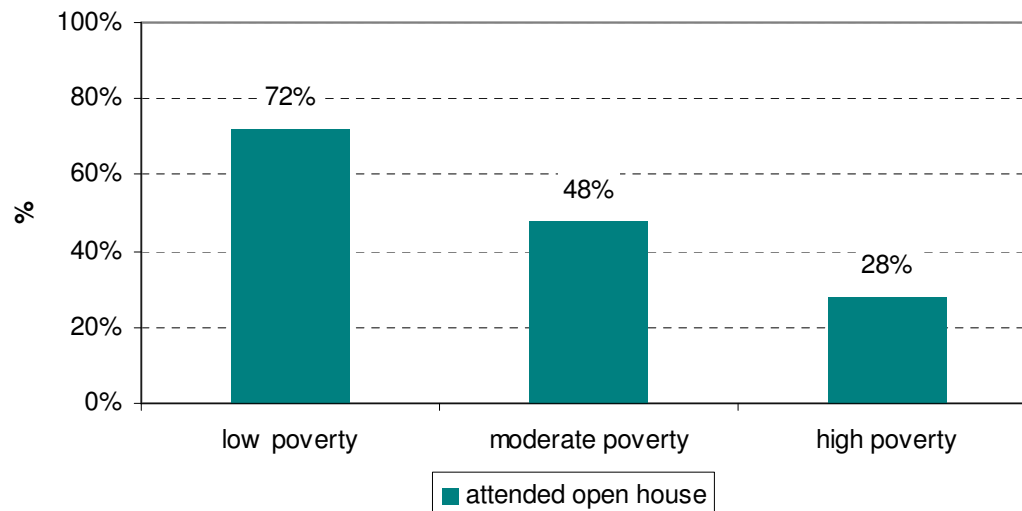


As educational attainment increases, the percentage of students whose parents reported attending a school event also increases.

Source: U.S. Department of Education. (2001). The condition of education (NCES No. 2001072). Washington, DC: Author.

Parent Involvement Research: Key Findings

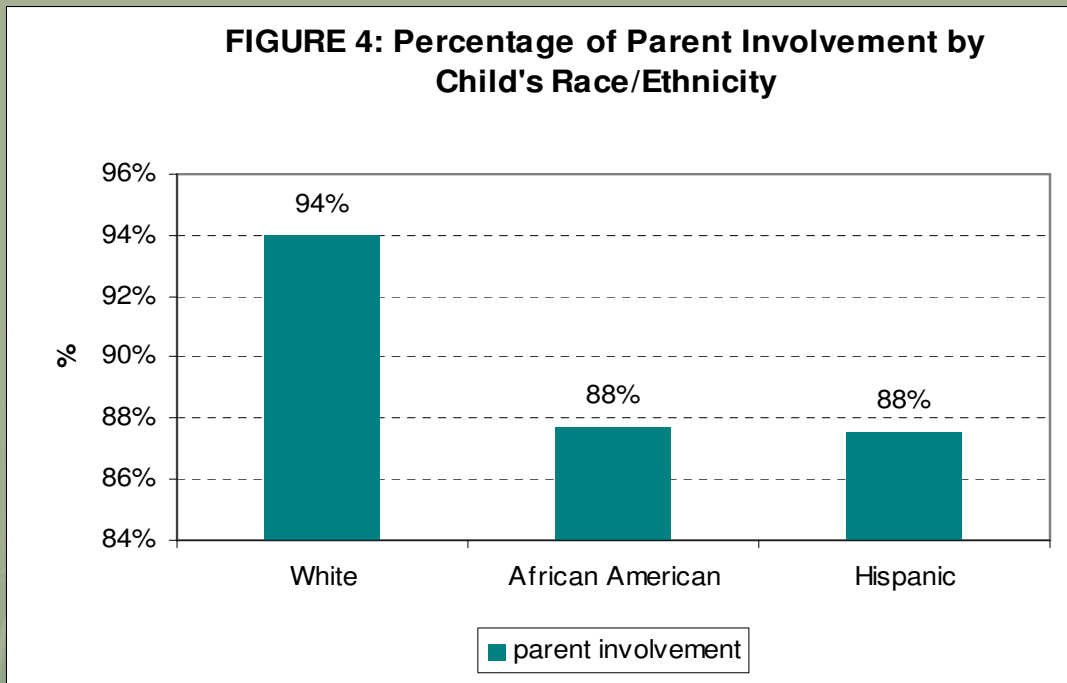
FIGURE 3: Percentage of 'Most or All' Parents Attending Open House by Poverty Concentration



In general, schools with high poverty concentrations reported less parent involvement than schools with lower poverty concentration.

Source: Carey, N., Lewis, L., & Ferris, E. (1998). Parent involvement in children's education: Efforts by public elementary schools (NCES No. 98032). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Parent Involvement Research: Key Findings



Among racial-ethnic groups, white students are more likely than African-American and Hispanic students to have parents who report participation in school activities.

Source: U.S. Department of Education. (2000). *The condition of education* (NCES No. 2000062). Washington, DC: Author.

NCLB Principles

- Accountability for results
- Local control and flexibility
- Expanded parental choice
- Effective and successful programs that reflect scientifically based research



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Federal Commitment to Parent Involvement

Previous ESEA and continued in NCLB:

- School-parent compacts
- Parent involvement policies
- Parent involvement funding formula

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

NCLB: Expanded Federal Commitment

- Parent notifications increased
- Parent selection of educational options
- Parent involvement in governance



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

NCLB

“The new law envisions parents not only as participants, but also as *informed and empowered decision makers* in their children’s education.”

Parental Involvement Under the New Title I & Title II: From Compliance to Effective Practice
Northwest Regional Educational Laboratory, October 2002



www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Title I and Title III Parent Involvement Requirements

Review the handouts for Title I and Title III parent involvement requirements with your team. Observe the similarities and differences in responsibilities (SEAs, LEAs, and schools) for meeting the regulations in each program. After reflecting briefly on the requirements, discuss one of the following questions with your team. Appoint a recorder and a reporter, and be prepared to share with the group.

Team A:

How can the SEA most effectively approve and monitor LEA and school parent involvement components required in Title I and Title III?

Team B:

What strategies could you suggest to an LEA or school that wants to know how they could best use parent involvement as a resource to increase student achievement?

Strategies to Increase Parent Involvement

- School Information
- Academic Achievement
- Parent and Community Participation
- Parent and Community Leadership
- Parent and Community Training
- Community Collaboration

Elizabeth Roper, M.ED.

Family and Community Engagement Consultant
Tennessee Department of Education

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | **EDVANTIA**



Title I Monitoring – 19 States

U. S. Department of Education

<http://www.ed.gov/admins/lead/account/monitoring/index.html>

Indicator	Description	% Meeting
2.3	The SEA ensures that the LEA and schools meet parent involvement requirements.	10.5
2.5	The SEA ensures that requirements for public school choice are met.	73.7
2.6	The SEA ensures that requirements for the provision of supplemental educational services (SES) are met.	73.7
Fiscal	LEA parent involvement funds properly allocated/distributed	63.2

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center
at EDVANTIA

SEA Monitoring Tools

Your packet includes sample LEA monitoring tools provided by the Departments of Education in Kentucky, Tennessee, and West Virginia. Please take a few minutes to review and discuss the tools with your team. How are they alike; how do they differ?

Contact Information:

Diane Robertson
diane.robertson@education.ky.gov

Elizabeth Roper
Elizabeth.Roper@state.tn.us

Carol Groppe
Carol.groppe@state.tn.us

Jan Stanley
jstanley@access.k12.wv.us

Keith Butcher
kbutcher@access.k12.wv.us

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA

Next Steps

What is your state's greatest need?

- ___ 1. Monitoring district/school compliance
- ___ 2. Providing technical assistance to districts/schools on meeting NCLB guidelines
- ___ 3. Providing technical assistance to districts/schools to increase opportunities for parents to become a resource for improved student and school performance.

www.arcc.edvantia.org

ARCC
Appalachia Regional
Comprehensive Center | EDVANTIA