Title I Parental Involvement
Policies and Compacts

Presented by:
Carol Dickson
Education Programs Consultant
Title I Accountability and Partnerships Office
916-319-0917
Overview

1. The Legislation
2. The Categorical Program Monitoring (CPM) Instrument
3. The Policies
   • District-level
   • School-level
4. The Compact
The Legislation

Informal Title:
ESEA Section 1118 Parental Involvement

Official Title:
20 U.S.C. Section 6318 Parental Involvement
The CPM Instrument

Informal Title:
Compensatory Education (CE)

Official Title:
NCLB Title I, Part A Basic and State Compensatory Education
The Policies

District-level:
Title I District-level Parental Involvement Policy

School-level:
Title I School-level Parental Involvement Policy
The Compact

Informal Title:
The Compact

Official Title:
Title I School-Parent Compact
Presentation Format

1. The Legislation
2. The CPM Instrument
3. The Policies
   • District-level
   • School-level
4. The Compact
Materials Needed

Component 1: The Legislation

Elementary and Secondary Education Act (ESEA) Section 1118 “Parental Involvement” available at
http://www.cde.ca.gov/sp/sw/t1/section1118.asp
Materials Needed (Cont.)

Component 2: The CPM Instrument

CPM Instrument for Title I and Compensatory Education programs available at
http://www.cde.ca.gov/ta/cr/cc/onlinecycleonly.asp

Click on the link for

• Compensatory Education (CE)
Component 3: The Policies

District-level:
http://csba.org/Services/Services/PolicyServices/PolicyAdvisoriesBriefs/Parent%20Involvement%20Resources.aspx (Outside Source)

Click on the links for
- **BP 6020 - Parent Involvement** and
- **AR 6020 - Parent Involvement**

School-level:
http://www.cde.ca.gov/ta/ac/ti/piencl1.asp
Materials Needed (Cont.)

Component 4: The Compact
http://www.cde.ca.gov/ls/pf/pf/

Click on a link for the compact of your choice

Also click on the link for Anne Henderson’s *Tip Sheet* on compacts:

- Tip Sheet: Linking a School-Family Compact to Learning
Component 1: The Legislation

Materials needed:

- ESEA Section 1118 Parental Involvement
A local educational agency (LEA) may receive Title I, Part A funds only if it implements programs, activities, and procedures for the involvement of parents...consistent with 20 U.S.C. Section 6318 Parental Involvement.
Component 1: The Legislation (Cont.)

Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
ESEA Section 1118
Parental Involvement

a) LEA policy

b) School parental involvement policy

c) Policy involvement (meetings, information, planning)

d) Compact (“Shared responsibilities for high student academic achievement”)

e) Building capacity

f) Accessibility
g) Information about Parental Information and Resource Centers (PIRCs)

h) State Education Agency (SEA) shall review the LEA’s parental involvement policies and practices to ensure that they meet legal requirements
ESEA Section 1118 Parental Involvement

a) LEA policy
ESEA Section 1118
Parental Involvement (Cont.)

a) LEA policy

No Child Left Behind Act of 2001, Title 1, Part A – Improving Academic Achievement (CA Dept of Education)
California Department of Education (http://www.cde.ca.gov/sp/sw/t1/section1118.asp)
Page Generated: 10/24/2008 10:41:34 AM

No Child Left Behind Act of 2001, Title 1, Part A
Section 1118, Parental Involvement excerpt from education code.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations for parent involvement, and describe how the agency will -
ESEA Section 1118
Parental Involvement (Cont.)

a) LEA policy

b) School parental involvement policy
ESEA Section 1118
Parental Involvement (Cont.)

a) LEA policy

b) School parental involvement policy

c) Policy involvement (meetings, information, planning)
ESEA Section 1118
Parental Involvement (Cont.)

a) LEA policy

b) School parental involvement policy

c) Policy involvement (meetings, information, planning)

d) Compact (“Shared responsibilities for high student academic achievement”)
ESEA Section 1118 Parental Involvement (Cont.)

a) LEA policy

b) School parental involvement policy

c) Policy involvement (meetings, information, planning)

d) Compact (“Shared responsibilities for high student academic achievement”)

e) Building capacity
ESEA Section 1118
Parental Involvement (Cont.)

a) LEA policy

b) School parental involvement policy

c) Policy involvement (meetings, information, planning)

d) Compact (“Shared responsibilities for high student academic achievement”)

e) Building capacity

f) Accessibility
ESEA Section 1118
Parental Involvement (Cont.)

g) Information from Parental Information and Resource Centers (PIRCs)
Parental Information and Resource Centers

PIRC1: Project Inspire

http://www.bilingualeducation.org/ (Outside Source)
Parental Information and Resource Centers

PIRC2: Cal-PIRC

http://www.calpirc.org/
(Outside Source)
g) Information about PIRCs

h) SEA shall review the LEA’s parental involvement policies and practices for compliance
Component 2: The CPM Instrument

Materials needed:

- CPM Instrument for Title I and CE programs
Component 2: The CPM Instrument (Cont.)

I-CE 1:
- Title I (and non-Title I)
  District-level Parental Involvement Policy
- Title I one percent parent involvement reservation

I-CE 2:
Title I School-level Parental Involvement Policy
I-CE 1: Title I District-level Parental Involvement Policy

Describes how the district:

a) Involves parents in the joint development of the LEA Plan and in the process of school review and improvement

b) Supports effective parental involvement at schools to improve student achievement and school performance

c) Builds school and parent capacity for strong parental involvement
I-CE 1: Title I District-level Parental Involvement Policy (Cont.)

Describes how the district:

d) Coordinates and integrates Title I, Part A, parental involvement strategies with parental involvement strategies of other programs

e) Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy

f) Involves parents in activities of schools served by Title I
I-CE 2: Title I School-level Parental Involvement Policy

Describes:

2.1 Policy Involvement (meeting, information, planning/review of program)

2.2 Compact

2.3 Building Capacity

2.4 Accessibility
Describes:

2.1 The involvement of parents in the policy
I-CE 2: Title I School-level Parental Involvement Policy (Cont.)

Describes:

2.2 The school-parent compacts that are jointly developed with and distributed to parents
I-CE 2: Title I School-level Parental Involvement Policy (Cont.)

Describes:

2.3 The building of capacity for involvement of parents by the LEA and school
I-CE 2: Title I School-level Parental Involvement Policy (Cont.)

Describes:

2.4 The accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students
Component 3: The Policies

Materials needed:

• CPM Instrument for Title I and CE programs
• California School Boards Association (CSBA) Sample District-level Parental Involvement Policy
• California Department of Education (CDE) Sample Title I School-level Parental Involvement Policy
• Parental Involvement Policy from your district and/or school
Component 3: The Policies (Cont.)

• **District-level:**
  Title I District-level Parental Involvement Policy

• **School-level:**
  Title I School-level Parental Involvement Policy
Title I District-level Parental Involvement Policy
District-level Policy Sample

U.S. Department of Education (ED) Parental Involvement Guidance

- Federal requirements only

- See CDE Title I, Parent/Family Involvement Web page at [http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp](http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp)
Appendix D: District Wide Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA’s expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA’s plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district’s expectations for parental involvement and include all of the components listed under “Description of How District Will Implement Required District wide Parental Involvement Policy Components” below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.
District-level Policy Sample (Cont.)

CSBA

- Federal and state requirements
- In the public domain
- See CSBA Web site at http://www.csba.org/Services/Services/PolicyServices/PolicyAdvisoriesBriefs/Parent%20Involvement%20Resources.aspx (Outside Source)
By law, all districts are mandated to adopt policies on parent involvement. Federal law contains requirements for districts and schools that receive Title I funding, and state law contains requirements pertaining to both Title I and non-Title I schools. During Categorical Program Monitoring reviews, California Department of Education staff will evaluate district policies and administrative regulations to ensure that they describe how each component required by law will be addressed in the district.

In order to assist districts in developing these required policies, CSBA has developed, in collaboration with the California Department of Education, a policy brief and worksheet, as well as revised sample policies and administrative regulations. The policy brief provides background information on the importance of parent involvement, outlines the legal requirements, discusses the policy development process, and lists additional resources that may be helpful. It also contains the Parent Involvement Policy Development Worksheet which provides step-by-step assistance in the process of developing policy on this topic and contains questions designed to facilitate discussion and policy-making.
District-level Policy Sample (Cont.)

CSBA Sample Policy:

- Issued September 2006
- Board Policy/Administrative Regulation (BP/AR) 6171 Title I Program
- BP/AR 6020 Parent Involvement (federal and state requirements)
Title I School-level Parental Involvement Policy
School-level Policy Sample

ED

• “Draft for Discussion Purposes Only”

• Until fall 2007, was the only sample available
School-level Policy Sample (Cont.)

CDE

- “Draft for Discussion Purposes Only”
- Became available fall 2007
- Follows CPM Instrument format
- See Title I School-level Parental Involvement Policy at http://www.cde.ca.gov/ta/ac/ti/piencl1.asp
Title I Parental Involvement Policies

Flexibility in law:

• If the LEA has a district-level parental involvement policy that applies to all parents, the LEA may amend that policy to meet these requirements.

• If a school has a parental involvement policy that applies to all parents, school may amend that policy, if necessary, to meet these requirements.
Component 4: The Compact

Materials needed:

• CDE Sample School Compact
• Compact from a school in your district
• Anne Henderson’s *Tip Sheet* on compacts
Component 4: The Compact (Cont.)

- Jointly developed with parents of Title I students
- Distributed to parents of Title I students
School-Parent Compact

Requirements

• School’s responsibility to provide high-quality curriculum and instruction
School-Parent Compact (Cont.)

Requirements

- School’s responsibility to provide high-quality curriculum and instruction
- Parents’ responsibility to support their child’s learning
School-Parent Compact (Cont.)

Requirements

• School’s responsibility to provide high-quality curriculum and instruction

• Parents’ responsibility to support their child’s learning

• Ongoing communication between parents and teachers
School-Parent Compact (Cont.)

Six elements of ongoing communication between parents and teachers:

- Annual parent-teacher conferences
- Reports on student progress
- Access to staff
- Opportunities to volunteer
- Opportunities to participate
- Opportunities to observe
School-Parent Compact (Cont.)

• Must include parent input
  – No two compacts should be identical

• Suggestions
  – Invite parent input during annual planning for the Single Plan for Student Achievement (SPSA)
  – Attach compact and school policy to SPSA
School-Parent Compact Samples

ED Guidance

• *Parental Involvement Non-regulatory Guidance*

• Appendix E

• See CDE Title I, Part A Parent Involvement Web page at http://www.cde.ca.gov/sp/sw/t1/title1pf.asp
Appendix E: School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.
School-Parent Compact Samples (Cont.)

See CDE Parent/Family Web page at

http://www.cde.ca.gov/ls/pf/pf/
Parent/Family

Information for parents and family members about becoming involved in the education of their children.

Academic Content Standards

- English-Language Arts Content Standards (PDF; 599KB; 92pp.)
- Mathematics Content Standards (PDF; 503KB; 73pp.)
- History-Social Science Content Standards (PDF; 608KB; 72pp.)
- Science Content Standards (PDF; 589KB; 61pp.)
- English Language Development Content Standards (PDF; 926KB; 93pp.)
- Visual and Performing Arts Content Standards

Clearinghouse for Multilingual Documents

The Clearinghouse for Multilingual Documents (CMD) is a secure database to assist local educational agency (LEA) staff in locating parental notification documents translated into non-English languages. Provides information regarding state and federal laws requiring information to be provided to parents in language that is comprehensible to them.

Family-School Compacts

- Sample Preschool School Compact | DOC (Posted 25-May-2004; 22KB; 1p.)
  A sample of how to write a preschool pledge.
- Sample Elementary School Compact | DOC (Posted 24-Mar-2006; 29KB; 1p.)
  This compact is an example of what can be used between a family and a school.
- Sample Secondary School Compact | DOC (Posted 10-May-2007; 22KB; 2pp.)
  Voluntary agreement sample that can be used between families and schools.

Tip Sheet Linking a School-Family Compact to Learning (PDF; Outside Source)

Copyrighted by Anne T. Henderson
Sample Elementary School Compact

This compact is an example of what can be used between a family and a school.

{Compacts are voluntary agreements between families and schools. This compact represents one example of what a family-school compact could look like. Schools and districts may use this compact to develop a local compact.}

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
CPM and School-Parent Compacts

Ensure that the compact:

• Is developed with parent input
• Is distributed to parents
• Mentions “high quality curriculum and instruction”
• Describes parent’s responsibility
• Addresses ongoing communication
CPM and School-Parent Compacts (Cont.)

Six elements of ongoing communication:

- Annual parent-teacher conferences
- Reports on student progress
- Access to staff
- Opportunities to volunteer
- Opportunities to participate
- Opportunities to observe
School-Parent Compact Tips

See CDE Parent/Family Web page at

http://www.cde.ca.gov/ls/pf/pf/

Tipsheet: Linking a School-Parent Compact to Learning (Henderson, 2004)

- Then
- Now
Parent/Family

Information for parents and family members about becoming involved in the education of their children.

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Review

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2. The CPM Instrument
3. The Policies
   • District-level
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4. The Compact
Questions?

Title I Accountability and Partnerships Office
Jeff Breshears, Administrator
Carol Dickson, Education Programs Consultant
Lucy Keola, Staff Services Analyst
916-319-0917
parentalinvolvement@cde.ca.gov