

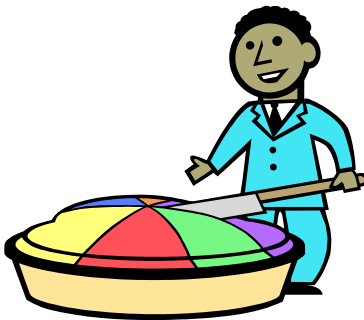
Title I Parental Involvement

When receiving Title I federal funds the government requires the district to implement programs, activities, and procedures for the involvement of parents in the Title I program. Districts must plan and implement these program, activities, and procedures with meaningful consultation with parents of children participating in Title I programs.

Each school and district receiving assistance must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. Joint responsibilities include:

- ✚ Assistance and training for parents
- ✚ Parent literacy and education
- ✚ Assisting parents to work with their children
- ✚ Parents volunteering in classrooms
- ✚ Training school staff to work with parents
- ✚ Maximizing parental participation
- ✚ Community involvement

Project Appleseed offers “The Six Slices—Our Standards for Parental Involvement.”



Slice 1	VOLUNTEERING
Slice 2	PARENTING
Slice 3	COMMUNICATING
Slice 4	LEARNING AT HOME
Slice 5	DECISION MAKING
Slice 6	COLLABORATING WITH COMMUNITY

VOLUNTEERING Goal: recruit and organize parent help and support.

PARENTING Goal: help all families establish home environments to support children as students.

COMMUNICATING Goal: design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children’s progress.

LEARNING AT HOME Goal: provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.

DECISION MAKING Goal: include parents in school decisions, developing parent leaders and representatives.

COLLABORATING WITH COMMUNITY Goal: identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Title I Parental Involvement

Although all six slices are important, in reading other articles and parenting information, the first focus is on communication. Our focus for now is communication.

We must partner with the people ultimately responsible for the children in our care. The first step is to keep parents informed—and sooner than later!

Parents want to know the minute their child begins to have behavior or academic difficulties so they can begin to work on those issues at home and support what you are doing at school. If parents have gone weeks without a word from you, and all of a sudden a *phone call* stating that their child is failing, it's folly to expect their support. But an early "praise" or "good reasons" phone call about their child and what the class is doing often prevents problems later on. Phone calls are not the only way to keep parents informed of what's happening in the classroom.

Newsletters outline what you will be teaching, upcoming special events or deadlines plus other information you want to share. Including an activity parents can do at home reinforces what is being taught in class. You might also include study tips.

Academic planners are an excellent two-way communication tool when the teacher encourages parents to respond in the planner.

School visits help parents feel more involved in their children's lives. See helpful parents not as a burden to be endured, but as a great asset to be appreciated and encouraged.

Interest surveys about each child conducted at the beginning of the year give good information. It is interesting to see how the parent's perceptions of their child differ from the child's perception of himself.

Maintaining a *Web site* provides important information and resources for parents and students. Emails allow the teacher to compose her message as well as giving her a written record of the contact.

Face-to-face meetings with every student's parents and setting a target date for completion are a great way to communicate and keep parents in the loop.

An *opening letter* to parents from the teacher sharing her philosophy of education as well as sharing some appropriate personal items (one teacher introduced her cats in her letter).

A *group voice mail* every Friday to every parent is one teacher's weekly contact to summarize what the class accomplished and the goals for the upcoming week.

Communicating with parents turns them into advocates for the teacher and her students—a helpful resource rather than a dreaded hindrance. In short, teacher and parent become partners. The winner of that partnership is the student!

Information obtained from:

<http://www.projectappleseed.org/chklst.html>

Education World® Professional Development Center: Linda Starr: Parents and Teachers Working Together

Education World® Professional Development Center: Emma McDonald: Developing Positive Parent Partnerships