



# Uses of Title I

## Promising Practices in Parent and Community Engagement

July 30, 2009

# Today's Agenda



- **Welcome** – **Jacque Minow**
- **PTA** - **Mishaela Duran**
- **Harvard Family Research Project** - **Heidi Rosenberg**
- **United Way of Metropolitan Atlanta** - **Roberta Malavenda**
- **Coalition for Community Schools** - **Sarah Pearson**
- **American Association of School Administrators** - **Bruce Hunter**

# Uses of Title I Promising Practices in Parent and Comm Engagement



The U.S. Department of Education encourages state educational agencies (SEAs) and local educational agencies (LEAs) to **use Title I funds to support family and community engagement as a key strategy to improve the performance of struggling schools.** Under current law, at least 1% of Title I funds must be used to support parent engagement activities and research-based practices. Community schools are a vehicle through which SEAs and LEAs can increase community engagement and help align and integrate components of a comprehensive strategy to improve student achievement.

In the Department's guidance on ARRA, dated April 24, 2009, SEAs and LEAs should consider support for "**community schools that offer art, reading clubs, and other academic enrichment while also engaging community, social service, and health organizations to better serve students and their families.**" Experience suggests that the partnerships born of community schools enable SEAs and LEAs to leverage significant public, private and community resources to better support student achievement and overall development.

# PTA

**Mishaela Duran**

## ARRA Funding

The **American Recovery and Reinvestment Act** of 2009 (ARRA) provides approximately *\$100 billion for education.*

- Creates a historic opportunity to save hundreds of thousands of jobs.
- Supports states and school districts.
- Advances reforms and improvements that will create long-lasting results for our students including early learning, K-12, and post-secondary education.
- Race to the Top - \$4.3 billion with emphasis on family engagement for turnaround schools

## Family Engagement Funding

Currently, ESEA-NCLB requires a 1% minimum set aside of Title I funds for parent involvement.

- ***Title I funds FY 2009: \$14.50 billion***
- ***Total under ARRA: \$13 billion (\$10 billion for Part A and \$3 billion for School Improvement Grants)***
- **Combined, there is a minimum of \$200+ million of Title I funds now available for family engagement.**

# ARRA Funding Guidelines

PTA's ARRA guideline recommendation accepted by the US Department of Education:

- Train school staff to partner with families to improve student learning, including helping staff clearly communicate about school programs and individual student progress and fostering involvement in school activities and decision making.

Support home visits, family nights, and parent training that help families make informed decisions about their children's academic program, request needed services, assist with homework, and support learning in other ways.



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Harvard Family  
Research Project



# Harvard Family Research Project Heidi M. Rosenberg

## *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement*

Helen Westmoreland, Heidi M. Rosenberg, M. Elena Lopez, & Heather Weiss

Heidi M. Rosenberg, PhD, MSW  
Senior Research Analyst  
Harvard Family Research Project  
Harvard Graduate School of Education  
3 Garden Street  
Cambridge, MA 02138  
Tel (617) 495-1132  
Fax (617) 495-8594  
[www.hfrp.org](http://www.hfrp.org)

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Harvard Family Research Project • Harvard Graduate School of Education • 3 Garden Street • Cambridge, MA • 02138  
Website: [www.hfrp.org](http://www.hfrp.org) • Email: [hfrp@gse.harvard.edu](mailto:hfrp@gse.harvard.edu) • Tel: 617-495-9108 • Fax: 617-495-8594



## Expanded Definition of Family Engagement:

- Family engagement is a ***shared responsibility*** in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.
- Family engagement is ***continuous across a child's life*** and entails enduring commitment but changing parent roles as children mature into young adulthood.
- Effective family engagement cuts across and reinforces learning in the ***multiple settings where children learn*** – at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.



## Core District-Level Components for Systemic Family Engagement:

- **Foster district-wide strategies**
  - Link family engagement to district’s instructional goals
  - Create infrastructure to elevate and communicate about the importance of family engagement
  - Develop mechanisms to assess progress and performance along the way
- **Build school capacity**
  - Provide professional development and technical assistance for principals, teachers, and other “family-facing” staff
  - Develop programs and initiatives to help schools welcome and engage families in their children’s learning
- **Reach out to and engage families**
  - Encourage families to have high expectations for children’s learning at school and at home
  - Develop and share concrete strategies for family engagement that supports student learning and success



## Promising District-Level Practices that Support Family Engagement:

- **Shared vision of family engagement**
  - Treat parents as full partners in promoting student learning
  - Recognize that parent engagement also concerns what parents do *at home* with their children
- **Purposeful connections to learning**
  - Value family engagement as a core instructional strategy, not an “add-on”
- **Investments in high quality programming and staff**
  - Create a sustained, organizational approach to professional development
- **Robust communication systems**
  - Ensure that communication cuts across all departments and staff
  - Promote reciprocal sharing of information between parents and school staff



## Promising District-Level Practices that Support Family Engagement (cont'd):

- **Evaluation for accountability and continuous learning**
  - Develop meaningful indicators of family engagement efforts
  - Use data to inform development of and modifications to family engagement strategies

# Partnering to Promote School Transition and Parent Involvement using Title I

**Roberta Malavenda**



**LIVE UNITED**

## **Making the Case:**

- Kellogg SPARK (Supporting Partnerships to Assure Ready Kids) Initiative pilot program
- Refining the model: Parents as Teachers, School Transition, Parent Leadership
- Research and Policy Briefs about Title I statute
- Convening key stakeholders (United Way connections)
- Community partnerships to maximize resources and promote programs and policies
- Building public will to enable systems change

# Partnering to Promote School Transition and Parent Involvement using Title I

**Roberta Malavenda**



**LIVE UNITED**

## Results:

- Both Gwinnett and DeKalb County Public Schools now use Title I to fund:
  - School Transition Coordinator to connect with early learning programs that feed into Title I schools
  - Title I school transition teams (transition plans with activities for parents, children, and EL programs)
  - Summer Kindercamps for rising 5 year olds/parent activities
- Rockdale County Public Schools now use Title I to fund:
  - Two Parents as Teachers parent educators in 4 targeted Title I elementary schools
  - School transition teams in 4 targeted Title I elementary schools
  - Summer Kindercamps in 4 targeted Title I elementary schools

**Results Matter: SPARK evaluation and testimonials**

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**LIVE UNITED**

## Moving Forward:

- Local foundation funding to replicate SPARK model through the roll out of Early Learning Community Based Partnerships Initiative in 13 metropolitan counties served by UWMA
- Products: manuals and toolkits that describe the Smart Start/UWMA partnership with metro area school systems and county early learning committees
- Partnership with Parents as Teachers National Center to develop curriculum and training on school transition for Parents as Teachers parent educators

For more information: **Sharen Hausmann**, VP for Early Learning, United Way of Metropolitan Atlanta  
[shausmann@unitedwayatlanta.org](mailto:shausmann@unitedwayatlanta.org)

# Coalition for Community Schools

**Sarah Pearson**



- What is a community school?
- Why is Title I a good match with community schools?
- Allowable uses to Title I funds to support the community school strategy
- Uses of Title I funds in some community schools



*"Could someone help me with these?  
I'm late for math class."*

Why is Title I a good match with Community Schools?

# American Association of School Administrators

**Bruce Hunter**



- **AASA supports the engagement of families in schools**

- **AASA believes that:**

- **The federal government has an important role to:**

- **Help build & support an economic system** that sustains families above the poverty level, providing access to quality jobs and acceptable wages.
    - **Expand the definition of “families in poverty” to include the working poor.**
    - **Provide funding for social intervention before children start school.**
      - Disseminated through the non-profit and social networks that assist children in getting ready for school.
      - Support should be focused on families in poverty, the working poor and immigrant families.
      - Support should also expand quality, low-income housing for families in need.
    - **help parents and guardians with:**
      - Access to mental health care for students in need of such assistance.
      - Early childhood education for all children starting at age three as a crucial link to reducing the achievement gap.
      - Access to high-quality child care for families in poverty, including the working poor.
      - Tax incentives for employers to provide family support for child care and dollars to provide after-school care for children of all ages.

- **AASA supports:**

- The establishment and federal funding of **a comprehensive, universal health care system** that starts with prenatal care and includes school-based, school-linked and community health clinics. Comprehensive health care for children is vital for improved academic achievement. School systems play a critical role in providing health care services for students, including access to vision and dental care.

# American Association of School Administrators

**Bruce Hunter**



Additional Resource:

## ***Untying the Knot: Review of Research on the Influence of Parental Involvement on Students' Academic Achievement at the Secondary School Level***

Authors: V. J. Shute, E. G. Hansen, & J. S. Underwood  
ETS Research Report No. RR-09-21

“The idea that parental involvement engenders students' academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement an important ingredient for the remedy of many ills in education today. This paper reviews the research literature on the influence of parental involvement on academic achievement, with particular attention to the secondary school level.”

To order a copy of this report, write to [RDWeb@ets.org](mailto:RDWeb@ets.org). Specify the title and report number in your message.

# Questions following this presentation? Contact Your Speakers...



**Jacque Minow**  
Manager, Public Policy



United Way of America

(703)836.7112 x491  
[Jacque.minow@uwa.unitedway.org](mailto:Jacque.minow@uwa.unitedway.org)  
[www.liveunited.org](http://www.liveunited.org)

**Heidi Rosenberg, PhD, MSW**  
Senior Research Analyst



Harvard Family  
Research Project

(617)495-1132  
[rosenbhe@gse.harvard.edu](mailto:rosenbhe@gse.harvard.edu)  
[www.hfrp.org](http://www.hfrp.org)

**Mishaela Duran**  
Director of Government Affairs



(202)269-8790  
[mduran@pta.org](mailto:mduran@pta.org)  
[www.pta.org](http://www.pta.org)

**Sarah Pearson**  
Deputy Director



(202)822-8405 x129  
[pearsons@iel.org](mailto:pearsons@iel.org)  
[www.communityschools.org](http://www.communityschools.org)

**Roberta Malavenda**  
Consultant



United Way of  
Metropolitan Atlanta

(404)317-2734  
[rmalaven@bellsouth.net](mailto:rmalaven@bellsouth.net)  
[www.unitedwayatlanta.org](http://www.unitedwayatlanta.org)

**Bruce Hunter**  
Associate Executive Director, Public Policy



(703)875-0783  
[bhunter@aasa.org](mailto:bhunter@aasa.org)  
[www.aasa.org](http://www.aasa.org)

Thank you