

United States Department of Education
Parental Involvement: Title I Part A Non-Regulatory Guidance
(abridged)

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A-3. Who is a parent for the purposes of Title I, Part A?

The term “parent” includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). [Section 9101(31), ESEA.]

A-5. What does the research show about how family involvement in children’s education affects student achievement?

Studies have found that students with involved parents, no matter what their income or background, are more likely to—

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education.

A-8. How must SEAs, LEAs, and schools communicate with parents in general?

Because regular communication is the foundation of effective parental involvement, SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents can understand.

A-10. How must an SEA, LEA, or school communicate with parents with disabilities to ensure meaningful participation in Title I, Part A programs?

SEAs, LEAs, and schools must take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents. Those steps include that SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions.

A-11. What Federal civil rights provisions are applicable to parental involvement activities?

In implementing parental involvement programs, activities, and procedures, States, LEAs and schools may not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975.

B-5. What information about LEA and school performance must an SEA disseminate to parents?

State report cards must include information related to assessments, accountability, and teacher quality, and must include data from all LEAs in the State. A description of each of the data elements (assessments, accountability, teacher quality) for State report cards is included in the Report Cards, Title I, Part A Non-Regulatory Guidance available at: <http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>. The information in the report cards must be in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents understand. [Section 1111(h)(1)(B)(ii), ESEA.]

B-6. What information about individual student academic assessment must SEAs provide to parents?

A central requirement of the NCLB Act is that SEAs, in consultation with LEAs, must implement a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and (beginning with school year 2007-08) science. As a part of this assessment system, SEAs must produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of each student, and that include information regarding achievement on academic assessments aligned with each State's academic achievement standards. SEAs must provide these reports to parents, teachers, and principals of all public schools as soon as possible after the assessments are given. The information must be provided to parents in an understandable and uniform format, including alternative formats upon request (see A-8 and A-10) and, to the extent practicable, in a language that parents can understand (see A-9 and A-10). *[Section 1111(b)(3)(C)(xii), ESEA.]*

C-2. What is the basic parental involvement requirement under Title I, Part A for LEAs?

Each LEA that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA's expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. *[Section 1118(a)(2), ESEA.]*

C-3. What specific information must an LEA's written parental involvement policy contain?

An LEA's written parental involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will—

Involve parents in jointly developing the LEA's local plan under section 1112 and in the process of school review and improvement under section 1116;

Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;

Build the schools' and parents' capacity for strong parental involvement;

Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs;

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including—

Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

Using the findings of the evaluation to design strategies for more effective parental involvement;

Revising, if necessary, the LEA's parental involvement policies; and

Involve parents in the activities of schools served under Title I, Part A. *[Section 1118(a)(2), ESEA.]* [For more detailed information see Appendix D for a sample template of a District wide Parental Involvement Policy.]

C-5. What other information related to parents must an LEA include in its local plan under section 1112?

An LEA must describe in its local plan (developed under section 1112 of the ESEA) how the LEA will coordinate its Title I, Part A program with programs under Title II of the ESEA to provide professional development to teachers and principals, and, if appropriate, to parents and other staff. *[Section 1112(b)(1)(D), ESEA.]*

C-6. What information must LEAs provide parents about the teachers and paraprofessionals who work with their children?

At the beginning of each school year, LEAs must inform parents of each student attending a Title I, Part A school of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children in an understandable and uniform format, including alternative formats upon request, and, "to the extent practicable," in a language that parents understand.

C-12. What responsibilities do LEAs have to parents with respect to complaint procedures relating to violations of Title I, Part A requirements?

SEAs must adopt written procedures, consistent with State law, for receiving and resolving any complaint from an organization or individual that the SEA, LEA or other agency, or consortium of agencies, is violating a Federal statute or regulation that applies to the Title I, Part A program, such as the school accountability or parental involvement provisions. The SEA's procedures must contain a requirement that LEAs disseminate, free of charge, adequate information about the complaint procedures to parents of students, and appropriate private school officials or representatives. *[General Provisions Regulations, at 34 CFR Sections 299.10 – 299.12.]*

D-3. What information do the parents' "right-to-know" provisions require schools to provide parents about the qualifications of teachers of their children who are not highly qualified?

Title I, Part A schools must give each parent timely notice when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. *[Section 1111(h)(6)(B)(ii), ESEA.]* The term "highly qualified" for this

purpose is defined in section 200.56 of the Title I regulations (67 Fed. Reg. 71730, December 2, 2002), available at: <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>.]

D-8. What is a "school-parent" compact?

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards. [Section 1118(d)], ESEA.]

D-9. What must a "school-parent" compact include?

The school-parent compact must describe—

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the State's student academic achievement standards;

Ways in which parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and

The importance of communication between teachers and parents on an ongoing basis through, at a minimum—

Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;

Frequent reports to parents on their child's progress; and

Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. [Section 1118(d), ESEA.]

E-2. On what topics must schools and LEAs provide parents with assistance and training?

It is the responsibility of schools and LEAs to help parents understand topics that will help them become equal partners with educators in improving their children's academic achievement. Schools and LEAs must help parents understand such things as—

The State's academic content standards and State student academic achievement standards;

State and local academic assessments, including alternative assessments;

The parental involvement requirements of section 1118; and

How to monitor their child's progress and work with educators to improve the achievement of their child. *[Section 1118(e)(1), ESEA.]*

E-7. How can schools and LEAs maximize parental involvement and participation in school meetings, conferences, and activities?

Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. Schools and LEAs should also arrange school meetings at a variety of times. In addition, for parents who are unable to attend conferences at school, schools may arrange for and conduct in-home conferences between teachers or other educators who work directly with participating children and the children's parents. Schools also may provide training to parents in how to enhance the involvement of other parents. *[Section 1118(e)(8), (9), and (10), ESEA.]*

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