

How Practical Parent Education Helps SEAs and LEAs Meet NCLB Parental Involvement Requirements

Technical Paper

The purpose of this document is to provide simple concise explanation of the ways that Practical Parent Education (PPE) can be used by state departments, local school districts and schools using NCLB funds to help close the achievement gap between disadvantaged and minority students and their peers, and to change the culture of their schools. The section numbers cited here are from the NCLB Parental Involvement: Title I, Part A Non-Regulatory Guidance, US Department of Education.

General Information

- A-1** PPE provides a variety of tools to provide involvement for parents with children from birth to eighteen years old. (lesson plans, activities, Quick Tips, communication tools)
- A-8** Every lesson contains the same components which provide for acquisition of information and skills in an informal setting. The language is casual and the directions are not threatening. The lessons are interactive and change producing. This setting allows parents to gain confidence in their parenting practices as they learn new skills.
- A-9** PPE facilitators may choose between oral and written lessons. All materials are in English and in Spanish.
- A-12** Parent Involvement funds from a number of ESEA programs may be used for PPE programs: Title I, Reading First, Even Start, Comprehensive School Reform and 21st Century Community Learning Centers as well as Title V, Part A Innovative Programs funds.

Responsibilities of States

- B-1** PPE facilitators experience 2 days of rigorous training in the implementation of the PPE curricula. Training sessions are limited to 24 participants per class so that small group work can focus on identifying and lowering barriers for parent participation and planning solutions.
- B-2** PPE is a referral source for SEAs. PPE national trainers also provide on-going consultation for PPE facilitators in LEAs if program challenges arise.
- B-4** Title I, Part A funds reserved by SEAs for administration may be used for PPE programs to meet the states' parental involvement responsibilities.

B-10 PPE can serve as the entity authorized by an SEA to assist an LEA to develop and implement its parent involvement plan. The PPE program is supported with best practices instructional strategies and scientifically research based curricula.

Responsibilities of Local Education Agencies

C-3 PPE programs allow LEAs to fulfill the expectations set out in their written parental involvement policy.

1. Parents have the opportunity to give input for topics for lessons and activities at each grade level.
2. PPE provides up to date technical help and support for schools with new curriculum modules each year, quarterly newsletters and annual conferences as well as customer support consultations.
3. PPE programs offer lessons to build parental capacity
4. PPE programs are also appropriate for other programs such Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs and Title III language instruction programs.
5. PPE materials include evaluation instruments to be used in determining the effectiveness of the programs.

C-4 PPE provides Professional Development lessons and activities that can be shared with the school staff to promote a consistent parent/school partnership as well as offering relevant staff development

C-8 All lessons and materials are provided in both Spanish and English.

C-11 LEAs can provide equitable participation in parental involvement activities to private school parents by at no extra cost.

C-13 An LEA must reserve at least one percent of its total Title I, Part A allocation that exceeds \$500,000 for activities that promote family literacy and parenting skills.

C-15 PPE programs are readily combined with faith based organizations or other non-profit initiatives to provide community involvement.

C-21 PPE programs provide two models for schools. The first model is for those schools that have been identified for corrective action and restructuring. The second model is designed to prevent schools from falling into that category.

Responsibilities for Schools

D-9 PPE activities have specific measurable activities that can be included in school-parent compacts.

Responsibilities for LEAs and Schools to Build Parents' Capacity

- E-1** PPE programs provide tools for building parental capacity from birth through high school. It is not necessary to purchase new programs for each school level. Annual updates keep the program current with emerging issues.
- E-4** Under NCLB, schools and LEAs MUST provide materials and training to help parents raise successful children in this complex society. This has been the mission for Practical Parent Education for twenty-four years.
- E-6** Lessons and activities are provided for staff Professional Development that will promote family friendly schools and provide tools for communication.
- E-7** A common thread in all PPE training and publications is how to remove barriers to parent participation. Facilitators using PPE materials share their successes in *Connections*, the quarterly newsletter and in breakout sessions at the annual conference.
- E-8** Parents are always welcome at the PPE Annual Parent Education Conference.
- E-10** PPE parent involvement activities coordinate easily with parent involvement activities in other programs: (1) Head Start, (2) Reading First, (3) Early Reading First, (4) Even Start, (5) HIPPI, (6) Parents as Teachers, (7) Public preschools. (8) Title III language instruction programs
- E-11** Initial PPE Parent Educator Training, *Connections* newsletter, and PPE Conference sessions address ways to develop community support.

Scientifically Based Research

Practical Parent Education curriculum is research based. Each lesson is based on the definitive research for that topic and was reviewed and updated in 2004. For example, Lesson One *Understanding Your Role as a Parent* cites the widely known work of Diana Baumrind in the late 60's and early 70's who identified three family atmospheres: authoritarian, permissive, authoritative. Later work by Maccoby and Martin (1983) which introduced "the uninvolved parent" has been added. All research references are cited in the work.

PPE's Initial Parent Educator Training teaches the parent educator how to select and blend modules to target particular issues and how to blend them with existing programs. Parent educators also learn to implement the lessons in culturally sensitive ways to fit their audiences. PPE is not a cookie cutter program. The impact of the classes can be determined in terms of measured outcome based objectives – that is, the changes that have occurred in the participants due to their participation in the classes.

The PPE Program has been through rigorous objective reviews as the topic of two doctoral dissertations.

Currently, Wilder Research out of Minnesota is conducting empirical studies to provide data to support an Evidence Based designation for the PPE program.

Report Using PPE Evaluation Tools

The following summary reflects the results from the evaluation tools included in the PPE curriculum using the data collected from parents after they had attended at least four parenting classes taught by five trained PPE facilitators over a three year period.

Knowledge

- 17% reported that they had learned one or two things that would be useful to them as they parented their children
- 82% reported that they had learned a lot of information that they would use.

Skills

- 19% reported that they had acquired one or two skills that they would find useful
- 78% reported that they had learned several strategies that would be useful to them

Attitude/Confidence

- 40% reported that they felt a little more confident as a parent than before the classes
- 57% reported that they felt significantly more confident in their parenting practices

Intended Practice

- 24% had identified at least one new strategy that they planned to implement with their children
- 73% planned to use two or more new positive strategies with their children