

What is PIRC?

Parent Information Resource Centers were conceived by Congress under the Elementary and Secondary Education Act to provide parents, schools, and other organizations working with families with the information and support (including training and technical assistance) needed to understand how children develop and what they need to succeed in school. The first 28 PIRCs were funded by the U.S. Department of Education in 1995. Some PIRCs are stand-alone entities; others operate as a program within a larger umbrella organization. PIRCs are by no means the only programs with a focus on generating greater and more effective parent involvement. In fact, PIRCs often partner with other organizations to increase their reach and influence.

Phyllis Harris, Missouri PIRC Director at LIFT-Missouri

Missouri Federal Programs Conference

September 28, 2009

Tan-Tar-a Resort Osage Beach, Missouri



LIFT-Missouri

The State's Parent Information Resource Center

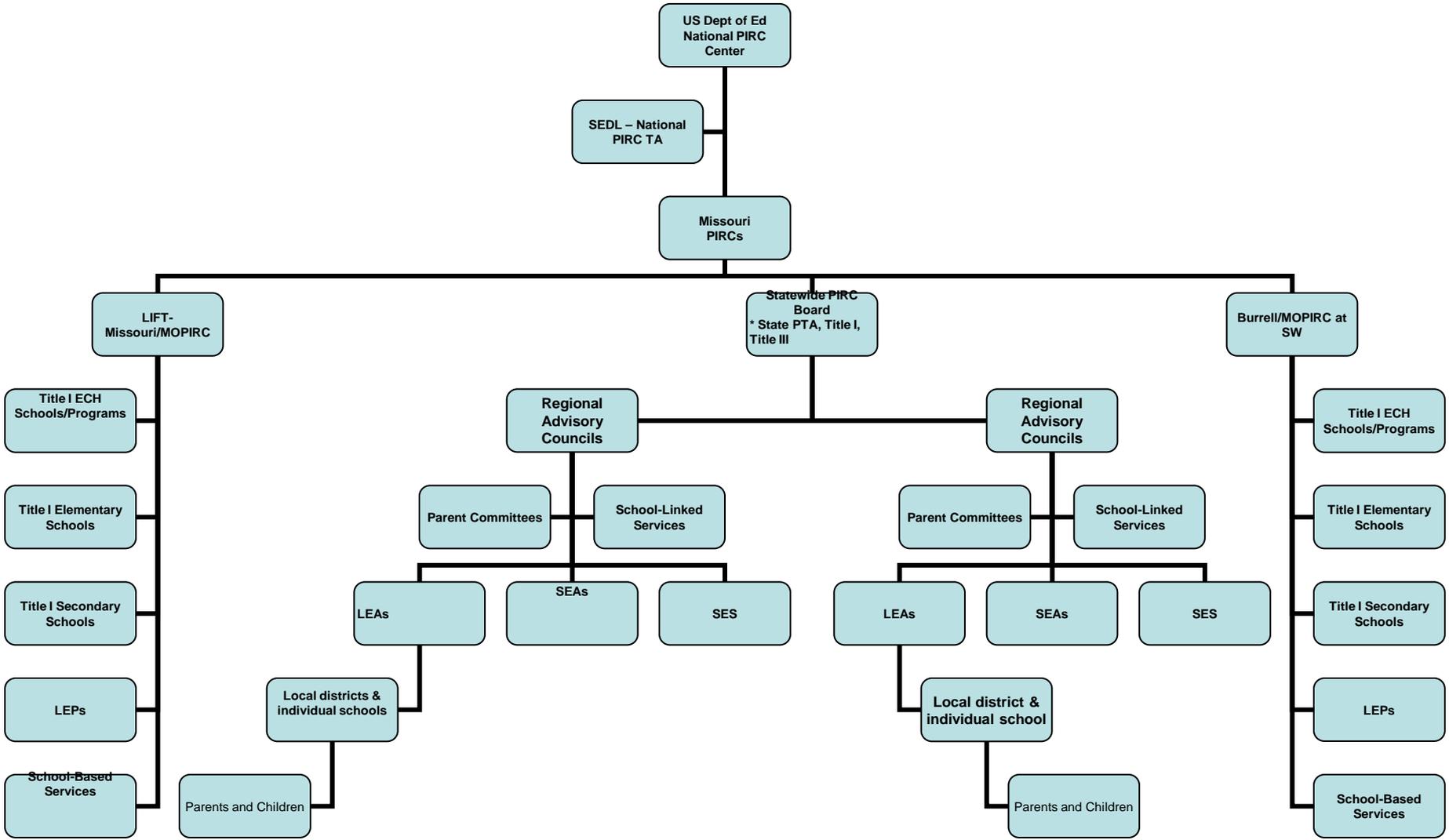


- LIFT (Literacy Investment for Tomorrow)-Missouri, serves as Missouri's Parent Information Resource Center. LIFT provides training, technical assistance, resources and support across the state to enhance parent involvement by working with school districts and multiple organizations. Some LIFT PIRC partners are Practical Parenting Partnerships, Parents As Teachers, and Parent Link. Other organizations that support MOPIRC are Caring and Sharing, Missouri PTA, University Extension centers, etc. LIFT also serves as the state's literacy resource center.

The Purpose of PIRC

- **Key Roles for a Parental Information Resource Center**
- As defined by the Department of Education, the funding agency for PIRCs, key PIRC roles include:
 - (a) Providing leadership, technical assistance, and support in the implementation of successful and effective parent involvement policies, programs, and activities intended to improve student academic achievement;
 - (b) Strengthening partnerships among parents (including parents of children from birth through age 5), teachers, principals, administrators, and other school personnel in meeting the education needs of children;
 - (c) Developing and strengthening the relationship between parents and their children's school; and
 - (d) Providing a comprehensive approach to improving student learning, through coordination and integration of federal, state, and local services and programs

MOPIRC Statewide Service Delivery Process



State PIRC Role

- The Missouri PIRC at LIFT serves and collaborates with parents, schools, and community organizations throughout the state by providing a wide range of information, training, technical assistance, and resources to help promote children's achievement and parent involvement. Missouri PIRC at LIFT, with multiple collaborative partners disseminates parent-involvement information to schools, parents, and communities in all areas of the state.



State PIRC Role (cont.)

- On another level, the Missouri PIRC provides intensive services targeted to parents in urban and rural communities with children attending low performing schools. Services are systemic, beginning with a strong working relationship with the SEA that impacts regional PIRC support, and connects to local support to school districts and schools.



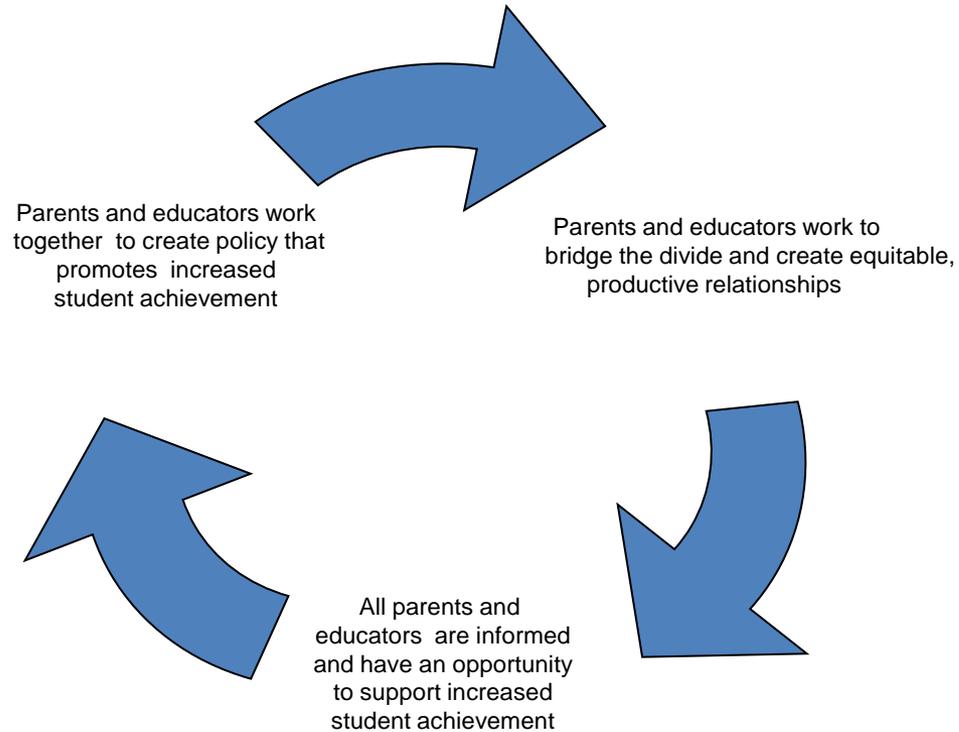
Epstein's Six Levels of Parent Involvement

- **1. Parenting** – Help all families establish home environments to support children as students.
- **2. Communicating** – Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- **3. Volunteering** – Recruit and organize parent help and support.
- **4. Learning at Home** – Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- **5. Decision Making** – Include parents in school decisions, developing parent leaders and representatives.
- **6. Collaboration** – Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Regional Impact – Providing PIRC Support to Promote Best Practice Sharing, Technical Assistance, and Support

- **Coordination with SEA RPDC staff.**- The SEA staff help the PIRC coordinate parent involvement child achievement, and family support through the PIRC Regional Advisory Council meetings, and provide workshops and parent/family activities in schools in their regions. They also participate with parent/school action teams and work closely with Title I, DAC, SAC, PTA, PTOs, and other parental involvement programs.
- **Missouri Community Action Agencies** - (19 agencies in 19 regions across Missouri. Nearly 75% serve as Head Start grantees, HUD/Housing Authority, Building Assets (financial literacy for families), Community Services Block Grants, Dept. of Social Services, weatherization programs, etc. Collaboration helps link local agencies to schools to bring in services for families.
- **PIRC Regional Advisory Council Meetings** – Meetings facilitated with clusters of school districts, community agencies, parents in specific regions of the state to promote parental involvement, child achievement, and encourage districts/schools to create collaborations that will create school-linked and school-based services for families.
- **PIRC Parent Committees** - Committee of parent leaders representing schools in specific regions. These committees participate in PIRC Regional advisory councils.

Partnerships With Parents



What are Title I Schools?

- Title I schools are those that have high percentage of students living in poverty and that, therefore, are awarded special funding from the U.S. Department of Education. Selected parent involvement requirements under the Title I of NCLB (No Child Left Behind) state that all Title I schools which receive special funding to raise the performance of disadvantaged students, must develop parent involvement policies and strategies, and all but the smallest (i.e., a district that receives under \$500,000 in Title I funding) must spend at least 1% of their Title I funding on parent training and education programs. Thus Title I schools:
 - (a) work with parents to develop a parent involvement policy
 - (b) work with parents to develop school-parent compacts
 - (c) distributes both the parent involvement policy and school-parent compact to the parents.
 - (d) builds families' capacity to improve student achievement through partnerships between parents and schools staff

School-Based and School-Linked Services

- **School-Based Services** – services are provided by community agencies or collaborators at the school site. Community agencies come to the school site to bring resources, services, education, etc.
- **School-Linked Services** – services are available to children attending specific schools/districts, but are provided at another site (libraries, community colleges, tutor agency locations, etc.)

- **Supplemental Education Services**

- The **SES** program is part of NCLB of 2001. Through the program, low-income parents can get free tutoring services for their children. These services provide extra help in academic subjects, such as reading, language arts, and mathematics, to students who may be struggling in school. These services are typically delivered outside the regular school day-before or after school, on weekends, or during summer months. Eligible families choose an SES provider from a list developed by their states. Title I schools that stay in “needs improvement” status 2-3 years must offer SES.

SEA and LEAs

- **Local Education Agency (LEA)** – an education agency at the local level that exists primarily to operate schools or to contract for education services. A single school may sometimes be considered an LEA.
- **State Education Agency (SEA)** – The state board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a state

PIRC INCLUSION in Federal Programs Reporting:

SEA MONITORS LEA USE OF PIRC RESOURCES

	FEDERAL PROGRAMS MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION PO BOX 480, JEFFERSON CITY, MO 65102-0480 NCLB SELF-MONITORING CHECKLIST	
SECTION I - DISTRICT AND PROGRAM INFORMATION		
School District Name	County-District Code	Form Due Date OCTOBER 1, 2008
Federal Programs Coordinator	Federal Programs Coordinator Phone	
District Migrant Contact	District Migrant Contact Phone	
District English Language Learner Contact	District English Language Learner Phone	
District Homeless Children and Youth Contact	District Homeless Children and Youth Phone	
DIRECTIONS		
1. Respond to each of the following monitoring requirements by placing an appropriate code (<i>see Key below</i>) on the line to the left of the corresponding item. Responses are required on each lettered item , and documentation proving compliance must be kept on file at the district. 2. Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for review. Do not send copies of evidence sources to Federal Programs, unless requested to do so. 3. If you have any questions, call or email for assistance. 4. For sample forms, program guidance, and other information, visit http://dese.mo.gov/divimprove/fedprog/ 5. MAIL the completed form by the due date above to: Financial Management, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 or fax to (573) 526-6698.		
QUESTIONS: Grants Management/Migrant: (573) 526-5658 Homeless: (573) 522-8763 ELL: (573) 522-1567		
DC = District Compliant: A review indicates compliance. When using this code, the district must have the documentation readily available for review by Federal Programs, if requested. DR = District Resolving: A review indicates a compliance discrepancy. When using this code, use the comment section on the last page to explain how the district intends to resolve the discrepancy and the intended time frame for completion. DA = District Assistance: The district requests assistance. A supervisor from Federal Programs will contact the district to arrange for assistance. NA = Not Applicable to this district. LEA = Local Educational Agency: school district or charter school.		
SECTION II – TABLE OF CONTENTS		
Administrative Manual can be found on the following website http://dese.mo.gov/divimprove/fedprog/grantmgmt/documents/adm_manual.pdf General Provisions must be completed by all districts and can be found on pages 2-8. Title I, Part A must be completed by all districts receiving funds for this program and can be found on pages 9-21. Title I, Part C must be completed by all districts receiving funds for this program and can be found on pages 22-23. Title I, Part D must be completed by all districts receiving funds for this program and can be found on pages 24. Title II, Part A must be completed by all districts receiving funds for this program and can be found on pages 25. Title II, Part D must be completed by all districts receiving funds for this program and can be found on pages 25. Title III must be completed by all districts receiving funds for this program and can be found on pages 26-27. Title IV, Part A must be completed by all districts receiving funds for this program and can be found on pages 28-29. Title V, Part A must be completed by all districts receiving funds for this program and can be found on page 30. Title VI must be completed by all districts receiving funds for this program and can be found on page 30.		
SECTION III – ASSURANCES AND CERTIFICATION		
The authorized representative assures the Department of Elementary and Secondary Education that the information provided is correct and accurate and documentation is on file at the district for review.		
SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE		DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

TITLE I, PART A: PARENT INVOLVEMENT	DC	UR/DA	NA	DESE
7. School Parent Compact (NCLB, 1118 (d))				
a. The LEA provides documentation that each Title I-served school jointly develops with parents a school parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end. Evidence Source <input type="checkbox"/> Meeting agendas, sign-in sheets, and minutes of meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. The school parent compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the State's academic achievement standards, and the way each parent will be responsible for supporting their child's learning (e.g., monitoring attendance, homework completion, and television viewing; volunteering in their child's classroom; participating, as appropriate, in decisions related to the education of their child and positive use of extracurricular time); and addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following: (1) Parent-teacher conferences in elementary school, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; (2) Frequent reports to parents on their child's progress; and (3) Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities. Evidence Source <input type="checkbox"/> Copy of school parent compact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Parent Involvement – Six Requirements to Build Parents' Capacity (NCLB, 1118 (a))				
The LEA documents how it plans and implements programs, activities, and procedures for the involvement of parents in Title I programs. The LEA provides evidence that it jointly develops with, agrees with, and distributes to parents a written parent involvement policy that includes the required component and establishes the LEA's expectations for parental involvement. Evidence Source <input type="checkbox"/> Copy of parent involvement policy or plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Effectiveness (NCLB, 1118 (a))				
The LEA and school buildings review the effectiveness of school parental involvement activities. Evidence Sources <input type="checkbox"/> Parent involvement surveys <input type="checkbox"/> Parent involvement activity evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Parent Involvement – PIRC (NCLB, 1118 (g))				
The LEA informs parents and parent organizations of the existence and purpose of the Missouri Parent Information Resource Center (PIRC). Evidence Source <input type="checkbox"/> Copy of parent notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TITLE I, PART A: PARENT INVOLVEMENT COMMENTS				

Title I Requirements

- **Title I** - Schools work with parents to develop parent involvement policy and a school-parent compact.
- **Schools in Need of Improvement** – School consults with parents in developing a school improvement plan, to be completed no more than 3 months after the school is identified as “needs improvement”.
- **School Districts** – Districts develop jointly with parents a written PI policy and distributes to parents, and promotes family and school partnerships enabling staff and parents to raise student achievement together.
- **Local Districts in Need of Improvement** – Must provide notification to parents of each child enrolled in the schools served by the district.
- **State Education Agencies** – Reviews each Title I application to ensure it complies with the law with respect to parent involvement. **SEAs** provide technical assistance to local schools and districts and monitors the implementation of parent involvement requirements.

Student/School/Parent Compacts

- Title I requires each school that receives Title I funds to develop jointly with parents a school-parent compact that outlines how parents, school staff, and students will share responsibility for ensuring improved student achievement. This compact must do a number of things:
- **Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective environment which will enable students to meet state standards**
- **Describe how parents will be responsible for supporting their child's learning. Examples given in the law are monitoring whether children have finished their homework and how much television children watch.**
- **Address the importance of communication between teachers and parents. Schools will be required to provide at least: a. parent-teacher conferences, b. frequent reports to parents on child progress, and c. reasonable access to staff and classrooms to observe activities.**

Family Literacy

- The **Four** Components
 - Adult Education
 - Children's Education
 - Parent Education
 - Parent and Children Together (PACT) aka Parent Child Interactive Literacy (PCIL)

See handout