


## Title I, Part A Parent & Family Engagement Liaison Handbook



**A Comprehensive Guide to Implementing an Effective Title I, Part A Parent & Family Engagement Program**

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### Preface

- This electronic handbook (LiveBinder) is a resource to assist the busy educator.
- It points the way; you provide the passion.
- It addresses the requirements; you bring in the key stakeholders.
- It gives tools and templates; you make it relevant to your school community.
- Each section has a brief description, a legal reference, and links
- Many sections have printable handouts and worksheets
- This LiveBinder will assist educators to execute the game plan where parents are not only spectators but integral partners.
- Refers to ESSA statute – still waiting for guidance in Title I

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## Statute, Public Law 114-95, Section 1116

- This section provides you with a copy of Sections 1114, 1115, and 1116



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### ESSA: What's in it for parents?

- The most important thing to know is that the major requirements of districts and schools to engage parents and families are the same in the new law, including:
- The School District must offer programs and activities to involve parents and family members, and seek meaningful consultation with parents.
  - Develop with parents a written **parent and family** engagement policy and school-parent compact
  - Build schools' capacity to engage families
  - Evaluate its family engagement policy and practices, with meaningful input from families
  - Involve families in the activities of Title I schools
- Reserve **at least 1%** of its grant to fund parent and family engagement activities; involve parents in deciding how to use these funds; and send 90% of this funding directly to schools.

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### Overview of Parental Involvement under ESSA P.L. 114-95, Section 1116



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### A Dual- Capacity Building Framework



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## DESCRIPTION

The Dual Capacity-Building Framework components include:

- A description of the capacity **challenges** that must be addressed to support the cultivation of effective home-school partnerships;
- An articulation of the **conditions** integral to the success of family-school partnership initiatives;
- An identification of the desired intermediate capacity **goals** that should be the focus of family engagement policies and programs at the federal, state, and local level; and
- A description of the capacity-building **outcomes** for school and program staff as well as for parents and families.

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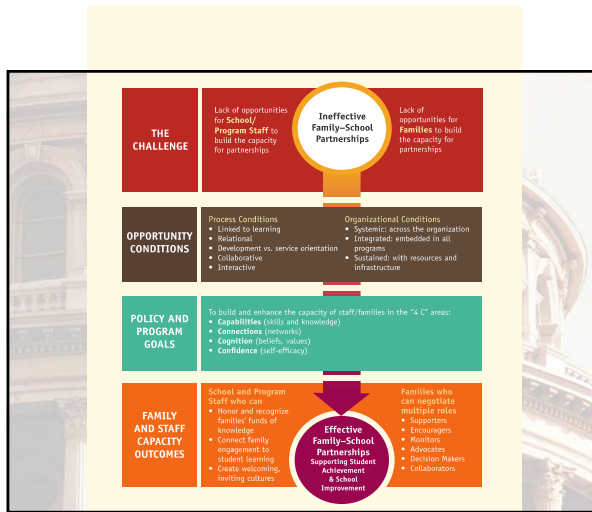
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**Building Capacity**



- Although the outcome is student success, the process includes participation by parents and families.
- A partnership between school and home is an essential piece contributing to student improvement and academic achievement.
- Some parents are highly engaged, while others display limited participation due to lack of time, cultural barriers, or fear of the unknown.
- These families need persistent, yet gracious encouragement. Schools need to build up their capacity to be more involved at their child's school.

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# 7 Language and Format Section 1116(b)(1) and e(5)



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## Language and Format

### DESCRIPTION:

- To maintain regular, meaningful, two-way communication the message delivered by the sender (the district and school) needs to be understood by the receiver (the parents and family).
- Yet, many parents and families are unable to respond either due to limited literacy or possessing a home language other than English.
- As a result, it is essential to provide information to families in a format, and to the extent practicable, in a language they can understand.

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## Examples

- Provide print materials in the home language, especially:
  - the student handbook
  - the district parental involvement policy
  - the campus parental involvement policy
  - the school-parent compact,
  - notification to parents to request teacher/paras qualifications
- notification to parents regarding the status of teacher certification (TEC)
- and reports on student progress and achievement

*If it is not practicable to provide in print, ask a parent to serve as a translator or put on a CD.*

**EXAMPLE**  
**EXAMPLE**  
**EXAMPLE**

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**8 Funding**  
**Section 1116 (a)(3)(A-D)**

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**Title I, Part A Reservation of Funds**

**DESCRIPTION:**

- ✓ A district with a T-I, A allocation of \$500,000 or more is required to spend at least 1% of its allocation for district and school-level P & F activities.
- ✓ Districts with allocations of \$500,000 or less are still responsible for implementing P&F activities, although no minimum allocation is required.
- ✓ Not less than 90% of the funds reserved shall be distributed to the campus – *only 10% can be set aside for district use.*

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**Title I, Part A Reservation of Funds**

**Not less than one of these SHALL BE implemented:**

- Professional development regarding P&F engagement strategies;
- Supporting programs that reach P&F members at home, in the community, and at school;
- Disseminating information on best practices
- Collaborate with community-based organizations;
- Other activities as appropriate.

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**9 Schoolwide and Targeted Assistance Section 1114**



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**Title I, Part A Schoolwide Program**

- A schoolwide program is a comprehensive reform strategy designed to **upgrade the entire educational program** in a Title I campus;
- The primary goal is to ensure that **ALL** students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the annual Texas academic assessments.



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**Implementing a Schoolwide Program**

There are **three** required components of a schoolwide program that are essential to effective implementation:

1. Conducting a **comprehensive needs assessment**
2. Preparing a **comprehensive schoolwide plan** (may be integrated into existing CIP)
3. **Annually reviewing and revising**, as necessary, the schoolwide plan



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## Targeted Assistance



### DESCRIPTION:

- A targeted assistance school, primarily addressed in [section 1115 of Title I, Part A](#), is one that receives Part A funds yet is ineligible or chooses not to operate as a schoolwide program.
- The goal of a targeted assistance school is to improve teaching and learning to enable identified students to meet the challenging State performance standards
- The term "targeted assistance" signifies that the services are provided to a select group of children, rather than for overall school improvement, as in schoolwide programs

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## 10 Annual Title I, Part A Meeting Section 1116(c)(1)




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## Annual Title I, Part A Meeting



### DESCRIPTION:

- Each school receiving Title I Part A funds, schoolwide and targeted assistance, is **required** to convene an annual meeting.
- The purpose of this meeting is to inform parents and families of their school's participation in the Title I Part A program, including the right of the P&F to be involved.




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The annual meeting for **TARGETED ASSISTANCE** will address the parents and families of the children identified to receive Title I Part A services.



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**11 Surveys**

Awesome!

EXCELLENT

GOOD

AVERAGE

POOR



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**Surveys**

Surveys of programs can:

- promote shared decision making by asking for family input on program-specific practices and policies
- assess family needs, wants, and program satisfaction to guide program quality improvements
- learn about family expectations for their child's learning, for parent-teacher conferences, and other aspects of the of the program
- learn whether families are taking advantage of the opportunities the program provides



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### Annual Evaluation

**DESCRIPTION:**

- ESSA requires every LEA receiving Title I Part A funds to evaluate annually the effectiveness of their P&F policies and programs.
- The evaluation should attempt to identify the **success** of the PI policy, or lack thereof, in improving the academic quality of the schools.
- Emphasis is on affirming the connection between student improvement and effective home-school communication.




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### Annual Evaluation

Although the LEA is required to provide an annual evaluation of PI Policy, statute does not stipulate **HOW** the evaluation will be conducted. Many use:

- Surveys
- Open Discussion
- Focus Group Discussion
- Session/Training Evaluations




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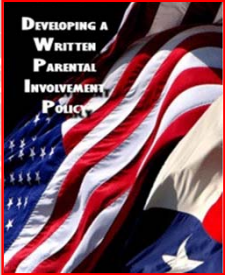
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## Written Parent and Family Engagement Policies

Section 1116(a)(2)(A-F)  
 Section 1116(b)(1-4)  
 Section 1116(c)(1-5)  
 Section 1116(d)(1-2)  
 Section 1116(e)(1-14)  
 Section 1116(f)



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## Written Parent and Family Engagement Policy

**DESCRIPTION:**

- Every district and campus receiving Title I Part A funds, schoolwide and targeted assistance, is **required** to develop a written parent and family engagement policy.
- The policy shall be developed jointly with parents/families and distributed to them.
- The policy describes the family engagement program for the school year.



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Every Student Succeeds Act (ESSA), Title I, Part A Section 1116 (C)		
School-Level Parental Involvement Policy – Policy Development		
<input type="checkbox"/> District Level <input checked="" type="checkbox"/> School Level		
Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>Conduct a meeting (or offer other formal and informal opportunities) for parents of children in Title I programs to develop, discuss, revise, and agree upon the school parent and family engagement policy on an annual basis.</li> <li>Ensure all Title I parents have the opportunity to provide input on the school parent and family engagement policy by offering several attempts and ways to gather parent feedback.</li> <li>Distribute and make available the revised school parent and family engagement policy to all parents in multiple ways annually.</li> </ul>	<ul style="list-style-type: none"> <li>Hold smaller parent and community meetings, gatherings, or retreats, and invite the whole family to discuss academic progress at the school level in relation to school goals and the school parent and family engagement policy.</li> <li>Bridge the parental involvement gap in the school by strategically reaching out to underrepresented families to obtain their feedback and suggestions on the school parent and family engagement policy and plan.</li> </ul>	<ul style="list-style-type: none"> <li>Assemble a school community team comprised of parent, community, and school leaders to guide and coordinate parental involvement programs as outlined in the school parent and family engagement policy.</li> <li>Measure the impact of parental involvement on student achievement in the school parent and family engagement policy by connecting the planned activities and goals of the program with the intended schoolwide change.</li> </ul>

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The campus policy for **TARGETED ASSISTANCE SCHOOLS** will be distributed to the parents and families of the children identified to receive Title I Part A services.



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## 14 School-Parent Compact Section 1116 (d) (1-2)



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## School-Parent Compact

### DESCRIPTION:

- Every campus receiving Title I, Part A funds, SW & TA, is required to develop a written school-parent compact.
- The compact shall be developed jointly with and agreed upon by parents and families, and distributed to parents and families.
- The compact serves as a reminder of shared responsibility for school and home to work together to improve student achievement.
- Compact explains what families and schools can do to help children reach high academic standards of excellence.

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The compact is passion in print.

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It is like a compass pointing toward the destination "student success."

*Title I +* School-Parent Compact

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The school-parent compact for **TARGETED ASSISTANCE SCHOOLS** will be distributed to the parents and families of the children identified to receive Title I Part A services.

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**15** Publications

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**16** **Adult Learners**



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**Adult Learners**

**Resources include:**

- 8 Important Characteristics of Adult Learners
- Characteristics of Adult Learners
- Training Wheels



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**17** **Communication**



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**NOTE** **SUCCESS** **LETTERS**

**family** **care** **STORIES I HEARD** **THEY SAID** **smile** **FAMILY** **care**

**Communication is . . .**

**An on-going, two-way method of sharing information and meaning with others.**

**POSTCARD** **family** **LEARN**

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**18 Successful Partnerships**

The Six Slices of Parental Involvement-

parenting      volunteering

learning @ home      communicating

collaborating with community      decision making

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**THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS**  
Epstein's Six Types of Involvement

<b>Type 1</b>	<b>Parenting:</b> Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.
<b>Type 2</b>	<b>Communicating:</b> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
<b>Type 3</b>	<b>Volunteering:</b> Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.
<b>Type 4</b>	<b>Learning at Home:</b> Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.
<b>Type 5</b>	<b>Decision Making:</b> Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.
<b>Type 6</b>	<b>Collaborating With the Community:</b> Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

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**19** Diversity



A word cloud centered around the word "DIVERSITY". Other prominent words include "INCLUSION", "EQUALITY", "COMMUNITY", "GENDER", "LIFE", "STRATEGY", "ANALYSIS", "CONCEPTS", "THOUGHTS", "BUSINESS", "SEARCHING", "PEOPLE", "DATA", "PLANS", "DIVERSE", "GROWTH", "TEAMWORK", "CONNECTION", "PROFIT", "CONCEPTS", "LIFE", "STRATEGY", "ANALYSIS", "CONCEPTS", "THOUGHTS", "BUSINESS", "SEARCHING", "PEOPLE", "DATA", "PLANS", "DIVERSE", "GROWTH", "TEAMWORK", "CONNECTION", "PROFIT". Below the word cloud, a group of diverse people of various ages and ethnicities are standing with their arms around each other's shoulders, smiling. The background is a blurred image of a grand, classical building with columns and arches.

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**20** Resources



A close-up shot of a person's hands holding a tablet computer. The person is wearing a grey sweater. The background is a blurred image of a grand, classical building with columns and arches, similar to the one in slide 19.

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**Title I Statewide School Support and Family and Community Engagement Initiative**  
At Region 16 Education Service Center  
Funded by Texas Education Agency



TEA  
Texas Education Agency

Title I Statewide School Support

Region 16  
Education Service Center

**Initiative website:**  
<http://tinyurl.com/cdt6kbo>  
terri.stafford@esc16.net  
806-677-5126  
skip.forsyth@esc16.net  
806-677-5186

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