

# Annual Title I Meeting

## Benefits of parent and Family Engagement

### 2019-2020

September 26, 2019

H.E. Charles Middle School

Mr. David Zamora, Principal

Mrs. Dotty Caldwell, PEL

EL PASO INDEPENDENT  
SCHOOL DISTRICT



# Annual Title I Meeting and Benefits of Parent and Family Engagement



**Title I, Part A**  
**Parent and Family Engagement**



# Annual Title I Parent Meeting

- **The requirement:** All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting
  - to inform parents and families of their school's participation
  - to explain the requirements of the Title I, Part A program
  - to explain the right of parents to be involved
- **The concern:** Unfortunately some schools are not following that mandate.
- Section 1116 (c) <https://tinyurl.com/yb7a6fdb>



# Title I, Part A Program

- Explain why the school is participating in Title I, Part A (schoolwide or targeted assistance) – emphasize this program is intended to improve student academic achievement
- Explain the requirements of the Title I, Part A program
- Emphasize the right of parents to be involved in the school's programs and describe specific opportunities for their participation: volunteer and participate in child's class, observe classroom activities, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.



# What is a Title I School?

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards.
- Purchasing supplemental: staff, programs, materials, and supplies.
- Conducting parental involvement meetings, trainings, and activities.



# What will Title I, Part A offer my child?

The Title I, Part A Program will provide your child with additional instructional assistance in math, reading, and language arts.



# What will Title I, Part A offer my child?

Additional instructional assistance can be:

- Teaching materials which supplement a student's regular instruction
- Teachers and instructional aides
- Small group instruction



- The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically, in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP). Topics include:
  - High-quality student academic assessments
  - Supplemental services to assist struggling students
  - Coordination and integration of federal funds and programs
  - Strategies to implement effective parent and family engagement
  - Title I, Part A parents have the right to be involved in the development of this plan



# Policy and Compact

- Distribute and review the written parental involvement policy and school-parent compact
- Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan (which is usually included within the District Improvement Plan, DIP, and the Campus Improvement Plan, CIP)

**At elementary schools –  
REQUIRED  
parent-teacher conference to  
present and discuss the compact**



- The policy addresses how the school will implement the parent and family engagement program. The policy includes:
  - Convene an annual meeting
  - Provide a flexible number of meetings
  - Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
  - Provide timely information about parent and family engagement activities
  - Provide information to parents about curriculum and assessment
  - If requested, provide additional meetings with parents to discuss decisions for the education of their child



- The school-parent compact is a written agreement...
  - That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
  - That addresses high-quality curriculum and instruction to meet State academic standards
  - The ways in which parents will support their child's learning
  - That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (**REQUIRED** in elementary schools)
  - That affirms the importance of parents and families in decisions relating to the education of their children
  - Title I, Part A parents have the right to be involved in the development of the school-parent compact



# Curriculum

- Explain the school's curriculum
- Describe the forms of academic assessment used to measure student progress
- Provide information about the achievement levels of the State academic standards
- STAAR testing calendar (not required but suggested)



# Additional Meetings

- Inform about the opportunity for additional parent meetings and flexible meeting times – meeting at morning or evening or other convenient times, and funds may be available to assist with transportation or child care
- If requested by parents, as appropriate, to meet in reference to decisions relating to the education of their children
- Provide parents and families with parent and family engagement training session dates and times, if scheduled
- Distribute materials for home learning activities, if available



# Reservation of Funds, 1% Set -Aside

- Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.
  - Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
  - Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
  - Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities



# Teacher Qualifications

- Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)
- Parents must follow the school procedure to request this information
- Check with your school office or district office to make this request



# Parents Right-to-Know

- Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)



# Who to Contact

- Name of principal, office phone number
- Name of counselor, office phone number
- Name of nurse, office phone number
- Name of food service director, phone number
- Name of transportation director, phone number
- **Name of teacher, phone number or best way to contact her/him**



# Evaluation,

*usually in the spring*

- Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring). Identify...
  - Barriers to participation in parent engagement
  - The needs of parents to assist with the learning of their children
  - Strategies to support successful school-family interactions
- Data and input might include...
  - Parent questionnaires and surveys
  - Focus groups or other face-to-face meetings
  - Parent advisory committee input
  - Provide electronic evaluation tools, if available
- Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact



# Document!

- Maintain records of how the meeting(s) was publicized and how parents were notified
- Provide an agenda
- Provide sign-in sheets with date, time, name, and person's title
- Maintain an accurate record of the minutes

## **IMPORTANT:**

**In the minutes of meetings, document any suggestions and responses from the parents.**



# **Benefits of Parent and Family Engagement**

**Title I, Part A**

**Parent and Family Engagement**



**Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.**

Lee and Marleen Canter



# Table Activity

Partner with those at your table to discuss the following questions:

- What form of communication works best for you? (telephone, text, email, note, face-to-face, etc.)
- What kinds of information do you most want to receive from the school?
- What might the school do differently to improve communication between school and home?
- What might you, as a parent, do differently to improve communication between home and school?





**When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.**

Henderson and Mapp



# Table Activity

Partner with those at your table to discuss the following questions:

- What are the strengths of your school and community?
- In what ways are your school, families, and community working together effectively?
- What are the possible benefits when schools, parents and families, and community groups work together?
- What might schools, parents and families, and the community do differently to work together more successfully?



# What Are the Benefits?

What are the benefits for...

- Students?
- Parents and families and the community?
- For teachers, administrators, and other school staff?



# Student Benefits

- Higher grades and test scores
- More likely to complete homework
- Better attendance
- Fewer placements in special education
- More positive attitudes and better behavior
- Higher graduation rates
- Greater enrollment in postsecondary education



# School Benefits

- Improved teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community



# Parent and Family Benefits

- More confident in the school
- Increased confidence in their parenting skills
- Creates a home environment that encourages learning
- Encourages parents to advance their own education and skills in the workplace

