Title I Parent Involvement

Implementation for Parent and Family Engagement Federal Requirements

For districts with more than one school participating in Title I, Part A: Complete only Section 1. Each participating school must have its own school-level parent and family engagement policy.
For districts with a single school participating in Title I, Part A: Complete Sections 1 and 2.
Steps:

- Choose the sections that best match your district's Title I, Part A profile.
- The components of the ESEA Parent and Family Engagement do not change; only the descriptions or implementation actions do.
- The Parent and Family Engagement policy (both at the district and school levels) must be reviewed annually with parents. Ensure the adoption date is within the past 12 months.
- Tailor the descriptions to accurately represent your district. Address all components clearly in your descriptions to provide sufficient context for implementation.
- If you have more than one participating Title I, Part A school, please remove Section 2.

SECTION 1
The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements in ESEA Section 1116 (A-F) and if applicable, Section 1116 (c)(d)(e)(f), as listed, and described below.

A. **Jointly Developed and Parent Input**. Parents and families will have the opportunity to jointly develop and provide input for the Title I, Part A program and policy. The district will involve parents and family members in:

- The development of 4130 Procedure, this may include establishing a parent advisory board.
- The Consolidated Grant Application (CGA) Title I, Part A section.
- Developing school improvement plans (SIP), such as a combined SIP and Schoolwide Plan (SWP) or Targeted Assistance Protocols (TAS).

B. **Technical Assistance**. The district will provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.

C. **Integration**. The district will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.

D. **Annual Evaluation**. The district will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A and use the findings to design evidence-based strategies.

SECTION 2
The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements, as listed, and described below.

A. **Communications**.

- The school will notify parents and family of the parent and family engagement policy in an understandable format, language the parents can understand and parent friendly.
- The school will provide parents with timely information about Title I, Part A programs.
- The school will offer parents a flexible number of meetings and transportation, childcare, or home visits.

B. **Annual Title IA Meeting.**

- The school will convene an annual meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' right to be involved.

C. **School-Parent Compact.**

- The schools will follow to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement.

D. **Building Capacity.**

- The school will build parent capacity for strong engagement.
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The school will help parents in understanding the achievement levels of the challenging State academic standards, state and local academic assessments and alternate assessments, Title I requirements, and how to monitor their child's progress and work with educators.

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