

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



TITLE I, PART A  
PARENT AND FAMILY ENGAGEMENT

## ***NOTE***

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This PowerPoint can be used by ESCs to train LEAs and schools.

This PowerPoint can also be given to LEAs and schools to use with their parents and families. They should present the info at least through slide 17.

Slides 18-26 briefly describe the benefits of parent and family engagement with some activities that encourage conversation.

# Annual Title I Parent Meeting

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**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/yb7a6fdh>



# Title I, Part A Program

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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 in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.

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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

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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:

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- 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...

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- 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

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- 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

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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

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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

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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

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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

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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 and best way to contact her/him**

# **Evaluation,** *usually in the spring*

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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!

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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.

# Available Forms

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For forms such as: fall and spring agenda, sign-in sheets, etc., go to <https://tinyurl.com/ya2gjlw2u>

Or, go [www.esc16.net](http://www.esc16.net)

Click on the icon . . . . .



Click on Annual Title I Meeting

The Handbook is an excellent resource (see Section 10)  
<https://tinyurl.com/y9bcm4qr>

# **Benefits of Parent and Family Engagement**

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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

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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

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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?

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What are the benefits for...

Students?

Parents and families and the community?

For teachers, administrators, and other school staff?



# Student Benefits

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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

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- 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

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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



# Title I, Part A Parent and Family Engagement Statewide Initiative

*At Region 16 Education Serviced Center*

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*Funded by Texas Education Agency*



For more information contact,  
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