

**Title I, Part A: Improving the Academic Achievement of the Disadvantaged  
Parent and Family Engagement Policy Guidance**



Bureau of Federal Educational Programs

**Title I, Part A**

Improving the Academic Achievement of the Disadvantaged

**Parent and Family Engagement Policy Guidance**

BUREAU OF *Federal*  
EDUCATIONAL PROGRAMS

# **Title I, Part A: Improving the Academic Achievement of the Disadvantaged Parent and Family Engagement Policy Guidance**

## **Overview of Research Background**

Parental involvement is critical to student success. When parents, teachers and school administrators work cohesively to support the student experience, then students are more inclined to achieve academic success. According to the Global Family Research Project Carnegie Report on Next Generation Family Engagement, “when parents are engaged in their children’s education, students succeed” (Caspé and Weiss, 2018). By equipping parents and families with the knowledge on how to better support their children in school, parent confidence subsequently increases, naturally providing a sound basis for serving as their children’s educational advocate.

According to the National Association for Family, School and Community Engagement (NAFSCE), “truly effective family engagement involves the development of genuine relationships with families, is part of the fabric of the school community and provides equitable opportunities for families to participate” in their children’s education (2019, Evidence-Based Practices for Family Engagement). Therefore, it is fundamental for local educational agencies and schools to create and regularly maintain an open line of communication where parents are encouraged to actively engage in their children’s education. Research by Caspé and Weiss also assert that “families play a central role in supporting learning and building learning pathways” (Joining Together to Create a Bold Vision for Next Generation Family Engagement, Global Family Research Project, 2018).

In support of strengthening student academic achievement, this policy guidance establishes the district’s expectations and objectives for meaningful parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

## **Overview of Federal Statutory Requirements**

As required by Federal law, Section 1116 of the Every Student Succeeds Act of 2015, Public Law 115-224, a local educational agency (LEA) must implement the following requirements:

- The LEA will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)]
- Consistent with Section 1116, the LEA will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each includes a component of the school-parent compact consistent with Section 1116(d) of the ESEA, as amended. [Section 1116(b) & Section 1116(d)]

## **Title I, Part A: Improving the Academic Achievement of the Disadvantaged Parent and Family Engagement Policy Guidance**

- In carrying out the parent and family engagement requirements of this part, the LEA and schools, to the extent practicable, must provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [Section1116(e)(4)]
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to the State. [Section1116(b)(4)]
- The LEA will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [Section 8101(39)]

# **Title I, Part A: Improving the Academic Achievement of the Disadvantaged Parent and Family Engagement Policy Guidance**

## **Required Parent and Family Engagement Policy Components**

### **Joint Development**

The LEA will take the following actions to involve parents and family members in the joint development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

### **Technical Assistance**

The LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

### **Coordination**

The LEA will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

### **Annual Evaluation**

The LEA will conduct, with the 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 this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

### **Evidence-Based Strategies**

The LEA will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

## **Title I, Part A: Improving the Academic Achievement of the Disadvantaged Parent and Family Engagement Policy Guidance**

The term evidence-based means an activity, strategy, or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
  - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)
  - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

### **Development, Revision, and Reviewing of Plan**

The LEA will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

### **Reservation of Funds**

The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Only applicable to districts with an allocation of \$500,000 or more.)

Funds reserved under this section by the LEA must be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:

- I. Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other

## **Title I, Part A: Improving the Academic Achievement of the Disadvantaged Parent and Family Engagement Policy Guidance**

school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

- (i) Supporting programs that reach parents and family members at home, in the community, and at school.
- (ii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iii) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (iv) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

### **Building Capacity of Parents and Family Members**

The LEA will with the assistance of its Title I, Part A schools, build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

### **Building Capacity of School Staff**

The LEA will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Parent and family engagement is one of the monitored Title I, Part A focus areas. For support with this guidance document or topic area, please contact Anitra D. Young at 850-245-9383 or [Anitra.Young@fldoe.org](mailto:Anitra.Young@fldoe.org).