



Title I Parent and Family Engagement Requirements and Resources



Brinn Obermiller
Title IV and Family Engagement Director
Brinn.Obemermiller@tn.gov
(615) 770-1802

Agenda

- Research
- Changes in ESSA Parent and Family Engagement
- Documenting Your Work With Stakeholders
- Parent and Family Engagement Requirements and Resources:
 - Parent and Family Engagement Policies
 - School-Parent Compacts
 - Annual Title I Meeting

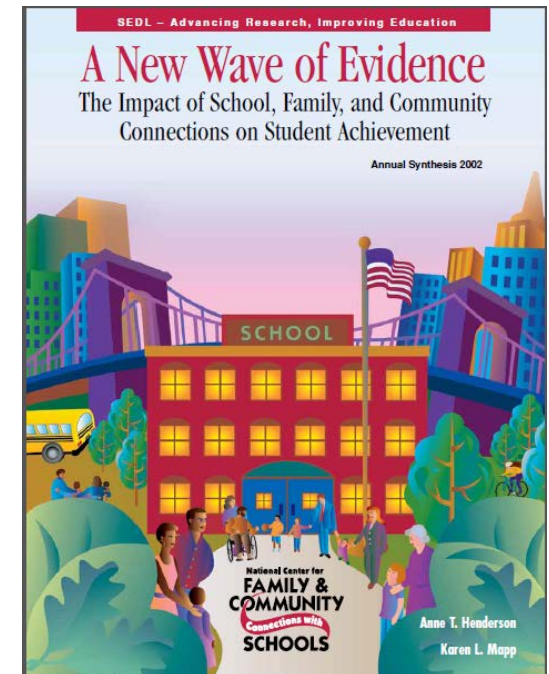


®

Research

Family Engagement Research

- Programs and interventions that engage families in **supporting their children's learning at home** are linked to improved student achievement.
- Family and community engagement that is **linked to student learning** has a greater effect on achievement than more general forms of involvement.
- Effective connections embrace a philosophy of partnership where **power is shared**—the responsibility for children's educational development is a **collaborative** effort among families, school staff, and community members.



The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

®

Changes in ESSA

Changes Under ESSA

- Changes in ESSA parent and family engagement are minimal, but include:
 - The change from “parent involvement” to “**parent and family engagement**”.
 - School districts must conduct outreach to **all** parents and family members.
 - **90%** of the district set-aside for parent and family engagement must be distributed to participating schools (down from 95%).



Image Source: <https://education.azgovernor.gov/edu/every-student-succeeds-act-essa>

Changes Under ESSA

- District parent and family engagement funds must be used for at least **one** of the following activities:
 - supporting schools in training school staff regarding engagement strategies;
 - supporting programs that reach families at home, in the community, and at school;
 - disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
 - providing subgrants to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; and/or
 - engaging in any other activities that the district believes are appropriate in increasing engagement.

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

**Parent and Family
Engagement Policy
Requirements &
Resources**

®

Parent and Family Engagement Policy Guide



- Contains numerous [tools](#) to assist districts and schools in the development of the parent and family engagement policy.
- Includes templates and samples for policies in both traditional and innovative formats.
- Located in the Parent and Family Engagement Resources folder in [TDOE Resources](#) and on the [TDOE website](#).

What is required in the district Parent and Family Engagement Policy?

- Title I, Part A, Section 1116 requires that the **district** parent and family engagement policy must describe, at a minimum, how the district will:
 - involve parents and family members in the **joint development of the district plan**;
 - provide the support necessary to **assist schools** in implementing effective family engagement activities to improve student performance;
 - conduct an **annual evaluation** of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority), and use the findings to **revise engagement policies** and design strategies to support successful school and family interactions; and
 - **involve families** in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy.

What is required in the school Parent and Family Engagement Policy?

- Title I, Part A, Section 1116 requires that the **school** parent and family engagement policy must describe, at a minimum, how the school will:
 - convene an **annual meeting** to describe the school's participation in the Title I, Part A program and the rights of families to be involved;
 - offer a **flexible** number of meetings;
 - **include families** in the planning, review, and improvement of the parent and family engagement policy and programs;

What is required in the school Parent and Family Engagement Policy?

- School-level policy requirements, continued:
 - provide timely information about **family activities**, a description and explanation of the **school's curriculum**, forms of **academic assessment**, and expected **achievement levels**; and
 - jointly develop with families, a **school-parent compact** that outlines how families, school staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards.

Parent and Family Engagement Policy Guide

- The guide includes a Traditional Policy Template that covers all federal requirements.
- A template for the school-level policy is also available.
- All templates can be edited to meet district and school needs.

Traditional District Parent and Family Engagement Policy Template

NOTE TO THE DISTRICT: School districts, in meaningful consultation with families, may use the sample template below as a framework for the information to be included in a traditional parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parent and family engagement and include all of the components listed under "Description of How District Will Implement Required District Parent and Family Engagement Policy Components" below, they will have incorporated the information that Section 1116(a)(2) requires for the district parent and family engagement policy. School districts, in meaningful consultation with families, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

An editable version of this template is available [here](#).

INSERT DISTRICT
LOGO HERE

District Parent and Family Engagement Policy
(Insert District Name)
(Insert School Year XXXX-XXXX)
(Insert Revision Date MM/DD/YYYY)

In support of strengthening student academic achievement, name of school district receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy 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.

The name of school district agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district 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

Parent and Family Engagement Policy Guide

- Also included is an Innovative Guide to Quality that covers federal regulations as well as ways to make the policy more effective.
- An Innovative Guide to Quality for the school-level policy is also available.

Innovative District Parent and Family Engagement Policy Guide to Quality

Note: A copy of this document may be downloaded [here](#).

Districts may use the guide below to identify the requirements for the district-level parent and family engagement policy and match these requirements with the sample policy provided in the following section. **The numbers on the guide to quality (1A-9) correspond to the numbers on the sample policies.** Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each district receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Therefore, districts are encouraged to use this guide with the sample policies, in meaningful consultation with families, to develop a district parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district.

	Does the district parent and family engagement policy:	Section of Title I law:	To make the policy more effective:
Jointly Developed	1A - Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(a)(2)	Provide a brief overview of Title I and its purpose as well as what is included in the district parent and family engagement policy.
	1B - Describe how parents and family members will be involved in the development of the district parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2) 1116(a)(2)(F)	Ensure all parents have the opportunity to provide input on the district parent and family engagement policy by providing several attempts and ways for families to provide feedback.
Parent Input	2A - Describe how parents and family members will be involved in the development of the district improvement plan.	1116(a)(2)(A)	List the specific opportunities that exist for parents and family members to provide input and feedback on the district improvement plan.
	2B - Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	Utilize parent and family leaders to co-facilitate a schoolwide plan meeting.
	2C - Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(2)(B)	Provide various times, ways, and places for families to provide input on the parent and family engagement budget.
Technical Assistance	3 - Describe how the district will provide the coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.	1116(a)(2)(B)	Provide ongoing guidance and professional development to schools on effective parent and family engagement activities, school parent and family engagement plans, and school-parent compacts.
Reservation of Funds	4A - Describe how the district will reserve 1 percent of Title I funds to carry out parent and family engagement requirements.	1116(a)(3)(A)	Describe how the district will establish an adequate budget for parent and family engagement activities and programs.

Used with permission from the Georgia Department of Education

Parent and Family Engagement Policy Guide

- The guide also includes an Innovative Policy Sample.
- The numbers (1A-9) on the Innovative Policy Sample correspond to the numbers on the Guide to Quality
- A school-level sample is also available.

Great School District
2017-18 Parent and Family Engagement Policy 7

Revised June 15, 2017
555 Main Street
Yourtown, TN 12345
greatschoolsdistrict.org

What is family engagement? 9

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.
(B) That parents are encouraged to be actively involved in their child's education.
(C) 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.
(D) The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent and Family Engagement Policy 1A

In support of strengthening student academic achievement, the Great School District (GSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe GSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, the GSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA. 1B

When students, schools, families, and communities work together, we can achieve GREATness!



TN

School-Parent Compact Requirements & Resources

®

School-Parent Compact Toolkit



Make the Connection: Creating an Effective School-Parent Compact

Tennessee Department of Education | January 2018

- Outlines a step by step process for redesigning your school-parent compact.
- Interactive [toolkit](#) with numerous tips and tools to make the process simple and efficient.
- Located in the Parent and Family Engagement Resources folder in [TDOE Resources](#) and the [TDOE website](#).

What is required?

- Title I, Part A, Section 1116 requires that schools **shall**:
 - **jointly develop with parents**...a school-parent compact that outlines how parents, the entire school staff, and students will **share the responsibility** for improved student academic achievement and the means by which the school and parents will **build and develop a partnership** to help children achieve the state's high standards.

What is required?

- Such compact **shall**:
 - describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the **ways in which each family will be responsible for supporting their children's learning**, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra curricular time; and

What is required?

- address the **importance of communication** between teachers and parents on an ongoing basis through, **at a minimum**:
 - (A) **parent-teacher conferences** in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) **frequent reports** to parents on their children's progress; and
 - (C) **reasonable access** to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) ensuring **regular two-way, meaningful communication** between family members and school staff, and, to the extent practicable, in a language that family members can understand.

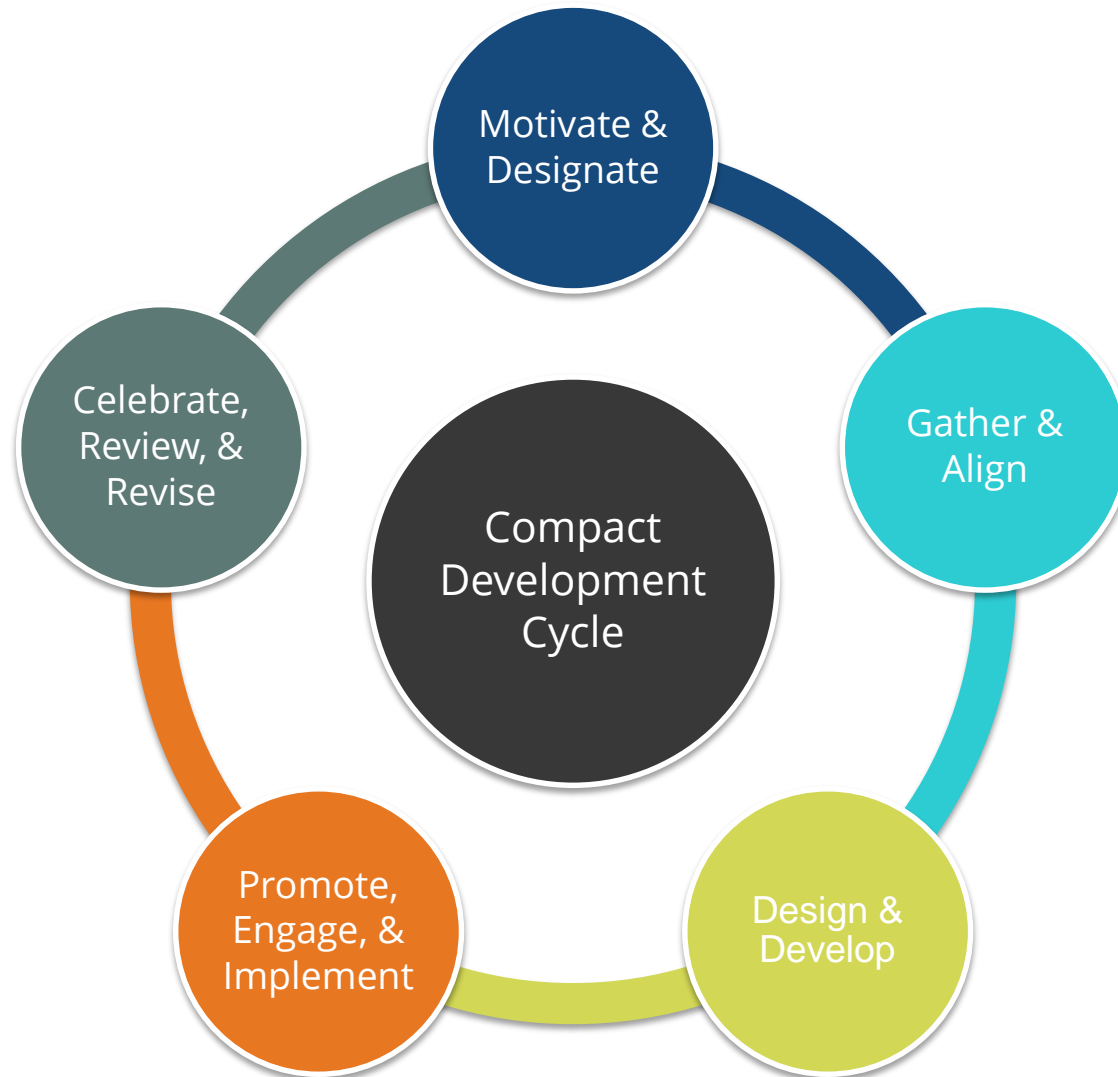
What is required?

- **Note:**

- While some schools previously utilized compacts that required signatures from parents, teachers, and students; this is not required in the federal law. **Signing compacts is optional.**
- A compact is most useful as a communication tool to strengthen home-school relationships, not a contract to be used for corrective purposes.

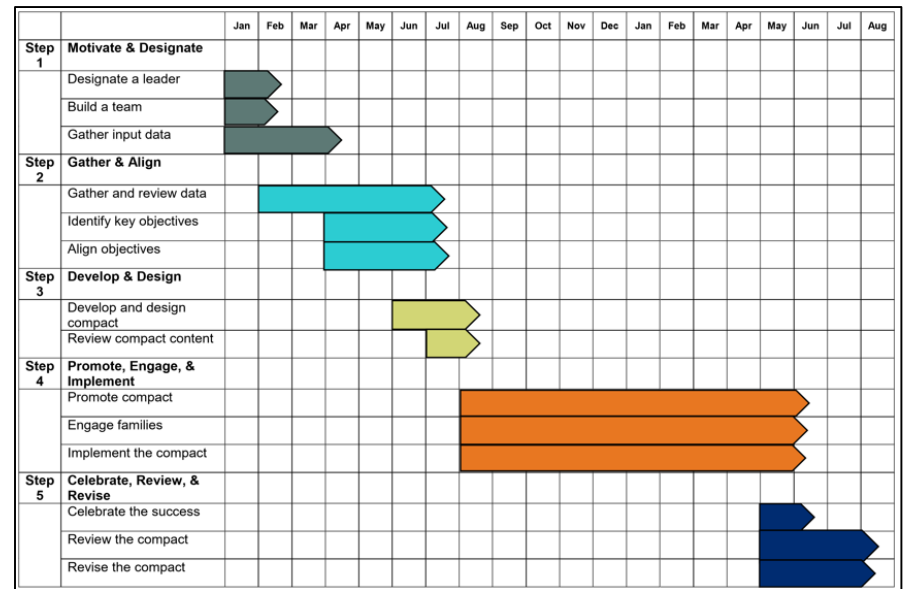


5 Step Process to Create Effective School-Parent Compacts



Step 1: Motivate & Designate

- Get staff buy-in.
- Pick a team leader and build a team, including all required stakeholders.
- Develop a timeline and utilize it to assign tasks.
- Assess your families' interests and strengths.
- Get input from students.
- Document your work.



Step 2: Gather & Align

- Gather and Align Process:
 1. Select 1-2 high priority goals from the school improvement plan.
 2. Revise the wording so it is family friendly.
 3. Link the goals to students' areas of challenge for each grade level.
 4. Identify strategies teachers and families can use to reach the high priority goals by addressing areas of challenge.
 - Revise strategies based on families' questions and ideas.

Step 3: Develop & Design

- Develop and design the compact:
 - translate data, goals, and priorities into a meaningful school-compact;
 - be sure to include feedback and ideas from families.
 - plug content into compact template; and
 - review the quality of your compact.

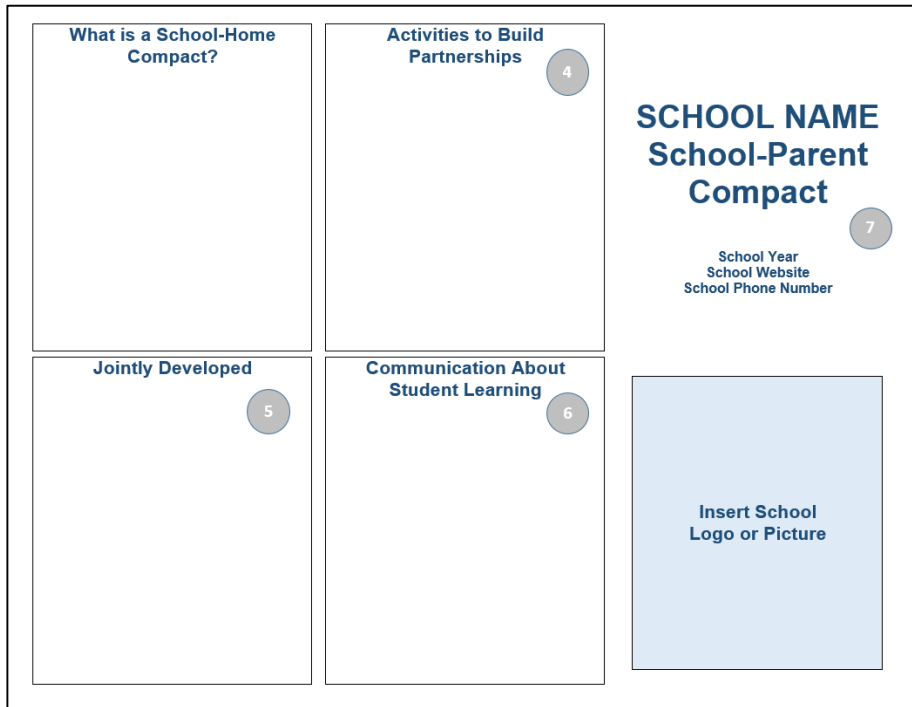
Compact Guide to Quality

- The role of the school (1-A, 1-B)
- The role of the parent (2)
- The role of the student (3)
- Activities to develop partnerships (4)
- Jointly developed with parents (5)
- Communication about student progress (6)
- Friendly format and language (7)

School-Parent Compact: Guide to Quality Title I Requirements and Quality Indicators			
	Does the home-school compact:	Section of Title I law:	To make the compact most effective:
The Role of the School	1-A Clearly explain district and school goals to meet student academic standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)	<ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan. Use achievement data to set specific goals.
	1-B Describe ways that teachers are responsible for supporting students' learning And providing high-quality curriculum and instruction? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> Describe how teachers will help parents understand what children are learning and doing in class. Specify how teachers will support parent participation in learning activities.
	Provide information and actions specific to each grade level? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Role of the Parent	2 Describe specific ways parents will be responsible for supporting their children's learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> Connect activities for families to what students are doing in class.
	Provide information and actions specific to each grade level, tied to the school improvement plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.
The Role of the Student	3 Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)	<ul style="list-style-type: none"> Connect activities for students to what they are learning in class.
	Provide information and actions specific to each grade level? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is best practice and is not required under Title I.	<ul style="list-style-type: none"> Include high-impact actions for each grade level, designed by grade-level teams with parents.
Activities to Develop Partnerships	4 Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(d)(2)(C)	<ul style="list-style-type: none"> Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities). Offer activities based on identified parent needs. Offer meetings at different days and times.
Jointly Developed	5 Describe how parents are involved in developing and revising the compact? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d) 1116(f)	<ul style="list-style-type: none"> Provide resources to cover costs for parents to participate, such as child care and transportation. Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents). Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6 Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and get regular tips on home learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(d)(1) 1116(d)(2)(A and B)	<ul style="list-style-type: none"> Include parent-teacher conferences at least once a year, during which the compact will be discussed. Include follow-up steps to support parents and students. Consult with parents on communication strategies that work best for them. Make communication do-able and user-friendly.
Format and Language	7 Ensure that the language and format of the compact are family friendly? Yes <input type="checkbox"/> No <input type="checkbox"/>	1116(f)	<ul style="list-style-type: none"> Work with parents to identify and eliminate jargon and negative language. Engage parents/staff with design skills to create an attractive final product. Translate the compact and other communications into families' first languages.

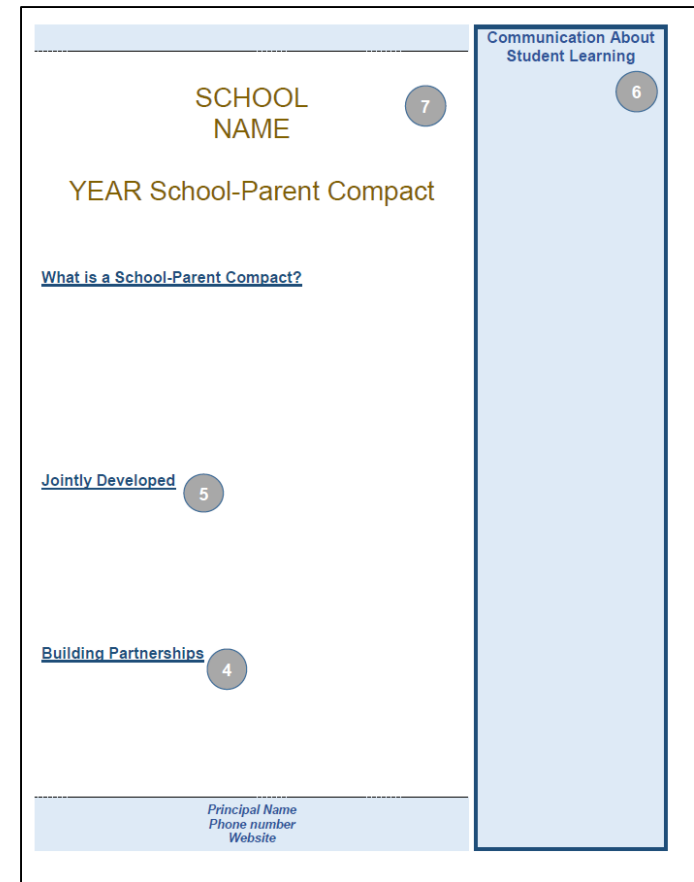
Adapted from the *Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

Compact Templates



- All templates can be edited to meet the needs of your school.

- Brochure and newsletter style templates are available.



Sample Compact: Brochure Style

What is a School-Home Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom



Jointly Developed

The families, students, and staff worked together to share ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the school's academic goals and students' needs.

Parent are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with families. Please call Susan Smith at 615 555-1212 or visit our website, www.connectmiddle.org for more information.

Building Partnerships & Communicating About Student Learning

Connect Middle School offers ongoing events and programs to provide parents and students with access to our staff. Please contact our school to learn more about these great opportunities and more.

- Fall & Spring Open House
- Teacher websites/Blogs
- Family Resource Center (M-F 8:00 am -5:00pm)
- Grade level newsletters
- Parent-teacher conferences
- Grade level curriculum night potluck dinners
- Parent Portal
- To make a appointment with your child's teachers, visit the school faculty webpage or call 615 555-1212.

Family Engagement

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs:

- Parental Classroom Observation Days: 2nd Friday of each month
- Parent-teacher mentor program
- Family Engagement Day—November 19
- Family Tutor and Volunteer Program

To participate or learn more about these opportunities or other ways to observe and volunteer, please contact Susan Smith at 615 555-1212.



CONNECT MIDDLE SCHOOL

2017-18 School-Parent Compact



Mary Pleasant, Principal
615 555-1212
www.connectmiddle.org

Academic Achievement Goals

District Goals

- Student performance of the math portion of TNReady will increase from 45% proficient to 60% proficient.
- Student performance on the science portion of TNReady will increase from 76% proficient to 85% proficient.

School Goals

- Student performance of the math portion of TNReady will increase from 58% proficient to 73% proficient.
- Student performance on the science portion of TNReady will increase from 73% proficient to 82% proficient.



Areas of Focus

- 6th Grade Focus: Use concepts of ratio and rate to solve problems.
- 7th Grade Focus: Use proportional relationships to solve multistep ration problems.
- 8th Grade Focus: Compare two different proportional relationships represented in different ways.

As a school, we will...

- Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give families a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents.



As families, we will...

- Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packet to work with my student on solving real world problems and ensure the packet is completed every six weeks.
- Visit www.connectmiddle.org and other recommended websites with my student to learn new math and science facts and problems.

As students, we will...

- Complete the homework assignments with my family and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the websites my teachers share with me to complete science and math practice test and activities.

MY Goals

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:



When families, teachers, and students CONNECT, we can achieve our goals!

Sample Compact: Newsletter Style

POPLAR ELEMENTARY SCHOOL

2017-18 School-Parent Compact

What is a School-Parent Compact?

A School-Parent Compact is an agreement that families, students, and teachers develop together. It explains how families and teachers will work together to make sure all students reach grade-level standards.

Effective Compacts:

- Link goals to the School Improvement Plan
- Focus on student learning skills
- Describe how teachers will help students develop skills using high-quality instruction
- Share strategies families can use at home.
- Explain how teachers and families will communicate about student progress

Jointly Developed

The families, students, and staff of Poplar Elementary School developed this School-Parent Compact. Teachers suggested home learning strategies, families added ideas to make them more specific, and students told us what would help them learn. Meetings and events are held each year to review the compact and make changes based on student needs.

Families are welcome to contribute comments and suggestions at any time.

If you would like to contribute, please contact Susan Smith at Smith@poplar.org or 615 555-1212.

Building Partnerships

3rd Thursday Family Fun Learning Nights!

Join us for our "Go for the Gold" Night, the third Thursday of September (5:30-7:00PM)

- Help your child become a "Gold" Medalist! You and your student will learn how to set 2-3 student learning goals and ways to achieve them.

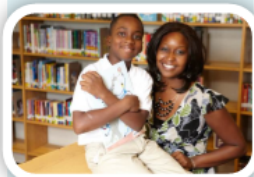
• Enjoy GAME TIME with your child, exploring free home learning kits designed to support your child's learning goals. Gold medals and pizza provided!

MORE FAMILY FUN LEARNING NIGHTS:

3rd Thursdays in October, January, March, & May

Detailed information will be sent home and posted on our website: www.poplarschool.org

Mary Pleasant, Principal
615 555-1212
www.poplarschool.org



Communication About Student Learning

Poplar Elementary School is committed to frequent two-way communication with families about student's learning. Some of the ways you can expect us to reach you are:

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school website and current grades in PowerSchool
- Class meetings on understanding student progress
- Parent-Teacher conferences in November and March

Do you have questions about your child's progress?

Contact your child's teacher by phone (615 555-1212) or email. Email addresses are listed on the school website at www.poplarschool.org



4th Grade Focus for Student Success

District Goals

The Board of Education sets goals for the entire district. The district goals for 2017-18 are:

Reading - All students will show a 15% increase in reading proficiency on TNReady.

Math - All students will show a 15% increase in mathematics proficiency on TNReady.

Poplar Elementary School Goals

Poplar administrators and teachers have studied our student achievement data to determine the most important areas for improvement for our school.

Reading - To increase reading proficiency by 15%, our school will concentrate on the following areas:

- Vocabulary development in grades K-4 and
- Making text connections in grades 5-6

Math - To increase math proficiency by 15%, our school will concentrate on the following areas:

- Place value and estimation in grades K-6

Teachers, families, students –Together for success

In the 4th Grade Classroom

The 4th grade classroom will work with students and families to support students' success in reading and math. Some of our key connections with families will be:

- Provide families with a home learning kit full of fun materials dealing with estimation and place value.
- Offer 4 free Family Fun Nights per year in our Parent Academy, concentrating on estimation and problem solving strategies.
- Our monthly newsletter will feature games that families can play to review vocabulary words we have introduced in our classroom.
- Our class web page has links to family friendly web sites for building vocabulary and math skills.

Poplar Elementary School Students

Poplar School students joined staff and families to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- Talk with my family about new vocabulary words and what I am learning in math.
- Bring home our class newsletter and invitations for Family Fun Nights.
- Keep a log of games I play at home to practice new vocabulary words and math.
- Try to make up my word learning game and share it with the class.



Step 4: Promote, Engage, & Implement

- **Promote** the compact:
 - Distribute the compact to all families,
 - display the compact,
 - discuss the compact with families, and
 - keep it going.
- **Engage** families:
 - Facilitate learning conversations between teachers and families.
- **Implement** the compact:
 - Ensure teachers and staff are fulfilling their obligations and continue having learning conversations with families through the school year.

Step 5: Review, Revise, & Celebrate

- **Review** the compact:
 - Continue to get feedback and ideas from families.
- **Revise** the compact:
 - Ensure compact is up to date with changes made to the school plan.
 - Revise staff names, events, and activities as needed.
- **Celebrate** the success of your compact:
 - Celebrate the success of completing the process and developing a quality document.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

Annual Title I Meeting Requirements & Resources

®

What is required?

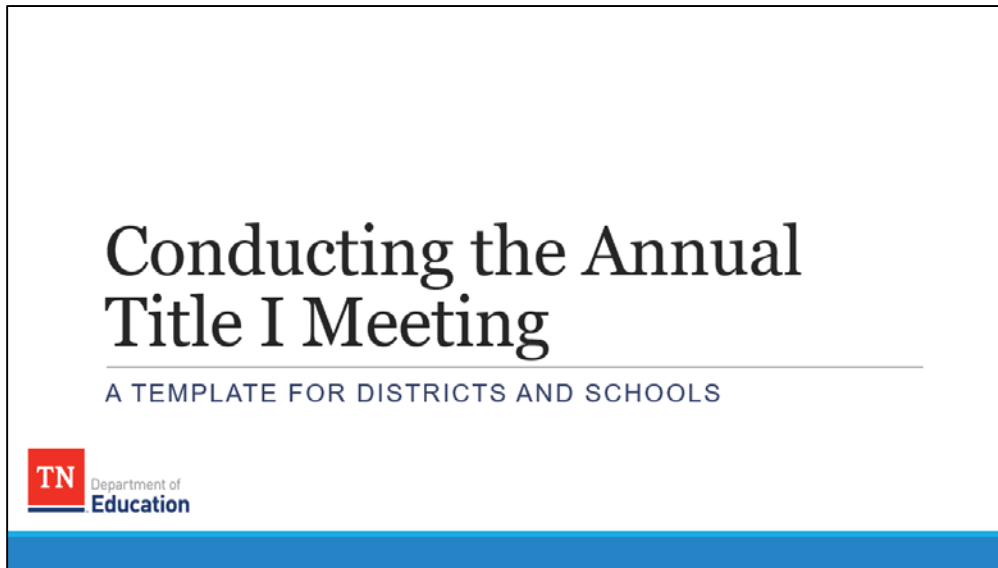
- Each school receiving Title I, Part A funds is required to convene an **annual meeting**.
- The purpose of this meeting is to **inform parents and families** of the school's participation in the Title I program and the right of families to be involved.
- The annual meeting for **schoolwide programs** should include **all** of the parents and families of a Title I, Part A school.
- The annual meeting for **targeted assistance programs** should target and include **only** the families of the students identified to receive Title I, Part A services.

What is required?

- The annual meeting should address, at a minimum:
 - an **explanation of the Title I, Part A program**, including:
 - an explanation of the **school's curriculum**,
 - information on the forms of **academic assessment** used to measure student progress, and
 - information on the **proficiency levels** students are expected to meet;
 - the Title I, Part A 1% **set-aside** and the families' role in determining the distribution of funds;
 - the district and school **Parent and Family Engagement Policy**;
 - the **School-Parent Compact**; and
 - the **right of families** to be involved and how they can support their child's learning.

Annual Title I Meeting Resources

- The Annual Title I Meeting PowerPoint Template can be utilized by districts and schools to ensure all federal requirements are met.



- The template also contains several optional slides to help begin important discussions focused on parent and family engagement.
- The template should be edited to meet your needs.
- All resources are available in the Parent and Family Engagement Resources folder in TDOE Resources and on the TDOE website.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

®

Resources and References

Resources

- [Developing a Written Parent and Family Engagement Policy: A Guide for Districts and Schools](#)
- [Make the Connection: Creating an Effective School-Parent Compact](#)
- [Annual Title I Meeting - Questions & Answers](#)
- [Annual Title I Meeting - Presentation Template](#)

References

- The Connecticut State Department of Education, *Transforming Your Old Title I School-Parent Compacts into Effective Action Plans*
 - <http://ctschooleparentcompact.org/>
- The Texas Education Agency, Region 16 Education Service Center
 - <http://www.esc16.net/page/title1swi.home>
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.
- Henderson, Mapp, Davies and Johnson, *Beyond the Bake Sale: The Essential Guide to Family-School Partnership* (New York: The New Press, 2007)
- The Georgia Department of Education:
 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx>

We Want to Hear From You

- If you have feedback on any of our resources or have examples of your revised documents, please share!

Brinn Obermiller

Title IV and Family Engagement
Director

Consolidated Planning & Monitoring

Brinn.Obermiller@tn.gov

615-770-1802