



# An Overview of Title I Family Engagement



WISCONSIN DEPARTMENT OF  
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

# Objectives

- To review requirements for parent and family engagement in federal Title I law under ESSA.
- To identify funding to support family engagement.
- To learn high impact family engagement activities.
- To learn additional resources for family engagement.





# Belief Statement

**From State Superintendent Tony Evers' Parent Advisory Council:**

“We believe all parents want their children to learn and to succeed in school. Families are a source of strength and knowledge.

Families are best able to help their children do well in school when schools accept families as they are and make frequent efforts to know, listen to, and learn from parents.”



# Section 1116 of ESSA

## SECTION 1116

### PARENT AND FAMILY ENGAGEMENT

A Title I LEA must:

1. Conduct outreach to parents and family members and implement programs for involving parents and family members in Title I programs in consultation with parents.
2. Develop a written parent and family engagement policy that establishes the LEA's expectations for meaningful parental and family involvement. The policy must:
  - a. Be developed jointly and agreed upon with the parents of children participating in Title I, Part A programs.
  - b. Be distributed to parents of all children participating in Title I, Part A programs.
  - c. Be incorporated into the LEA's plan for Title I, Part A (section 1112).
  - d. Ensure that parents of private school children in Title I programs have the right to equitable participation in parental involvement activities (section 1116(a)(2)).

\*See Section 1116 for all LEA requirements





# Title I-A Family Engagement Requirements

- Needs assessment involving families and community
- School and district policies
- School-Family Compacts
- “Right to know” public and parents’ reporting requirement
- Annual Title I parent/family meeting
- Annual assessment of the effectiveness of family engagement
- Build parent and family capacity to support student learning through training, information, and coordination activities





# Family Engagement: What's New in ESSA?

## **District policy:**

- may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise, and
- may establish a parent advisory board of representative parents or family members to develop, revise, and review the family engagement policy.

## **District funds shall strengthen family engagement in at least one way:**

- professional development for teachers
- home-based programs
- disseminating information
- collaborating with community organizations, including subgrants to schools
- other activities that support district policy





# Sources to Fund Family Engagement

- IDEA Special Education
- Title I-A
- Title I-C Migrant Education
- Title I-D, Subpart 2  
(Neglected and Delinquent)
- Title II – Professional  
Development
- Title III- English Language  
Learners
- 21st Century Learning Grants  
(Title IV Community Learning  
Centers)
- Community Partners
- Local Foundations, PTA/PTO
- Local, State and District Funds





# Allowed Use of Title I Family Engagement Funds

- Home Visits
- Contracted Translation
- Parent Transportation
- Supplies (Event - Light Snacks)
- Supplies (Event - General Supplies)
- Take-Home Learning Materials
- Event Childcare
- Teacher Training
- Speakers
- Parent Enrichment
- Parent Liaison Positions





# USDE Family-School Partnerships Framework

“Future policy and programming in family engagement should focus on building and enhancing the capacity of school/program staff and families to partner in ways that support student achievement and development, as well as school improvement.”



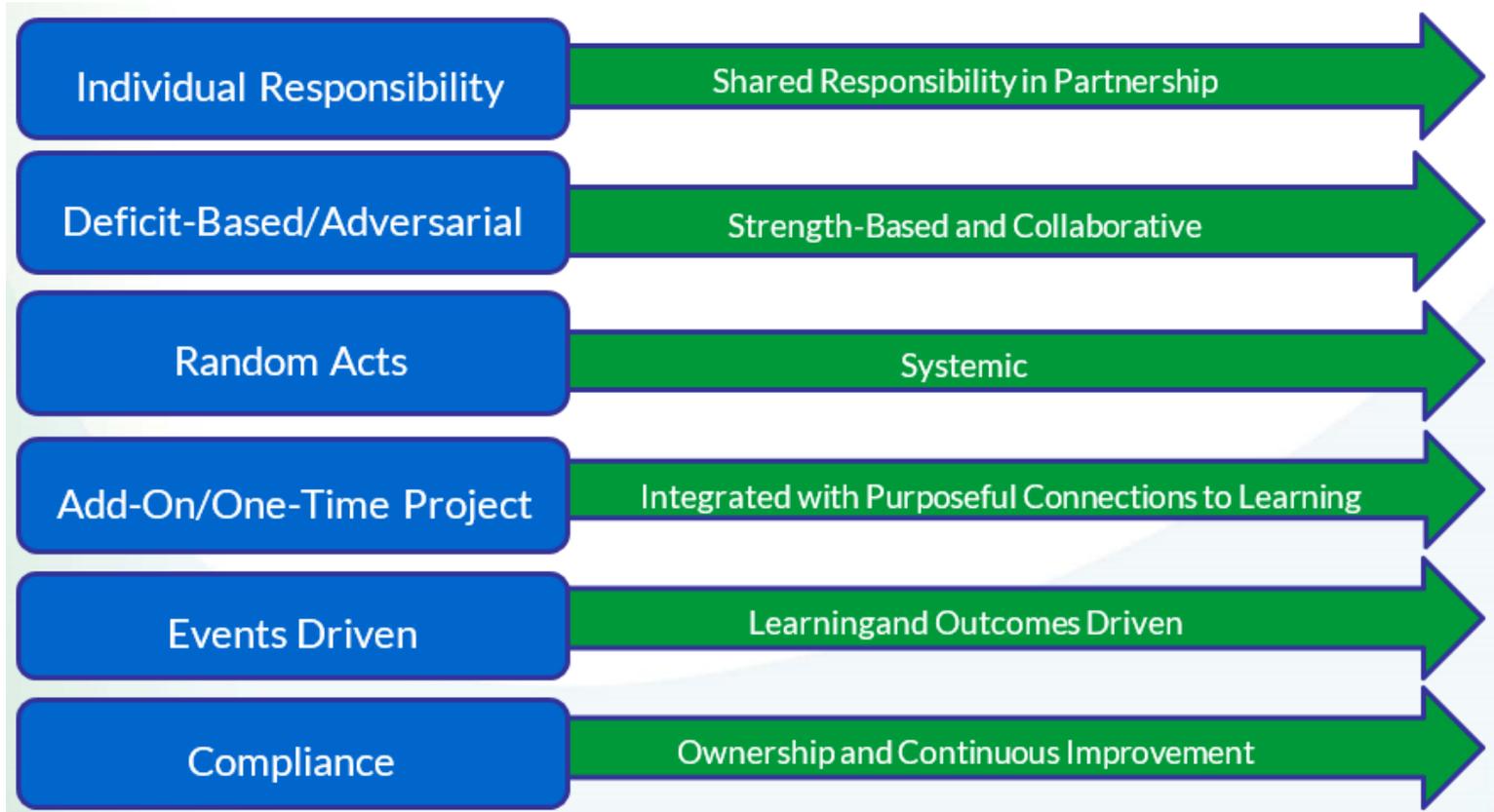
# USDE Dual Capacity-Building Framework



<https://www2.ed.gov/documents/family-community/partners-education.pdf>



# Moving from Parent Involvement to Family Engagement





# Family Engagement Doesn't Just Happen

“The strongest, most consistent predictors of whether parents are involved at home and school are the **specific school programs and teacher practices** that encourage and guide parents to become involved.”

-- Dr. Joyce Epstein, Johns Hopkins University





# District Strategies for Effective Engagement

**Build capacity  
through  
knowledge and  
relationships**

**Integrate family  
community  
engagement into  
teaching and  
learning**

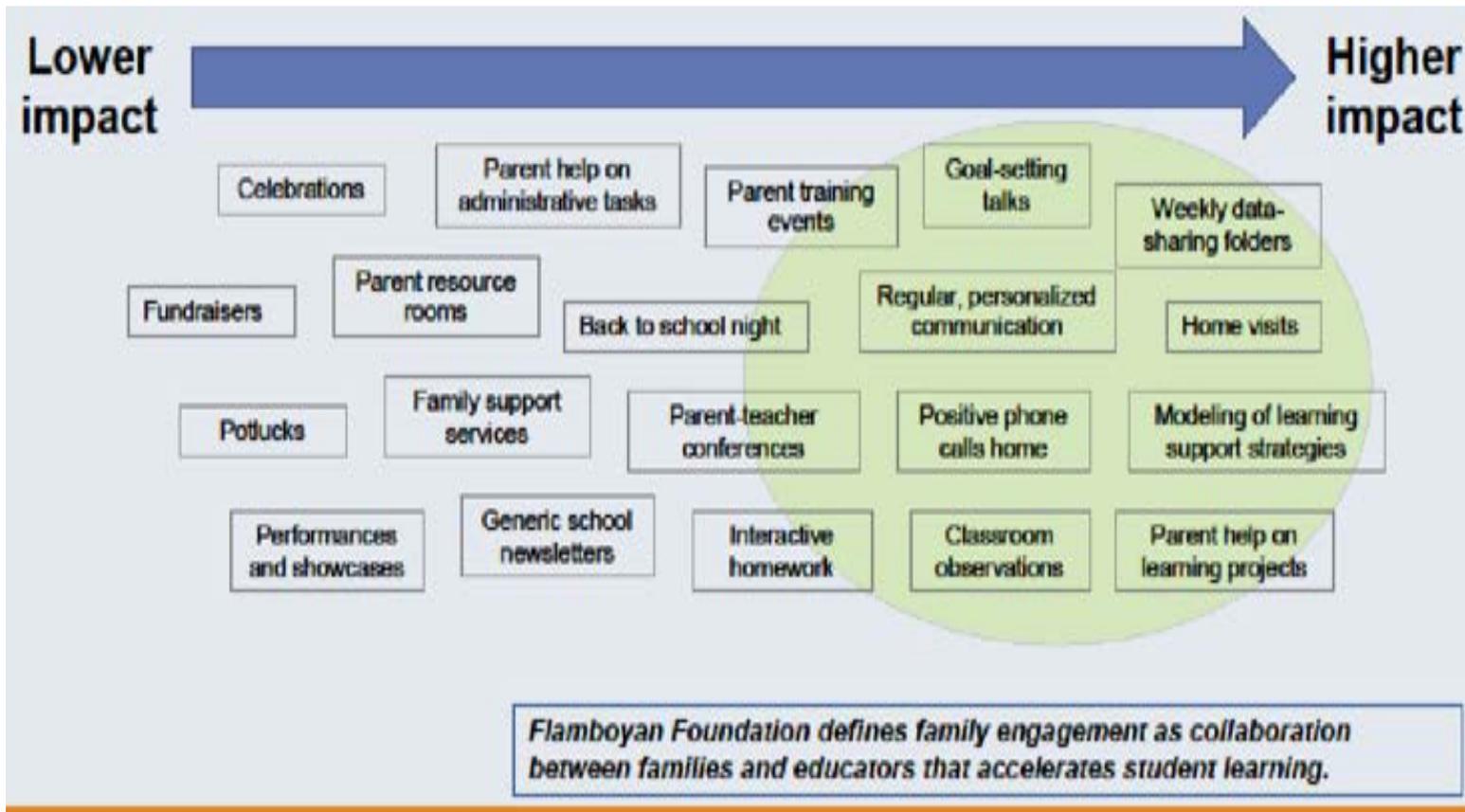
**Engage families  
and the  
community in  
making decisions**

**Integrate family  
and community  
engagement  
system-wide**

<https://dpi.wi.gov/sites/default/files/imce/engaging-families/Family-Engagement-Handout.pdf>



# Some Practices Increase Student Learning





# What is High-Impact Family Engagement?

High-impact family and community engagement is **collaborative, culturally responsive, and focused on improving children's learning.**

*From <https://nafsce.site-ym.com/page/definition>*





# Examples of High-Impact Family Engagement

- Coordinate home visits, community walks, and class meetings.
- Share data with families about student skill levels.
- Model effective teaching practices.
- Listen to families talk about children; differentiate instruction.
- Incorporate content from families' home cultures into classroom lessons.
- Align family engagement activities with school improvement goals.

*From <https://nafsce.site-ym.com/page/definition>*





# Focus Areas for High-Impact Strategies

- **Building Staff Capacity**
- **Welcoming Families**
- **Families as Assets**
- **Community Partners**





# “Building Staff Capacity” Ideas

- Staff training: model learning activities for families
- Community agency reps share changing dynamics of/opportunities for families
- Family panel presents at teacher in-service: what we like about/need from our school
- Staff together complete [Promoting Excellence for All eCourse](#)





# “Welcoming Families” Ideas

- **Friendly staff hallway/office etiquette**
- **Culturally responsive and engaging visuals**
- **Orientation: school tour, calendar of events, staff introductions (with pictures)**
- **Acknowledging new and exiting families**
- **Invite the whole family to special events**





# “Families as Assets” Ideas

- Identify and use families’ skills and hobbies to enrich student and staff experiences.
- Reserve conference time for teachers to listen to parents talk about their children.
- Invite families to be part of school planning processes (professional development, school leadership teams).
- Encourage all families to support classroom learning, field trips, and programs.





# “Community Partners” Ideas

- District policy development with employers, business leaders, and philanthropic organizations
- Parent Advisory Boards: Title I districts and schools
- District subgrants to Title I schools to collaborate with employers /groups
- School-Family-Community Roundtables
- Public library visits and resource coordination
- Healthcare and social service organizations

[A District Guide to ESSA and the Importance of Stakeholder Engagement](#)



# Family Engagement Resources

## Wisconsin Department of Public Instruction:

- Title I Family Engagement page: <https://dpi.wi.gov/title-i/family-engagement>
- Engaging with Families: Title I Family Engagement: <https://dpi.wi.gov/engaging-families>
- Family Engagement videos: <https://dpi.wi.gov/title-i/title-i-shorts>
- Promoting Excellence for All eCourse: <https://dpi.wi.gov/excforall>

## Global Family Research Project: <https://globalfrp.org/>

## National Network of Partnership Schools: <https://new.every1graduates.org/national-network-of-partnership-school>

## National PTA: <https://www.pta.org/home/family-resources>

## Flamboyant Foundation: <http://flamboyantfoundation.org/focus/family-engagement/>

