ESSA Required Documentation of Title I family/guardian outreach and involvement (Titles I, IIA, IIIA and IVA)

# Family and Community Engagement Requirements of ESSA

Several of ESSA’s required family and community engagement activities are cross-cutting and may be met through a consolidated engagement process. All information described below on family engagement must, unless otherwise noted, be distributed to the families/guardians of participating students in an easily understandable format and language. Please recognize that family engagement involves everything families do in their own unique ways to support student learning at home, out of school, and in the community. **Capacity Building** opportunities support the creation of pathways to partnerships with families that honor the dynamic, multiple, and complementary ways students learn and grow. The requirements and the guidance provided recognize that family engagement needs to be intentional and systemic and is a responsibility of all staff at all levels. Additionally, equitable family engagement seeks to dismantle privilege, oppression, disparities, and disadvantages

Documentation should provide a **sampling** of evidence to show that the **required communication and training was provided to families/guardians of Title I students to promote family/guardian involvement** at each Title I targeted assistance school and to all families at each Title I schoolwide program school in the current school year and/orthe previous school year.

For each Title I school, submit the **dated notice** sent to families/guardian informing them of the annual Title I meeting for the current school year

Evidence included must fulfill the following components:

* Demonstrates the district is providing accessible tools to assist all families/guardians in understanding the state’s high standards, state and local academic assessments, including alternative assessments, the family/guardian involvement requirements of Section 1116 of the Every Student Succeeds Act (ESSA)
* Sharing best practices and resources with families on how to monitor and improve student academic progress and achievement, conduct, with the meaningful involvement of parents, guardians and families,
* Opportunity and documentation for annual evaluation of the effectiveness of the family/guardians engagement policy in improving the academic quality of Title I served schools (both schoolwide and targeted assistance programs), and ensure successful systems and policies are in place for families/guardians to be actively involved in the planning, implementation, and review of Title I program

**Evidence of completing Family Engagement Requirements must include:**

*The table below lists the family/guardian requirements of ESSA Title I documentation. Equitable family engagement comprises intentional and meaningful engagement activities and systems for all families or groups of families irrespective of families’ level of or approach to engagement. Providing equity-based opportunities for family engagement can help family members become effective advocates for their students.*

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|  | **Required Content** | **Suggestions for fulfilling requirements** |
| Notification of Title I meeting | For **each Title I school**, submit the **dated notice** sent to families/guardians informing them of the annual Title I meeting for the current school year | Documentation of Communication can include: Flyers, Emails, Newsletters |
| Content of Title I meeting | * The state’s academic content standards and state student academic achievement standards * State and local academic assessments, including alternative assessments * Distribute, evaluate and update the family/guardian engagement requirements (Engagement Policies and Compacts and Right to Know) * Sharing best practices and resources with families/guardians on how to monitor and improve student academic progress and achievement * Provide accessible tools to assist all families in understanding and collectively supporting student improvement and achievement. | Meeting Agendas (refer to sample), Presentations  Additional contextual documentation:  Brochures and Handbooks (refer to sample below) |
| Evidence of Title I meeting participation |  | Sign in sheets, Calendar invite, Completed Evaluations/Feedback forms from specific dated event(s) (refer to sample below) |
| Evidence of Capacity Building activities | Opportunities for meaningful activities developed with families/guardians so the entire community is prepared to participate in student educational growth. | Any of the suggested documentation above that provides enough contextual information to confirm capacity building activities for example Literacy/Math Presentations, Counselor meetings, etc. |

**SAMPLE BROCHURE/HANDBOOK CONTENT – revise as needed and desired, and add personalized information wherever you see red text**

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| **What is Title I?**  **Title I are Federal Funds. TI funding is expected to:**   * Strengthen the core program in schools and provide academic and/or academically-related support services to students * Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks | **How will our School attain these objectives?**   * Emphasize high standards and expectations for all students. * Focus on meeting the standard in English language arts and math. * Provide high quality instruction for all students including English language learners. * Provide academic support to assist students in meeting the curriculum frameworks. |
| **What is a Targeted Assistance Program?**  Provides services to individual students in targeted grade levels  Student selection is based upon educational criteria and teacher recommendation  Families, staff and administrators are involved in the planning, implementation and evaluation process. | **How will Title I funds be used at XXX?**  Title I funds will be used to provide DETAILS ON TI PROGRAMMING  Continuous Family Engagement activities to support family/guardian involvement in students’ education. |
| **What are the primary objectives for our Schools Title I program?**   * To improve student achievement for all participating students | * To improve staff development * To improve family and community involvement |
| **How are families and guardians notified?**   * Families/guardians of students receiving Title I services are contacted by letter when their child is selected to receive services. * The Title I staff will communicate via (additional documentation for ESSA TI Requirements) * Families and Guardians have the right to request information about the qualification of the students ’s teacher and instructional aides. * Families and Guardians will be notified by letter if their child is taught for at least four consecutive weeks by a teacher who is not “highly qualified” | **How can I help my student at home?**  List resources available and pertinent to TI program and supports |
| **Family Engagement Resources**   * Family Engagement Policy (link/bitly/etc.) * Family Engagement Compact (link/bitly/etc.) * Capturing and documenting Family Engagement Feedback (link/bitly/etc.) | **Additional information to include for Reference**   * Title I Staff Directory * Title I Resources * State standards * District/School Improvement plans * Calendar of Events/Capacity Building Activities |

**SAMPLE AGENDA– revise as needed and desired add personalized information wherever you see red text**

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| **Timing** | **Agenda** | **Person(s) responsible** | **Accompanying Documents** |
|  | Welcome and Introductions​ |  |  |
|  | Sign-in ​(Fulfills evidence of meeting participation) |  | Sign in sheets |
|  | Title I program and School Improvement Plans  Share State Standards and District/School Assessments  Overview of Title I ​   * What is TI? * What is a TA/SW program? * Title I Programing​ * Goals for TI programming * TI Funds usage |  | Presentation  Title I Brochure/Handbook  District/School Improvement Plan |
|  | Review Family Engagement Policies and Compact (Fulfills requirement for opportunities to review and evaluate Family Engagement policies) |  | Family Engagement Policy  Compact |
|  | Communication to expect |  |  |
|  | Helping Your student at Home (Fulfills required content of Title I Capacity Building) |  | Resources for supporting students |
|  | Questions, Feedback and Evaluations |  | Evaluation form/Survey with ability to comment/provide feedback on Family Engagement Policy (Refer to Sample Feedback & Evaluation Questions to include) |

**SAMPLE FEEDBACK AND EVALUATION QUESTIONS - revise as needed and desired and add personalized information wherever you see red text**

**Please indicate which family engagement events and activities you have attended:**

* Event #1 – DATE (make a list of all events and activities as appropriate and ask the same questions for each)
  + How would you rate this family engagement activity/event? *(Use a 1-10 scale, “Helpful”/”Unhelpful” range, or any other criteria that works best for you)*
  + Did you find the content of the activity/event accessible?
  + *Other questions that will provide useful and actionable information for your district*

**Please confirm you have reviewed the family engagement policy:** YES / NO

* Please provide any feedback for the family engagement policy.
* What other capacity building activities could the school/district facilitate?