

# Digging Deep into Title I, Parent & Family Engagement

ESSA Academy 2025

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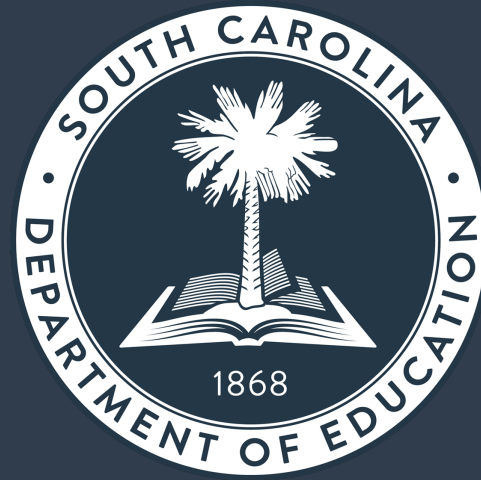


**SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

# Agenda

- **General Information**
- **SEA Responsibilities**
- **LEA Responsibilities**
- **School Responsibilities**
- **LEA & School Responsibilities to Build Capacity**
- **Self Assessment & Documentation**





# General Information

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## Title I, Parent & Family Engagement Non-regulatory Guidance



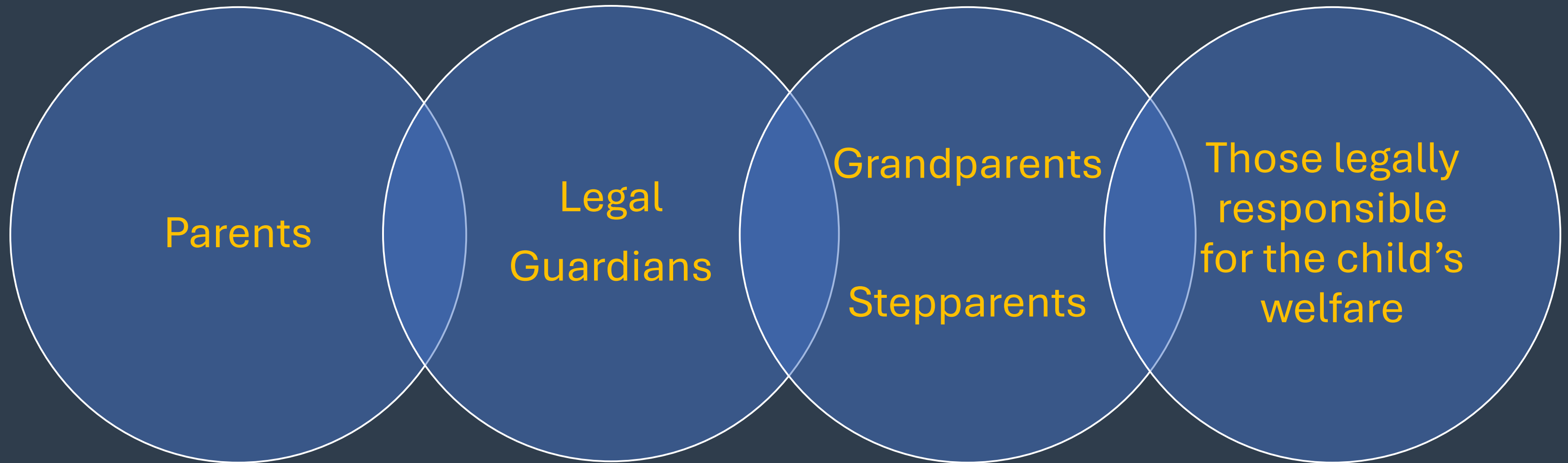
# What is Parent and Family Engagement under ESEA?

Parent and family engagement always has been a centerpiece of Title I, Part A. The statute defines “parental involvement” as 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
- that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement). (ESEA section 8101(39))



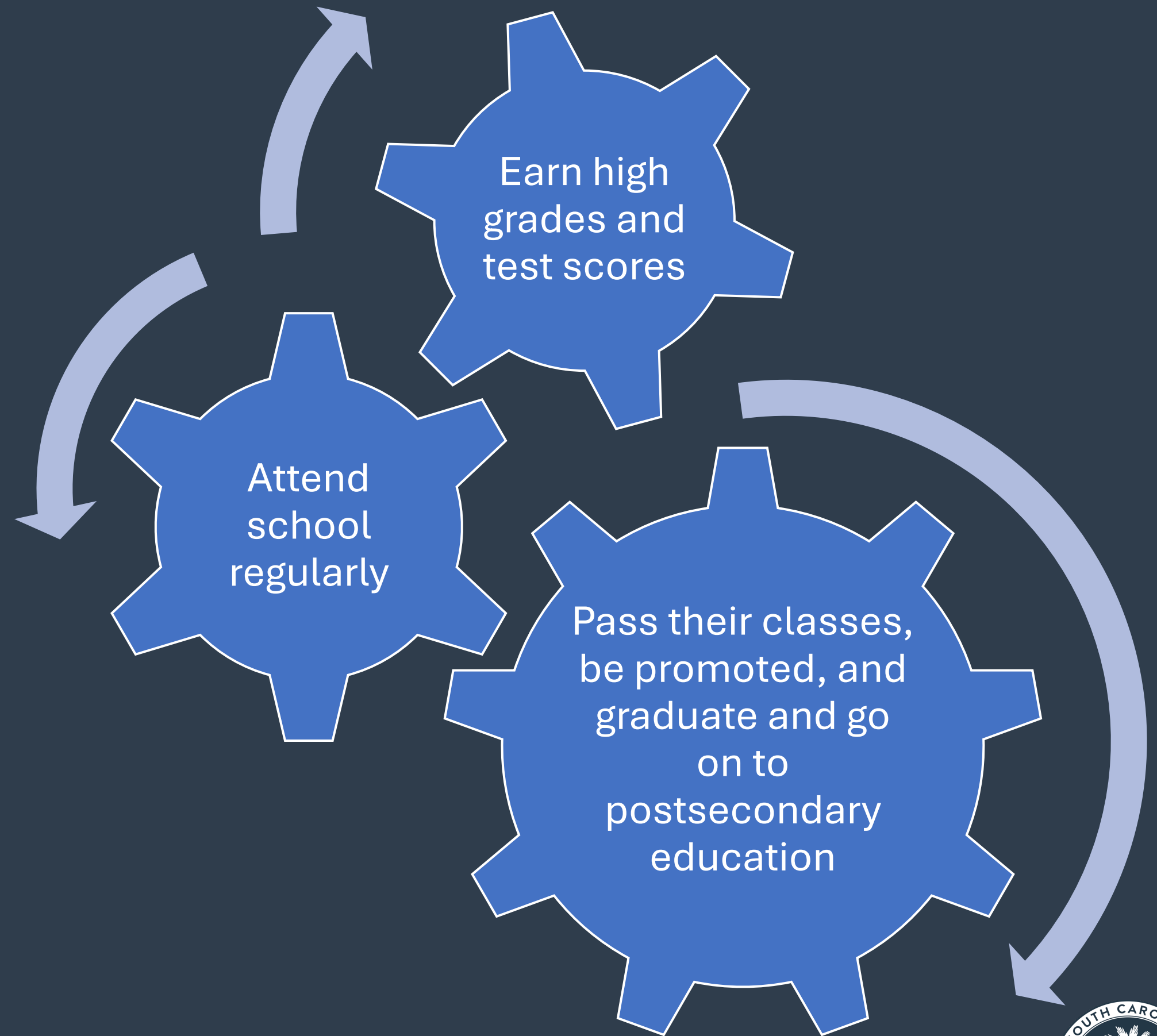
# Who is a parent for the purpose of Title I, Part A?



# Why is Parent and Family Engagement Important?

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Research shows that when schools, families, and community groups work together to support learning that children tend to:





# Providing Information to Parents

- Parents with limited English proficiency:
  - Written translations** of printed information must be provided to parents with limited English proficiency **in a language they understand** whenever **practicable**.
  - If written communication is not practicable, it is practicable to provide information orally in a language they understand.
- Parents with disabilities:
  - Necessary steps must** be taken to ensure that communication is as effective as communication with other parents.
  - Must furnish** appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to **participate** and **enjoy** Title I, part A programs, services and activities.



# Resources & Research to Help Improve Parent & Family Engagement



**“What Works  
Clearinghouse”**



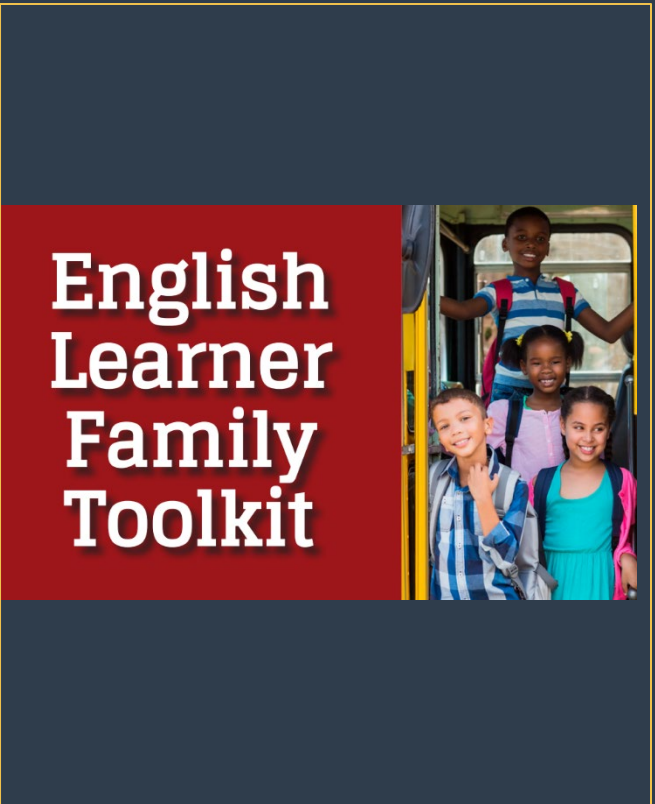
**Resources for  
Parents & Families  
webpage**



**The Center for Parent  
Information &  
Resources**



**Parent & Educator  
Resource Guide to  
Section 504**



**English Learner  
Family Toolkit**





# SEA Responsibilities

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## Title I, Parent & Family Engagement Non-regulatory Guidance



# SEA Responsibilities

## Review Plans



### School Report Cards

Widely accessible & on a single webpage of SCDE site

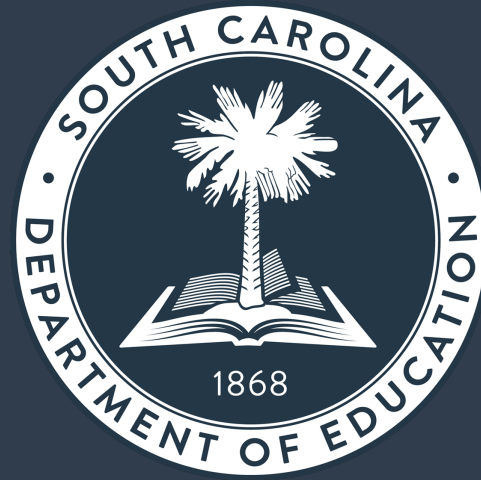
- Understandable
- Uniform
- Multiple languages

### Individual Student Academic Reports

-Interpretive  
-Descriptive  
-Diagnostic  
Regarding SC Standards

- Understandable
- Uniform
- Multiple languages





# LEA Responsibilities

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## Title I, Parent & Family Engagement Non-regulatory Guidance



# Parent and Family Engagement Policy

- Must develop a written policy that establishes the LEA's expectations and objectives for meaningful parent and family engagement.
  - Developed jointly and agreed upon with the parents and family members from Title I schools
  - May use district level parent and family engagement policy that applies to all parents if it meets the requirements of ESEA section 1116(b)(3).



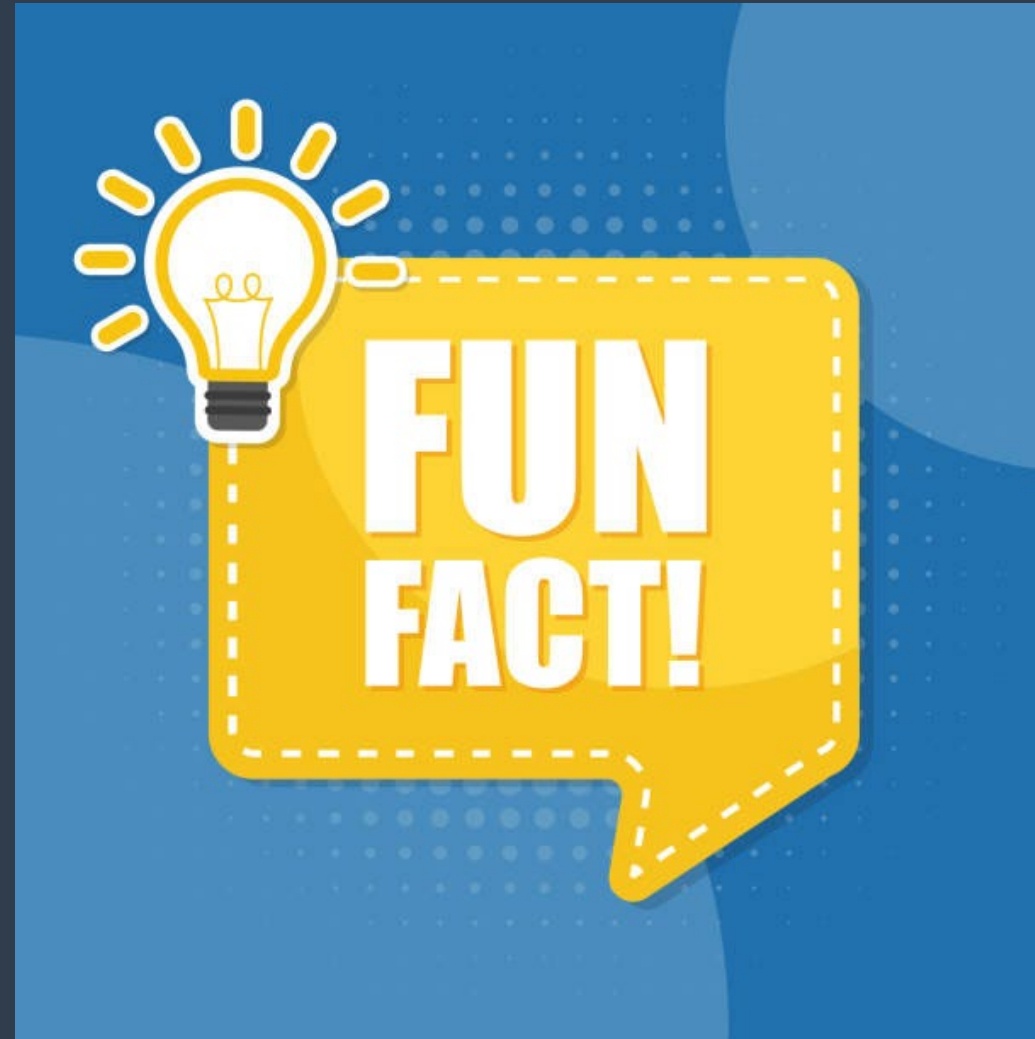
# Parent and Family Engagement Policy must describe how the LEA will:

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- Provide the coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance,
- Conduct, with 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 the schools served with Title I, Part A funds,
  - **Identifying—**
    - Barriers to greater participation by parents in activities under ESEA section 1116, 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;
    - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    - Strategies to support successful school and family interactions;
  - **Use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement.**



LEAs can only receive Title I funds if the LEA conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I programs. These programs must be planned and implemented with meaningful consultation with parents and family members of Title I programs.



LEA's must incorporate their written parent and family engagement policy into its local plan that you submit to SCDE.

If the plan is not satisfactory to the parents of Title I schools, the LEA must submit any parent comments along with the LEA's plan.



# Parents Right to Know

1) Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

\*applies to all students attending a Title I, Part A school



# Parents of ML Learners with Title I, Part A Funded Language instruction educational programs:

- Notify parents within 30 days
- Reasons for the identification, level of English proficiency, how proficiency was assessed, and academic achievement status
- How the program will help the child; methods of instruction; exit criteria, expected exit rates and graduation rates, etc.
- Schools must tell parents about options to opt out entirely, provided in an understandable format and a language that the parents can understand.
- If the child also has a disability, parents should be notified of how the language instructional program meets the objectives of the child's IEP.
- \*ESEA Section 1112(e)(3-4)
- \*Also applies to language instruction educational program funded under Title III, Part A.
- \*Must be in an understandable and uniform format and to the extent practicable, provided in a language
- that the parents can understand.



# Equitable Services & Parent & Family Engagement Activities

Participating Schools						
School	# Low Income Private School Students (from Title I Attendance Areas)	Total Allocation for this Private School	Parent and Family Engagement	Indirect Cost (Maximum allowed)	Indirect Cost Taken	Amount Available for Services to Students and Professional Development
Our Lady of Peace School	20.00	\$ 18,355.93	\$ 183.56	\$ 519.05	\$ 415.45	\$ 17,756.92
Totals:	20.00	\$ 18,355.93	\$ 183.56	\$ 519.05	\$ 415.45	\$ 17,756.92

\$ 10,338,059.78 Original Allocation	\$ 917.80 Average PPA for Public and Private	2.91 % Indirect Cost Rate
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- LEA's must reserve at least 1% of the private school proportional share to carry out parent and family engagement activities.
- An LEA must ensure that teachers, parents, and families participate, on an equitable basis, in services and activities for parents and families.
- Activities of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and families.



# LEA Funding for Parent and Family Engagement

## Set Aside Item

Parent and Family Engagement (minimum of 1% of your Public Share allocation if your Title I, Part A allocation is at least \$500,000). 90% of funds must be distributed to schools.

For LEAs receiving at least \$500,000 in Title I allocations:

\$ 1,021,550.40 - your Title I, Part A original public share amount

\$ 10,215.50 - 1% of your Title I, Part A original public share amount - (Total Contributed from Schools + District Set Aside) must meet this minimum

\$ 9,193.95 - 90% of the above number (this amount must be distributed to your schools for parent and family engagement activities)

\$ 14,550.00 - Total Contributed from Schools (from Budget Code 188)

\$ 14,550.00 - Total Parent and Family Engagement (Total Contributed from Schools + District Set Aside)



# What if my Title I allocation is less than \$500,000?



You **ARE NOT** required to reserve 1% of your allocation



You **ARE** required to follow the expectations of ESEA Section 1116.

# LEA Requirements according to ESEA 1116

- Activities and strategies should be consistent with the LEA's Parent and Family Engagement policy.
- LEAs must ensure that activities and strategies include at least one of the following:

Supporting PFE PD for LEAs and Schools

Supporting programs that reach parents at home, in the community and in schools

Disseminating information on best practices focused on Parent and Family Engagement

Collaborating or providing allocations to schools to collaborate with community based organizations that have a record of success of increasing parent and family engagement







# School Responsibilities

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## Title I, Parent & Family Engagement Non-regulatory Guidance



# Parent and Family Engagement Policy

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  - Developed jointly and agreed upon with the parents and family members from Title I schools
  - May use district level parent and family engagement policy that applies to all parents if it meets the requirements of ESEA section 1116(b)(3).
- Must:
  - Describe how the school is going to carry out the requirements of ESEA 1116.
  - Include the development of the school-parent compact.
- May amend an existing policy from the previous year.
- Needs to be updated periodically to meet the needs of parents and the school.
- Must notify the parents of the written policy in an understandable and uniform format.
- Make available to local community.



# Annual Meeting Requirements & What to Discuss

Held annually at a time convenient for parents

- Must offer a flexible number of meeting offerings at differing times

Explain Title I, Part A requirements and the rights of parents

- Required information that must be provided
  - Information about the school's curriculum
  - Academic assessments used
  - Information on achievement levels of the state academic standards

# School-Parent Compact

A written agreement between the school and Title I parents that identifies the activities that parents and school staff and students will undertake to share the responsibility for improved student academic achievement and build and develop a partnership to help students achieve state's standards.

## Must include:

- The school's responsibility to provide high quality curriculum and instruction to help students meet state academic standards
- Parents responsibilities to support their children's learning
  - Volunteering
  - Participating in decisions related to the education of their children
  - Positive use of extracurricular time
- The importance of communication between teachers and parents
  - Parent-teacher conferences (at least annually)
  - Frequent reports on their child's progress
  - Reasonable access to staff and volunteer opportunities
  - Two-way meaningful communication





# Building Parent Capacity

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## Title I, Parent & Family Engagement Non-regulatory Guidance



# Basic Requirement

Each school and LEA receiving assistance under Title I, Part A must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. (ESEA section 1116(e)).





# Providing Assistance and Training

Help parents understand topics that will help them become equal partners with educators in improving their child's academic achievement.

- State standards
- State and local academic assessments
- Parent and family engagement requirements
- How to monitor their child's progress
- How to work with educators to improve the achievement of their child
  - Literacy training
  - Using technology



# Resources

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SC Parent and  
Family School  
Requirements

Title I, Parent &  
Family Engagement  
Non-regulatory  
Guidance





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