

APS Title I Parent and Family Engagement Policy 2021-2022

PART I. DESCRIPTION OF HOW APS IMPLEMENTS REQUIRED PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Albuquerque Public Schools will take the following actions to involve parents and family members in the joint development of its APS Title I Parent and Family Engagement Policy.

Title I invites all liaisons, parents and families to attend 3-4 meetings per year to APS Title I Family Advisory Council. the dates for 2021-2022 meetings will be:

September 30, 2021

December 2, 2021

February 10, 2022

April 7, 2022

The agenda for those meetings include joint development of APS Title I Parent and Family Engagement Policy, data to consider, the Consolidated Application, and budget.

Council members will be involved in the joint development of the policy during large and small group meetings, online review and feedback systems, and via verbal and digital communications.

2. The Albuquerque Public Schools will provide the coordination, technical assistance, and other support to assist and build the capacity of all participating schools in planning and implementing effective family engagement activities in order to improve student academic achievement and school performance. This may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education:

The coordination, technical assistance, and other support to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities is supported by Title I Family Engagement and Compliance Resource Teachers.

Monthly Professional Development with Liaisons

Monthly informational meetings are held with school liaisons to share effective strategies to reach families. New Liaisons are offered small group sessions. Focused small group PD is also offered to anyone who wants to work on an identified gap or need.

1:1 meetings are held with Title I Compliance Resource Teachers and school leadership twice a year to support their work in planning and implementing effective parent and family engagement activities.

Direct Support of Liaisons

Provide guidance to schools regarding School Compacts, policies, and annual meetings.

Consultation with school personnel to guide them on how best to support their students and families.

Leverage Community Partners

Title I collaborates with many partners to support families in academic and physical resources. Partners include: SHINE, Assistance League, Medicaid, Wings, Big Brothers Big Sisters, Parents Reaching Out, Read to Me ABQ, NM PTA, Storehouse, Feed NM Kids, One Albuquerque Senior Affairs, High School Community Support clubs, Community Councils.

Resources Include: Food, clothing, books, parent education, hygiene products, relationships, identified community resources.

Title I Team Community Resources are supported using outreach such as StoryTime in the Park, STEAM family events, Mc Kinney-Vento, Adult Basic Education, and Albuquerque READS.

3. The Albuquerque Public Schools will coordinate and integrate parent and family engagement strategies with other State and federal programs:

The coordination and integration of parent and family engagement strategies with other State and federal programs are leveraged using outreach such as Story Time in the Park, STEAM family events, Mc Kinney-Vento, Adult Basic Education, and Albuquerque READS. Title I also coordinates with Early Childhood Programs, Food Services, Title III, School and Family Health and Special Education through the APS Leadership Team.

4. In accordance with Title I federal law, every year Albuquerque Public Schools surveys the parents and families of our students about their schools' efforts to engage them as partners in their children's education. This survey is

designed to provide *actionable* information to schools and the district; meaning that the questions focus on things that APS district and school personnel have the ability to change (e.g. communication practices) and improve.

Additionally, the questions on the Title I Family Engagement Survey are intentionally and specifically designed to get to the heart of how well APS is engaging families *as partners*; as such, it includes questions that ask about schools' success in 1) meaningfully including parents/families in decision making 2) engaging with them in respectful, understandable two-way communication, and 3) acknowledging and supporting their essential role in helping their children attain academic success.

Distribution and Modes of Response:

1. Parents are offered multiple modes of response - electronic and pen & paper - whenever possible^[1]
2. The survey is deployed annually in late March or early April.
 1. Invitations to the electronic survey are sent directly to parents via the email address provided in the APS online student registration system each year.
 2. Additional, school-specific links to the electronic version of the survey are provided to school principals to distribute:
 1. to parents who did not receive an email; or
 2. have issues with the emailed link; and, ***if needed***
 3. more widely through additional communication methods, (i.e. school messenger, the school's website, etc.) to improve their response rate.
 3. Paper copies are provided to schools for use if and when parents make a request to use that format.

Language Options:

1. The survey is available to **all** schools and parents in both Spanish and English
1. Other languages are made available (decisions made annually) based on primary home language information parents provide during the online registration process.

2. The electronic option allows parents to choose which language they prefer, but *also* allows them to switch freely between languages without losing responses.
3. Paper copies are printed with English and Spanish front-to-back.

Use and Posting of Results:

Survey results provide:

- i. a district level measure of the APS Parent and Family Engagement Policy's effectiveness;
 - ii. information the district Title I department uses to better support schools' efforts in the area of family engagement;
 - iii. actionable information school personnel can use to improve current practices;
 - iv. data to support schools' 90 day plan decision-making in the area of family engagement; and
 - v. information district and school personnel, in collaboration with families, can use to revise Family Engagement Policies (district and school levels)
1. Results are made available online through the [Strategic Analysis and Program Research \(SAPR\) department](#).
 - a. Initial results are posted to an [internal site](#) until data can be checked for quality; posting internally provides principals the opportunity to view their data and contact SAPR if they have questions or concerns before it is posted publicly.
 - b. After the quality assurance step is complete, results are posted to the public facing [APS Dashboard](#) where they are available to parents and community members.
 - c. The Title I department helps family liaisons, school staff, and the Family Advisory Committee to understand and effectively use the results.
 - d. The district Family Advisory Council and Title I Family Engagement team, discuss the survey results, and current research on effective family engagement, to inform suggestions and strategies for more effective family engagement.
 - e. After reviewing the school level results generated by the questions used district-wide, if individual schools need to gather additional information that is more specific to their school/community, they can contact SAPR to request help identifying the best way(s) to effectively collect this information.

Summary:

In collaboration with schools and families, each year the Albuquerque Public Schools Title I Department uses continual improvement processes and the annual Family Engagement Survey results to support Title I schools in the design and implementation of family engagement efforts, including writing and revising their school level Family Engagement Policy. Additionally, the department uses the data to review and (when necessary) revise current practices; design new family engagement strategies; and update the APS Title I Parent and Family Engagement Policy at the district level.

PART II. GENERAL EXPECTATIONS

The Albuquerque Public Schools agrees to implement the following statutory requirements:

- The LEA will put into operation programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I Part A programs, consistent with Section 1116(a) of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116(a), 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(a) of the ESSA, and each include, as a component, a school-parent compact consistent with Section 1116(a) of the ESSA.
- The LEA will incorporate this Parent and Family Engagement Policy into its LEA plan.
- In carrying out the Title I Part A parent and family engagement requirements, to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents and family members with 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 1116(a) of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents and family members understand.
- If the LEA policy is not satisfactory to the parents and family members of participating children, the LEA will submit any comments with the plan when the LEA submits the plan to the State Department of Education.

Parent and Family Engagement Guidance: Policy

- The LEA will involve the parents and family members of children served in Title I Part A schools in decisions about how the 1 percent of Title I Part A funds reserved for parent and family engagement are spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools. (Only applicable for LEAs with Title I allocations greater than \$500,000.)
- The LEA will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental and 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 that

- (A) parents and family members play an integral role in assisting their child’s learning;
- (B) parents and family members are encouraged to be actively involved in their child’s education at school;
- (C) parents and family members 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) other activities are carried out, such as those described in Section 1116(a) of the ESSA.

PART III. DISCRETIONARY LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

In consultation with parents and family members, APS Title I builds parents and family members capacity for engagement in the school and district to support their children’s academic achievement. We may choose from the following discretionary activities listed under Section 1116(a) of the ESSA:

- involving parents and family members in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents and family members from Title I Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable

parents and family members to participate in school-related meetings and training sessions;

- training parents and family members to extend the involvement of other parents and family members;
- in order to maximize parent and family engagement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents and family members who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parent and family engagement;
- establishing a district wide Parent Advisory Council (PAC) to provide advice on all matters related to parent and family engagement in Title I Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- providing other reasonable support for parent and family engagement activities under (Section 1116 as parents and family members may request.)

PART IV. ADOPTION

This APS Title I Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents and family members of children participating in Title I Part A programs, as evidenced by their involvement on the APS Title I Family Advisory Council.

This policy was adopted by the Albuquerque Public Schools on **March 4, 2021** and will be in effect for the period of one year. APS will distribute this policy in the form of an understandable brochure approved by the APS Title I Family Advisory Council and this detailed document is accessible on the Title I APS website to all parents and family members of participating Title I Part A children on or before August 1, 2021.

Authorized Official

Title

Date

^[1] The COVID-19 pandemic made the paper-pencil mode of response impossible for the 2020-21 academic year.