

The [APS Title I Department](#) Provides the following to the Parents at Title I Schools:

Support in or Access to:

- Materials and training to **assist parents with strategies for working with their student(s)**
 - [Family Reading Programs](#)
- **Information about [Common Core State Standards](#) and assessments**
- **Information about Title I Programs/funding is given to parent/guardians at the schools' Title I Annual Meeting and available upon request from the school principal** (Funds are distributed directly to schools for family engagement)
- Advertisement regarding the Title I Annual Meeting in a variety of formats and languages (Spanish news and radio, marquees, newsletters and websites)
- **Opportunity through district wide meeting to give input about the District Family Engagement Support Agreement and Procedural Directive.** Parents/guardians are always welcome to send ideas or suggestions about how Title I can improve family engagement by visiting or calling the Title I office.



Filing a Complaint

Parents/guardians with concerns should follow these steps:

1. First talk with their child's teacher
2. Then the school principal
3. APS Student Service Center
4. Contact the APS Title I Department **if the issue involves Title I services**
5. Contact the New Mexico Public Education Department if the issue is not addressed or resolved to your satisfaction

*The detailed complaint process is contained in the full version of the Family Engagement Process and Procedural Directive available at the school website or through the Title I Department.

Title I Family Engagement:

Dale Evan Hagin 253-0330 ext. 67013

Mail to: hagin_d@aps.edu

APS Student Service Center:

Main number 855-9040

Mail to: servicecenter@aps.edu

(Revised 8/2017)



Title I 2017-2018 District Family Engagement Support Agreement

Parents/Guardians are encouraged to be involved with the Title I program at their school including how the Title I funds are spent.

The full [Title I District Family Engagement Process and Procedural Directive](#) and the [Title I District Support Agreement](#) are available on the APS website and at each school website or you may request a printed copy from the school or APS District Title I Department.

<http://www.aps.edu/about-us/policies-and-procedurals-directives>



The [APS Title I Department](#) Provides the following to [Title I Schools](#):

Support in or Through:

- Title I Budget
- Compliance with [Title I law](#)
- District meetings on **best practices**
- Samples and materials to help develop.
 - **School Family Engagement Policy**
 - **School Compact**
- Planning Meetings related to Title I.
 - **Title I Annual Meeting**
 - **Parent Meetings related to academic achievement**
 - **Leadership and/or Volunteer training for parent/guardians**
- Making the [90 Day Plan/NM Dash](#) available on the school's website or a paper copy in the school's office for parent/guardian to review.
- Making the school's Title I budget available on the school's website or a paper copy in the school's office for parent/guardian to review.
- **Training for principals and staff** in understanding Title I law as it applies to **improving academic achievement**, especially for those students at greatest risk of failure, and how **family engagement plays a key role** in that process.

- Training for principals and staff specific to **creating a welcoming environment**
- **Providing information about [Common Core Standards](#) and assessment**
- Providing information, tools and assistance in order to **value parent/guardians on committees and to reach out to all parents.** Such as:
 - Variety of programs
 - Meeting times to accommodate families
 - Methods of two-way communication
- Assuring all Title I related documents are available in **all languages represented in a school's community** to the extent possible
- Distributing surveys through the [APS Research and Evaluation](#) on the effectiveness of the school's family engagement using surveys and data with family engagement committees to **develop family engagement policies and identify barriers to participation by all parents/guardians**

