

P	F	E
Parent	Family	Engagement
<i>A Big Picture View: What is Required, What is Expected, and What We Can Do Best</i>		
Statute	Expectations	Actions
<p><i>“...outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards...”</i></p> <p><i>“To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement...”</i></p> <p><i>ESSA Sec. 1116</i></p>	<p><i>These components are required in statute but are also valuable and effective tools that truly and authentically engage parents in student learning.</i></p> <p><i>Respect the process--- bring together a good team of administrators, teachers, and parents to represent the diversity of your community, and take the time to honestly review the results of evaluations and have genuine two-way conversations.</i></p>	<p><i>When I am completing the PFE requirements for my district/campus, my goals are...</i></p>

Annual Title I Meeting

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(c) (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;</p> <p>(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;</p>	<p>The Title I, Part A Annual Meeting is a required campus meeting, and per TEA guidelines, it MUST be offered on more than one day and at more than one time, so that parents have more than one option to attend.</p> <p>Information Addressed:</p> <ul style="list-style-type: none"> • Explanation of Title I, Part A Program: explain what, why and how • Describe how the Title I Part A funds will be used to help each child receive a high-quality education and how to develop an effective Parent and Family Engagement program • Parent's right to be involved and how they can support their child's learning • The district and school Parent and Family Engagement Policy and School-Parent Compact • Explanation of the curriculum and assessment • The annual evaluation of the Title I, Part A parent and Family Engagement Policy and program • Parent-teacher conferences (required for elementary level, best practice at all other levels) • Parent's right to know regarding teacher and paraprofessional qualifications <p>Must Provide:</p> <ul style="list-style-type: none"> • Flexible number of meetings, and meeting times (same meeting offered on two different days at two different times) • Staff support and translation services • Timely notice and information of meetings <p>May Provide:</p> <ul style="list-style-type: none"> • Transportation and/or childcare support • These may These may be provided, as needed, if it has been identified in the comprehensive needs assessment and addressed in the campus improvement plan or PFE policy <p>Required Compliance documentation:</p> <ul style="list-style-type: none"> • Detailed Meeting Agenda • Sign-In sheets with roles specified • Written Meeting Minutes • Copy of meeting advertisement (flier, website, etc.) • If provided, evidence of provisions for childcare or transportation <p>Resources</p> <ul style="list-style-type: none"> • Region 16 Title I Resources - scroll down to Annual Title I Meeting 	

School-Parent Compact

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —</p> <p>(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and</p> <p>(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —</p> <p>(A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;</p> <p>(B) frequent reports to parents on their children's progress;</p> <p>(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and</p> <p>(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.</p>	<p>The school-parent compact should address, at a minimum:</p> <ul style="list-style-type: none"> ● The school's responsibility to provide high-quality curriculum and instruction ● Meeting the state's student academic achievement standards ● Ways in which parents will be responsible to support their child's learning ● The importance of frequent two-way communication ● The value of annual parent-teacher conferences, required in elementary schools ● Frequent reports of student progress ● Reasonable access to school staff ● The opportunity for parents to observe and volunteer in their child's class <p><u>Resources (Click Links)</u></p> <ul style="list-style-type: none"> ● School-Parent Compact One Pager ● Region 16 Compliance Resources <i>(Scroll down to School Parent Compact)</i> 	

Parent & Family Engagement Policy

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will:</p> <p>(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).</p> <p>(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;</p> <p>(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;</p> <p>(D) conduct, with the meaningful involvement of 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 all schools served under this part, including identifying—</p> <p>(i) barriers to greater participation by parents in activities authorized by this section (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); Every Student Succeeds Act (ESSA) Public Law 114-95 Section 1116. PARENT AND FAMILY ENGAGEMENT</p> <p>(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</p> <p>(iii) strategies to support successful school and family interactions;</p> <p>(E) use the findings of such evaluation in subparagraph</p> <p>(F) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and</p> <p>(G) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—</p> <p>(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>	<p>The district policy should address, at a minimum:</p> <ul style="list-style-type: none"> • Involving parents in the development of the district improvement plan • Assisting schools to implement family engagement activities to improve student performance • Assist the schools and parents to build capacity • Coordination of parental involvement activities • Conduct, with parents, and annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools • Involving parents in the activities of the school <p>The school policy should address, at a minimum:</p> <ul style="list-style-type: none"> • Convene an annual meeting to describe the school’s participation in a Title I Part A program and the right of the parents to be involved. • Offer a flexible number of meetings • Include parents in the planning, review, and improvement of the school policy • Timely information about parent activities, a description and explanation of the school curriculum and forms of assessment and expected proficiency levels • The school-parent compact which addresses the importance of communication between school and home <ul style="list-style-type: none"> • Region 16 Compliance Resources (Scroll down to Written PFE Policy) 	

Building Capacity

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —</p> <p>(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</p> <p>(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;</p> <p>(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</p> <p>(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</p> <p>(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</p> <p>(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</p> <p>(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</p> <p>(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</p> <p>(9) may train parents to enhance the involvement of other parents;</p> <p>(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;</p> <p>(11) may adopt and implement model approaches to improving parental involvement;</p> <p>(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;</p> <p>(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and</p> <p>(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.</p>	<p><u>A district and school MUST:</u></p> <ul style="list-style-type: none"> ● Provide assistance to parents to understand the State's academic standards, the State and local assessment standards, and how to work with educators to improve their child's achievement ● Provide materials and training to help parents work with their child, such as literacy and technology training ● Educate teachers, principals, and other staff , with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners ● In so far as it is feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs ● Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand ● Provide reasonable support for family engagement activities <p><u>A district and school MAY:</u></p> <ul style="list-style-type: none"> ● Involve parents in the development of training for teachers, principals, and other school staff ● Provide necessary literacy training using funds from this program if the LEA has exhausted other fund options ● Pay reasonable and necessary expenses including transportation and child-care costs to maintain parent participation in school-related meetings and trainings ● Train parents to enhance the involvement of other parents ● Arrange school meetings at a variety of times, and conduct in-home conferences ● Adopt and implement model approaches to improving parent and family engagement ● Establish a district wide parent advisory council (required for Migrant program and their families) to provide advice regarding the parental involvement program ● Develop appropriate roles for community-based organizations and businesses in parent involvement activities <p><u>Resources (Click Links)</u></p> <ul style="list-style-type: none"> ● Building Capacity One-Pager ● Region 16 Compliance Resources <i>(Scroll down to Building Capacity)</i> 	

Parents Right to Know

ESSA Sec. 1112	TEA Expectations	Your Action Steps
<p>Schools are required to notify parents that they have the right to request information regarding the qualifications of their child’s teacher, Section 1112 (e) (1) (A)</p> <p>Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)</p>	<p>There are two required notifications:</p> <ul style="list-style-type: none"> • Parents must be notified of their right to request teacher/paraprofessional certifications. • Parents must be notified if their child is being taught by a teacher without appropriate state certification. <ul style="list-style-type: none"> • Region 16 Compliance Resources (Scroll down to Parents’ Right to Know) 	

Language and Format

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(b) (1) (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.</p> <p>(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have 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 1111 in a format and, to the extent practicable, in a language such parents understand.</p>	<p>In carrying out the parent and family engagement requirements of this part, LEAs and campuses, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.</p> <p>TEA’s expectation is that each district/campus have a written translation procedure document.</p> <p>Resources</p> <ul style="list-style-type: none"> • District samples and template 	

Reservation of Funds

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(3) RESERVATION-</p> <p>(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.</p> <p>(B) PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.</p> <p>(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools. (D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:</p> <p>(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</p> <p>(ii) Supporting programs that reach parents and family members at home, in the community, and at school.</p> <p>(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</p> <p>(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving</p>	<p>The district shall involve parents and families of Title I, Part A participating children in decisions about how funds reserved for PFE are allotted for parental involvement activities with priority given to high need schools.</p> <ul style="list-style-type: none"> ● Any district with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement. <ul style="list-style-type: none"> ○ Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement ○ Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement ● Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities 	

and increasing parent and family engagement.
 (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.”;

Annual Evaluation

ESSA Sec. 1116	TEA Expectations	Your Action Steps
<p>(D) conduct, with the meaningful involvement of 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 all schools served under this part, including identifying—</p> <ul style="list-style-type: none"> (i) barriers to greater participation by parents in activities authorized by this section (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); Every Student Succeeds Act (ESSA) Public Law 114-95 Section 1116. PARENT AND FAMILY ENGAGEMENT (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions; <p>(h) REVIEW- The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.</p>	<p>According to the current ESSA statute, every LEA receiving Title I, Part A funds is required to evaluate annually the effectiveness of their parent and family engagement policy and its programs. Specifically, the evaluation should attempt to identify the success of the parent and family engagement policy, or lack thereof, in improving the academic quality of the schools. The emphasis is clearly upon affirming the connection between student improvement and effective home-school communication and partnership. The emphasis is not how many parents and families attended events or how many programs the schools provided for parents and families. The evaluation should identify the strengths and weaknesses of the strategies in the parent and family engagement policy for advancing student achievement. The evaluation is also expected to identify barriers to greater participation by parents, the needs of parents and families to assist with the learning of their children, and strategies to support successful school and home interactions.</p> <p>Annually evaluate the content and effectiveness of the parent and family engagement policy and program with meaningful involvement of parents and family members (usually in the spring).</p> <p>The evaluation shall identify:</p> <ul style="list-style-type: none"> ● Barriers to participation in parent engagement ● The needs of parents to assist with the learning of their children ● Strategies to support successful school-family interactions <p>Data and input might include:</p> <ul style="list-style-type: none"> ● Parent questionnaires and surveys ● Focus groups or other face-to-face meetings ● Parent advisory committee input ● Provide electronic evaluation tools, if available Report findings to parents and families and use those results to revise the parental 	

involvement policy and school-parent compact

Resources (Click Links)

- [Region 16 Compliance Resources](#)
(scroll to PFE Documentation and Evaluation)