

# Office of Federal Programs New Directors Meeting

## Parent and Family Engagement

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# Take-aways for Today's Presentation

- Get to know the Every Student Succeeds Act (ESSA) statute:
  - ✓ Sec. 1116 - Parent Family Engagement (PFE)
  - ✓ 1112(e) - Parents Right-To-Know
- Everything **underlined** in this PowerPoint is a LIVE LINK.
  - ✓ Use the underlined LIVE LINKS and RESOURCES in the is PowerPoint to help with compliance, monitoring, CCIP, budget planning, and enhanced PFE programming in schools.



# How does Parent and Family Engagement Intersect with Federal Program Director's Duties?

- It's in the law – support compliance with the [Every Student Succeeds Act](#)
- It's in the Consolidated Application in CCIP.
- Planning and Management of Budgets with PFE Funds.
- Your PSU Will Be Monitored: There are PFE Evidences and Documentation requirements, Elements #1, #6, #11 and throughout the Monitoring Instrument.
- LEADERSHIP - Support Principals and Schools with Compliance & Effective Programming.
- Help your System - Build an Infrastructure > Build Capacity > Effective Programming.
- PFE Initiatives Present Great Opportunities for School Improvement.



# Research & Evidence: Parent and Family Engagement Matters!

- Attendance
- Pro-Social Skills
- Graduation Rates
- Better Grades, Higher Test Scores, Improved Academic Performance

*Dr. Karen Mapp: Family-school relationships are a two-way street. Schools and districts hoping to improve family engagement **must focus on building the capacity** of both families and staff around student learning and development. Only then can schools and districts cultivate deep partnerships with families that support student achievement and other key educational outcomes.*

The Dual Capacity-Building Framework for Family-School Partnerships, [Version 2](#) (Mapp, K. L. & Bergman, E. (2019))



# Sec. 1116. Parent and Family Engagement (PFE)

- **Sec. 1116(3) - Reservation of Funds (Set-asides in CCIP)**
- **Sec. 1116(a)(1-2) - The PFE Policy (District and School-levels)**
- **Sec. 1116(d)(1-2) - School-Parent Compact**
- **Sec. 1116(c)(1-4) - Title I School Annual Meeting(s)**
- **Sec. 1116(e) - Building Capacity for Involvement**



## Reservation of Funds (Set-asides in CCIP)

## Title I - PRC 0050 (Parent & Family Engagement)

- All PSUs **CAN** reserve or set-aside PFE funds within their CCIP-Consolidated Application.
- PSUs with a Title I allotment of \$500,000 or more **SHALL** reserve at least 1% in set-asides (with 90% of the 1% distributed among Title I schools served) – example, 1% of \$500,000 = \$5000
- Parents and family members of children receiving services at Title I Schools shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.

WHY?

### **HIGH IMPACT - Allowable uses of PFE Funds from ESSA:**

- Professional development regarding parent and family engagement strategies and capacity building.
- Quality programs that reach parents and family members at home, in the community, and at school.
- Utilization of evidence-based PFE practices and initiatives.
- Disseminating information on best practices for increasing PFE engagement.
- Activities enabling schools to collaborate with community organizations, employers, and partners with a record of success in improving and increasing parent and family engagement.
- Engaging in activities and strategies that are appropriate and consistent with meeting the objectives of the PFE policy.

**To improve programming and provide activities that increases family engagement.**



# Examples of Budget Codes for PFE – BUILD CAPACITY

## Title I - PRC 0050

[NC DPI Chart Of Accounts](#) as of July 9, 2024.

| Fund | Purpose Code | PRC  | Object | Description of Activities   |
|------|--------------|------|--------|---|
| 3    | 58800        | 0050 | 01460  | Salary - Specialist (School-Based)  |
| 3    | 58800        | 0050 | 01260  | Salary - Extended Contracts   |
| 3    | 58800        | 0050 | 03110  | Contracted Services   |
| 3    | 58800        | 0050 | 01970  | Staff Development Instructor  |
| 3    | 58800        | 0050 | 04110  | Supplies and Materials  |
| 3    | 58800        | 0050 | 01960  | Staff Dev. Participant Pay  |
| 3    | 58800        | 0050 | 03120  | Workshop Exp/Allowable Travel   |
| 3    | 58800        | 0050 | 03140  | Marketing Costs   |
| 3    | 58800        | 0050 | 04590  | Other Food Purchases (Snacks Only)<br><i>*It's the PSU's responsibility to justify food purchased is a snack.</i> |

# The Parent and Family Engagement (PFE) Policy

## Content, Implementation, and Effectiveness

District and Title I Schools

For assistance with the contents and implementation of the PFE Policy, see the [1-Pager, Guidance with Contents and Implementing the Parent and Family Engagement \(PFE\) Policy](#)

The Georgia [Summary of Evaluation Tools](#) includes three methods for PSUs to evaluate to the content and effectiveness of the PFE Policy, including:

- (1) Focus Group,
- (2) Surveys, and
- (3) Open Forum Discussion.

\* Templates and questions are included to support facilitating this activity.



- ✓ CCIP Title I Grant Details #2-3
- ✓ Monitoring Element #11



# The Parent and Family Engagement (PFE) Policy

## Developing and Implementing

1

### Annually, the District AND Title I Schools shall:

Jointly develop or update, agree on with, and distribute to parents and family members of participating children a written PFE Policy.

2

### Documentation for Compliance and Monitoring, PSUs maintain:

- ✓ **Invitation** to parents and families to participate
- ✓ **Sign-in sheet** of attendees (name and role)
- ✓ **Detailed agenda with key activities** and purposes (frontload PFE Policy information for understanding and engagement.
- ✓ **Capture the input** from parents for the joint development of the PFE Policy (detail in meeting minutes part of the agenda, use of a survey, etc.)

3

### A District May Establish a Parent Advisory Board:

Comprised of a representative group of parents and family members served by the LEA's Title I schools to adequately represent the needs of the agency's population to develop, revise, and review the parent and family engagement policy.

Monitoring  
Element #11



# School-Parent Compact

## Resources for Directors/PSUs



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Technical assistance from the NC DPI Office of Federal Programs with developing and implementing effective School-Parent Compacts.

[School-Parent Compact Checklist](#)

[Creating an Effective and Jointly Developed School-Parent Compact](#)



# Developing and Implementing The School-Parent Compact

1

## Annually, Title I Schools:

Jointly develop School-Parent Compact with parents and family members (and others, i.e., teachers, students, etc.).

And distribute to all parents of participating children at the Title I School.

2

## For Compliance and Monitoring, PSUs maintain Documentation:

- ✓ **Invitation** to parents and families to participate in the joint development of the School-Parent Compact
- ✓ **Sign-in sheet** of attendees (names and roles)
- ✓ **Detailed agenda** with key activities and purposes (frontload School-Parent Compact information for understanding and engagement).
- ✓ **Capture the input from parents and others** for the joint development of the School-Compact (detail in meeting minutes part of the agenda, use of a survey, etc.)

A School-Parent compact is a written agreement jointly developed by school staff, parents, and students for shared responsibility for improved student academic achievement.

It is **NOT** a Code Conduct developed in isolation by a school.



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Monitoring  
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# Title I School Annual Meeting(s)

Title I Schools shall convene an annual meeting or meetings at a convenient time, to which all parents of participating children shall be invited and encouraged to attend.

Meeting Agendas (required content):

- ✓ Inform parents and family members about the purpose of Title I, fund-related requirements, and their right to involvement.
- ✓ Provide a description of the curriculum and academic assessments used to measure student progress.
- ✓ Provide information about achievement levels concerning state academic standards.
- ✓ Discuss opportunities for regular meetings to formulate suggestions and/decisions related to educating their child.
- ✓ Involve parents in planning and reviewing PFE activities, the policy and compact, and as applicable, developing Title I schoolwide plan.
- ✓ If the Title I School has early learning programs funded by Title I-A, include those parents as well.



Monitoring  
Element #11

## Title I School Annual Meeting(s)

For Compliance and Monitoring with Title I School Annual Meeting(s), ensure the Title I schools maintain documentation:

- ✓ Invitation to parents and families to participate in the meeting(s).
- ✓ Detailed agenda with key activities - include the required content from the previous slide.
- ✓ Dated sign-in sheet with the names and role of attendees.
- ✓ Meeting minutes or other means to capture parent and family member input and suggestions as applicable to agenda topics or required activity (i.e., joint development with PFE Policy and School-Parent Compact).



# Building Capacity for Parent and Family Involvement (Describe in PFE Policies)

## District and Title I School

Purpose: To ensure the effective involvement of parents and family members. Support a partnership with parents, family members, and the community to improve student academic achievement.

### Each District/Title I School SHALL:

- Assist parents and family members in understanding academic standards, state and local assessments, requirements of Title I, how to monitor a child's progress and work with educators.
- Provide training and material to parents to help work with their children to improve their academic achievement, such as literacy training and using technology,
- Train and educate teachers, other teaching personnel, principals, and school leaders, with the assistance of parents as partners in effective PFE practices.
- Coordinate PFE strategies with other programs to the extent feasible and appropriate while ensuring information related to school and parent programs, meetings, and other activities, is in an understandable format and language.



# Building Capacity for Parent and Family Involvement (Describe in PFE Policies)

## Each District/Title I School MAY:

- involve parents in the development of training for teachers, principals, and other educators,
- provide literacy training to parents and family members using Title I funds if the LEA has exhausted all other funding,
- pay reasonable expenses for transportation and childcare to increase participation,
- may train parents and family members to enhance the involvement of other parents and family members,
- arrange school meetings at a variety of times or conduct in-home conferences,
- adopt and implement model approaches to improve PFE and increase involvement,
- establish an LEA-wide parent advisory council to advise on all matters related to PFE and involvement,
- develop roles for community-based organizations and businesses in PFE activities, and,
- provide other reasonable support for PFE and involvement activities, as requested



# Building Capacity for Parent and Family Involvement

## See the Guide to Improve PFE Programming

- Evidence suggests PSUs using a self-assessment instrument to address organizational conditions and remove barriers to family engagement is vital throughout planning and implementation.
- See the [The 7 Essential Components, A Guide for Strategic Planning and Program Improvement with Parent and Family Engagement](#)
  - ✓ a self-assessment instrument and evidence-based practices
  - ✓ process measures and data-informed steps,
  - ✓ resources for developing and implementing an effective PFE Action Plan.





# 1112(e) Parents Right-To-Know





## Parents Right-To-Know

- **At the beginning of each school year**, Title I Schools shall inform all parents and family members of their rights specific to ESSA 1112(e)(1-4):
  - (1) Professional Qualifications and Licensing Criteria of Teachers
  - (2) Testing Transparency and Mandatory Student Participation in State or Local Testing
  - (3) Language Instruction and English Learner Identification Protocols and Services
  - (4) Understandable Language and Accessible Format
  - \* Also, provide the Annual School Report Card Notification and CSI/TSI designations, when applicable.
- **In addition, the PSU shall** provide a timely responses to inquiries, ongoing updates, reminders, and follow-up notifications based on related issues.

# Parents Right-To-Know

## Resources for Directors/PSUs

[Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications](#)

[Sample Letter: Teacher\(s\) Not Meeting Licensing Criteria-Qualifications](#)

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See the U.S. Department of Education for the comprehensive statute [Every Student Succeeds Act \(ESSA\)](#) for additional information beyond the samples.

# Examples of Sample Parents Right-To-Know Letters

## Resources for Directors/PSUs



Monitoring  
Element #6

### NC DPI OFF: A SAMPLE LETTER Parents Right-To-Know and Annual Report Card Notification

To: Parents and Family Members  
 From: **School name-Public-School Unit (PSU)**  
 Date:  
 Re: Parents Right-to-Know Letter and Annual Report Card Notifications

As a parent and family member of a student at **School name-PSU** and part of our beginning of each school year notifications, you have the right to know about the following:

- (1) Professional qualifications and licensing criteria of the teachers who instruct your child.
- (2) Information regarding student participation in mandatory state or local testing and affiliated policies.
- (3) Language instruction and English learner identification protocols and services, and our assurance.
- (4) Such information will be in an understandable language and accessible format.

In addition, as a public-school unit that receives Title I funds, we will provide annual, direct notification and access to our school report card (and district report card information, when applicable). Our annual school report card information can be accessed at [\[INSERT INFORMATION, LINK, here\]](#).

Such requirements are for all PSUs that receive Title I funds and allows you to request such information and receive a response in a timely manner. Below are additional details about the Parents Right-To Know information.

- (1) Professional Qualifications and Licensing Criteria of Teachers
  - a. **School name-PSU** informs parents that they have the right to request information regarding the professional qualifications of their student's classroom teachers, and our response will occur in a timely manner, including the following information and whether the student's teacher—
    - i. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
    - ii. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived, and
    - iii. is teaching in the field of discipline of the certification of the teacher.
  - b. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
  - c. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required; and
  - d. Timely notice that your child has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the assigned grade level and subject area.
- (2) Testing Transparency and Information, Student Participation in Mandatory State or Local Testing, and Affiliated Policies
  - a. Parents may request and receive a response in a timely manner, information regarding any State or local school policy regarding student participation in any assessments mandated and affiliated procedures, or parental right to opt the child out of such assessment, where applicable.
  - b. **School name-PSU** shall make widely available through public means and notice, including by posting in a clear and accessible manner on our website each grade served with information on each assessment as required by

### NC DPI OFF SAMPLE LETTER: PARENTS RIGHT-TO-KNOW Teacher Not Meeting Professional Qualifications and Licensing Criteria

School Logo

Date:  
 TO: Parents/Family Members/Guardians  
 FROM:  
 RE: QUALIFICATIONS AND LICENSING OF TEACHERS

In accordance with the Every Student Succeeds Act (ESSA) and in addition to our beginning of the year comprehensive Parents Right-To-Know notification, each parent and family member shall be provided timely notice if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements per their designated grade level/subject/content area.

This notice is to inform you that the teacher(s) below has been assigned as your child's teacher or has taught your child for four or more consecutive weeks while not meeting applicable qualifications or licensure requirements at the grade level/subject/content area per their assignment:

| Name of Teacher | Does Not Satisfy ESSA Requirement (x) | Assigned Grade Level(s) | Subject/Content Area        |
|-----------------|---------------------------------------|-------------------------|-----------------------------|
| Justin Example  | x                                     | 4 <sup>th</sup> grade   | Math, English Language Arts |
|                 |                                       |                         |                             |
|                 |                                       |                         |                             |

(add content as applicable) Although your child's teacher currently does not have the required teaching license and qualifications, we provide/believe.....

(Add content as applicable) In addition, a plan is in place to..... (i.e., support the teacher's performance, ensure that your child receives quality instruction, etc.).

If you have any related questions, please contact me at your convenience at 919-513-5602.

Sincerely,

Name, Title, Signature

# Beyond Compliance...

## Apply PFE Research and Evidence-based Practices



When parents and family members are provided opportunities to be engaged partners at school and supported to help their children learn at home, children benefit immensely and are more likely to experience success.

**Thank you!**

**Questions?**

