



PRO TIPS

For Federal Program Directors

Strengthening Parent and Family Engagement (PFE)

****** With Resources & Guidance !!!***

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Session Description

UNLOCK THE FULL POTENTIAL OF PARENT AND FAMILY ENGAGEMENT EFFORTS WITH

10 PRO TIPS: For Federal Program Directors

Strengthening Parent and Family Engagement (PFE)

This session offers practical tools, resources, and immediately usable strategies tailored for Federal Program Directors and school leaders.

Participants will also receive a brief overview of the **7 Essential Components of Parent, Family, Community Engagement (PFCE)** to support effective assessment, planning, and implementation of PFCE programming where it matters most - at the school level!

Leave this session with actionable insights to improve compliance and elevate family engagement in your schools.



Introduction of the Parent and Family Engagement (PFE)

10 PRO TIPS



TEN PRO TIPS with resources you can use today and take back to your PSU.



Note: The PRO TIPS 1-10 are not in the order of importance as much as sequential relativity.



Everything [underlined](#) in this presentation is a live link and resource to assist you and PSUs!



"I asked the parents to get involved more and now they're home-schooling."

10

Get to Know Parent and Family Engagement (PFE)

In the [Every Student Succeeds Act \(ESSA\)](#)

- Know Sec. 1116(a-h) Parent Family Engagement (PFE)
- Know 1112(e) Parents Right-To-Know
- The law requires Title I districts and schools to develop and implement policies, activities, and programs that foster meaningful communication, collaboration, and support for parents and families to participate actively in their children's education.
- Understanding ESSA 1116 and 1112 is foundational to compliance with PFE and Parents Rights to Know!

See below:

A copy of the
ESSA PFE
Statutes:

[Sec. 1116\(a-h\) Parent
Family Engagement](#)

[1112\(e\) Parents Right-
To-Know](#)

9

Grow the Connection!

The Role of the Federal Program Director Intersecting w/PFE

- Provide leadership with **PFE Compliance** aligned to ESSA & DPI Monitoring Protocols
- Provide **Training & Support to Title I Schools/Principals** (more of this will be covered in PRO TIP 3)
- **Use an Approach to Build the Capacity** of all stakeholders in PFE (in ESSA 1116 & Evidence-based)
- **Support PFE Research-based** resources, training, workshops, and practices
- **Develop Staff** as leaders and PFE subject matter experts
- **Use PFE-specific data** to improve school and student outcomes
- **Manage Title I PFE funds (PRC 0050)** effectively at the district and Title I school levels
- **“Champion PFE Impact”** as a critical school-wide/district-wide initiative for improvement

8

Ensure Parents Right-To-Know Notifications

Provided to all Parents in Title I Schools

USE A TWO-PRONGED APPROACH:

- (1) Ensure the Beginning of Year (BOY) Notification, comprehensive Parents' Right-to-Know notifications are received and understood by parents, families, and staff.
- (2) Establishing a strategy for ongoing, continuous notifications throughout the year and an accountable process for responses related parent inquiries and needs.

- ✓ **1112(e)(1)** Teacher qualifications and licensing and student achievement on each of the State Assessments
- ✓ **1112(e)(2) Testing Transparency and Assessment and Specific Notifications** on each assessment required by the State
- ✓ **1112(e)(3) Language Instruction** inform parents are about English Learner identification, placement, proficiency, programming, instructional impact, standards, exiting, etc.)
- ✓ **1112(e)(4) Notice and Format, information and notifications** shall be in an understandable and uniform format, to the extent practicable

Sample Letters: Parents Right-To-Know Notifications

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

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



7

Ensure the Reservation of Title I PFE Funds (PRC 050 Funds)

“Go Beyond Snacks - Ensure Compliance and High Impact”

Shall vs. Can

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).

All Title I districts and schools **CAN** set-aside PFE funds within their Consolidated Application and plans.

Examples - what can I use PRC 050 PFE Funds on?

(Aligned to ESSA & Prioritized for HIGH IMPACT)

- ✓ Professional development that enhances the capacity of staff and family members to foster increased engagement and partnerships.
- ✓ Quality programs that reach parents and family members at home, in the community, and at school– helping them support their children’s learning.
- ✓ Utilization of research-backed, evidence-based PFE PD resources, trainings, practices, and initiatives.
- ✓ Disseminating information on best practices for increasing PFE engagement.
- ✓ Activities that enable schools to collaborate with community organizations, employers, and partners with a proven track record of success in improving and increasing parent and family engagement.
- ✓ Review and expand the content in the PFE Policies do more with removing barriers and increasing the capacity to advance the objectives of the PFE policy.

Examples of Title I - PFE Budget Codes

PRC 0050 – “Look for” Purpose Codes 58800

NC DPI Chart of Accounts as of May 14, 2025.

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

“Build Capacity In Your System”

6

Develop, Review, Implement, and Strengthen

Parent and Family Engagement Policies

(2025–2030 Strategic Plan for NC Public Schools (Pillar 3# Measure))

- ESSA PFE statute includes content and activities that applies to both the district and Title I school levels
- ESSA PFE statute also includes content and activities broken down specifically for the district and then Title I schools individually.“

**Use the 1-Page
Guidance Document
Helping Districts &
Schools Improve PFE
Policies**

[PFE Policy
1 Page Guidance
8.27.25](#)

TIPS FOR EVALUATING THE CONTENT AND ACTIVITIES IN PFE POLICIES:

1. Have teams and groups refer to the [PFE 1-pager](#), which includes content and activities that apply to both the district and Title I school levels
2. Use focus groups, advisory boards, and conduct open forums and discussions around the topic of PFE.
3. Use Surveys
4. Use data to measure the effectiveness of PFE programming at the district and school levels.
5. Ask: Does the PFE policy content and activities a.) help improve student achievement and academic programming and b.) build the capacity of staff and family members?
6. Facilitate activities that assess and address barriers to greater participation and partnerships.
7. Assess the needs of parents and family members to support their children's learning, including engaging with teachers.
8. Ask: Do you use PFE funds to access evidence-based PFE resources and training and build the capacity of staff to engage parents and families better?



5

Support Principals - Use the Tools Help Schools Develop & Implement Effective School-Parent Compacts

A School-Parent compact is a written agreement jointly developed by school staff, parents, and students to partner in the responsibility for improving student achievement and success.

It is NOT a Code of Conduct and is NOT developed in isolation by school staff.

Tools to Support Directors/PSUs with School-Parent Compacts

[School-Parent Compact Checklist](#)

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

4

“Apply these Six Strategies”

For Better Documentation, Evidences & Results!

(Supports Monitoring and Documentation)

Whether it's consultation with the
use of funds, Stakeholder input
to the PFE Policy or Compact;
Annual Meetings, or other

Required Activities...

Implement a
Systems-approach to
Maintain Required
Documentation and
Increase Accessibility
and Transparency!

1. **Keep Dated Invitation Records** for required events and activities with families and stakeholders.
2. **Use Attendance Records** that capture the date, names, roles, and affiliations of all attendees (staff, parents, and stakeholders).
3. **Create and Use a Detailed Agenda** that captures the purpose(s) and key (required) activities.
4. **When input or Decision-making is Part of an Agenda Item**, be clear and use meeting minutes to capture evidences and outcomes.
5. **Use Technology Effectively - Include and Link** relevant Presentations, Notifications, Reports, Surveys, and other materials to the Agenda. Here's an [Example](#).
6. **Commit to Reaching ALL Families and Stakeholders** by offering content in multiple means beyond live sessions: provide recorded videos, summary documents, and follow-up communication blasts.

3

Help Principals of Title I Schools Plan & Bundle Required Activities

Annual Title I Meeting(s)

- Starting at the BOY of each year, principals convene an Annual Title I Meeting(s) at a convenient time.
- All parents shall be invited and encouraged to attend.
- Encourage principals and schools to maintain accurate data and set goals in collaboration with parent attendance.
- Principals offer a flexible number of meetings (more than one), such as morning or evening meetings, add-on streaming, etc.
- Principals can use Title I PFE funds to support attendance, transportation, and such services related to parental involvement.

The Agenda for Annual Title I Meeting(s) Shall Include:

- ✓ Explain Title I and federally funded title programs at the school.
- ✓ Describe the curriculum in use at the school.
- ✓ Review the forms of academic assessment used to measure student progress.
- ✓ Discuss the achievement levels of the challenging State academic standards and provide information on how these standards are utilized.
- ✓ Check-in/survey if parents have suggestions to participate further, additional meetings, and formulate ideas related to their children's education
- ✓ Refer to Pro Tip #4 for documentation purposes

Bundling Other Required PFE Activities with Such Meetings?

- ✓ As applicable, input to developing Title I schoolwide plan
- ✓ Include parents in planning and reviewing PFE funds, capacity-building initiatives, and partnerships, among other key areas.
- ✓ Input and joint agreement with the PFE Policy and Compact
- ✓ Overview of the Parent's Rights to Know
- ✓ If the Title I School has PreK programs funded by Title I-A, include those parents as well.

A Perfect Segway for PFE as a Comprehensive District or School Improvement Initiative

“With Proven Evidence to Improve Student Success!”



Next Up
Pro Tips
1 & 2

2

REVISIT the Requirements

Building Capacity for PFE (Also include in PFE Policies)

Each Title I 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.

Each Title I 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.
- Provide other reasonable support for PFE and involvement activities, as requested.

1

APPLY RESEARCH-BACKED PFE & Support the Implementation

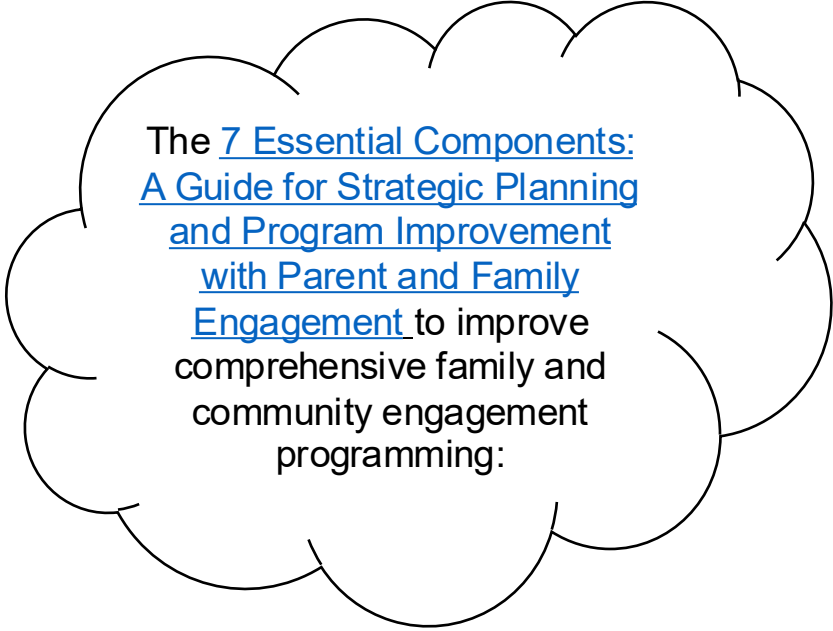
Comprehensive Parent, Family, and Community Engagement (PFCE) PROGRAMMING

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.

RESEARCH SAYS schools with strong, effective Family Engagement Programming in Schools have:

- Better Student Attendance
- Students with Improved Pro-Social Skills
- Higher Graduation Rates
- Students with Higher Test Scores, Improved Academic Performance

Evidence suggests that PSUs using a PFE leadership team structure, a self-assessment instrument, and a strategic plan are vital for PFCE planning, improvement, and implementation.



The [7 Essential Components: A Guide for Strategic Planning and Program Improvement with Parent and Family Engagement](#) to improve comprehensive family and community engagement programming:

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

Resources on the NC DPI PFE Webpage

- The [7 Essential Components: A Guide for Strategic Planning and Program Improvement with Parent and Family Engagement](#) has been developed to support North Carolina PSUs with Parent, Family, and Community Engagement programming.
- The [ESSA Parent and Family Engagement and Parent Rights to Know Toolkit](#) breaks down the law to help PSUs better understand district and school level compliance and monitoring areas specific to the PFE policy, reservation of funds, annual meeting title I meetings, school-parent compact, capacity building, and accessibility.
- (New – January 2025) [USDOE PFE Non-Reg. Guidance](#)
- [PFE Training - Overview & Resources for NC PSUs 8.14.2024](#)
- (Updated – June 2025) [PFE Policy - 1 Page Guidance 6.30.25](#)
- (New to the PFE webpage, just the ESSA Statute) [Sec. 1116\(a-h\) & 1112\(e\) – ESSA](#)
- [School-Parent Compact Checklist](#)
- [Creating an Effective and Jointly Developed School-Parent Compact](#)
- [Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications](#)
- [Sample Letter: Teacher\(s\) Not Meeting Licensing Criteria-Qualifications](#)



The Self-Assessment Instrument

Essential Components 1.0 - 7.0

65 Indicators of Practice

Summary Review Doc. for Essential Component

Pages 16-30



The 7 Essential Components

1.0: Parent, Family, and Community Engagement (PFCE) Leadership Team and Strategic Planning

2.0: Leadership, Policy, and Resources

3.0: School Building Culture and Core Values

4.0: Communication

5.0: Training and Capacity Building

6.0: Partnerships and Related Activities

7.0: Every Student Succeeds Act's (ESSA) Title I Requirements



Complete the Self-Assessment Instrument

- ✓ Score each **Indicator of Practice** (65 in Total) within the 7.0 Essential Components
- ✓ Complete the brief 3 Question/**Summary Review** after scoring each Essential Components

SCORING RUBRIC:

- **Unsure or n/a** – Not used or not enough information; need to investigate further
- **Ground Level** – Getting Started
- **Developing** – Good Activities in Place, More to Do
- **Leading** – Strong Examples of Implementation

Intro to Essential Component 1.0

PFCE Leadership Team and Strategic Planning

Key “look-fors” and/or evidence-based practices:

- PFCE Leadership Team structure
- Comprehensive PFCE program at our school (or, in our system)
- Facilitate activities that identify/remove barriers for family members who are not engaged
- Best practices and roles in place with the PFCE Leadership Team
- The PFCE Leadership Team meets regularly and operates with a schedule
- The PFCE Leadership Team guides the implementation of the PFCS Strategic Plan



	1.0	Essential Component PFCE Leadership Team and Strategic Planning	Unsure or n/a	Ground Level	Developing	Leading
	1.1	We have formed and operationalized a PFCE Leadership Team structure that ensures the development and ongoing review of our <i>PFCE Strategic Plan</i> .				
	1.2	The PFCE Leadership Team guides the implementation of a comprehensive PFCE program at our school (or, in our system).				
Indicators of Practice	1.3	We use process measures and activities to develop and evaluate a PFCE Strategic Plan (See Process Measures).				
	1.4	Our PFCE (Leadership Team, Strategic Plan, and programming) prioritize reaching and engaging the family members of ALL students in our building and community stakeholders.				
	1.5	We identify and analyze comprehensive PFCE data sources to help drive the development, implementation, and improvement of our PFCE programming (should include parent-family survey data and feedback).				
	1.6	We regularly facilitate activities that identify and remove barriers for parents and family members who are not engaged in their children's learning at school.				
	1.7	We have a PFCE Leadership Team structure with members that:				
		a.) are ethnically, demographically, and culturally representative of our community				
		b.) received research or evidence-based training in PFCE				
		c.) has defined roles (examples of roles, PFCE Leadership Team leader, PFCE Trainer or Specialist, Meeting Facilitator, Data-Person, Recorder, Social media or Communications Specialist, Teacher Representatives, Community Liaison, etc.)				
		d.) that shares the <i>PFCE Strategic Plan</i> with all stakeholders.				
	1.8	We have PFCE Leadership Team structure that:				
		a.) meets regularly and operates with a schedule				
		b.) has access to meaningful data to analyze				
		c.) is empowered to make decisions				
		d.) meets regularly and operates with a schedule				
	1.9	Our PFCE Leadership Team regularly evaluates and updates the PFCE Strategic Plan for fidelity with implementation and effectiveness. (If the designed activities are likely to achieve the intended results; make changes for new needs/update activities not achieving the desired outcome, etc.)				

SUMMARY REVIEW: Essential Component 1.0

PFCE Leadership Team and Strategic Planning

Which indicators and practices from Essential Component 1.0 are going well or excelling?

-

Which indicators and practices from Essential Component 1.0 need attention or improvement?

-

From Essential Component 1.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-



Intro to Essential Component 2.0

Leadership, Policy, and Resources

Key “look-fors” and/or evidence-based practices:

- Research-based PFCE PD for principals and leaders
- There’s a clear vision for PFCE programming and a plan to support that vision
- Trained personnel or PFCE specialists to lead the way
- PFE Policies at the district/school levels are meaningful and impactful
- We have a stand-alone PFCE Strategic Plan
- We have the necessary resources
- Plans effectively support teachers to engage family members



2.0		Essential Component Leadership, Policy, and Resources	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	2.1	Leaders and principals advance their professional learning through research-based training and the utilization of evidence-based practices, informed by parent and family engagement research.				
	2.2	Leaders and principals establish a clear vision for PFCE programming and ensure a strategic plan to achieve that vision.				
	2.3	We have trained personnel or PFCE specialists who assist with family engagement programming at our school (or system); and lead or assist with planning, coordinating, and building capacity.				
	2.4	Our PFE Policies and procedures are current and implemented per the federal, state, and local requirements (see the 1-Page Policy Guidance Doc. and ESSA, Sec. 116 PFE)				
	2.5	Our policies and programming effectively reduce barriers for parents and family members to engage with staff and in the school.				
	2.6	Leaders and principals ensure that evidence-based training and resources are available to help guide teacher and staff strategies for engaging families.				
	2.7	We have a stand-alone <i>PFCE Strategic Plan</i> connected to our school improvement or district strategic plan.				
	2.8	We have the necessary financial and professional development resources to support our PFCE vision and plans.				
	2.9	We ensure coherence with data-driven, specific strategies among classroom teachers to engage and the build capacity with parents and families.				
	2.10	Principals create flexible schedules and offer virtual or alternative options that engage families and community partners with varying needs and schedules. This includes learning opportunities and decision-making processes that purposefully engage parents who are not currently involved.				



SUMMARY REVIEW: Essential Component 2.0 Leadership, Policy, and Resources

Which indicators and practices from Essential Component 2.0 are going well or excelling?

■

Which indicators and practices from Essential Component 2.0 need attention or improvement?

■

From Essential Component 2.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

■



Intro to Essential Component 3.0

School Building Culture and Core Values

Key “look-fors” and/or evidence-based practices:

- Use of current data that reveals how family members feel
- Effective and regular use of family engagement surveys (perceptions, interests, and needs)
- Data-driven to identify gaps and barriers
- Our building is welcoming to families
- All staff in the building are committed to communicating in a kind tone and welcoming tone
- Cultural and ethnic backgrounds are reflected accordingly
- We go beyond a few events and strategies per year, and implement PFCE as a comprehensive program

3.0		Essential Component School Building Culture and Core Values	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	3.1	We have and use current data that reveals whether parents and family members feel welcome in our building.				
	3.2	We regularly administer PFE surveys to gather parents' and families' perceptions, interests, and needs, which help guide PFCE activities and program improvement efforts (see the sample PFCE Survey Questions in the associated PowerPoint).				
	3.3	We use surveys and assessment data to identify gaps in parent and family engagement and determine if barriers or systemic bias may exist. (examples include family and student data, cultural and linguistic barriers, socioeconomic implications, data and feedback from families, disability, and access-related issues).				
	3.4	Based on our beliefs and follow-through behaviors, our school community agrees that PFCE is a top priority.				
	3.5	Our school building is welcoming, where all families can drop in and connect with staff and other families.				
	3.6	Staff are committed to communicating in a kind tone, with the mission of making parents, families, and visitors feel welcome when they are in the building.				
	3.7	We ensure that students' and families' cultural and ethnic backgrounds are reflected in classroom lessons.				
	3.8	We ensure culturally responsive training and multicultural events are representative and inclusive to all families within the school community.				
	3.9	Our strategies and activities create inclusive environments that value and support diverse family backgrounds and individuals with disabilities.				
	3.10	We go beyond a few parent and family engagement events and strategies per year, and implement PFCE as a comprehensive program, with the opportunity to improve our school and positively impact student outcomes.				



SUMMARY REVIEW: Essential Component 3.0

School Building Culture and Core Values

Which indicators and practices from Essential Component 3.0 are going well or excelling?

-

Which indicators and practices from Essential Component 3.0 need attention or improvement?

-

From Essential Component 3.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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Intro to Essential Component 4.0

Communication

Key “look-fors” and/or evidence-based practices:

- Strong messaging clearly communicates that family members are welcome in our building as valued partners
- Staff and teachers are trained or supported with effective communication strategies
- Cross-reference academic achievement data with family participation data
- Communication is an evidence-based PFCE strategy supported in our goals, plans, and training
- Specific activities are in place for teachers to communicate with parents about the curriculum, student progress, and how parents support their children

4.0		Essential Component Communication	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	4.1	We firmly believe and strongly message that parents and family members are welcome in our building as valued partners to support student success.				
	4.2	Printed, electronic, and spoken forms of communication are understandable and accessible to all family members and stakeholders.				
	4.3	We train our staff in two-way dialogue and active listening to foster understanding and support among one another and the school community.				
	4.4	We use data to measure the effectiveness of our various communication methods in reaching all families. (i.e., emails, phone messaging, text messaging, apps, social media, websites, etc.)				
	4.5	We cross-reference academic achievement and other student success-related data with parent and family participation engagement data.				
	4.6	We use differentiated communication and outreach strategies to connect with families who are less active or unengaged in their child's education at school.				
	4.7	Teachers are pivotal in our communication efforts to engage families; therefore, all teachers receive professional development specific to communication and outreach, tailored to PFCE.				
	4.8	We have communication plans in the following areas that are yielding positive results:				
		a.) messaging about school events, academic progress, extracurricular activities, and available resources that increase family participation and supportive responses.				
		b.) efforts to seek out the insights and skills of family members to contribute to the success of our students and schools.				
	4.9	We have communication goal(s) and activities in our <i>PFCE Strategic Plan</i> (on an ongoing basis, we design, implement, and evaluate our communication strategies and activities).				
	4.10	Within our <i>PFCE Strategic Plan</i> , we have activities for teachers to communicate with parents about the curriculum, student progress, and how parents can support their children's learning.				



SUMMARY REVIEW: Essential Component 4.0 Communication

Which indicators and practices from Essential Component 4.0 are going well or excelling?

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Which indicators and practices from Essential Component 4.0 need attention or improvement?

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From Essential Component 4.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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Intro to Essential Component 5.0

Training and Capacity Building

Key “look-fors” and/or evidence-based practices:

- Use of research-based resources to build the capacity of all staff and stakeholders
- Capacity building is an evidence-based PFCE strategy supported in our goals and plans
- Teachers/staff understand that effective strengthening of family relationships positively impacts PFCE
- Partnerships are an evidence-based PFCE strategy that supports our capacity-building efforts and is aligned with our goals and plans



5.0		Essential Component Training and Capacity Building	Unsure or n/a	Ground Level	Developing	Leading
5.1		We use research-based and high-quality resources to train our teachers and staff and help build the capacity of all stakeholders (parents, family members, community members).				
5.2		Our school community understands "what we mean and do" when referencing PFCE.				
5.3		PFCE training and capacity building has served as a vehicle for improved parent-teacher and teacher-student relationships and a positive schoolwide culture.				
5.4		We intentionally train teachers and staff to develop the capacity of parents and family members.				
5.5		Teachers and staff understand their role in strengthening relationships and positively impacting PFCE.				
5.6		All teachers regularly implement planned activities to engage all parents and families.				
5.7		We have established partnerships with outside organizations that support PFCE parent training and help provide resources for families and students.				
5.8		We have family and community members who lead activities to engage, support, and build the capacity of other family members.				
5.9		We provide high-impact, evidence-based resources that advance families actively supporting their child's learning. (materials and resources are user-friendly, culturally responsive, and accessible by the majority).				
5.10		PFCE training and capacity building are found within a SMART Goal and specific activities within our <i>PFCE Strategic Plan</i> .				

SUMMARY REVIEW: Essential Component 5.0

Training and Capacity Building

Which indicators and practices from Essential Component 5.0 are going well or excelling?

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Which indicators and practices from Essential Component 5.0 need attention or improvement?

■

From Essential Component 5.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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Intro to Essential Component 6.0

Partnerships and Related Activities

Key “look-fors” and/or evidence-based practices:

- Use credible standards and resources to enhance family-school partnerships
- Collaborative decision-making
- We keep data on established family and community-based partnerships that create positive outcomes
- We are maximizing family and community partnerships that support student success.
- Partnerships help family members support their children's learning at home and school
- Partnerships provide organized, well-attended PFCE workshops and events
- Established Family Resource Centers provide access to materials, training, and resources

6.0		Essential Component Partnerships and Related Activities	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	6.1	We utilize resources to enhance family-school partnerships. A few examples of resources may include, but are not limited to, National Standards for Family-School Partnerships , National Center on Safe Supportive Environments Family-School-Partnerships , School Community Journal, 2015, research article , and A Dual Capacity-Building Framework for Family-School Partnerships .				
	6.2	We utilize collaborative decision-making, involving families in decision-making processes and activities. A few examples may include, but are not limited to, parent input in school improvement activities, plans, and PFE policies, PFCE events, the use of funds, and advisory committees.				
	6.3	We have established family and community-based partnerships that create positive outcomes between teachers, staff, families, and community members.				
		a.) Parent Volunteer Programs: we are having success with parents and community members actively volunteering in activities, such as assistance in the classroom, organizing events, leading events, and joining parent-teacher teams, committees, organizations, etc.				
		b.) Faith-based and Community-based Organizations help our school engage families and impact student success.				
		c.) Traditional Family Engagement Events: we are having success with parent-teacher conferences, open houses, back-to-school nights, curriculum nights with interactions, and specific content learning standards/resources.				
	6.4	We have partnerships that support our staff, teachers, and the broader school community.				
	6.5	We have partnerships that help parents and family members support their children's learning at home and support their success in school.				
	6.6	We have partnerships that help provide organized and well-attended Parent and Family Education Workshops.				
	6.7	We have an established Family Resource Center that provides access to educational materials, training, and resources to support parents in impacting their children's learning.				
	6.8	We measure the effectiveness of our partnerships and related activities. Examples include the number and percentage of parents and family members who attended or benefited, the frequency of events, data collection methods, and feedback from participants, as well as the impact on student learning, academic success, and family involvement.				
	6.9	We have partnership-type goals and activities as part of our <i>PFCE Strategic Plan</i> .				



SUMMARY REVIEW: Essential Component 6.0

Partnerships and Related Activities

Which indicators and practices from Essential Component 6.0 are going well or excelling?

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Which indicators and practices from Essential Component 6.0 need attention or improvement?

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From Essential Component 6.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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Intro to Essential Component 7.0

Every Student Succeeds Act's - Title I Requirements

Key “look-fors” and/or evidence-based practices:

- Building Capacity for Involvement (in policy and practice)
- Accessibility information and language
- PFE policies are jointly developed and agreed upon with annual distribution and evaluation
- Title I Schools Convening an Annual Meeting(s)
- Title I Schools ensuring shared responsibilities for high student academic achievement by jointly developing a School-Parent Compact
- Parents' Right-to-Know information and requirements



7.0		Essential Component Every Student Succeeds Act's Title I Requirements	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	7.1	We ensure 1116(e)(1-5) Building Capacity for Involvement , the effective engagement, and partnership of all parents and family members (and community member involvement) with a focus on improving student outcomes and academic achievement.				
	7.2	We ensure 1116(f) Accessibility with information and school reports in a format and language that all parents and family members can access and understand.				
	7.3	Our district and Title I school meet the requirements per Sec. 1116, PFE, including but not limited to the joint development, agreement, annual distribution, and evaluation of a written PFE Policy (inclusive of parents and family members of participating children); use the PFE Policy - 1 Page Guidance 6.30.25 to support compliance and promising practices.				
	7.4	Our Title I School meets the requirements per 1116(c)(1-5), convening an Annual Meeting(s) , offering a flexible number of meetings at a convenient time, to which all parents of participating children are invited and encouraged to attend. Required activities include, but are not limited to, informing parents of their school's Title I participation, explaining the curriculum and assessments used to measure progress, providing information on academic standards and state achievement levels, outlining parent rights, describing the school's PFE policy, developing the schoolwide program, and input utilizing Federal Title I funds.\				
	7.5	Our Title I School(s) meet the requirements per 1116(d)(1-2) Shared Responsibilities for High Student Academic Achievement by jointly developing a School-Parent Compact with parents and family members of all children served. Use the School-Parent Compact Checklist and the Creating an Effective and Jointly Developed School-Parent Compact to support compliance and best practices.				
	7.6	We ensure 1112(e)(1-4) Parents Right-to-Know at the beginning of each school year and ongoing notifications as relevant and required; parents and family members have the right to know about the (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 (4) that such information will occur in an understandable language and accessible format. Schools can access and modify the Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications and the Sample Letter: Teacher(s) Not Meeting Licensing Criteria-Qualifications				
	7.7	We will utilize and apply Sections 1116(a-h) & 1112(e) of the ESSA statute for comprehensive Parent and Family Engagement and Parents' Right-to-Know information and requirements.				



SUMMARY REVIEW: Essential Component 7.0 Every Student Succeeds Act's Title I Requirements

Which indicators and practices from Essential Component 7.0 are going well or excelling?

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Which indicators and practices from Essential Component 7.0 need attention or improvement?

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From Essential Component 7.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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PFCE Strategic Plan Templates

Using SMART Goals in the PFCE Strategic Plan/Questions Doc. (pg. 32)

Key Data, Priorities, Areas of Need Doc. (pgs. 33-34)

SMART Goals (35-39)



Using SMART Goals in the *PFCE Strategic Plan*

SMART Goals are specific, measurable, attainable, realistic, and time-bound and should answer the questions:

- What are we doing?
- What will be improved?
- By how much?
- By when?
- And for whom and for what purpose?
- Have we been clear on precisely what we are trying to accomplish, and can we measure it?

Questions to ask and answer when addressing family engagement and equity:

- Will achieving this SMART Goal increase or improve family engagement? (include a check for unintended negative consequences)
- Does the SMART Goal align with supporting family members in helping their child learn and succeed at school and home?
- Did we address any gaps for specific student and family groups that may exist in our school community?
- Does the goal, activity, or resources sections include evidence or research-based practices?
- Do we have the necessary resources to support the Goal and activity? If not, does the goal and activity address acquiring the resources required?
- Have we identified and addressed barriers that may exist to ensure that all families have access?

Parent, Family, and Community Engagement (PFCE) Strategic Plan

School District:
School Name:
School Code:
Date:

Key Data, Priorities, Areas of Need

Summarize or bullet point the data, priorities, areas of need, and any information to be addressed in the *PFCE Strategic Plan*, Smart Goals, Activities, and Resources sections.

Key Data, Priorities, Areas of Need

Summarize or bullet point the data, priorities, areas of need, and any information to be addressed in the *PFCE Strategic Plan*, Smart Goals, Activities, and Resources sections.

PFCE Strategic Plan – SMART Goal #1: Enter goal here

Instructions: Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i>	<i>What short- and long-term data will be collected to measure the outcomes of this activity?</i>	<i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i>	<i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i>	<i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i>

Thank you!

Questions?

