

ESSA 1116: Parent & Family Engagement

Participant Manual for ESSA 1116: Parent &
Family Engagement Training

Building Parent/Guardian & Family Capacity is
More than Building Relationships

A Resource Developed by:
The Parent & Family Engagement Statewide
Initiative of Texas
for
The Texas Education Agency

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Introduction

This participant manual was developed for the Local Education Agencies (LEAs) and schools of Texas to provide guidance on the requirements of ESSA 1116. It can be used following completion of the training to help schools meet the requirements of ESSA 1116 policy, compact, building capacity, and the Annual Title I Meeting and evaluation.

The overall objective of this participant manual is to help schools:

- Define Parent & Family Engagement under ESSA;
- Utilize research to understand the importance and benefits of Parent & Family Engagement;
- Identify district and school level Parent & Family Engagement requirements under ESSA;
- Identify allowable uses of Title I Parent & Family Engagement funds;
- Identify common monitoring trends and findings focused on parent and community engagement;
- Identify guiding principles in Parent & Family Engagement; and
- Explore resources focused on Parent & Family Engagement.

This participant manual was developed by the Parent and Family Engagement Statewide Initiative, whose team members have extensive experience in developing and operating Parent & Family Engagement processes in educational settings.

Utilizing this Training

In addition to this training, it can be very helpful for participants to access some foundational resources. We recommend accessing the following resources in addition to this training:

- [ESSA Statute](#)
- [Parental Rights and Responsibilities](#)
- [Policy Toolkit](#)
- [Annual Title I Meeting Toolkit](#)
- [Evaluation Toolkit](#)
- [Title I, Part A – Improving Basic Programs Program Guide](#)
- [Supplement, Not Supplant Handbook](#)
- [TEA’s EDGAR Materials & Resources Webpage](#)
- [General & Fiscal Guidelines](#)
- [TEA’s Title I, Part A FAQ Document](#)
- [Budgeting Costs Guidance Handbook](#)
- [Title I, Part A Use of Funds Presentation](#)
- [Compliance Calendar](#)
- [Parent & Family Engagement Statewide Initiative Website](#)
- [School-Parent Compact Toolkit](#)
- [PFE Building Capacity Toolkit](#)

Training Materials

Training Website:

www.pfetexas.net/leatraining



Every Student Succeeds Act (ESSA) Section 1116. PARENT AND FAMILY ENGAGEMENT

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.

a) LOCAL EDUCATIONAL AGENCY POLICY.—

- 1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- 2) WRITTEN POLICY.—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—
 - 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).
 - 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;
 - 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;
 - 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—
 - 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);
 - 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;
 - E) use the findings of such evaluation in subparagraph (D) 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
 - F) 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.

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3. RESERVATION.—

- 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.
- 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.
- C) **DISTRIBUTION OF FUNDS.**—Not less than 90 percent of the funds reserved under 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:
 - 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.
 - ii) Supporting programs that reach parents and family members at home, in the community, and at school.
 - 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.
 - 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 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.

b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

- 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.
- 2) **SPECIAL RULE.**—If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- 3) **AMENDMENT.**—If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- 4) **PARENTAL COMMENTS.**—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

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- c) POLICY INVOLVEMENT.—Each school served under this part shall—
- 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;
 - 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, childcare, or home visits, as such services relate to parental involvement;
 - 3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 - 4) provide parents of participating children—
 - A) timely information about programs under this part;
 - B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - 5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- 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—
- 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
 - 2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - B) frequent reports to parents on their children's progress;
 - C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 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.

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- 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—
- 1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as 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;
 - 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;
 - 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;
 - 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;
 - 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;
 - 6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 - 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;
 - 8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
 - 9) may train parents to enhance the involvement of other parents;
 - 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;
 - 11) may adopt and implement model approaches to improving parental involvement;
 - 12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - 13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - 14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- 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.
- g) **FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.**—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.
- 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.

PFE Defined

ESSA Section 8101

Title I, Part A parent and family engagement is defined as the participation of parents and families in

involving student academic learning and other school activities, ensuring that—

- Families play an _____ in assisting their child’s learning;
- Families are **encouraged to be** _____ **involved** in their child’s education at school;
- Families are _____ **partners** in their child’s education and are included in **decision-making** and on **advisory** _____ to assist in the education of their child; and
- **Other** _____ are carried out, such as those described in ESSA Section 1116.

3 ways your school or district is building capacity of parents/guardians and/or families

Sorting Game

Shall/Must	May/Best Practice

Assignment

Generate a list of possible parent trainings the school could offer that would improve issues in the school. (Example: Grandparents Raising Grandchildren)

Sample Trainings

This list is only a sample. They are not requirements. All trainings must be determined by the district or school with the input of parents.

School

- Back to School Day at the Park
- Understanding Reading & Writing Standards
- School Tour & Family Lunch
- Parent-Teacher Conferences
(all grade levels; can be conducted in person or virtual)
- Understanding Math & Science Standards
- Halloween Carnival
- Understanding Social Studies & Elective Standards
- National Parent Involvement Day Celebration
- Understanding State & Local Assessments
- Guest Speaker: Jane Doe-local author of the book Example Book

LEA

- Roles & Responsibilities within the school system
- Enrollment
- Immunizations
- Attendance
- Parent-Teacher Communication
- Discipline
- Engagement
- Transitions
- Cultural Sensitivity
- Junior High Courses offered
- High School Courses offered
- Post-Secondary Options
- College Entrance Exams
- Filling out the applications
- Filling out the FAFSA
- Choosing a Degree Plan

Building Capacity Resources

- [Best Practice Ideas from schools like yours](#)
- [Building the Capacity of ALL Families with Dr. Steve Constantino](#)
- [Dual Capacity Framework](#)
- [STAAR Resources for Parents](#)
- [PFE Building Capacity Toolkit](#)

Parents' Rights: LEA Responsibility

Annually

- Request state qualifications
- Access an annual report card with information about the LEA and each campus served by the LEA
- Develop, agree on, and receive the PFE policies
- Evaluate, review, and improve the PFE policies
- Be involved in the schoolwide plan and its description that includes a CAN and the requirements and activities of the PFE program

Throughout the Year

- Request state qualifications
- Access an annual report card with information about the LEA and each campus served by the LEA
- Develop, agree on, and receive the PFE policies
- Evaluate, review, and improve the PFE policies
- Be involved in the schoolwide plan and its description that includes a CAN and the requirements and activities of the PFE program

Parents of Homeless Youth

The LEA homeless liaison will inform guardians of homeless youth of their child's educational opportunities, opportunities to participate in their child's education, and all transportation services (LEA upon child's registration).

Unsafe School Choice Option

Parents have the right to information on options to attend a safe public school within the LEA, including public charter schools when their child:

- Is attending a persistently dangerous public school (PDS) or
- Has been a victim of a violent criminal offense (VVCO)

(PDS: 14 days of notification from TEA or at time of enrollment. VVCO: within 14 days of the incident)

Parents of English Learners

- Information about how they can be involved in their child's education, how to help their child attain English proficiency and high achievement levels, and how to meet state standards. Parents of EL's will also be sent notice of opportunities for regular meetings (upon child's registration).
- Information on:
 - Reasons for the identification
 - Level of English proficiency
 - Methods of instruction
 - How the program will improve English proficiency and meet the needs of the child
 - Specific exit requirements
 - Parental rights
 - In the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP). (30 days after start of school or 2 weeks after being placed in the program.)

Parents' Rights: School Responsibility

Annually

- Be informed of their right to request information regarding state qualifications of their child's classroom teachers and paraprofessionals (beginning of the year)
- Information on their child's level of achievement & growth on each of the State academic assessments
- Be invited to and attend an annual parent-teacher conference at the elementary level to discuss the school-parent compact
- Receive the schoolwide plan
- Be invited to and attend the Annual Title I Meeting to receive information on:
 - The participation of the school in the Title, Part A Program,
 - Its requirements
 - Their right to be involved, and
 - The opportunity to request regular meetings.
- Develop, agree on, and receive the PFE policies
- Evaluate, review, and improve the PFE policies
- Be involved in the schoolwide plan and its description that includes a CAN and the requirements and activities of the PFE program
- Develop, agree on, and receive the school-parent compact

Throughout the Year

- Receive frequent reports on their child's progress
- Information provided in a format and language parents can understand
- A notice of their child being taught by a teacher who does not meet state certification or licensure requirements for four or more weeks (soon after the 4 weeks has passed)

Notes

Title I, Part A LEA PFE Reservation (a)(3)

Each local educational agency **shall** reserve at least 1% 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% of such agency's allocation under subpart 2 for the fiscal year for which the determination made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1% of its allocation under subpart 1 to assist schools to carry out activities described in this section (*ESSA 1116 (a)(3)(A)*).

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 (*ESSA 1116 (a)(3)(B)*).

Distribution of Funds: Not less than 90% of the funds reserved in subparagraph (A) **shall** be distributed to schools served under this part with priority given to high need schools (*ESSA 1116 (a)(3)(C)*).



Parent and Family Engagement LEA Reservation Use of Funds Requirements – Section 1116(a)(3)



- **Required**
 - LEAs with Title I, Part A Allocation of more than \$500,000
 - At least 1% of the total Title I, Part A Allocation for PFE activities
 - Distribute at least 90% to Title I, Part A Schools, priority given to high-needs schools
 - The PFE funds are in addition to the Title I, Part A funds allocated to campuses as per the within-LEA allocations process.
 - Retain no more than 10% for LEA PFE activities
- **Optional**
 - LEAs with Title I, Part A Allocation of \$500,000 or less

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*:

- Professional Development- supporting schools and nonprofit organization 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,
- Programs- supporting programs that reach parents and family member at home, in the community, and at school,
- Information Dissemination- disseminating information on the best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members,
- Collaboration- 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 and increasing parent and family engagement, and/or
- Other- 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 (*ESSA 1116 (a)(3)(D)*).

Title I, Part A LEA PFE Reservation Continued

Use of Funds Examples:

Reminder: All use of funds require the involvement of parent/guardian input on how funds are spent AND must be consistent with the local educational agency's parent and family engagement policy.

- Hiring/Paying for a District Director of PFE (CAUTION: Only for LEAs serving all Title I campuses)
- Hiring/Paying for a District PFE Liaison (CAUTION: Only for LEAs serving all Title I campuses & must abide by the PFE Liaison Job Description Guidelines)
- Hiring/Paying for Campus PFE Liaisons on Title I, Part A campuses (CAUTION: Must abide by the PFE Liaison Job Description Guidelines)
- Travel and registration for an employee or parent/guardian to attend PFE related professional development (including the Statewide PFE Conference and other events offered by the PFE Statewide Initiative)
- Supplies and materials for a district parent center (CAUTION: only for LEAs serving all Title I campuses)
- Supplies and materials for a Title I, Part A campus parent center
- Contracted services for PFE related professional development for the Title I campus and district employees and/or parents/guardians
- Supplies and materials for a Title I, Part A campus PFE event
- Supplies and materials for a parent back to school event held at a central location for multiple Title I, Part A campuses

LEA reservation can be used for Title I, Part A campuses. However, campus allocations cannot be used for LEA purposes.

Documentation:

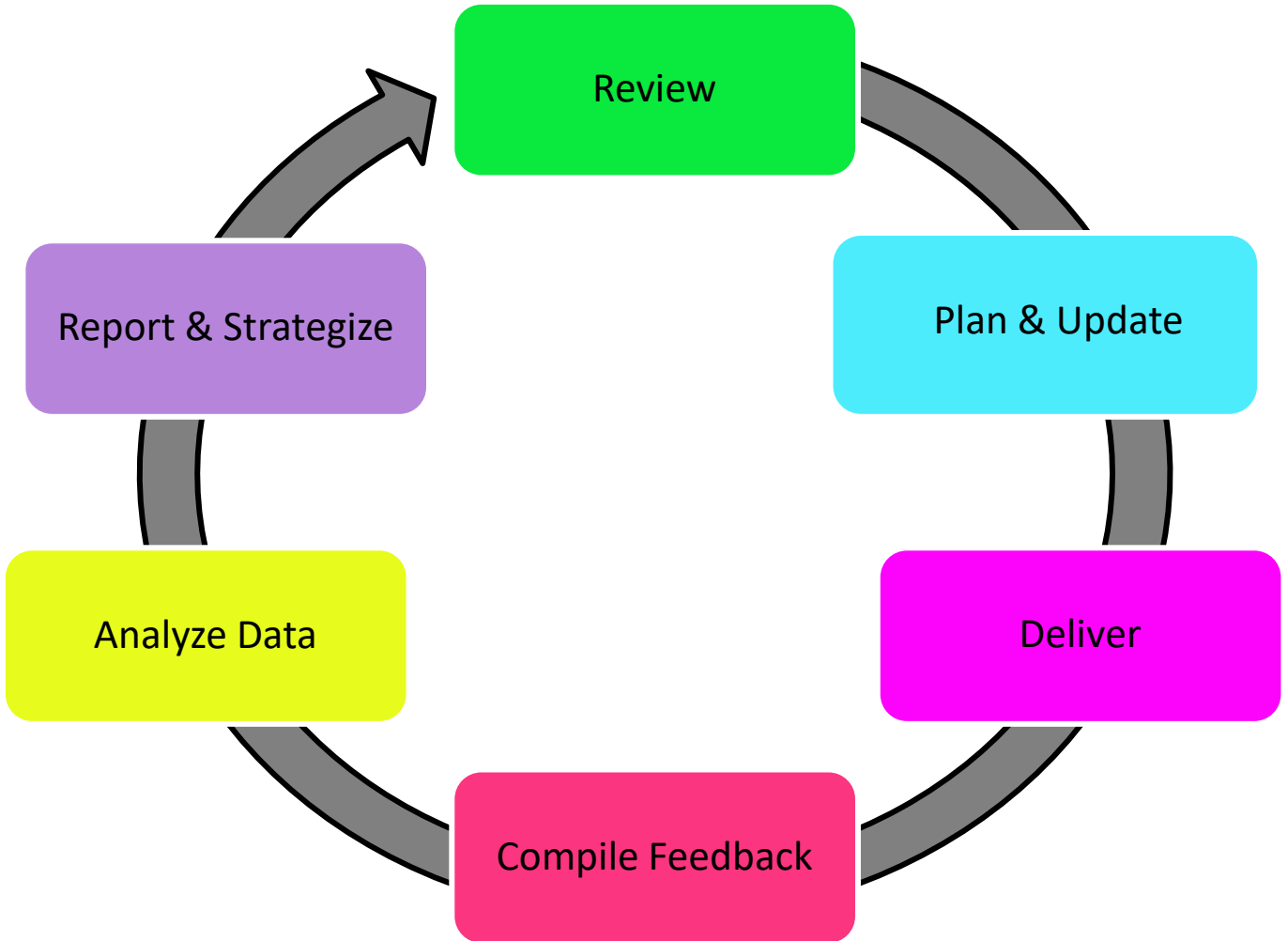
To document parent involvement in decision-making regarding use of reserved funds, an LEA can keep the following on file:

- Meeting Information Distribution (flyers, social media posts, emails, app send outs, call outs, etc.)
- Meeting Agenda
- Meeting Sign in Sheets (be sure roles are identified)
- Meeting Minutes
- Copy of the LEA parent and family engagement policy
- Copy of the Needs Assessment
- Copy of the District Improvement Plan

Reminders:

- Review Supplement/Not Supplant implications
- Must be identified as a need and included in the District Improvement Plan
- All stakeholders must be involved in decision making

Evaluation Cycle



Ways to evaluate the building capacity events:

Contact Your Local ESC

PFE representative:

Email address:

Phone number:

Other upcoming
trainings:

Thank you for attending. We look forward to working with you.
Please let us know how we can assist you.