

Welcome!

Linking the Annual Title I Meeting & PFE Program Evaluation

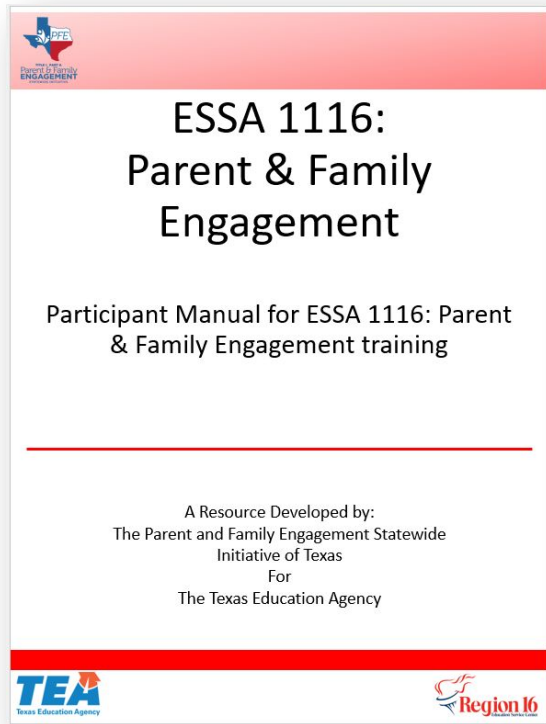
ESSA Section 1116

Making Sense of Title I Parent and Family Engagement Requirements

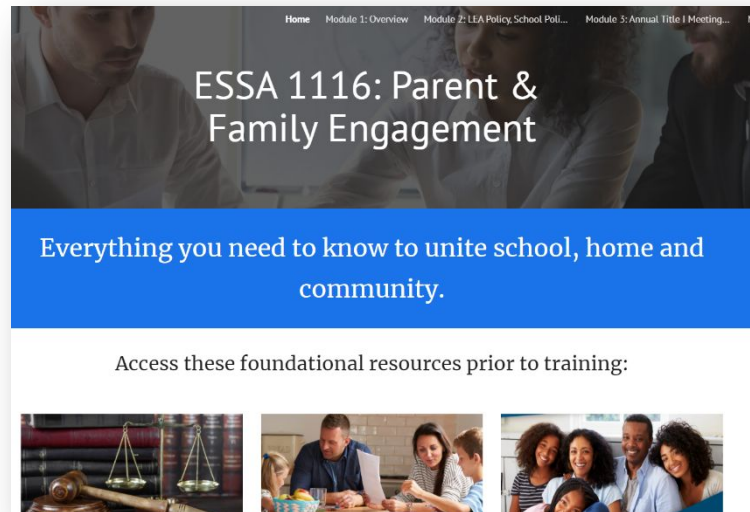
[ESSA Public Law 114-95 Section 1116 Resource](#)

Training Materials

Participant Manual



Training Website



R16.us/ESSA1116Training



Training Norms

- Richer conversations occur when everyone engages in them, takes turns, listens, and has an open mind.
- Please limit distractions such as text messages, phone calls, emails, and side conversations.

Objectives

Participants will learn:

- How to evaluate their PFE program
- How the evaluation should guide changes in their PFE program and documents
- The requirements for the Annual Title I Meeting
- Why giving parents a voice is important

Participants will walk away with:

- A plan on how to evaluate their PFE program and documents
- An Annual Title I Meeting Agenda

Parent and Family Engagement Defined

Section 8101 (38-39), Page 11 in the Participant Manual

Title I, Part A parent and family engagement is defined as the participation of parents and families in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, ensuring that—

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

Focus Activity

Page 12 in the Participant Manual

- In the Participant Workbook, there is a space for a focus activity on page 15.
- Using only your brain, generate a list of as many synonyms for the word “Evaluation” as you can.
- You have 60 seconds.

- Compare with your group/table. Then discuss for 10 minutes the following questions:
 - What do all these words mean?
 - What is the purpose behind these words?
 - Look through the provided Evaluation Toolkit & discuss how these words tie into PFE.

What does the phrase, “with meaningful consultation” mean?

Q7: What is considered timely and meaningful stakeholder consultation?

- A7: Timely and meaningful stakeholder consultation is a critical requirement that can be found throughout the ESSA statute. It is important for LEAs to ensure that their processes and procedures include elements that document timely and meaningful stakeholder consultation. LEAs should use the following guiding questions when considering whether stakeholder consultation is timely and meaningful.
- ✓ Are stakeholders involved in the comprehensive needs assessment and district improvement planning processes on an ongoing basis?
 - ✓ Are the comprehensive needs assessment and LEA improvement planning processes tailored to solicit meaningful input and feedback from all stakeholders?
 - ✓ Do the engagement activities include goal setting and development of ideas and activities rather than just one-way communication for information sharing purposes?
 - ✓ Is stakeholder engagement sustained with stakeholders having the opportunity to participate in discussions at the decision-making, implementation and evaluation stages of the processes?
 - ✓ Are all the required stakeholders involved and in attendance at every step of the processes?
 - ✓ Are there processes in place to solicit input from stakeholders from whom English is not their primary language?
 - ✓ Does the process have enough time built in for meaningful consultation?
 - ✓ Are the comprehensive needs assessment and LEA improvement planning activities part of a process rather than an event?
 - ✓ Are there opportunities built into the process for stakeholders to share their feedback in a comfortable setting?
 - ✓ Has the LEA considered the barriers to greater participation by parents in activities, 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?
 - ✓ Are the activities associated with the comprehensive needs assessment and district improvement planning processes held at a variety of times to ensure maximum stakeholder attendance and engagement?
 - ✓ Are parents of participating children aware that if the District Improvement Plan is not satisfactory to them, their comments shall be submitted by the LEA to the state via the ESSA Consolidated Federal Grant Application?

Timely and Meaningful Stakeholder Consultation

(ESSA Section 1112(a)(1)(A)), Page 14 in the Participant Manual

The LEA Title I, Part A Program Plan must be developed with timely and meaningful consultation with:

- Teachers,
- Principals,
- Other school leaders,
- Paraprofessionals,
- Specialized instructional support personnel,
- Charter school leader (in an LEA that has in-district charter schools),
- Administrators (including administrators that manage the Title I, Part C and Title I, Part D programs),
- Other appropriate school personnel, and
- Parents/Guardians of children served under Title I, Part A.

Accessibility *ESSA 1116(f)*

Page 14 in the Participant Manual

LEAs & schools SHALL provide opportunities for the informed participation of parents and family members including providing information & school reports required under section 1111 in a **format and **language** parents understand.**

Generate a List

Page 15 in the Participant Manual

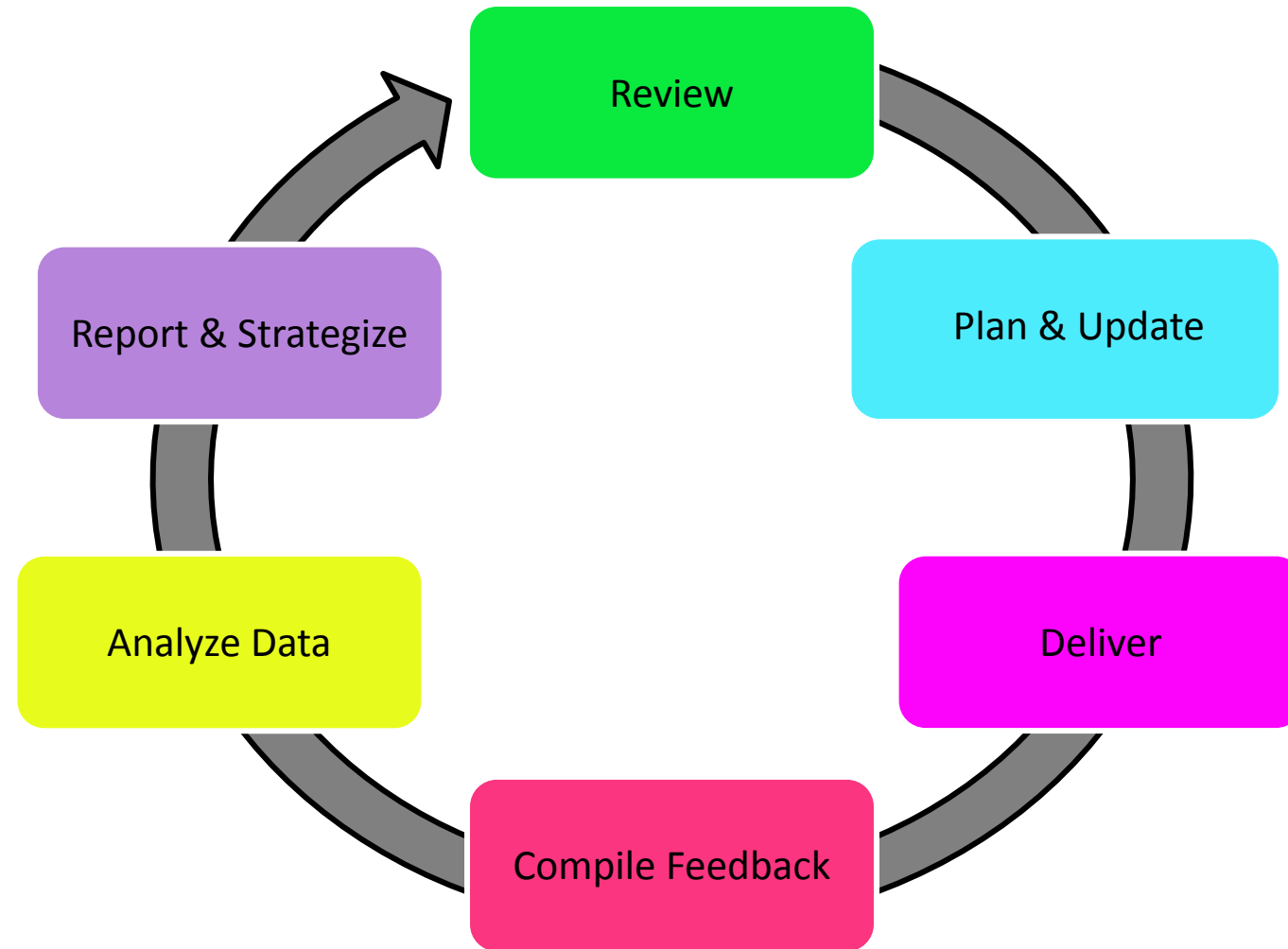
How are some ways your school and/or district can continually monitor the success of their PFE program?

Example Data

Page 16-19 in the Participant Manual

1. Review the fictional data for Example ISD's PFE Program.
2. Discuss your observations and thoughts.
3. Then discuss specifically:
 - What is missing in this data set?
 - How would you revise the program for the upcoming year based on this data?
 - How would this data effect the PFE Policy and/or School-Parent Compact?
 - How does this data effect the Annual Title I Meeting?

Evaluation Cycle



School PFE Policy- Annual Evaluation (c)(3)

Page 20 in the Participant Manual

Use findings from the evaluation to design more **effective** parental involvement.

Involve parents in activities which *may* include establishing a parent advisory board for the purposes of developing, revising, and reviewing the PFE policy & distribution of funds.

Making use of the Program Evaluation

Page 20 in the Participant Manual

It is *required* that the PFE program and its policy be evaluated, and parents **MUST** give their input.

It is *required* that the PFE program and its policy be **revised** based on the results of the evaluation.

Then after revising the program and its policy, have parents **approve** of the changes.

Evaluation Data Drives the Annual Title I Meeting

Page 21 in the Participant Manual

Look through the provided [Annual Title I Meeting Toolkit](#) & discuss how a program's evaluation data and feedback from the previous year can drive the Annual Title I Meeting for the upcoming year.

Annual Title I Meeting- Required (c)(1)

Page 21 in the Participant Manual

- Purpose: In a timely manner, inform parents & families of the school's participation in the Title I program as well as the right of families to be involved.
- Schoolwide programs should include *ALL* the parents & families of a Title I, Part A school.
- Targeted assistance programs should include *ONLY* the families of the students identified to receive Title I, Part A services.
- Must be at a convenient time, and
- Must offer a *flexible number of meetings*. (Different days, at convenient but different times *per [Title I, Part A Program Guide](#)*)

[Annual Title I Meeting Resources](#)

The Annual Meeting should address, at a minimum:

Page 22 in the Participant Manual

- Inform parents of their school's participation under Title I, Part A
- An explanation of the Title I program & its purpose,
- An explanation of the Title I, Part A requirements
- The right of families to be involved & how they can support their child's learning,
 - Opportunities for regular meetings if requested by parents, and
 - The Title I 1% set-aside (where applicable) and families' roles in determining the use of funds,
 - Planning, review, and improvement of the PFE policy and schoolwide program plan
 - Title I, Part A events

Include in Annual Meeting as a *Best Practice*

Page 22 in the Participant Manual

- Provide parents:
 - A description and explanation of the curriculum, forms of academic assessment, achievement levels of the State academic standards
 - Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in the decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible
- The LEA PFE Policy, the school PFE Policy, and the School-Parent Compact

Method of Distribution for Policy and Compact

Title I, Part A Annual Meeting: Agenda

The agenda covers the ESSA requirements that MUST be presented at the Title I, Part A Annual Meeting.

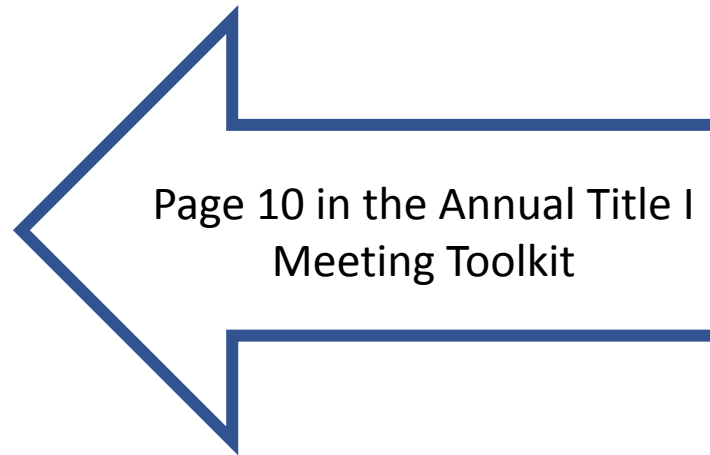
Each school receiving Title I, Part A funds shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. ESSA Section 1116 (c)(1)

At a minimum, the following must be addressed:

1. **Title I, Part A program participation**
Inform parents of the school's participation in Title I, Part A (schoolwide or targeted assistance).
2. **An explanation of the Title I program and its purpose**
Emphasize the program's intent to improve student academic achievement.
3. **An explanation of the Title I, Part A requirements**
 - Written Parent and Family Engagement Policy
 - Annual Meeting
 - Flexible meetings
 - Involvement of parents/guardians and families
 - Provide parents of participating children:
 - i. Timely information
 - ii. Description and explanation of curriculum, forms of assessments, achievement levels of the State academic standards
 - iii. Opportunities for regular meetings if requested
 - Unsatisfactory comments by parents to be submitted with the schoolwide program plan
 - School-Parent Compact (Parent-Teacher Conferences at Elementary level)
 - Building Capacity
4. **The right of families to be involved and how they can support their child's learning**
Explain the requirements of the Title I, Part A program, emphasizing the right of parents to be involved in the program, and describe specific opportunities for their participation, such as:
 - Volunteering in their child's classroom, observing classroom activities, participating in decisions related to the education of their children, assisting in the review and revision of policy, compact, and the campus improvement plan, serving on the parent advisory board, etc.
 - Attending annual parent-teacher conferences (required in elementary).
 - Explain how funds will be used to help each child receive a high-quality education and how to develop an effective PFE program. When a district receives more than \$500,000 in Title I, Part A funds, at least 1% must be designated for PFE, and parents must be consulted in the use of those funds.

The following MAY be addressed at the Title I, Part A Annual Meeting, or at additional times throughout the year:

1. **Written policy and compact**
Explain the purpose of and review the written School PFE Policy and School-Parent Compact.
2. **Curriculum and assessment**
Describe the school's curriculum, including forms of academic assessment used to measure progress, and state academic standards, including STAAR testing.
3. **Title I, Part A program evaluation**
Disseminate and review information from the previous year's program evaluation. Be sure to obtain and document parent input and suggestions.



The Title I Annual Meeting is a good method of distribution.

10-minute Break Time



Sample Annual Title I Meeting Agenda

Page 22-25 in the Participant Manual

Review the Annual Title I Meeting Agenda for Example High School.

Use the provided checklist to determine:

- Does it meet compliance?
- If not, how would you revise it?
- Does the agenda need to be adjusted based on the data studied earlier?

Make it work...

Page 25 in the Participant Manual

1. Pull up data from your LEA's or school's PFE Program Evaluation from last year.
 - a. What was evaluated?
 - b. Can the evaluation data help lead the Annual Title I Meeting?
2. Create the agenda for your (or one of your school's) Annual Title I Meeting



Exit Ticket

1. In the chat,
 - write 1-2 ways the ESC can further assist you regarding the Annual Title I Meeting and/or evaluation of the PFE Program & its documents
 - and your email address.

Thank you so much for attending.

Gretchen Kroos gkroos@esc11.net
Keilah Villarreal kvillarreal@esc11.net

Works Cited

Every Student Succeeds Act (ESSA) Public Law 114-95, Section 1116. Parent and Family Engagement. (n.d.). Retrieved from Education Service Center 16:
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