

ESSA 1116: Parent & Family Engagement

Participant Manual for ESSA 1116: Parent
& Family Engagement Training

The PFE Program Evaluation and Annual Title I
Meeting

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 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.

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

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.

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

- 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, child care, 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.

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

- 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 child care 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.

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.

Evaluation

First...

Using only your brain, generate a list of as many synonyms for the word "Evaluation" as you can.

Then...

Compare with your group/table. Then discuss 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.

Turn & Talk

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))

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

-
-
-
-
-
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Accessibility (ESSA Section 1116(f))

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

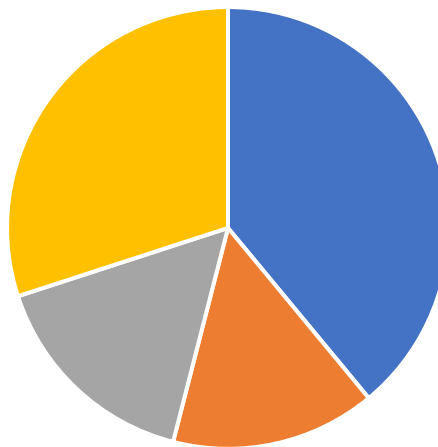
Example ISD PFE Program Evaluation Data

Please note this data is fictional and does not reflect any specific school or situation. It was created for training purposes only.

Review the fictional data for Example ISD's PFE Program.
Discuss your observations and thoughts.
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?

Which school does your child attend?

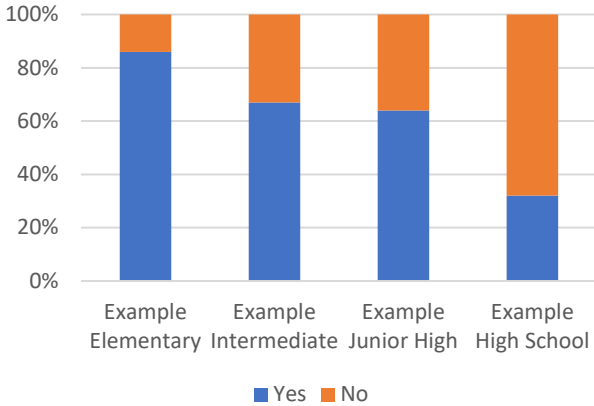


- Example Elementary
- Example Intermediate School
- Example Junior High School
- Example High School

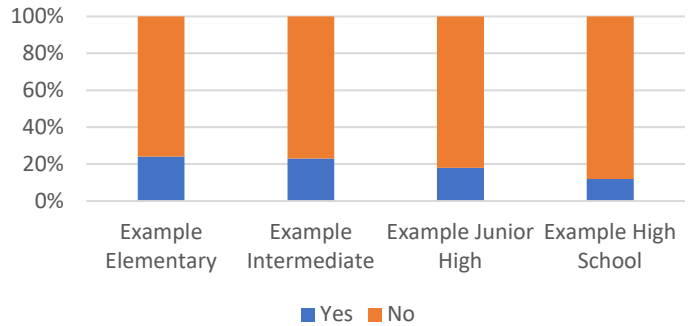
Example ISD PFE Program Evaluation Data

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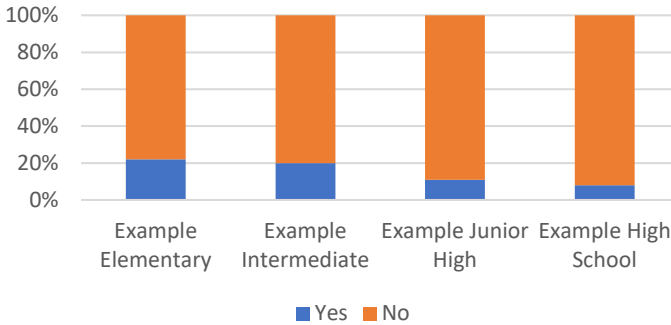
My school has a great deal of parent & family engagement



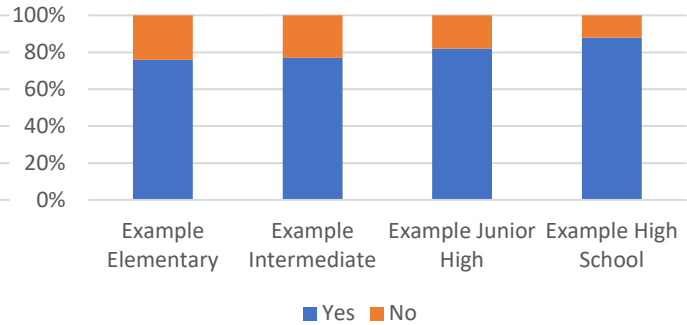
I received a copy of the school's PFE Policy



The school's PFE Policy was explained to me



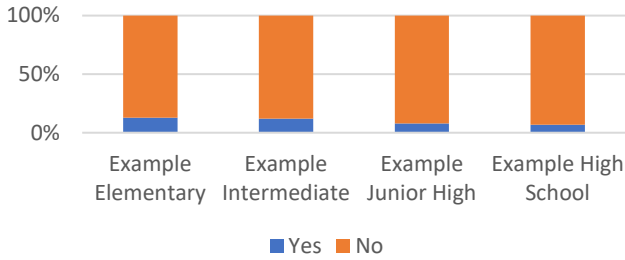
The school provides frequent reports on my child's academic progress



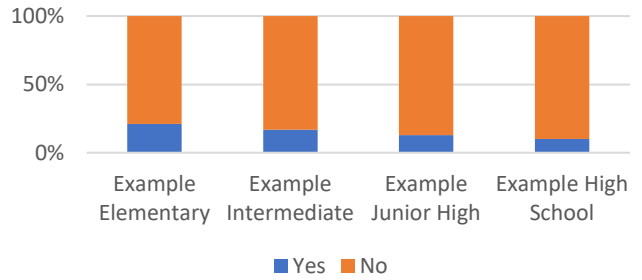
Example ISD PFE Program Evaluation Data

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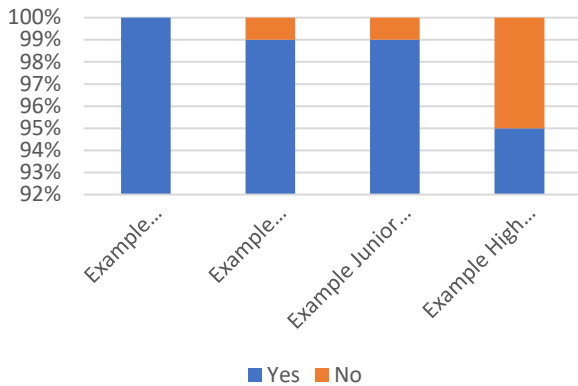
Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and families



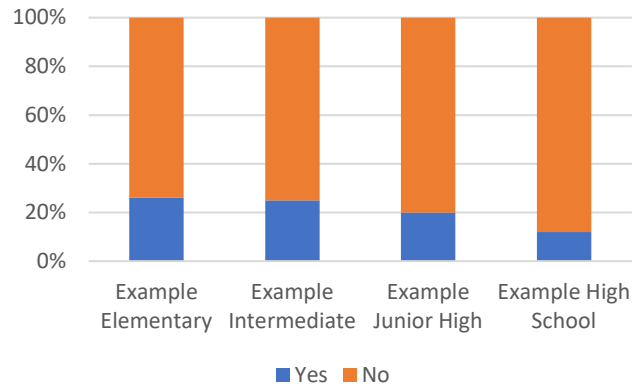
My school offers a variety of workshops to assist me in helping my child



I received information in a format & language I can understand



My school provided information about the Every Student Succeeds Act (ESSA)



Example ISD PFE Program Evaluation Data

Please note this data is fictional and does not reflect any specific school or situation. It was created for training purposes only.

Example Elementary School Comments:

"The workshops offered by our school have been a game-changer for me in helping my child succeed. The school's dedication to equipping parents with the knowledge and skills to support our children's learning is remarkable. These workshops have been invaluable in enhancing my ability to assist my child's educational journey."

"The school's explanation of the PFE Policy was insufficient and unclear. I feel left in the dark about important procedures and expectations, which hampers my ability to actively support my child's learning journey."

Example Intermediate School Comments:

"I am grateful for the school's inclusive approach in providing information in a language that I can understand. As a non-native English speaker, it's reassuring to receive clear and accessible communication, ensuring that I can actively participate in my child's education and feel fully involved in the school community."

"I am dissatisfied with the infrequency of reports on my child's academic progress. Regular updates are essential for me to gauge their development and offer appropriate support. It's frustrating to feel uninformed about their performance."

Example Junior High Comments:

"I truly appreciate the school's commitment to providing frequent reports on my child's academic progress. It helps me stay informed about their development and allows me to provide the necessary support at home. The transparency and communication are commendable."

"I have not received a copy of the Parent and Family Engagement (PFE) Policy, despite multiple requests. This lack of transparency and communication is concerning, as it prevents me from fully understanding the school's approach to involving parents in the education process."

"The limited variety of workshops offered by the school to assist parents is disappointing. I believe there should be a wider range of topics and resources available to cater to the diverse needs of parents in supporting their children's education."

Example High School Comments:

"I am incredibly impressed with the level of parent engagement at our school. The staff and teachers actively involve parents in various activities and decision-making processes, creating a strong sense of community and partnership."

"I am disappointed with the lack of parent engagement at our school. There seems to be a lack of opportunities for parents to actively participate in their child's education, which leaves me feeling disconnected and uninformed."

"Meaningful consultation with parents and families appears to be lacking. I feel excluded from decision-making processes regarding programs, activities, and procedures, which undermines the sense of partnership between the school and parents."

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

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

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.

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

Use findings from the evaluation to design more _____ parental involvement.

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

Evaluation Data Drives the Annual Title I Meeting

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.

Thoughts:

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

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:

- 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

As a *best practice*, include:

- 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 for 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

TASK

Write 1 distribution method for PFE Policy and Parent Compact in the chat, on your way to take a 10-minute break.

Example High School Annual Title I Meeting Agenda

September 6, 20XX 6:00 pm September 8, 20XX 3:00 pm

This document was created for training purposes only.

I. An explanation of the Title I program

Example High School is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.

II. Title I, Part A Requirements (<https://tea.texas.gov/sites/default/files/swtrngslidest1aforbeginners.pdf>)

- LEA Program Plan
- Eligible school attendance areas
- Schoolwide Program
- Parent & Family Engagement
- Participation of children enrolled in private schools
- Fiscal requirements
- Coordination requirements

III. The Title I 1% set-aside (where applicable) and families' roles in determining the distribution of funds

Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children.

IV. The right of families to be involved & how they can support their child's learning

- Become a member of the Guardian Engagement Committee (GEC) by filling out the application here: (LINK TO GOOGLE FORM)
- Attend the meeting above and the family trainings/activities below
- Talk to your child's teacher about how to help/volunteer in the classroom via their Google Voice number or their email.
- If you do not know your child's teacher's Google voice number or their email, contact the principal at (111)111-1111 or greatprincipal@examplehighschool.net.

V. Opportunities for regular meetings if requested by parents.

- Contact your child's teacher via email, office phone, seesaw, Google Classroom, or Google Voice number
- Contact the principal at (111)111-1111 or at greatprincipal@examplehighschool.net

VI. Upcoming Events- See the LEA Policy and the School Policy on our website

Tafadhali piga simu (111)111-1111 ili kuomba mtafsiri katika tukio hili.

Sicela ushayekele (111)111-1111 ukuze ucele umhumushi kulo mcimbi.

Fadlan wac (111)111-1111 si aad u codsato turjumaan dhacdadan.

Example High School

Agenda de la reunion anual del titulo I

Septiembre 6, 20XX 6:00 pm Septiembre 8, 20XX 3:00 pm

I. Una explicación del programa Título I

Example High School está comprometida con nuestra visión: cada estudiante importa y tiene un propósito. Nos esforzamos por brindar una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y el mantenimiento de relaciones con las familias y la comunidad. Una forma en que continuamos haciendo esto es participando en el Programa Estatal Título I, Parte A. Este programa proporciona fondos para escuelas de bajo nivel socioeconómico. A cambio, prometemos cumplir con las expectativas establecidas para nosotros por la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.

II. Requisitos del Título I, Parte A (<https://tea.texas.gov/sites/default/files/swtrngslidest1aforbeginners.pdf>)

- Plan del programa LEA (distrito local)
- Áreas de asistencia escolar elegibles
- Programa para toda la escuela
- Participación de los padres y la familia
- Participación de los niños matriculados en escuelas privadas
- Requisitos fiscales
- Requisitos de coordinación

III. La reserva del 1 % del Título I (sea aplicable) y el papel de las familias en la determinación de la distribución de los fondos del Título I se asignarán para la implementación del programa de participación de padres y familias. Dichos programas, actividades y procedimientos se planificarán e implementarán con una consulta significativa con los padres de los niños participantes.

IV. El derecho de las familias a participar y cómo pueden apoyar el aprendizaje de sus hijos

- Conviértase en miembro del Comité de participación de guardianes (GEC) completando la solicitud aquí: (ENLACE AL FORMULARIO DE GOOGLE)
- Asistir a la reunión mencionada anteriormente y a las capacitaciones/actividades familiares a continuación
- Hable con el maestro de su hijo sobre cómo ayudar/ser voluntario en el salón de clases a través de su número de Google Voice o su correo electrónico.
- Si no conoce el número de voz de Google del maestro de su hijo o su correo electrónico, comuníquese con el director al (111) 111-1111 o greatprincipal@examplehighschool.net.

V. Oportunidades para reuniones regulares si lo solicitan los padres.

- Comuníquese con el maestro de su hijo por correo electrónico, teléfono de la oficina, balancín, Google Classroom o número de Google Voice
- Comuníquese con el director al (111) 111-1111 o a greatprincipal@examplehighschool.net

VI. Próximos eventos: consulte la Política distrito local (LEA) y la Política escolar en nuestro sitio web

Tafadhali piga simu (111)111-1111 ili kuomba mtafsiri katika tukio hili.

Sicela ushayeke (111)111-1111 ukuze ucele umhumushi kulo mcimbi.

Fadlan wac (111)111-1111 si aad u codsato turjumaan dhacdadan.

TASK

- 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 for you...

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 schools') Annual Title I Meeting

Exit Ticket:

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.

Contact Your Local ESC

PFE representative:

Gretchen Kroos

Email address:

gkroos@esc11.net

Phone number:

817-740-7639

Other upcoming trainings:

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