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| ***Parent and Family Engagement (PFE)–Activity Guide/Plan*** | | | | | | |
| ***Name of LEA:*** | | | | ***School Name:*** | | |
| ***Activity Name:*** | | | | ***Date:*** | | |
| ***Make Title I Part A, Learning Assistance Program (LAP) PFE activities meaningful!*** The following document helps in planning PFE activities based on the ***5 opportunity and process conditions*** from ED’s [Dual Capacity Framework](https://www2.ed.gov/documents/family-community/partners-education.pdf), Family–School Partnerships. This document intends to serve as a guide for best practices when a Local Educational Agency (LEA) or school is planning PFE activities, such as Literacy, Math, Science Nights, etc., as well as PFE activities coordinated with other state or federal programs, such as Bilingual, Migrant, Learning Assistance Program (LAP) or Special Education. The LEA or school has the option to adapt this guide/plan or create their own to meet student and family needs. | | | | | | |
| **Title I, Part A evidence and documentation** for PFE activities is important for auditing purposes and Consolidated Program Review (CPR). Make sure of the following:   1. **PFE activity aligns to the school needs assessment or the school improvement plan.**   **Maintain a record of your documents, attach the following for each activity (look for sample documents after page 3):**   1. **Activity agenda** clearly states the purpose of the PFE activity (must be an allowable activity). 2. **Sign in sheets** for all participants (this includes all attending family members). 3. **Itemized receipts** should provide enough detail to determine the purchase and number of items purchased. | | | | | | |
| **General Information** | | | | | | |
| 1. Activity lead: | | First Name, Last Name, Position Title | | | | |
| 1. Activity lead contact email: | | Email Address | | | | |
| 1. Other key staff and/or family members involved, if applicable: | | Name | | | Role | |
| Name | | | Role | |
| Name | | | Role | |
| 1. Which funds, if any, will help to support the activity?  *Check the box and enter amounts*   ***Note:*** *LEAs should be cautious when having an event that includes non-Title I families. Targeted Assistance Program Buildings should ensure they document their methodology for allocating costs across programs that benefit from the event.* | | ESSA–Federal Programs  Title I, Part A $  Comprehensive Tier III Grant (OSSI)  Targeted Tier II Grant (OSSI)  Title I, Part C $  Title III $  Federal Special Education $  Other, please specify:       $ | | | | $ |
| Learning Assistance Program (LAP) | | | | $ |
| Basic Education/Levy Funds | | | | $ |
| 1. How will the LEA or school remove barrier(s) for participation?   ***Note:*** *The intent is to remove barriers to increase family participation. The focus should be on the overall PFE activity, how the activity is aligned to the needs assessment, and the school improvement plan. Title I–*[*Allowable Costs*](https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/parent-and-family-engagement-pfe/allowable-costs) | | Transportation | | | | $ |
| Childcare | | | | $ |
| Interpreters | | | | $ |
| Meals and/or refreshments | | | | $ |
| **Total:** | | | | $ |
| 1. **Linked to Learning– Align to achievement goals** | | | | | | |
| 1. Review the needs assessment/ improvement plan: | Staff reviews their needs assessment or the school improvement plan to create the family engagement activity that best fits and aligns to achievement goals. | | | | | |
| 1. What will we do? Activity description: | **Write a brief description:**  ***Example: English Language Arts (ELA)*** ***[CCSS.ELA-Literacy.RL.K.7](http://www.corestandards.org/ELA-Literacy/RL/K/7/)***  ***With prompting and support to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).***  *Activity, workshop, learning toolkit, and/or training will focus on teaching strategies to parents/families on how to support their children learning at home. LEA or school produced this activity in response to what families say they want to know about.* | | | | | |
| 1. Grades impacted: | Indicate the grade level(s) impacted by your PFE activity.  Preschool  K  1  2 3 4 5 6 7 8 9  10 11 12 | | | | | |
| 1. Content areas targeted: | ELA Math Science Social Studies Arts Other, If Other, please specify: | | | | | |
| 1. When and where? | Time: | | Location (school, library, community center, church, etc.): | | | |
| 1. **Relational– Establishes relationships of trust and respect** | | | | | | |
| 1. Welcome families | LEA or school staff is welcoming and friendly with families and visitors.  LEA or school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers.  LEA or school creates family friendly invitations (simple and clear language) with location, time, and contact information, phone number, or email for questions. Also, where families can request accommodations such as: access if they are in a wheel chair, need a sign language interpreter or audio of any materials, etc.  If applicable, event notification is sent in a format and language the parent can understand.  LEA or school has friendly signs welcoming families and visitors, and guides them to the event area. | | | | | |
| 1. **Developmental– Builds the intellectual, social and human capital of stakeholders** | | | | | | |
| 1. Develop families’ self-confidence: | **The following strategies are required by Title I, Part A under**[***building capacity***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  Provide materials and training designed to help parents work with their children.  Hold meetings early in the morning or in the evening that widen the time available for working parents to be present.  Send parents information related to school and parent-focused programs, meetings and other activities.  Coordinate parent engagement programs with other school-based programs and services — Head Start, Learning Assistance Program (LAP), Special Education, Bilingual, Migrant Programs and state-operated preschool programs.  **Other allowable strategies:**  Families are involved in planning part of the activity, or are given opportunities to provide feedback on how they would like to participate.  The principal (if applicable), teacher or school staff are accessible–it is easy for families to meet with them and talk to them before, during, or after the activity.  School committees and the PTA/PTO/Special Education Advisory Council (SEPAC) are included and asked for feedback on how to include, increase participation of families in the activity.  Establish a LEA or school level parent advisory council to give advice on parent engagement issues in Title I, Part A Schoolwide or Targeted programs. | | | | | |
| 1. Professional development for families and/or staff to strengthen the PFE program:   **Note: Title I, Part A–** ***LEAs with an allocation of $500,000*** *or greater* [*must choose and implement one of five Family Engagement strategies*](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEAFunding.aspx)*, which may include PFE professional development.* | **The following training strategies are required by Title I, Part A under**[***building capacity***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  How to monitor a child’s progress.  How to work with educators.  Help parents understand state academic standards.  **Other allowable PD strategies for–Staff**  Raise awareness and build skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.  Training for in-home conferences between parents and teachers or other educators who work directly with their children.  **Other allowable PD strategies for–Families**  Involve parents as you develop training for teachers, principals and other educators to improve its effectiveness.  Families learn from school how the school system works and how to be an effective advocate for their children.  The LEA or school reaches out to identify and draw in local community resources that can assist staff and families, and invites community organizations to provide information at school events.  Provide ESL classes, computer literacy, or school reporting (Skyward) training, etc. for parents.  Train parents to support the involvement of other parents. | | | | | |
| 1. **Collaborative– Learns in groups: Focuses on building communities and networks** | | | | | | |
| 1. Collective learning environments: | **Learning is conducted in group:**  The activity is designed as a group activity to build knowledge and share skills within their school-family community.  **Draws on families’ Funds of Knowledge:**  LEA or school gives opportunities for families’ cultural traditions, values, and practices to be included at school events or activities.  Teacher(s) take the time to learn about their students’ cultural background and create activities that are culturally relevant for their families.  **Builds networks:**  LEA or school provides opportunities to families to share their concerns, ideas, and opinions during the activities.  Develop appropriate roles for businesses, community, and faith-based organizations that support community participation in parent and family engagement activities. | | | | | |
| 1. **Interactive– Provides time to learn and practice** | | | | | | |
| 1. Opportunities to test out and apply new skills: | Activity is designed to provide families with coaching and practice.  Parents are given time to provide feedback during the workshop.  During the workshop practice, parents are allowed to receive feedback and coaching from peers, and the facilitator. | | | | | |
| **Evaluating Effectiveness** | | | | | | |
| 1. Implementation is delivered effectively according to the plan: | Parents indicate through a survey/parent forums/comment boxes that this activity provided them with strategies to support their student’s academic life at school and at home.  Sign-in sheets demonstrate the activity increased the participation of parents/families compared to similar previous less attended activities. | | | | | |

For additional guidance about PFE strategies go to OSPI’s websites [Parent and Family Engagement](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/default.aspx) and the Learning Assistance Program [Menu of Best Practices](http://www.k12.wa.us/SSEO/Menus.aspx), each menu has a section on *Family and Community Practices and Strategies*.

Appendices

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| ***Parent and Family Engagement (PFE) Guide-Checklist*** | | | | |
| ***Name of LEA/ School Name:*** | | | | |
| ***Date:*** | | | ***Activity Lead(s):*** | |
| **General Information** | | | | |
| Funding source(s) for activity | | Federal State | Amount: | | |
| How will the LEA or school remove barrier(s) for participation? | | | Transportation  Childcare  Meal  Other: | |
| 1. **Linked to Learning– Align to achievement goals** | | | | |
| Aligned to needs assessment/ improvement plan | Staff reviews their needs assessment or the school improvement plan to create the family engagement activity that best fits and aligns to achievement goals. | | | |
| What is the purpose of the activity? | Write a brief description: | | | |
| Grade level targeted | Indicate the grade level(s): | | | |
| Content area(s) | ELA Math Science Social Studies Arts Other, If Other, please specify: | | | |
| Place and time | Time: | | | Location |
| 1. **Relational– Establishes relationships of trust and respect** | | | | |
| Welcoming Environment | Create welcoming standards with staff  Invitations (simple and clear language)  Welcome families and visitors with signs around school | | | |
| 1. **Developmental– Builds the intellectual, social and human capital of stakeholders** | | | | |
| Develop families’ self-confidence: | ***The following strategies are required by Title I, Part A under*** [***building capacity***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  Provide materials and training  Offer flexible meeting times that meet the needs of parents  Keep parents informed of purpose of activity  Coordinate with state and federal program(s) to maximize resources  Other: | | | |
| Professional development | ***The following training strategies are required by Title I, Part A under*** [***building capacity***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  Monitor child’s progress  Working with educators  Understanding state academic standards | | | |
| 1. **Collaborative– Learns in groups: Focuses on building communities and networks** | | | | |
| Collective learning environments | Designed for family or parents to build knowledge and share skills within their school-family community  Draws on families’ cultural background (Funds of Knowledge) | | | |
| 1. **Interactive– Provides time to learn and practice** | | | | |
| Activity gives opportunities to practice new skills | Focuses on coaching and practice  Time allowed to provide feedback | | | |
| **Evaluating Effectiveness** | | | | |
| Evaluation tool | Survey Parent forums Comment box  Sign-in sheets (review for increased/decreased attendance) | | | |

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| ***Guía/Lista – participación de los padres y la familia (PFE)*** | | | | |
| ***Nombre del distrito/nombre de escuela:*** | | | | |
| ***Fecha:*** | | | ***Líder(es) de actividad:*** | |
| **Información general** | | | | |
| Fondos | Federal Estatal | Cantidad total: | | | |
| ¿Cómo eliminara la barrera(s) en el distrito/escuela para la participación? | | | Transportación  Cuidado de niños  Comida  Otro: | |
| 1. **Vinculado al aprendizaje– alineado con las metas de logro académico** | | | | |
| Alineado a la evaluación de necesidades/plan de mejora | | El personal revisa su evaluación de necesidades o el plan de mejoramiento escolar para crear la actividad de participación familiar que mejor se ajuste y se alinee con las metas de logro. | | |
| ¿Cuál es el propósito de la actividad? | | Escribe una breve descripción: | | |
| Nivel de grado | | Indique grado(s) escolar: | | |
| Área(s) académicas | | ELA (lenguaje, lectura, composición) Matemáticas Ciencia Estudios Sociales  Las artes Otro, si otro favor de indicar la materia: | | |
| Lugar y tiempo | | Horario: | | Localidad: |
| 1. **Relacional– establece relaciones de confianza y respeto** | | | | |
| Ambiente acogedor | | Crear estándares de bienvenida con el personal escolar.  Invitaciones (lenguaje sencillo y claro)  Bienvenidas para familias y visitantes con carteles alrededor de la escuela. | | |
| 1. **Desarrollo– desarrolla el capital intelectual, social y humano de las partes interesadas** | | | | |
| Desarrollar la autoconfianza de las familias: | | **Las siguientes estrategias son requeridas por el Título I, Parte A–** [***desarrollo de habilidades***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  Proveer materiales y talleres de mejora (basado en comentarios y necesidades)  Ofrecer horarios de reunión flexibles que satisfagan las necesidades de los padres.  Mantener a los padres informados del propósito de la actividad.  Coordinar con programas estatales y federales para maximizar recursos.  Otros: | | |
| Desarrollo de habilidades | | **Las siguientes estrategias son requeridas por el Título I, Parte A–**[***desarrollo de habilidades***](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACapacity.aspx)***:***  Monitorear el progreso académico del estudiante  Trabajando con educadores  Entendiendo los estándares académicos del estado | | |
| 1. **Colaborativo– aprende en grupos: se enfoca en construir comunidades y redes** | | | | |
| Entornos colectivos de aprendizaje | | Diseñado para que la familia o los padres desarrollen conocimientos y compartan habilidades dentro de su comunidad escolar-familiar.  Se basa en los antecedentes culturales de las familia (Fondos de Conocimiento). | | |
| 1. **Interactivo– facilita tiempo para aprender y practicar** | | | | |
| La actividad da oportunidades para practicar nuevas habilidades. | | Se centra en la preparación y en la práctica  Se da tiempo para dar comentario(s) | | |
| **Evaluando la efectividad** | | | | |
| Herramientas de evaluación | | Encuesta Foros de padres Caja para comentarios  Registro de entrada (revisión de aumento /reducción de la asistencia) | | |

| Agenda–**Teachers and Parents Working Together: Delivering a Reading Activity to Parents** | |
| --- | --- |
| **Date** |  |
| **Time** |  |
| **Location** |  |
| **Objectives** | ***Example****–Parents alongside their children will:*   * *Have the opportunity to learn and discuss in a group setting strategies for reading and checking for relationship between the illustration and the story in books.* |

We understand that your time is important. We are happy to provide **transportation, childcare and a meal** for this meeting to help make it possible for you to attend. We look forward to seeing you!

--------------------------------------------------------------Please Detach and Return-----------------------------------------------------------------------

|  |  |
| --- | --- |
| **Name** |  |
| **Grade(s) of children** |  |
| **Best way to reach you** | *Phone:* |
| *Email:* |
| * Yes, I will attend. I will need childcare for \_\_\_\_\_\_\_\_\_ children, age\_\_\_\_\_\_\_\_\_\_\_\_\_, and transportation. I will need special accommodations: access with a wheel chair,  a sign language interpreter or audio of the materials. * No, I am unable to attend, but I am interested in receiving handouts from the meeting. * No, I am unable to attend, but would like to talk to someone about the ­­­­­ . Please contact me to schedule a time. | |

| Agenda–**Maestros y padres trabajan juntos: presentando una actividad de lectura para padres** | |
| --- | --- |
| **Fecha** |  |
| **Horario** |  |
| **Lugar** |  |
| **Objetivo** | **Ejemplo**–Las familias:   * Participarán en una actividad en grupo donde aprenderán al lado de su estudiante estrategias de lectura y podrán revisar la relación entre la ilustración y la historia en los libros. |

Nosotros sabemos que su tiempo es importante. Le podemos ofrecer **trasporte, cuidado infantil, y una comida** para que usted pueda participar en esta actividad. ¡Lo esperamos en el evento!

--------------------------------------------------------------Por favor corte y regrese esta parte ----------------------------------------------------------

|  |  |
| --- | --- |
| **Nombre** |  |
| **Grado(s) de los estudiantes** |  |
| **¿Cuál es la mejor manera de contactarlo(a)?** | *Teléfono:* |
| *Correo electrónico:* |
| * Si, participare. Voy a necesitar cuidado infantil para\_\_\_\_\_\_\_\_\_ niños, edades\_\_\_\_\_\_\_\_\_\_\_\_\_\_, y transporte. Necesitare:  acceso para silla de ruedas,  un intérprete de lenguaje de señas o cinta de audio de los materiales presentados. * No, no podré ir, pero estamos interesados en recibir información sobre la actividad. * No, no podré ir, pero me gustaría hablar con alguien acerca de ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Por favor contáctenme para hacer una cita. | |

| **Survey­–Parent and Family Engagement Activity** | |
| --- | --- |
| **School Name:** | **Date:** |
| **Activity Name:** | |
| **How useful was the activity?**  Presentation not useful useful very useful  Activities not useful useful very useful  Materials not useful useful very useful  **What were the most important ideas or information you gained?**  **What will you do next based on this activity? Check any that apply:**  Share the information with other parents  Participate actively in other activities  Follow up with teachers about the activity  Practice at home what I learned with my student  Make sure my student knows that every learning activity is important  **On a scale of 0 to 5 (0 been “not useful” and 5 been “very useful”), how useful was this workshop?** \_\_\_\_\_\_\_\_\_\_\_  **Other suggestions or comments?** | |

| **Encuesta –Taller Para Padres y Familias** | |
| --- | --- |
| **Nombre de la escuela:** | **Fecha:** |
| **Nombre de la actividad/taller:** | |
| **¿Qué tan satisfecho(a) estuvo usted con la actividad/taller?**  La presentación No estoy satisfecho Satisfecho Muy satisfecho  Actividades No estoy satisfecho Satisfecho Muy satisfecho  Materiales No estoy satisfecho Satisfecho Muy satisfecho  **¿Qué fue lo más importante que aprendió hoy?**  **¿Qué hará con lo que aprendió en esta actividad/taller? Marque lo que va a hacer.**  Compartir la información con otros padres  Participar activamente en otras actividades/talleres  Dar seguimiento con el maestro(a) sobre las actividades presentadas  Practicar en casa junto con mi estudiante lo que aprendimos hoy  Asegurarme que mi estudiante sepa que todas las actividades aprendidas son importantes  **En la escala del 0 al 5 (0 es “no fue útil” y 5 es “muy útil”), ¿Que tan útil fue este taller?** \_\_\_\_\_\_\_\_\_\_\_  **¿Tiene otras sugerencia o comentarios?** | |

| **Activity Name:** | **Date:**  **Time:** | **Building:** |
| --- | --- | --- |
| **First and last name**  **Nombre y apellido** | **Signature OR Initial**  **Firma O Inicial** | **Total number of attendees, including children**  **Número total de asistentes, incluyendo a los niños** |
| ***Example:*** *Ben Apple* |  | 5 |
| ***Example:*** *Juan Pera* |  | 3 |
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