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(X) Informational

BULLETIN NO. 045-19 SPECIAL PROGRAMS & FEDERAL ACCOUNTABILITY

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
Tribal Compact School Superintendents
School District Title I, Part A Directors
School Building Principals
Public Charter Schools

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: 2019–20 Parent and Family Engagement Requirements for Title I, Part A
Local Educational Agencies and Schools

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PURPOSE/BACKGROUND

This bulletin provides information regarding the Parent and Family Engagement (PFE) requirements for Title I, Part A Local Educational Agencies (LEAs) and schools, and references the Every Student Succeeds Act (ESSA). Find resources including guides, translated materials, templates, and clear checklists on the Office of Superintendent of Public Instruction's (OSPI) website at [Title I, Part A's Parent and Family Engagement](#), to use as you implement these requirements.

Under Title I, Part A, PFE refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, and inclusion of families in the planning, development, and evaluation of such activities, programs, and systems. In addition, families play an integral role in assisting their child's learning, and are encouraged to be actively involved in their child's education. Families become partners in their child's education, and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The activities described in Section 1116 of ESSA, promote collaboration between LEAs, schools, and parents and families, in helping students achieve high academic standards.

LEA Level Required Allocation–Implementation Under ESSA

LEAs receiving a Title I, Part A allocation over \$500,000, must set-aside one percent of their LEA's allocation. Beginning in the 2018–19 school year, a minimum of not less than **90 percent** of the LEA's one percent set-aside must be distributed to Title I, Part A schools for the purpose of parent-related activities—with priority given to high need schools. School staff and parents and families may voluntarily decide that some or the entire amount of the set-aside be administered by the LEA.

Note: If the LEA decides to distribute PFE funding only to the Title I, Part A high priority need schools, the LEA must have a plan in place for the other Title I, Part A schools that did not receive PFE funds. Those schools must still fulfill PFE requirements, even if they do not receive specific PFE set-aside funding.

An LEA receiving less than \$500,000 is not required to set aside funds for PFE. However, the LEA is still required to provide and promote PFE opportunities at their Title I, Part A schools. *[ESSA Title I, Part A, Section 1116]*

LEA Level Requirement Under ESSA

LEAs with an allocation over \$500,000 must carry out at least one of the following activities and strategies consistent with the LEA's PFE policy. Maintain documentation that at least one of these activities and strategies has been implemented:

- Support schools and nonprofit organizations in providing professional development for LEA and school personnel regarding PFE strategies.
- Support programs that reach parents and family members at home, in the community, and at school.
- Disseminate information on best practices focused on PFE, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborate, or provide subgrants to schools to enable collaboration with community-based or other organizations or employers with a record of success in improving and increasing PFE.
- Engage in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's PFE policy.

Review example activities/strategies on OSPI's PFE website under [Funding](#).

LEA and School Written Policy Requirements

Parents and families of children receiving Title I, Part A services must be involved in the development of the LEA and school PFE policy.

The policy must include how decisions regarding set-aside funds are made for PFE activities, and how parents and families will be included in the annual evaluation of the policy.

Each LEA and school that receives Title I, Part A funds must:

- Develop a written PFE policy.
- Notify parents and families of the policy in an understandable and uniform format and to the extent practicable, provide the notification in a language the parents and families can understand.
- Make the policy available to the local community, and update periodically to meet the changing needs of parents and families, and the school.

If the LEA or school has a PFE policy that applies to all parents and families, the LEA or school may amend the policy to meet Title I, Part A PFE requirements. Additionally, if the policy under ESSA Title I, Part A Section 1112 (Local Educational Agency Plans) is not satisfactory to the parents and families of Title I, Part A students, LEAs and schools must note any comments and recommendations for the respective policy. For a complete list of required LEA and school components, see [LEA and School Side-by-Side Policy Requirements](#).

LEA and School Required Strategies and Responsibilities for Building Capacity

Ensuring effective PFE, and supporting partnerships among the school, parents and families, and the community, each LEA and school assisted by Title I, Part A funds must: *[ESSA Title I, Part A Section 1116]*

1. Provide assistance to parents of children served by the school or LEA, as appropriate, in understanding:
 - a. The state's academic content standards and state academic achievement standards.
 - b. State and local assessments.
 - c. The requirements of Title I, Part A.
 - d. How to monitor a child's progress and work with educators to improve the achievement of their children.
2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).

3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families.
Address:
 - a. How to reach out to, communicate with, and work with parents and families as equal partners.
 - b. How to implement and coordinate parent and family programs.
 - c. How to build ties between parents and families, and schools.
4. Coordinate and integrate, to the extent feasible and appropriate, PFE programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. Conduct activities, such as those found in parent resource centers, that encourage and support parents and families in more fully participating in the education of their children.
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and families of participating children in a format and to the extent practicable, in a language the parents can understand.
6. Provide reasonable support for PFE activities that parents and families may request.

LEAs and schools can find more information on required and allowable activities to build capacity on PFE at [Required Strategies](#).

Title I, Part A Parent Notice Requirements

As part of the Title I, Part A provisions to support the PFE requirements, each year LEAs and schools receiving Title I, Part A funds must provide certain information to parents and families, and students participating in Title I, Part A programs. For information regarding Title I, Part A parent notification requirements for LEAs and schools, see [What LEAs and Schools Must Send Out and When](#).

Accessibility

In carrying out Title I, Part A PFE requirements, LEAs and schools, to the extent practicable, must provide full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children. Hold meetings early in the morning or in the evening that widen the time available for working parents to be present. Providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language the parents and families can understand, must be included in these opportunities.

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Federal Programs Citizen Complaint Procedures

LEAs and schools must disseminate information regarding OSPI's complaint procedures for resolving violations of a federal statute or regulation that applies to Title I, Part A. This information must be sent to parents and families of students, and to appropriate private school officials or representatives. [[Chapter 392-168 WAC Special Services Programs-Citizen Complaint Procedures for Certain Categorical Federal Programs](#)]. Find OSPI's citizen complaint procedures at [File a Citizen Complaint](#).

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Penelope Mena, Program Supervisor, at 360-725-6069 or email penelope.mena@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Publications and Bulletins/Memos](#) page of the OSPI website.

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