

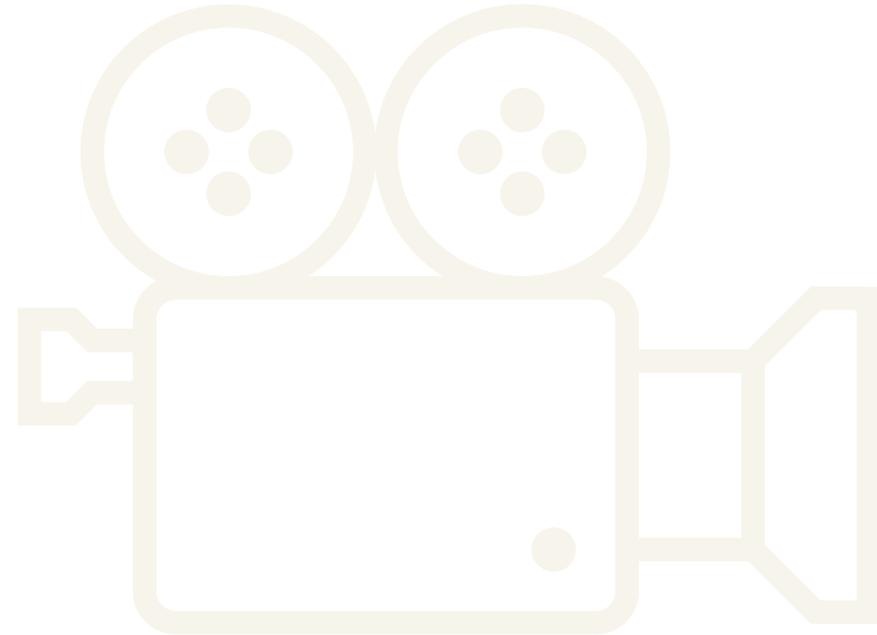
Parent and Family Engagement in Title I, Part A

Penelope Mena, Title I, Program Supervisor
Office of Superintendent of Public Instruction (OSPI)



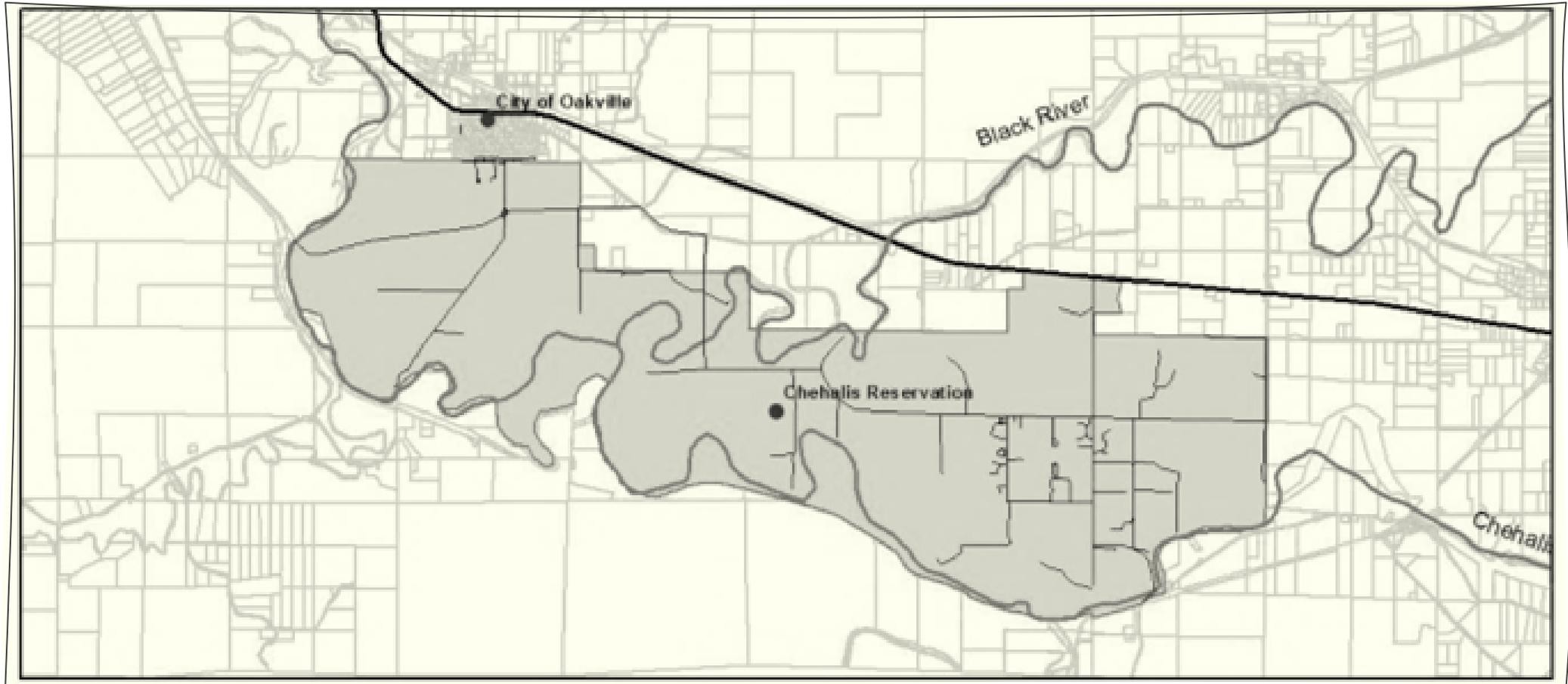
This webinar is been recorded

The webinar will be posted in our Title I,
Part A Parent and Family Engagement
webpage. Please give us one to two
weeks to post.



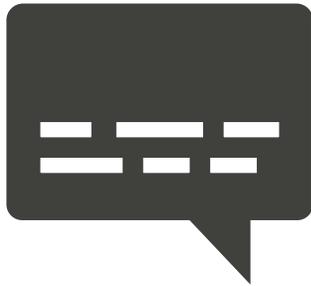
Start With This Premise

“All families, no matter what their income, race, education, language or culture, **want their children to do well in school**—and can make important contributions to their children’s learning. **Even if your experience seems to cast doubt on this, forty years of research bears it out. Let us begin with this spirit.**”

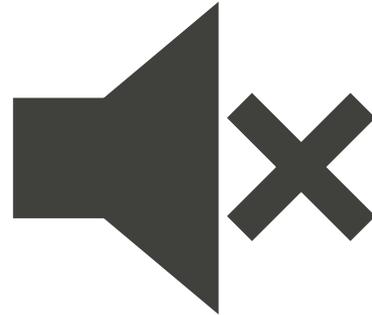


[People of the Sands - The Chehalis Tribe](#)

A Few Housekeeping Notes



Use Q&A feature for
comments, questions, or to
share strategies



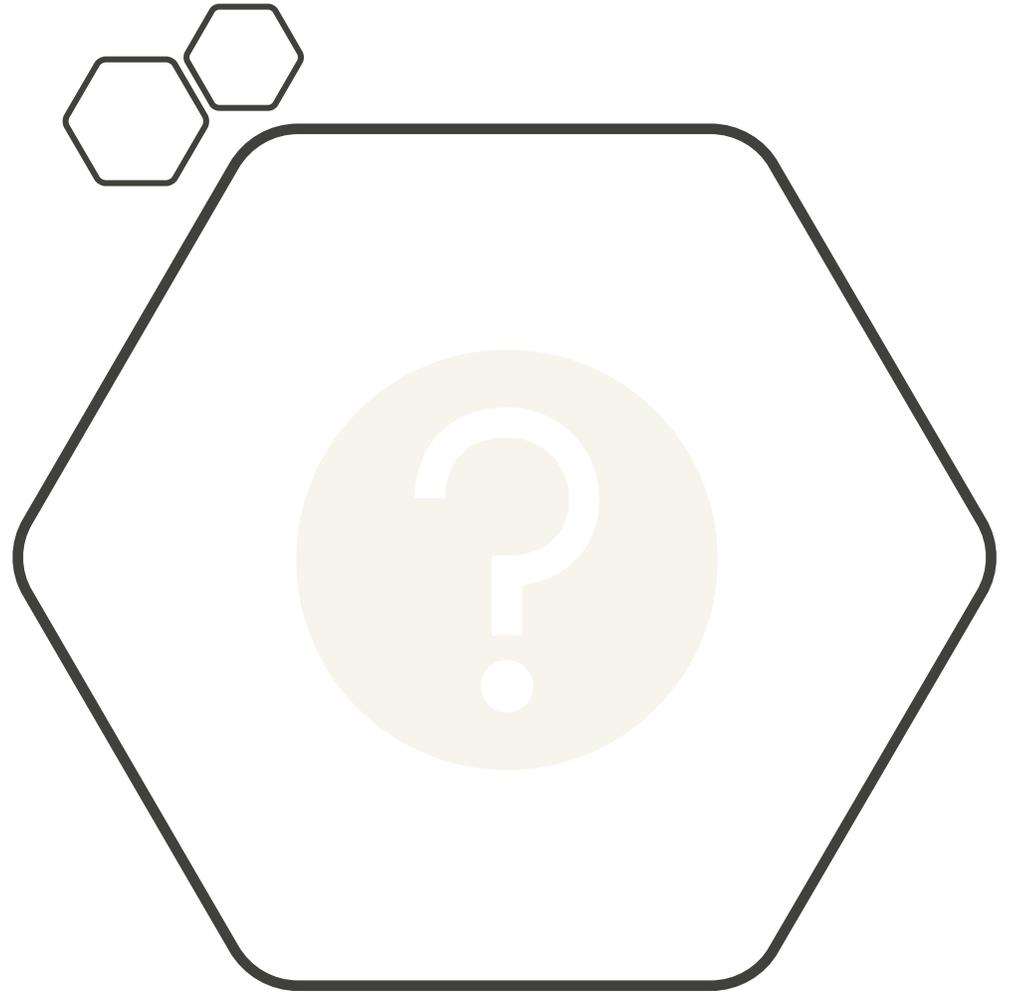
Please keep your
microphone muted



Thank you for sharing your
ideas today!

Questions? We are here to help

We have a lot of information to cover. Please allow us to go through the power point in its entirety. Enter your questions in the Q&A feature. If at the end, I don't get to your question. I will make sure to reach out via email.



Today's Learning Targets

- Family engagement definition & framework
- Accessibility provisions
- Key PFE requirements in Title I, Part A
 - Examples
 - Online modification
 - Resources

Parent and Family Engagement Definition

*“Family engagement refers to the **systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness**, including in the planning, development, and evaluation of such activities, programs, and systems.”*

U.S. Dept. of Education, U.S. Dept. of Health & Human Services
Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



Why Don't Families Participate?

UNDERSTAND THE BARRIERS TO ENGAGEMENT



Slide Format



Resources

REQUIREMENTS

Examples

Ways to Do
Online
Modifications



Accessibility Provisions

English Learners (EL), Limited English Proficient Parents and
Parents with Disabilities



Language Access Requirements

Basic Education Obligations

Interpretation and Translation Services and Resources

All parents have the right to information about their child's education in a language they can understand.

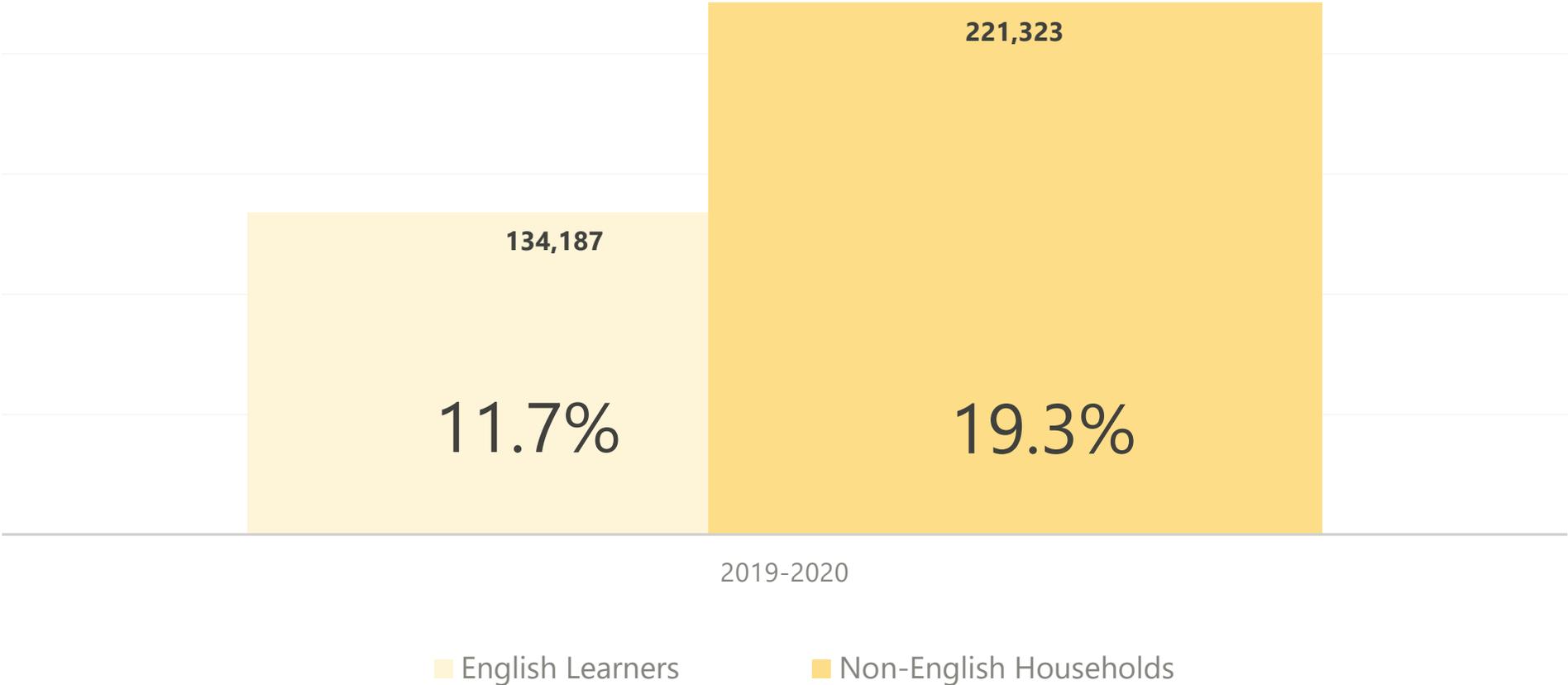
[Title IV Regulations](#) | [Chapter 28A.642 RCW](#) | [Chapter 392-190 WAC](#)

Title I, Part A Requirements

Program information—written translations of printed information must be provided to multilingual parents in a language they understand, or, if not practicable, orally in a language that parents understand. LEAs and schools have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for **communicating the required information to multilingual parents**. [Section 1116 (e)(f)]

[Communication](#) PFE Website

Parents Need Information in Their Language



Total Student Population in WA State 1,147,573

Translation and Interpretation Resources

Master Contracts



The Department of Enterprise Services has a contract for phone interpretation that schools or districts can arrange to use.



The Department of Enterprise Services has a contract for written translation that schools and districts can arrange to use.

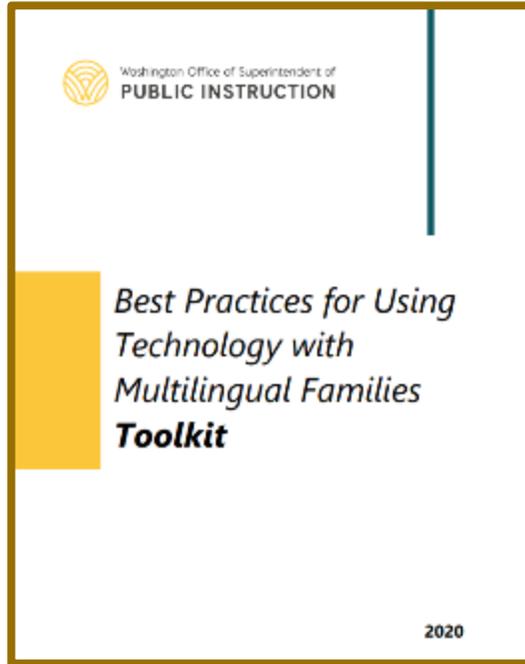
Qualified, Competent Interpreters and Translators

Schools must provide language assistance to limited-English proficient families effectively with appropriate, competent staff-or appropriate and competent outside resources.

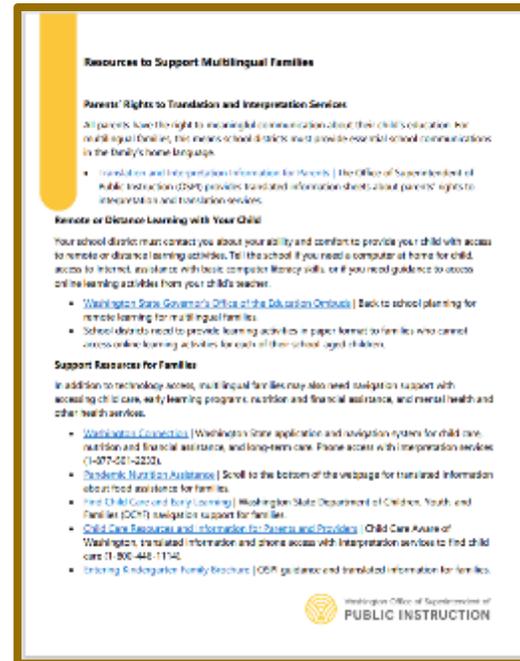
It is not sufficient for the staff merely to be bilingual.



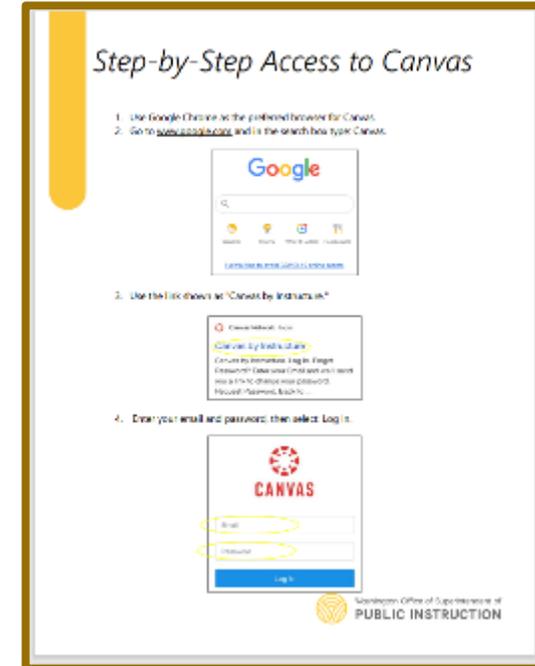
Multilingual Families Resources



The [Multilingual Families Toolkit](#) is designed to help Local Educational Agencies (LEAs) create and maintain effective strategies with multilingual families.



[Resources](#) to Support Multilingual Families



[Step-by-Step Access](#)
Get step-by-step instructions on how to use 5 different teaching platforms. [Go to Multilingual Families Resource Overview](#)

Communication-Parents with Disabilities

Make sure to →

Have proper supports and services when needed to give a parent with a disability **an equal opportunity to participate...**
*Honor their choice of communication.**

* Unless the SEA, LEA, or school can demonstrate that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration of the service, program, or activity, or in an undue financial and administrative burden.
[28 CFR Sections 35.104 and 35.160–164, and Appendix A to Part 35 of Title 28T of the CFR Implementing Subtitle A of Title II of the Americans with Disabilities Act of 1990]

Special Education Resources

Family Information Session: Secondary Transition Services

•Family Information Session: Secondary Transition Services

| [Recording\(link is external\)](#) | [Presentation slides](#) *Posted 6/3/21*

This information session for families on May 24, 2021, reviewed guidance on transition recovery services for students of transition age, including options for students over age 21. For specific questions on transition recovery services, families may call 360-725-6075 or email OSPI Special Education.

[Arabic](#) | [Chinese](#) | [Hindi](#) | [Khmer](#) | [Korean](#) | [Marshallese](#) | [Punjabi](#)
| [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Ukrainian](#) | [Vietnamese](#)

[Special Education Guidance for COVID-19 | OSPI \(www.k12.wa.us\)](#)

Special Education Guidance Brief for In-Person Learning: Spring 2021

[Arabic](#) | [Chinese](#) | [Hindi](#) | [Korean](#) | [Marshallese](#) | [Punjabi](#) | [Russian](#) |
[Somali](#) | [Spanish](#) | [Tagalog](#) | [Ukrainian](#) | [Vietnamese](#)



Notification Requirements



Notification Requirements

What LEAs and Schools Must Send Out and When helps clarify the statutory and regulatory requirements that apply to information that LEAs must provide to the parents of students who receive Title I, Part A services. This checklist is not complete, and does not include the consultation, collaboration, technical assistance, training, and other kinds of direct and indirect communication that occurs among school and LEA staff and the families and children they serve.

- [What LEAs and Schools Must Send Out and When](#) (PDF) - To Parents of Students Who Receive Title I, Part A Services

Resources LEAs and Schools Can Send Home

[Parent Guides in Multiple Languages](#) — Title I, Part A Programs and School Improvement

[Communication](#) PFE Website



Timely Notice of Limited State Certification and Licensure

Parents Right-To-Know: Timely Notice of Limited State Certification and Licensure Templates

The federal Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) requires schools that receive Title I, Part A funds to notify parents or legal guardians when their child has been taught **for four (4) consecutive weeks by a teacher who has not met "applicable State certification or licensure requirements at the grade level and subject area** in which the teacher has been assigned." [ESSA Sec. 1112(e)(1)(b)(ii)]

In Washington, this notification requirement is for **any teacher teaching under a limited substitute teaching certificate** ([WAC 181-79A-231](#)), such as an Emergency Substitute certificate or Intern Substitute Teacher certificate.

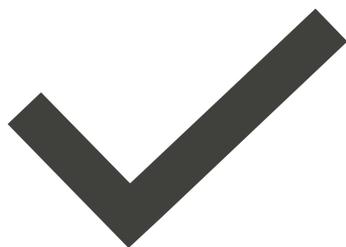


Federal Program Citizen Complaints

LEAs and/or schools disseminate adequate information about [Federal Program written complaint procedures](#) for resolving federal statute or regulation violations that apply to Title I, Part A programs. This information must reach parents of students, and appropriate private school officials or representatives.
Chapter 392-168 WAC, Special Services Programs-Citizen Complaint.

Complaints that Allege Discrimination go to [Equity and Civil Rights](#).





Ways to Disseminate Title I, Part A Information

Do

1. Survey parents to learn their preferred method of communication at least annually at the beginning of the year.
 - See sample Technology Surveys in OSPI's [Continuous Learning 2020 publication](#) (Appendix C).
 - Keep a copy of your results for your records.
 - Share parent preferences with school staff.
2. Notification must be dated and provided to parents/families usually at the beginning of school year.
3. The LEA or school notifies families in a variety of ways, including regular print, electronic notices, and in the languages spoken in the family.

Examples

Paper Form: included in a packet, mailer, community newspaper, newsletter, handbook, etc.

OR

Electronic Form: Email or text with attachment, link, or website link.

Example 1

Parents' Right To Know:
**Teacher and Para
Qualification Notification**
in a Newsletter

Apple LEA or School

Disseminates based on data
from surveys:

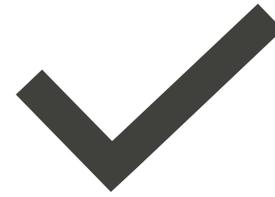
50% Paper form

35% Email w/attachment

15% Text w/link or attachment

In a Schoolwide Program (SWP)
school all parents are notified

In a Targeted Assistance Program
(TAS) school, only parents of
students in the program are notified



Best Practice Considerations

- LEA | school has a system in place, knows which parents are not receiving notifications and has contingency plans to make sure the parents | family receives them.
- When sending electronic formats include a brief introduction of what you are sending and why.
- Combine notifications, so parents are not overwhelmed with information.



Example 2

Requirement:

- Annual LEA report card information is disseminated to families with children enrolled in the LEA, and to the larger community.

LEA surveys parents and disseminates

- LEA could delegate the dissemination to the participating schools.

LEA or School

The annual parent survey report shows:

- 45% Paper form
- 35% Email attachment
- 20% Text link or attachment

Examples of formats to share the Report Card:

- Paper form (newsletter, handbook, mailer, community newspaper, etc.).
- Email w/link or attachment
- Text w/link or attachment
- Website link

Other ways to share with the community:

- Instant messaging
- Social Media

Best Practice Considerations

- LEA | school has a system | process in place, knows which parents are not receiving notifications and has contingency plans to make sure the parents | family receives them.
- When sending electronic format notifications include a brief description introduction of what you are sending and why.
- Combine notifications, so parents are not overwhelmed with information. [Example](#)



Coordination and Technical Assistance



LEA Role

LEA leadership must:

Provide coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective Title I, Part A PFE activities. Also help them with PFE requirements to improve student academic achievement and school performance.



School Role

School leadership must:

1. Involve staff in compliance implementation
2. Include staff and parents in the solutions that improve and strengthen family engagement.
3. Work in coordination with LEA leadership.

[Coordination, Help, and Support](#) – PFE website



Building Capacity



Washington Office of Superintendent of
PUBLIC INSTRUCTION

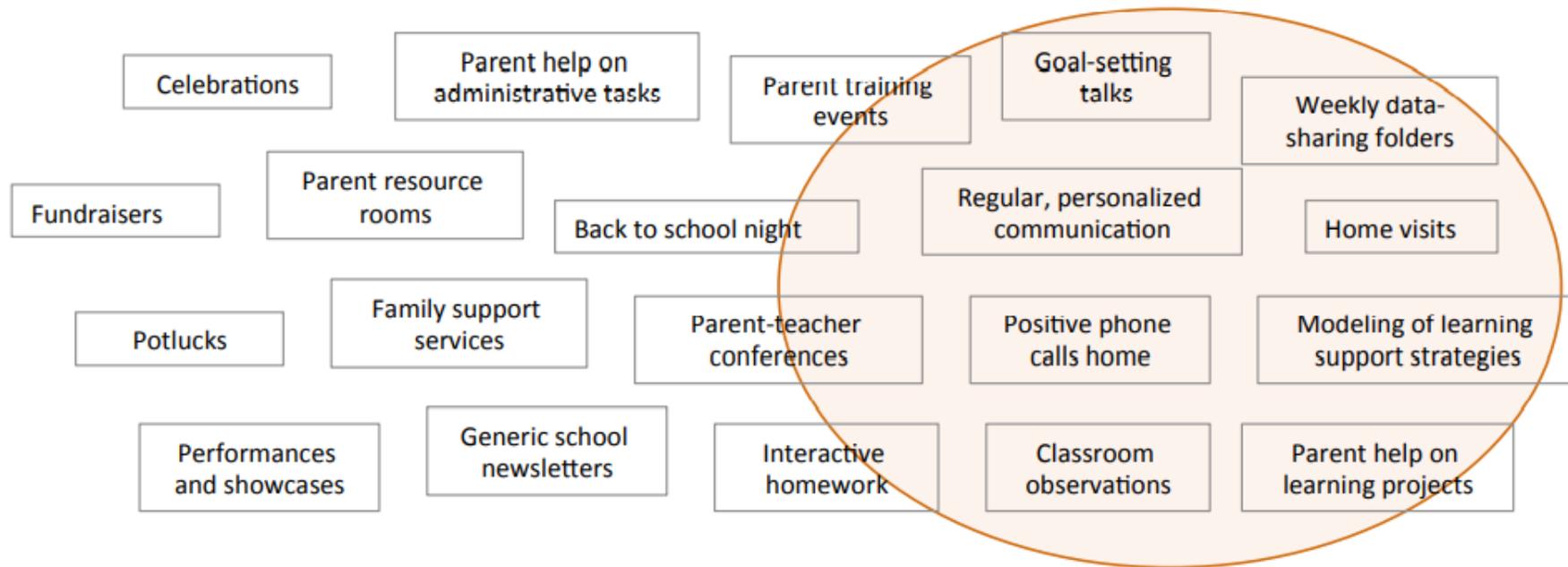
What Does it Mean to Building Capacity in PFE?

Any effort being made to improve the abilities, skills, and expertise of...

Parents and School Staff



Relative Impact of Family Engagement Strategies on Student Learning



Flamboyant Foundation

Required PFE Strategies to Building Capacity

Provide trainings on:

- How to monitor a child's progress, and
- How to work with educators

Assist parents in understanding the challenging State academic standards.

Your Student's Progress

Provide professional development to teachers, specialized **instructional personnel**, and **other staff** on the value of parents and their communities to increase academic achievement.

Coordinate and integrate parent engagement 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 parent engagement.

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)**.

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**.

Free Online PD For Educators



[Introduction to Family Engagement in Education | Harvard University](#)

[Family Engagement in Early Care and Education Learning Series | ECLKC \(hhs.gov\)](#)

[What would you like to learn about today? - Ohio's Statewide Family Engagement Center \(osu.edu\)](#)

LEA Level Policy & School Plan



LEA and School Components Side-by-Side

[Policy | Plan](#) – PFE website

Local Educational Agency (LEA) and School Side-by-Side Required Policy Plan Components Checklist Section 1116 of ESSA			
<input checked="" type="checkbox"/>	LEA Parent/Family Engagement Policy	<input checked="" type="checkbox"/>	School Parent/Family Engagement Plan
<input type="checkbox"/>	<p>Each Title I, Part A served LEA must establish the expectations and objectives for meaningful parent and family engagement and describe how the LEA will:</p> <p>A. Involve parents and family members in jointly LEA's plan under section 1112, and the development of support and improvement plans under section 1111(d). Distribute to parents the parent and family engagement policy.</p>	<input type="checkbox"/>	<p>Each Title I, Part A served school in a LEA must:</p> <ul style="list-style-type: none"> Involve parents in the development of the written parent and family engagement policy/plan. Distribute to parents the parent and family engagement /plan. Agree with parents to the changes or updates to the parent and family engagement policy/plan. <p>Parents must be notified of the policy/plan in an understandable and clear format and, if necessary, provided in a language the parents can understand. Such policy/plan must be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>
<input type="checkbox"/>	<p>B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.</p>	<input type="checkbox"/>	<p>1. Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school's participation in Title I, Part A, the requirements of the program, and the right of the parents to be involved.</p>
<input type="checkbox"/>	<p>C. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs:</p>	<input type="checkbox"/>	<p>2. Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parent involvement.</p>
<input type="checkbox"/>	<p>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 –</p> <ul style="list-style-type: none"> 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); The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and Strategies to support successful school and family interactions. 	<input type="checkbox"/>	<p>3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under the Title I, Part A Program, including the planning, review, and improvement of the school parent and family engagement policy/plan 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:</p>
<input type="checkbox"/>	<p>E. Use the findings of such evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policy.</p>	<input type="checkbox"/>	<p>4. Provide parents of participating children:</p> <p>A. Timely information about Title I, Part A programs.</p> <p>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.</p> <p>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 to respond to any such suggestions as soon as practicably possible.</p>

PFE LEA Policy



LEA Level Policy

- Board Approval Required
- LEAs **with** WSSDA Membership use policy 4130
- LEAs **without** WSSDA Membership may use OSPI's [LEA template](#) or their own with required ESSA components

LEA Level Policy Process

- Most LEAs use WSSDA 4130 to fulfill the LEA Level requirement.
- Since February 2018 it includes a section/assurance for the school level policy.
 - **One school building LEAs** can use it to fulfill both requirements (LEA and School Policy). Verified with EGMS Title I Consolidated Application.

- LEAs can use the school board meeting to request input from parents.
- Input must be requested **annually**. If any is given from parents, the LEA should include it in the actions for implementation.
- The LEA policy components do not change or get revised, only the actions for implementation.
- Some LEAs create an additional form/format that is more parent friendly to request input for actions for implementation.

Policy: 4130
Community Relations

Title I Parental/Guardian Involvement

The board recognizes that parent/guardian and family engagement helps students participating in Title I programs achieve academic standards. To promote parent/guardian and family engagement, the board adopts the following policy, which describes how the district will involve parent/guardian and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent/Guardian and Family Engagement

The district will do the following to promote parent/guardian and family engagement:

- A. The district will involve parents/guardians and family members in jointly developing the district's Title I plan.
 1. Parents/guardians and students from all schools will be invited to an annual meeting to explain the goals and purposes of Title I, Learning Assistance Program (L.A.P.), English Language Development (ELD), Special Education, Highly Capable Services and other support programs.
 2. At the annual meetings, parents will review and give input on Title I, L.A.P., Special Education, Highly Capable Services and other support programs.
 3. Distribute the district parent/guardian and family engagement policy on an annual basis through newsletters and the district and school building websites.
 4. To the extent needed and practicable, distribute the parent/guardian and family engagement policy in multiple languages and formats.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all schools within the district in the planning and implementing of effective parent/guardian and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 1. Barriers to greater participation by parents/guardians in Title I activities;
 2. The needs of parents/guardians and family members to assist with the learning of their students, including engaging with school staff members and teachers; and
 3. Strategies to support successful school and family interactions.



Example LEA Level Kennewick and Everett SDs

4130

COMMUNITY RELATIONS

Title I Parent and Family Engagement

The Board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the Board adopts the following policy, which describes how the District will involve parents and family members of Title I students in developing and implementing the District's Title I programs.

District-Wide Parent and Family Engagement

The District will do the following to promote parent and family engagement:

- A. The District will involve parents and family members in jointly developing the District's Title I plan.
 - 1. An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. The district wide meeting location, date and time will be communicated to principals in buildings who receive Title I supplemental funding for dissemination to parents. Information about this meeting will also be posted on the Title I page at www.ksd.org. Individual schools will communicate through newsletters, the school website and other typical methods the dates, time and location of the annual school meeting.
 - 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program at the annual district parent and family engagement meeting, at their annual school parent and family meeting, and through a web-based feedback form; and
 - 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs at the annual district parent and family engagement meeting, at their annual school parent involvement meeting and through a web-based feedback form.
- B. The District will provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools within the District in the planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:



**Annual Everett Public Schools
Title I Update**

Cynthia Jones, Director September 2018

We are committed to academic excellence and ensuring that each student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

**Everett Public Schools is a
Title I District**

Emerson, Garfield, Hawthorne, Jackson, Lowell and Madison Elementary Schools all participate in the Title I Program. Title I, Part A is part of the Every Student Succeeds Act. Its goal is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards.

Our Title I schools qualify for federal grant money which we use for additional staffing, parent involvement, staff development, and extended school day opportunities to help us meet that goal. This update is intended to provide you with important information about this law and your child's education.

Please contact the principal if you would like more information about Title I activities or parent participation at your child's school.

Right to Request Teacher Qualifications

All parents and guardians have the right to request information regarding the professional qualifications of your child's classroom teacher(s) or instructional paraeducators. If you request this information, the district will provide you with the following:

1. Whether the teacher has met Washington teacher certification requirements for the grade level and subjects in which the teacher provides instruction;
2. Whether the teacher is teaching under a an emergency or other provisional status for which Washington qualifications or certification has been waived;
3. The college major of the teacher and any graduate degree or certificate; and
4. Whether your child is receiving Title I services from paraprofessionals, and if so, whether those paraprofessionals meet state/federal requirements of the Every Student Succeeds Act.

If you would like to request this information, please contact Cynthia Jones at 425-385-4030.

District and School Report Card Information

Are you interested in knowing how your child's school did on state assessments? How different groups of children performed compared to other schools? You can find out by going to reportcard.ospi.k12.wa.us.

The Report Card contains information about test results as well as other statistics about the school. To find results for Everett Public Schools, use the drop down menu in the box at the top left of the webpage to find Everett School District and press go. To find results for your child's school, follow those directions to go to Everett School District, then use the drop down menu to find your school.



School Level Plan



School Level Plan

- Board Approval **Not Required**
- Schools may use OSPI's [School template](#) or create their own with required ESSA components

School Plan Process

1. Review the school plan **annually** with parents/families.
2. Partner with families to agree on your actions and roles, include these in your plan/policy.
3. Provide opportunities for families to share their concerns, ideas, and opinions.
 - If applicable, use the feedback to revise your action for implementation.
4. Include the date of revision or adoption (most current).
5. Share/disseminate:
 - **SWP Program** disseminate to all parents/families.
 - **TAS Program** disseminate only to participating parents/families.





LAP Menu Of Best Practices

Need strategies to implement and include in your PFE school plan?

Check out their **Family and Community Practices and Strategies**

- [ELA Menu](#) (Page 156)
- [Math Menu](#) (Page 117)
- [Behavior Menu](#) (Page 142)

Looking for examples?
Go to Title I, Part A and LAP: Consolidated Program Review (CPR)

Example School Level Kennewick and Everett SDs

Amistad is a Title I school. What does that mean for my child and family?

- This policy has been developed with families and is updated annually.
- We hold an annual Title I meeting to inform you of your right to be involved in your child's education and the school.
- We offer flexible meeting times.
- We involve parents in the development of our school-wide plan.
- We will provide families with information about what is being taught in the school and how you can help your child succeed.
- Parents have the opportunity to share their thoughts about the school-wide plan in the comment section.
- Provide professional development to teachers and staff on the value of parent and their communities to increase academic achievement.

You can pick up a copy of citizen complaint procedures in the Federal Programs office at the KSD Admin Center.

Kennewick School District's Non-Discrimination Policy

The Kennewick School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights & Equity: Douglas Christensen- (509) 222-5010 (doug.christensen@ksd.org)

Section 504, Title IX: Jack Anderson- (509) 222-5004 (jack.anderson@ksd.org)

Title I Parent Involvement Policy

Families are Important at Amistad



Amistad Elementary

Amistad
930 W. 4th Ave
Kennewick, WA 99336
(509) 222-5100

Principal: Andy Woehler
Assistant Principal: Natalie Lahti
Secretary: Alisa Reyes/Alma Meraz
Counselor: Noemi Morales
Action team for Parent Partnership: Noemi Morales and Vanesa Cruz

Updated on 10/12/18



Kennewick School District
1000 W. 4th Avenue
Kennewick, WA 99336
(509) 222-5000
www.ksd.org

Annual *Madison* Elementary Title I Update

Amanda M. Overly, Principal September, 2018

We are committed to academic excellence and ensuring that each student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

MADISON Elementary is a Title I School

MADISON Elementary participates in the Title I Program. Title I, Part A is part of the Every Student Succeeds Act. Its goal is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards.

As a Title I school, we qualify for federal grant money which we use for additional staffing, parent involvement, staff development, and extended school day opportunities to help us meet that goal. This update is intended to provide you with important information about this law and your child's education.

You have the right to request regular information or meetings about Title I at MADISON School. Please contact the principal if you would like more information. Contact information is on the reverse.

Right to Request Teacher Qualifications

All parents and guardians have the right to request information regarding the professional qualifications of your child's classroom teacher(s) or other school staff. If you request this information, the district or school will provide you with the following as soon as possible:

1. If the teacher has met state licensing requirements for the grade level and subject in which the teacher is providing instruction;
2. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
3. The type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
4. If your child is receiving Title I services from paraprofessionals, and if so, whether those paraprofessionals meet state/federal requirements of the Every Student Succeeds Act.

If you would like to request this information, please contact *Amanda Overly* at (425) 385-5901.



Traditional
School Plans can still
be used, please make
sure your policy
includes your actions
for implementation of
the policy components.



1.12.A

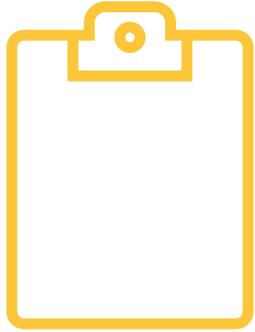
Harrah Elementary School
Parent and Family Engagement Policy/Plan and Procedures
2019-2021

Harrah Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Harrah Elementary and home work together to promote high achievement by our children. Neither home nor Harrah Elementary can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Harrah Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Harrah Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. Harrah Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
 - The parent policy will accept input throughout the year. This will allow all parents to have multiple opportunities to have their voices heard. The policy will be changed in the spring during an annual parent meeting. The parent policy will be available during the initial registration as well as during the year as requested by the patrons.
- B. 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.
 - The annual meeting will be held in the spring (April-June). The meeting will be held in the evening to allow for working parents to attend. The meeting announcement will be in our newsletter in the previous and current month, by auto-call and text to the community, and fliers handed out to all students in the building. Building leadership will also utilize social media outlets to share the message. All students are Title I students and all students will be invited.



Student Voice for Program Planning

Healthy Youth Survey

What is it? A survey administered every two (2) years to Washington students in grades 6 to 12. The survey is voluntary, anonymous, and free for schools to participate in.

Quick Facts

- It is the only “student voice” survey administered throughout the whole state.
- ESD, county, and state results are available to everyone on www.askhys.net
- Results can help inform schools, parents, and communities of students, thoughts, feelings and behaviors as well as current health trends and concerns.
- **Data from the survey can be used to apply for grants and inform program planning and development**



Resources & Toolkits



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Early Childhood | Secondary | Rural

Early Learning & Elementary

- [Early Learning Resources | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)
- [Family Engagement | The Administration for Children and Families \(hhs.gov\)](http://hhs.gov)
- [PFCE Interactive Framework | ECLKC \(hhs.gov\)](http://hhs.gov)
- [For Schools - Ohio's Statewide Family Engagement Center \(osu.edu\)](http://osu.edu)

Middle and High School

- [Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement](#)
- [Family Engagement For High School Toolkit](#)
- [For Schools - Middle & High School - Ohio's Statewide Family Engagement Center \(osu.edu\)](http://osu.edu)

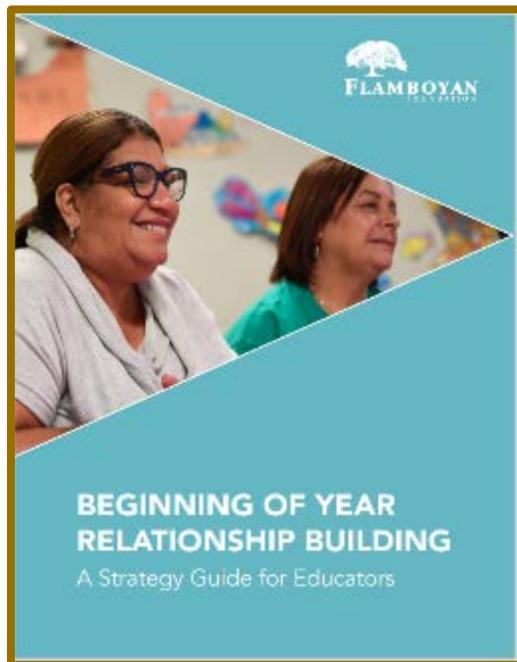
Rural Schools

- [Leveraging the Rural Context to Build Family Engagement \(ed.gov\)](http://ed.gov)
- [Family Engagement in Rural Schools \(UON\)](#)
- [Partnering with Families Living in Rural Areas \(ohio.gov\)](http://ohio.gov)

[Home Visits Toolkit | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)
[Funds of Knowledge Toolkit | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

School Level Toolkits

Beginning of the Year Relationship Building Toolkit



The School Leader Tool: Building Your School-wide Approach to Family Engagement



Annual Title I, Part A Meeting



School Requirement—Annual Meeting

Hold an Annual Meeting to Let Parents Know about Title I, Part A Programs at Your School

Schools must 1) invite all parents of children who received Title I, Part A services and 2) hold a meeting — at least once in a school year — during which parents learn about:

- Title I, Part A programs and services at your school
- Requirements that govern this federal program
- Parent’s right to be involved with Title I, Part A programs and services

May adjust for online

Preparation Tips and Templates for the Title I, Part A Program Meeting

- Meeting Announcement:
[English](#) | [Chinese](#) | [Khmer](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)
- Agenda: [English](#) | [Chinese](#) | [Khmer](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)
- PowerPoint Presentation: [English](#)

[Policy](#) | [Plan](#) **Click on School Role** – PFE website

Planning/Preparation For Online Parent Meetings

Best Practices to Promote Adult's Readiness to Learn

Create a safe, welcoming learning environment

Establish a culture of empathy and respect

Collaborate on the determinations of learning needs

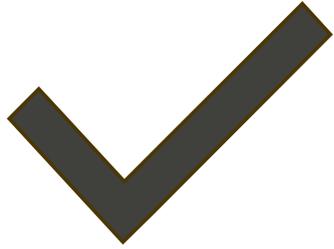
Identify objectives in instructional planning

Ensure the practicality of all learning activities

Guiding Questions

- What is the level of digital and technology readiness of your parents?
- What type of technology devices are parents using primarily to communicate with schools?
- How can we engage parents and children in meaningful online learning activities?
- Do you have bilingual staff to support and provided technology/digital supports to your multilingual parents?
- What professional development (PD) opportunities are available in your district for bilingual staff, teachers, and families that support the use of technology/digital tools for educational purposes?





Considerations For Online Meetings

Example Meetings

Annual Title I
Meeting,
School-Parent
Compact Review

Do

Combine online meeting with another activity, no need to recreate; rearrange to meet implementation. Make it meaningful and engaging.

Prior to the online meeting:

1. Provide options for morning, afternoon, and evening meeting, to help parents with childcare preparations or have a plan to work around their home/work schedules.
 - Send a one-page guide on how to use the platform in a language the parent or student can understand.
 - Have protocols to admit participants into video conference platform, and online etiquette procedures.
3. Most meeting platforms have the ability to provide attendance reports. Learn how to create and maintain these records.
4. Allow additional ways for families to provide feedback or receive the information if they are not able to attend the meeting.



School-Parent Compact

Moving towards a more meaningful grade level,
goal oriented compact



What is a School-Parent Compact?



A **written agreement between the school and the parents of children** participating in Title I, Part A programs.



Identifies activities that **the parents, the entire school staff, and the students** will undertake to share the responsibility for improved student academic achievement.

[Policy | Plan](#) **Click on School Role** – PFE website



Individualized Strategy? Elementary Only?



1. At the elementary school level, the school-parent compact should take the shape of an individualized strategy to discuss the student's achievement goals.
 - a. [Section 1116 (d)(1)(2)(A)...***At a minimum– 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...***]
2. In the middle and high school grades– LEA should coordinate with the participating middle or high school(s) on how to create a meaningful school-parent compact strategy.

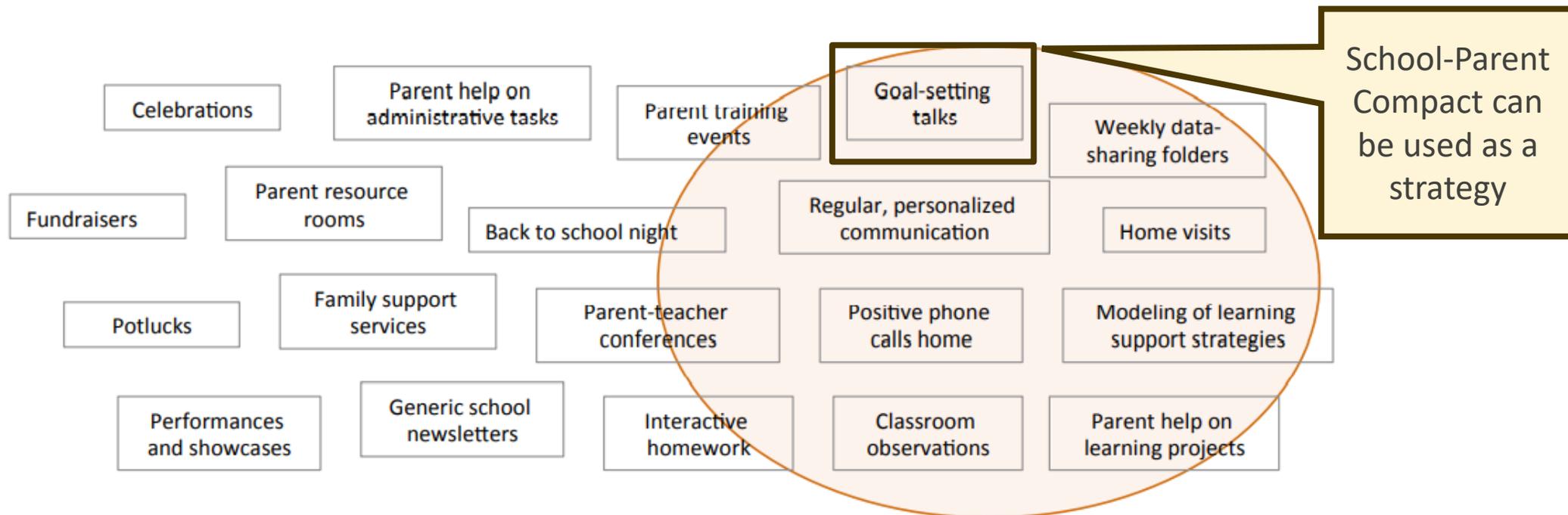


Lower to Higher Impact PFE

lower
impact



higher
impact



Flamboyant Foundation

Example 1– School-Parent Compact Front Page

Front Page

- Purpose Statement
- School Partnership Opportunities
- Communication Strategies

What is the purpose of this compact?

Teachers, Parents, Students– Together for Success

This compact is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all of our students get the individual support they need to reach grade level standards.

Effective Compacts:

- **Focus** on student learning
- **Begin** with our learning standards
- **Share** strategies parents can use at home on our learning goals in math and reading
- **Communicate** about student progress
- **Provide** opportunities for parents to volunteer and participate in the classroom

When teachers, students and families work together, we CAN achieve our goals!

Jointly Developed

The parents and staff of Lowell Elementary School developed this flyer. School-wide meetings are held each year to review this document.

Parents are welcome to contribute comments or additional ideas at any time.

Edited October, 2018

Building Partnerships

Attend a PTA meeting—held monthly

Lowell Family Nights—dates TBD, check Lowell Times

Watch DOGS - Dads that are involved, provide a positive male role model. Come in for any amount of time.

Classroom Volunteers—Come help in the class with kids or prep! Let your teacher know you will work on projects at home! Stuff Thursday Envelopes!

If you are interested in being involved in a different way, contact one of our two parent volunteer coordinators: Cristie Smith at csmith1@everettsd.org or Amber McPartland at amcpartland@everettsd.org

Communication about Student Learning

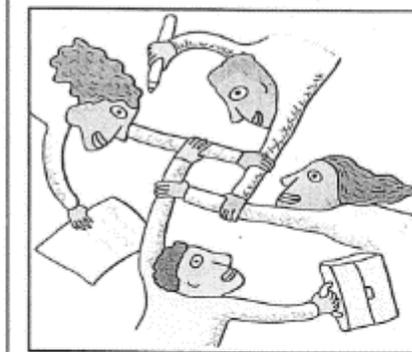
Lowell Elementary is committed to communicating regularly about your child's learning. Some of the ways you can expect us to reach you are:

- Weekly classroom newsletters and School newsletter in our Thursday Envelopes
- Emails and calls to and from teachers
- ConnectEd (school wide phone system, relates school info to families)
- Parent-teacher conferences in November and March
- Updates on school website and our Facebook page
- Progress reports sent home in January and June

Do you have questions about your child's progress?

Contact your child's teacher by phone at (425) 385-5300 or via email. Email addresses are on the school website at <http://www.everettsd.org/Domain/25>

Teachers, Parents, Students Together for Success



4th Grade Focus

Lowell Elementary
2018-2019

Cindy Foster, Principal
(425) 385-5300

<http://www.everettsd.org/Domain/25>
Cindy Foster, Principal

"Our mission at Lowell Elementary School, in cooperation with parents and community, is to ensure that each student develops skills, knowledge and attitudes to achieve high standards and become a responsible citizen."

4th Grade Focus



Example 1– School-Parent Compact Back Page

Our Goals for Student Achievement

For our Teachers

(From our School Improvement Plan)

- Teach grade level standards using the district adopted curriculum.
 - For math, EnVision
 - For reading, Reach for Reading
- Use assessment and resulting data to plan and adjust instruction
- Provide re-teaching, extra practice, and enrichment opportunities for all students
- Engage students and provide effective feedback

For our Students

- Set goals in math and reading, and work hard to reach those goals.
- Practice at school and at home on those goals.

For our Partnership

- Counting by multiples, and combinations to 10X10 will be our focus in math.
- Reading and spelling all grade level sight words will be our focus in reading.

Lowell's Motto:

I work hard. I show respect.

I make good choices. I am a Lowell Leopard!

Teachers, Parents, Students - Together for Success

In Our 4th Grade Classroom

The 4th Grade team will work with students and their families to support students' success in math and reading. We will:

- **Math Counting:** Teach and model counting out loud by multiples starting at any number.
- **Math Combinations:** Teach to mastery multiplication and division number combinations or facts.
- **Reading:** Post sight words, and use them in conversation.
- **Reading Recognition:** Work on sight word flashcards for recognition and spelling.
- Commit to incorporate the at-home activities as part of the regular classroom homework.

Lowell Students

Students thought of the following ideas to make connections between learning at home and school:

- Share the contents of the Thursday Envelope with my family.
- Read the class and school newsletters together.
- Set goals for myself to master the skills listed on this document. Practice, practice, practice these skills!

At Home

Lowell parents joined staff to develop ideas about how families can support students' success in math and reading. Go on Lowell's website for accompanying printable worksheets, flashcards and activities.

<http://www.everettsd.org/Page/20929>

Or scan the QR code below for a direct link to a copy of the compact and to the worksheets and tools available for practicing these skills.



For Math:

- Practice counting multiples which is skip counting by all numbers 2-10. Start at a different number and count.
- Practice math facts - orally or using flashcards or websites. Mastery of X/\pm facts expected.

For Reading:

- Review sight words on a daily basis, check the words your child has mastered.
- Play games identifying sight words each day.

Back Page

- At home strategies

Tools that connect families with online at-home activities

Example 2—Parent Compacts

2nd Grade

- Grade Level Goals
- Staff,
- Student,
- Home Agreements

LITTLEROCK ELEMENTARY SCHOOL
 LAP Reading Compact : Families and Schools Working Together

Glenn Spinnje Principal LAP Teacher: _____ Parent: _____ Beckie Reed LAP Reading Teacher

Child's Signature: _____ Date: _____

Grade level goal (Site plan goal)

By May 2017, increase the number of students passing the Advanced DDS from 14% to 74%.

Advanced DDS: Measures the student's ability to decode real and nonsense words containing vowel and consonant teams.



How will the LAP program help my child?

The school agrees to :

- Provide a welcoming environment that allows students to make academic gains.
- Help your child build decoding, fluency and comprehension skills.
- Inform your child (and you) of growth.
- Directly teach consonant and vowel sounds.
- Use research based materials to teach skills.
- Set reasonable goals and monitor progress toward those goals on a monthly basis.

Student agrees to:

- Work to the best of his/her ability.
- Complete and return assignments.
- Raise his/her hand if he/she has a question.
- Come to class ready to learn.

Home agrees to :

- Provide encouragement for academic efforts (grit)
- Provide assistance with assignments and homework.
- Set aside time to read with or monitor your child's reading.
- Communicate with your child's teacher if you have a question or concern.

Contact Information: Beckie.reed@tumwater.k12.wa.us 360-709-7270

4th Grade

- Grade Level Goals
- Staff,
- Student,
- Home Agreements

LITTLEROCK ELEMENTARY SCHOOL
 LAP Reading Compact : Families and Schools Working Together

Glenn Spinnje Principal LAP Teacher: _____ Parent: _____ Beckie Reed LAP Reading Teacher

Child's Signature: _____ Date: _____

I ♥ FOURTH GRADE

Grade level goal (Site plan goal)

By May 2017, increase the number of students passing the fourth grade benchmark from 22% to 88%.

The reading benchmark measures the student's ability to answer multiple choice and extended response questions using text based details.

What do teachers expect by the end of the fourth grade?

Students should be able to :

- Decode words with three or more syllables.
- Find and underline text evidence in a passage to support answers.
- Independently read and comprehend passages at grade level.
- Read with fluency and expression.
- Develop an enjoyment of reading.

The school agrees to :

- Provide a welcoming environment that allows students to make academic gains.
- Help your child build decoding, fluency and comprehension skills.
- Monitor progress and inform your child (and you) of growth.
- Directly teach students to support answers using text based details.
- Use research based materials to teach skills.
- Set reasonable goals and monitor progress toward those goals on a monthly basis.

Student agrees to:

- Work to the best of his/her ability.
- Complete and return assignments.
- Raise his/her hand if he/she has a question.
- Come to class ready to learn.

Home agrees to :

- Provide encouragement for academic efforts (grit)
- Provide assistance with assignments and homework.
- Set aside a time to monitor your child's reading.
- Communicate with your child's teacher if you have a question or concern.

Contact Information: Beckie.reed@tumwater.k12.wa.us 360-709-7270

School-Parent Compact Example 3

Page 1 Individualized Student Learning Plan (SLP)

- Goals
- Specific Interventions
- Adjustments, Comments
- Contact Information

Student Learning Plan 2016-2017 (Title I, LEP, Migrant, Bilingual, and Compact)												
Student:		3 rd Grade			Union Gap School							
Goals												
1. The student will read at grade level. 2. The student will pass all sections of the Smarter Balanced Assessment standardize test. 3. The student will meet/exceed STAR benchmarks in reading and math with a 3.9 by the end of the school year.												
DIBELS		Reading – ORF			STAR Reading			STAR Math				
Fall	>97	>12			Fall >3.2							
Winter	>115	>3.5			Winter >3.5							
Spring	>123	>3.9			Spring >3.9							
Specific School Interventions (Reading/Math)												
F	W	S	Reading			F	W	S	Math			
			90 minutes of core						90 minutes of core			
			Supplemental materials						Supplemental materials			
			Small group instruction						Small group instruction			
			Extra practice time						Extra practice time			
			Differentiated instruction						Differentiated instruction			
			Pull-out for intervention						Pull-out for intervention			
			HUGS						HUGS			
			ELL						ELL			
			Other:						Other:			
Adjustments/Comments												
Classroom Teacher:												
Fall 2016												
Your student's Reading level is												
_____ Above Grade Level			_____ At Grade Level			_____ Below Grade Level						
Spring 2017												
Your student's Reading level is												
_____ Above Grade Level			_____ At Grade Level			_____ Below Grade Level						
Communication												
Teacher: Lon Powers Phone #: 248-3966 ext.120 Email: lpowers@uniongap.org Website: www.uniongapschool.org				Teacher: Kate Mercer Phone #: 248-3966 ext.159 Email: kmercer@uniongap.org Website: www.uniongapschool.org				Teacher: Lisa Camohan Phone #: 248-3966 ext.117 Email: lcamohan@uniongap.org Website: www.uniongapschool.org				
Conferences: October 31 November 4 and March 27 – March 31												

General School Intervention			
Extended Learning Opportunities Union Gap School provides programs for extended learning opportunities. These programs, such as HUGS (Helping Union Gap Students), Summer School, Math and Reading Nights are made available to our students.			
Instructional Interventions Specific content is embedded in our curriculum designed to assist students in their development of skills necessary to meet all state standards in Reading, Math, Writing, and Science. Targeted instruction is used as both an intervention for students not meeting standards and as a vehicle to enhance scores for those students who are at standard. Students not at standard/benchmark may be placed in additional skill building classes for reading and math through the RTI (Response to Intervention) process.			
Specific Interventions List any other school interventions that may help this student:			
Parent Interventions			
Reading	1. Read with your child. Have your child read independently, read to you, or read to a sibling every day for at least 30 minutes. 2. Discuss events of stories as you read with your child. Talk about what is happening in the story and have your child retell the story in their own words. 3. Make sure homework is completed. Be sure to help, encourage, and praise your child.		
Math	1. Connect math to everyday life. Talk with your child about how you use math when you follow a recipe, go to the bank, check temperatures, etc. You can also include your child in activities that involve math - like making purchases, measuring ingredients, or counting out plates and utensils for dinner. 2. Monitor your child's homework. Ask your child how they reached their answers and check to make sure their homework is complete.		
Other:			
Student Interventions			
Reading	1. Read independently for 30 minutes a day or more. 2. Use reading strategies learned in class. 3. Do your homework.		
Math	1. Complete all math homework. 2. Use multiplication strategies to determine the product of a multiplication equation.		
Other:			
Signatures/Evaluations This plan has been reviewed and evaluated by:			
Date	Teacher	Parent	Student
Fall			
Spring			
<input type="checkbox"/> This student is bilingual and receiving services through ELL. <input type="checkbox"/> This student is identified as migrant.			
Conference Documentation			
Fall	Parent did not attend conference	Teacher signature:	
Spring	Parent did not attend conference	Teacher signature:	

- ## Page 2
- Staff, Student, Home, Interventions.
 - Signature, Evaluation
 - Conference information

Traditional School-Parent Compact

We are still accepting traditional compacts, but we encourage you to revise them and make them more meaningful with the following:

Dust Off Your Old School-Parent Compact, Your "New" Tool for Linking Family Engagement to Student Learning Toolkit

Connecticut Dept. of Ed. These video presentations will help LEA and school staff create a more meaningful grade level, goal-oriented school-parent compact.

2018 -2019

The Teaching - Learning Process involves a commitment from students, parents, teachers, and administration. The following standards serve as the foundation to meet our goals.

General Learner Outcomes for Students:

- Be responsible for one's own learning
- Understand that it is essential for human beings to work together
- Be involved in complex thinking and problem solving
- Recognize and produce quality performance and product
- Be effective and ethical users of technology

I agree to work hard towards attaining the GLOs: _____
Student

Expectations for School (Teachers, Administration, Staff Support):

- Know what to teach and how to teach it
- Work in collaboration with parents
- Clearly communicate homework, class work and expectations
- Strive to address the individual needs of each child
- Communicate with parents regarding his/her progress
- Provide a safe, positive, rewarding, and accepting environment
- Correct and return work in a timely manner

I agree to meet these expectations: _____
Teacher /Administrator

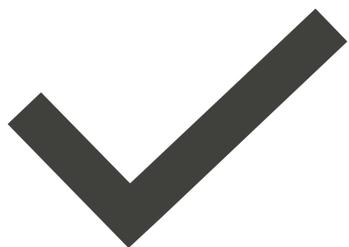
Expectation for Parent Support:

- Provide proper nourishment, shelter, and emotional support
- Model learning expectations
- Be involved in the student learning process(ie. reading and talking, checking homework, providing a study space at home, etc...)
- Read all school communications, follow up and or return appropriately
- Attend parent meetings and parent/teacher conferences
- Support the school's / teacher's homework, discipline and attendance policies

I agree to meet these expectations: _____
Parent/Guardian

Title 1 Guidelines and References page 167 School/Parent Compact. Revised 09/08





Ways to Disseminate School-Parent Compact

Do

Jointly develop, include:

1. Responsibilities
 - School
 - Parent
 - Student
2. The importance of school-parent communication and partnerships
3. Current school year
4. Have a strategy to get as many signatures back as possible.

Examples

Paper Form: included in a packet, as a mailer, or as part of the handbook.

OR

Email as an attachment.

When mailing or emailing the school-parent compact, include a brief description introduction of what you are sending and why. Include instructions on how you want the document to be returned.

If sent electronically, it may include an e-signature or parent and student initials, include a simple clause: *"The parties agree that this school-parent compact was reviewed and may be electronically signed."*



Online School-Parent Compact

Considerations for Implementation

1. Combine the review of the School-Parent Compact with another online meeting or the teacher-parent conference.
2. Provide options for morning, afternoon, and evening meeting, to help parents with childcare preparations or have a plan to work around their home/work schedules.
3. Walk through School-Parent Compact, use it as an opportunity to reach out to the parent and student, to ask for communication preference, etc.
4. Work together to describe activities that directly affect learning.

Example ***Kennewick SD***

- School-Parent Compact



Annual Program Evaluation



Evaluation of the PFE Program and Activities

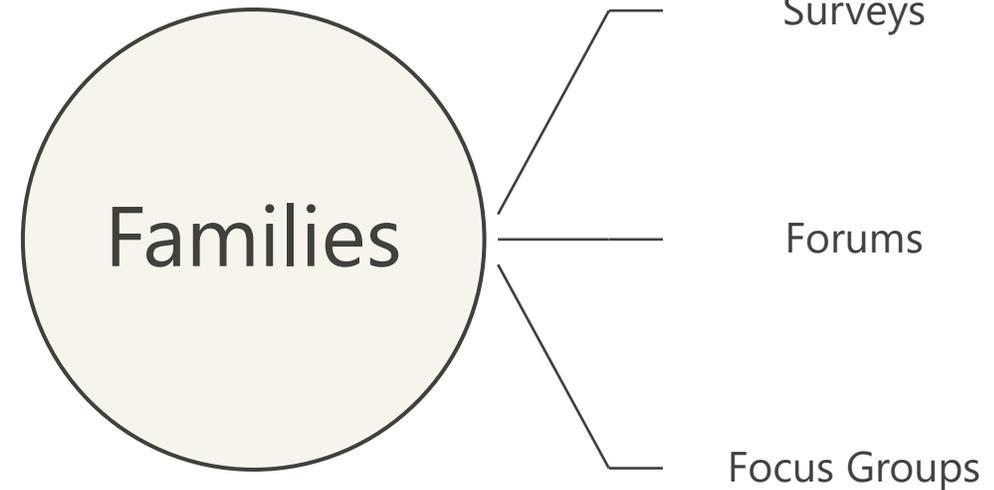
LEAs and schools must conduct an annual evaluation of the content and effectiveness of their PFE policy and program.

LEA-Level PFE [Support Inventory Tool](#)

Survey templates that address six aspects of PFE:

- [Parenting](#)
- [Communication](#)
- [Volunteering](#)
- [Learning at Home](#)
- [Decision Making](#)
- [Community Collaboration.](#)

Considerations:
May copy and paste into an online survey platform. Adjust to your needs.



[Annual Evaluation](#) - PFE website

Parent Advisory Board–(Optional)

- ✓ **Schools are permitted to establish a parent advisory board** that represents families as staff develop and evaluate school policy.

Innovative Implementation		
Allow the parent advisory board the flexibility and authority to establish plans and set goals to improve PFE programs.	Develop a schoolwide parent advisory board that elects a representative to serve on a districtwide Parent Advisory Board ensuring equal representation of all Title I schools in the district.	Ensure the parent representation reflects the composition of the student body, and recruit future members through effective networking, support, and training

Other Ways to Build Parent Voice

The Migrant Program (Title I, Part C) has a Parent Advisory Council (PAC) requirement that can be access to perform the duties under Title I, Part A, we highly recommend to:

- **Add additional members** representative of the make-up of the school
- **Use the PAC Manual as a guide** to formalize your Parent Advisory Board



Other Ways to Build Parent Voice

Natural Leaders

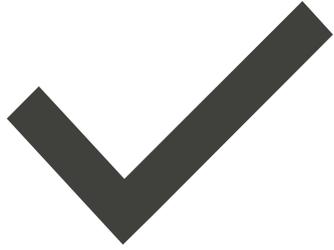
This program serves as multi-cultural bridges between students, families, communities, and schools. The organization that runs the program is the Washington Alliance for Better Schools.

- It can be a way to use a combination of funds for building sustainable, family leaders.
<http://www.wabsalliance.org/community-leadership/natural-leaders/>.

The Washington State Family and Community Engagement Trust and the Everett Community College have The Parent Leadership Training Institute (PLTI)

The PLTI is a free, 11-week, 6-hours per week civic and community engagement course for parents and community members offered in partnership with Everett Community College.

- https://www.wafamilyengagement.org/our_approach_leadership_training.php



Considerations For Online Implementation

Input Request

Do

Consider online surveys (via email, web, text).

If your LEA or school decides to do an online meeting, provide options for morning, afternoon, and evening meeting, to help parents with childcare preparations or have a plan to work around their home/work schedules.

- Send a one-page guide on how to use the platform in a language the parent or student can understand.
- Have protocols to admit participants into video conference platform. Have a process for online etiquette.
- **Have a process to gather feedback on the chat or Q&A features, keep a record, and use it to adjust the program or policy/plan, or document.**



PFE Set-Aside Requirements and Allowable Costs

Compliance, Best Practices and Resources



Title I Funded LEAs and Schools

Section
1116 of
ESSA

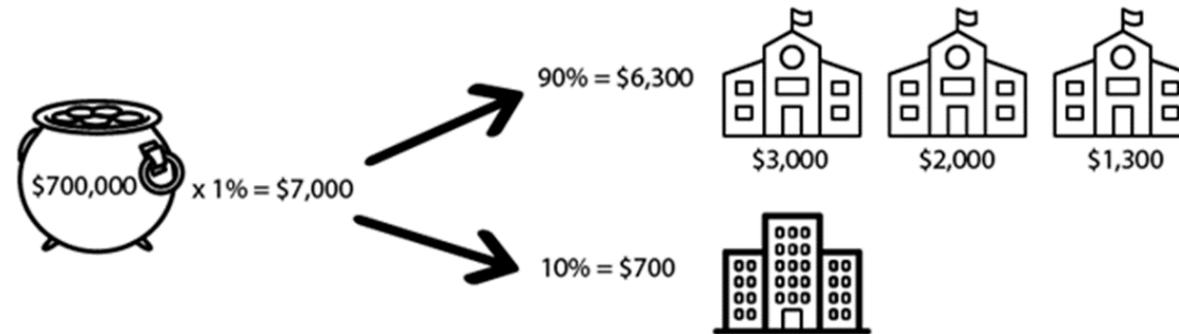
- LEAs and School **must fulfill and implement Parent and Family Engagement requirements** regardless of amount of allocation.

[Funding](#)– PFE website



LEAs with over \$500,000 Allocation

One percent is a required set-aside for PFE if your LEA has an allocation of \$500,000 or more. Of that one percent, no less than ninety percent must go to Title I buildings. The remaining ten percent (or less) may remain at the LEA level.



The LEA must:

- Involve parents and families in the decisions on how the one percent will be used for PFE activities.
 - [Sample Survey](#) from the Georgia Department of Education
- Use the required one percent set-aside in allowable PFE activities.
- Track how participating schools use their allocation for PFE activities.

Unspent PFE Set-Aside

LEA's with over \$500,000 Allocation

Unspent PFE set-asides maintain their character.

This means that any set-aside for the district and school carried over into the following year must be used for parent and family engagement.

This is in addition to the one percent that the district must reserve for parent and family engagement in the following year.

If a participating school is no longer served, the LEA needs to distribute that unspent PFE portion amongst the other participating schools.



[Guidance for Unspent Set-Asides](#)

Additional Requirements

LEA's with over \$500,000 Allocation

Carry out at least one of the following:

Providing professional development for local educational agency and school personnel

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement

Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers

Engaging in any other activities and strategies that the local educational agency determines are appropriate



Examples of Typical Allowable Costs

- ❑ **Transportation and childcare** costs to make it possible for parents to attend meetings and training sessions.
- ❑ **Registration and travel costs** for parent representatives/committee members to attend in-state workshops and conferences that support parent education and involvement. The expectation is that parent participants will share new knowledge with other parents.
- ❑ **Translation and interpretation services** to make it possible for parents to attend meetings and training sessions related to program activities.
- ❑ **Facility rental and usage**, unavoidable costs related to the facility in which you conduct parent and family engagement activities.
For example, holding meetings at different times of the day or at a center location (church hall or meeting room, apartment complex gathering area, community centers, etc.) where parents feel familiar and can attend. Remember this should be reasonable and necessary.
- ❑ **Meals/refreshments** to encourage attendance when parent and family engagement meetings and trainings conflict with family meals or schedules.

[Allowable Costs](#) – PFE website

Examples of Virtual Activities | Allowable Costs

- **Parent Trainings**—To assist their children with their learning, monitor their children’s progress, and engage in school and district activities.
- **Software**—Software to help parent and child navigate instructional activities.
- **Professional Development (PD)**—Professional Learning for staff on how to provide online instruction.
- **Access (Devices and Hotspots)**—Hotspots or technology access to provide online instructional support during distance learning.
- **Consumables**—To directly support with the instruction. For example:
 - Paper, glue, scissors for make-and-take projects aligned to the online academic learning.
 - Instructional kits, workbooks, reading materials included as part of the online activity.

Leveraging Funds Guidance

Title I and Bilingual Education

Title I, Part A, and the Bilingual Education office offer a [guidance document](#) with suggestions for using Title I, Part A to support the effective implementation of Dual Language Education.

School and LEA teams can use to conduct annual needs assessments in consultation with stakeholders to decide how these supplemental funds will support students in the upcoming school year.

Title I and Office of Native Education

OSPI's Title I, Part A team in collaboration with OSPI's Office of Native Education released a [guidance document](#) for using Title I, Part A and LAP funds to support this vision.

Use it as a tool when updating Schoolwide Plans, designing Targeted Assistance and LAP services, and collaborating with tribes and families.

Multilingual Families Toolkit

includes a list of state and federal allowable costs by program (includes examples)

HOW STATE AND FEDERAL FUNDS MAY BE USED TO IMPLEMENT TECHNOLOGY STRATEGIES FOR PARENT AND FAMILY ENGAGEMENT

Below are strategies and examples that schools or LEAs may support with specific federal and state funds to implement online learning strategies for parent and family engagement. These do not represent all the strategies and activities that may be funded. Work with your LEA's program directors to identify funds which may be used to support identified activities for your students and their families.

- Parent Trainings**—To assist their children with their learning, monitor their children's progress, and engage in school and LEA activities.
- Software**—Software to help parent and child navigate instructional activities.
- Professional Development (PD)**—Professional Learning for staff on how to provide online instruction.
- Access (Devices and Hotspots)**—Hotspots or technology access to provide online instructional support during distance learning.
- Consumables**—To directly support with the instruction. For example:
 - Paper, glue, scissors for make-and-take projects aligned to the online academic learning.
 - Instructional kits, workbooks, reading materials included as part of the online activity.

Allowable Costs by Program

LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in each program, and support the students for whom they are intended.

For Systemic Supports and Capacity Building

Elementary and Secondary School Emergency Relief (ESSER) Funds

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. For more information go to the [ESSER Funds Q&A](#).

Allowable Costs by Program

Office of Systems and School Improvement (OSSI)

Allowable expenditures for OSSI funds that support schools in improvement and districts with 2/3 or more schools in improvement could include instructional technology (including



Is it allowable? OR *You have other Ideas, but you are not sure if you can proceed*

Business managers, principals, or federal program directors must be able to respond appropriately to each of the following questions

How does the expenditure align to the needs of eligible students?	How is the activity/expenditure aligned to the Title I, Part A plans (district's annual plan-Title I EGMS, Schoolwide plan, Targeted Assistance plan)?	Is the need addressed and described in the district's annual plan-Title I EMGS, page 4B, Schoolwide plan, and/or Targeted Assistance plan?	How does this expenditure increase participation of parents in school activities or assist parents to support student achievement?	How will the expenditure be evaluated to measure positive impact?
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Resource: An optional form: [Identifying Uses of Funds for Allowable Activities](#), may be customized by an LEA to meet their needs.

Activities | Trainings | Workshops– Evidence or Documentation for Auditing

PFE Activity is aligned to **Schoolwide Plan or Targeted Program.**

Agenda clearly states the purpose of the PFE activity or activities (must be an allowable Title I, Part A activity).

Sign in sheets for all participants (this includes all attending family members).
Record of attendance from online meeting | platform.

Itemized receipts - Receipts should provide enough detail to determine what was purchased and # of items.

Resources:

- PFE Activity Guide/Plan Template. This document helps in planning PFE activities based on the 5 opportunity and process conditions from ED's Dual Capacity Framework, Family-School Partnerships.



Example

**Literacy Activity
w/Consumables:**
Paraphrasing in a Pinch

Grade level: 4-6 Grade



Packets with materials:
writing tools (paper, pencil,
pen, etc.), text cards, activity
reading materials, parent
instructions, if applicable,
copies of translated
instructions.



PFE Activity is aligned to **Schoolwide or Targeted** Program's **needs assessment and plans**.

- **Agenda** clearly states the purpose of the PFE activity or activities.
- **Record** of attendance from online meeting | platform.
- **Itemized receipts** - Receipts should provide enough detail to determine what was purchased and # of items.



OSPI Resources



Washington Office of Superintendent of
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PFE Website and Resources

Washington Office of Superintendent of
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Home Student Success Certification Educator Support Policy & Funding Data & Reporting About OSPI

Home » Policy & Funding » Grants & Grant Management » Closing Educational Achievement Gaps (Title I, Part A) » Parent and Family Engagement (PFE)

Parent and Family Engagement (PFE)

The Title I, Part A program insist on robust Parent and Family Engagement (PFE) activities at every school where federal funds support effective teaching and engaged learning. Title I, Part A has one of the strongest PFE components of all Title federal programs. PFE in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor.

"Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems." – U.S. Department of Education, U.S. Department of Health and Human Services Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016

Subscribe to Receive Title I, Part A Updates

What's New?

- [PFE Webinar \(PPTX\)](#) (September 2019)
- [Q&A PFE Webinar \(PDF\)](#) (September 2019)
- [PFE In Title I, Part A Webinar \(October 2019\)](#) (September 2019)

Key Components and Guidance

- [Communication](#)
- [Policy | Plan](#)
- [Coordination, Help and Support](#)
- [Annual Evaluation](#)
- [Essential PFE Strategies](#)
- [Funding](#)
- [Allowable Costs](#)

[Share Your Story!](#) Share and Learn About Effective Parent and Family Engagement

[Resources](#) Guides & Tools to Build an Effective PFE Program

Contact Information

Title I, Part A
360-725-6100
Title1a@k12.wa.us

Except where otherwise noted, the Washington ESSA Consolidated Plan developed by the by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution 4.0 International License](#).

Share your Story of Effective Parent and Family Engagement Strategies

[This case study form](#) is provided by the Title I, Part A and Learning Assistance (LAP) department at the Office of Superintendent of Public Instruction (OSPI) to gather descriptive information from K–12 schools on specific PFE strategies (i.e., larger district-wide initiatives or smaller projects involving one or more classrooms) that have helped to increase student academic outcomes.

Use this for activities that were funded with federal or state dollars *as well as* projects that were supported by local or other funding sources.

Next steps:

- Complete all questions and save this document for your records.
- Email completed form to Penelope.mena@k12.wa.us
- Story review by OSPI staff
- Selected stories will be highlighted in the PFE newsletter and on the Title I, Part A PFE Website

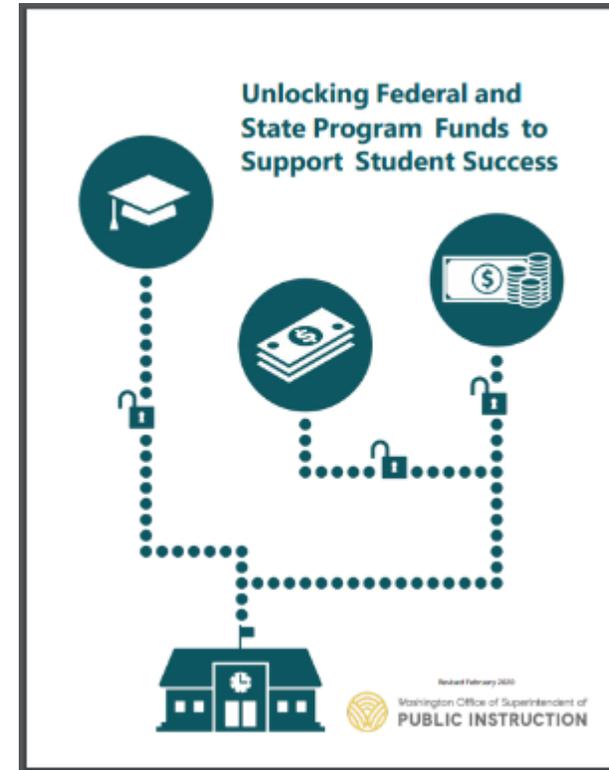
Website—Share Your Story!

Unlocking State and Federal Programs... (Guidance)

ESSA allows some funding sources to be merged, or “braided,” to support programs that improve student learning.

[Unlocking Federal and State Program Funds to Support Student Success](#) guidance document.

- **It includes a section on Parent and Family Engagement (PFE)** (Page 47-58)



OSPI Resources From Our Partners

1. [Novel Coronavirus \(COVID-19\) Guidance & Resources](#)
 - OSPI is committed to providing ongoing guidance and resources as we experience this unprecedented situation together. The most current guidance and resources are provided in this link.
2. Bilingual Department [Link](#)
 - [Bilingual Education Toolkits and Resources | OSPI \(www.k12.wa.us\)](#)
 - [Bilingual Education Communication Templates | OSPI \(www.k12.wa.us\)](#)
3. Migrant Education [Link](#)
 - [Parent Advisory Council Guide \(English\)](#)
 - [Parent Advisory Council Guide \(Spanish\)](#)
4. [LAP Menus of Best Practices](#)
 - Each menu (ELA, Math, Behavior) has a section on Family and Community Practices and Strategies
5. [Special Education Guidance for COVID-19](#)
6. [Resources for Families-OSPI— General Resources](#)

OSPI GovDelivery



Washington Office of Superintendent of
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**Register to receive
GovDelivery
Announcements for
Title I, Part A and
other programs.**

The screenshot shows the Washington Office of Superintendent of Public Instruction website. At the top, a blue banner reads "OFFICE CLOSED TO THE PUBLIC" with subtext: "We are closed to the public until further notice. OSPI will continue serving the public via phone, email, and [the website](#). [Contact information and resources](#) for educators, students, and families." Below the banner is the OSPI logo and a search bar. A yellow navigation bar contains links for Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The main content area shows a breadcrumb trail: "Content Management » Closing Educational Achievement Gaps (Title I, Part A) » Parent and Family Engagement (PFE)". The title "Parent and Family Engagement (PFE)" is followed by a paragraph: "The Title I, Part A program insist on robust Parent and Family Engagement (PFE) activities at every school where federal funds support effective teaching and engaged learning. Title I, Part A has one of the strongest PFE components of all Title federal programs. PFE in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor." A quote below reads: "Family engagement refers to the systematic inclusion of families in activities and...". On the right side, there is a dark grey button that says "Subscribe to Receive Title I, Part A Updates" and a "What's New?" section with a link to "Bulletin No. 045-19 - 2019-20 Parent and Family Engagement". Two large black arrows point to the top right corner and the "Subscribe" button.

Thank you!

Reach us at

Title1a@k12.wa.us & LAP@k12.wa.us



Do you have any additional questions for us?
If not, remember our [Virtual Office Hours](#)



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