



TITLE I, PART A
Parent & Family
ENGAGEMENT
STATEWIDE INITIATIVE

TITLE I, PART A PARENT & FAMILY ENGAGEMENT **POLICY** TOOLKIT



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Disclaimer:

These resources are intended solely to provide general information and guidance to Texas LEAs and reflects the Texas Education Agency's current understanding of the topics and applicable federal guidance. The content of this document is subject to change because of further potential information and guidance provided by federal agencies with regulatory oversight of these program(s). This document does not constitute legal advice, and LEAs are, therefore, advised to seek legal counsel regarding the information and guidance provided in this document before acting on such information and guidance.

Overview

To assist Local Educational Agencies (LEAs) and schools in developing successful Parent and Family Engagement (PFE) programs as well as meet federal and state requirements for Title I, Part A Parent and Family Engagement, the Title I, Part A Parent and Family Engagement Statewide Initiative, as part of the Texas Education Agency, has developed this Written Parent and Family Engagement Policy Toolkit. This toolkit is designed to assist in the planning and review of the Written Parent and Family Engagement (PFE) Policy.

To use the toolkit effectively, it is suggested the person(s) responsible for the organization and planning of the Written PFE Policy meetings begin with reviewing the Every Student Succeeds Act (ESSA) guidelines and the resources on the Parent and Family Engagement Statewide Initiative webpage. All pages included in the toolkit are tools to use for planning and documentation purposes. These samples are not official forms, and they should be modified to fit the individual needs of each school. This toolkit was designed to assist schools in meeting the requirements for the Written PFE Policy at both LEA and school levels. All (PFE) requirements for schools receiving Title I, Part A funds can be found in Section 1116 of the Every Student Succeeds Act. [Link to Every Student Succeeds Act, Section 1116](#)

This toolkit includes the following resources to aid schools in the planning process:

- A review of (ESSA) requirements for the Written PFE Policy.
- Checklists and Templates that can be used at both the LEA and school level.
- Information pages for topics such as minimum requirements and evaluations.



State Definition: Parent and Family Engagement

Families, community members, and educators work together in an equal and respectful partnership to create and provide effective, systemwide support for student learning and development from early childhood into college, a career, or the military.

This home-school collaboration is evidenced when...

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and may serve on committees to assist in the education of their child.

The written Parent and Family Engagement Policy is another critical requirement for Title I, Part A program. LEAs and Title I, Part A schools are both required to have written parent and family engagement policies in place.

Who Needs a Written Parent and Family Engagement Policy?

Every LEA receiving Title I, Part A funds and every school receiving Title I, Part A funds, schoolwide and targeted assistance, are required to develop a written Parent and Family Engagement Policy. The policy shall be developed with, distributed to, revised, and reviewed with parents.

- **Local Educational Agency Parent and Family Engagement Policy:**
Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will — (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). ESSA 1116 (a)(2)(A).
- **School Parent and Family Engagement Policy:**
Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. ESSA 1116 (b)(1).

Parent and Family Engagement Policy: LEA and School One Page Document

ESSA Section 1116 (a) *Local Educational Agency Policy*

ESSA Section 1116 (b) *School Parental Involvement Policy*

ESSA Section 1116 (c) *Policy Involvement*

“Each LEA and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents a written parent and family engagement policy. The LEA policy shall be incorporated into the District Improvement Plan and establish the district’s expectations for parent and family engagement. The school policy shall describe the means for carrying out the parent involvement requirements. Parents shall be notified of the policies in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.”



The LEA policy will:

- Explain the LEA’s participation in the Title I program
- Establish expectations and objectives for meaningful PFE
- Describe how the LEA will:
 - Involve parents in developing a plan and development of support a school improvement plans
 - Distribute the PFE Policy to parents
 - Provide coordination, technical assistance, and other support necessary to assist and build capacity of all schools
 - Coordinate & integrate PFE Strategies
 - Conduct, with involvement of parents, an annual evaluation of the PFE program & policy
 - Involve parent in the activities
- A translation statement stating where/how the policy can be accessed in other languages based on their translation policy. (Be sure to put this in the other language.)

The school policy should address, at a minimum:

- Information about the PFE program, funding, & possible review by TEA
- Information about family activities & meetings (including the Annual Title I Meeting) which must be offered at **flexible times**,
- Information on how to be involved in the planning, review, and improvement of PFE programs and the policy
- A description and explanation of the school’s curriculum,
- Forms of academic assessment,
- Expected achievement levels on academic assessments,
- Ways to request regular meetings
- Parent Compact (optional).
- **A translation statement stating where/how the policy can be accessed in other languages. ** (be sure to put this in the other language(s)).

Policy Distribution: There are a variety of ways that a school can distribute the policy to all parents and family members of participating students. The documentation referenced below are considered acceptable forms of documentation.

- Student Handbook: Pages of the Student Handbook that include the school written PFE policy
- Parent Information Meeting: Can be handed out at the Annual Title I Meeting
- School/LEA website: The most current policy is posted and the link to access the document
- Social Media Pages: Link to the school or LEA website
- Direct Mail: Copy of the policy distributed to parents via direct mail accompanied with an explanatory letter
- E-mail: Explanatory email with the policy attached
- Newspaper Publication: Newspaper clipping/print out referencing the policy being published
- Student Registration Distribution: Documentation that is required to be maintained
- Parent-Teacher Conference Distribution: Documentation that is required to be maintained

Resources:

- Region 16 ESC. Title I Statewide Initiative, Compliance Parent and Family Engagement Policy Resources: <https://bit.ly/3NQiJdc>
- ESSA 1116 Training Google Site: <https://bit.ly/3lkqKpN>

Policy Content & Documentation Checklist

These requirements are specified in section [1116 of ESSA](#).

The LEA Policy will:	What goes into a School Policy?
<ul style="list-style-type: none"> <input type="checkbox"/> Explain the LEA's participation in the Title I program <input type="checkbox"/> Establish expectations and objectives for meaningful PFE <input type="checkbox"/> Describe how the LEA will: <ul style="list-style-type: none"> <input type="checkbox"/> Involve parents in developing a plan and development of support and school improvement plans <input type="checkbox"/> Distribute the PFE Policy to parents <input type="checkbox"/> Provide coordination, technical assistance, and other support necessary to assist and build capacity of all schools <input type="checkbox"/> Coordinate & integrate PFE strategies <input type="checkbox"/> Conduct, with involvement of parents, an annual evaluation of the PFE program & policy (barriers, needs, strategies used) <input type="checkbox"/> Use the findings of the evaluation to revise the program & policy <input type="checkbox"/> Involve parents in the activities <input type="checkbox"/> **A Translation statement stating where/how the policy can be accessed in other languages based on their translation policy. ** 	<ul style="list-style-type: none"> <input type="checkbox"/> Information about the PFE program, funding & possible review by TEA <input type="checkbox"/> Information about family activities & meetings (including the Annual Title I Meeting) which must be offered at <i>flexible times</i>, <input type="checkbox"/> Information on how to be involved in the planning, review, and improvement of PFE programs and the policy <input type="checkbox"/> A description and explanation of the school's curriculum, <input type="checkbox"/> Forms of academic assessment, <input type="checkbox"/> Expected achievement levels on academic assessments, <input type="checkbox"/> Ways to request regular meetings <input type="checkbox"/> Parent Compact (optional). <input type="checkbox"/> **A translation statement stating where/how the policy can be accessed in other languages. ** (be sure to put this in the other language(s))
LEA Compliance Documentation	School Compliance Documentation
<ul style="list-style-type: none"> <input type="checkbox"/> Copy of current year LEA parent and family engagement policy <input type="checkbox"/> Meeting agendas from all planning/revision meetings <input type="checkbox"/> Sign-in sheets from all planning/revision meetings <input type="checkbox"/> Proof of policy distribution <input type="checkbox"/> Parent feedback and input regarding the creation/revision of the policy Proof of informing parents about their opportunities to be involved in the development and/or revision of the PFE program and policy 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of current year school parent and family engagement policy <input type="checkbox"/> Meeting agendas from all planning/revision meetings <input type="checkbox"/> Sign-in sheets from all planning/revision meetings <input type="checkbox"/> Proof of policy distribution <input type="checkbox"/> Parent feedback and input regarding the creation/revision of the policy Proof of informing parents about their opportunities to be involved in the development and/or revision of the PFE program and policy

Example LEA Parent Policy

[Insert School Year]

This document is intended as a sample ONLY.

LEAs & Schools need to ensure they meet the needs of their community.

Parent & Family Engagement (PFE) Program	
What is it?	<p>Example ISD is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.</p>
Expectations & Objectives	<p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> ➤ Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ➤ If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. ➤ Learning together leads to better school and home life. ➤ Being a life-long learner can prevent some health issues that often occur later in life.
Example ISD will:	<ul style="list-style-type: none"> ➤ Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. ➤ Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators. ➤ Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> ○ Posting it on our district website, and keeping it up to date ○ Distributing printed copies to all the local churches, restaurants, and other businesses ○ Sending a printed copy home with every student ○ Distributing printed copies and QR codes to the electronic version at all the school's annual meetings ➤ Have a representative at every school's annual Title I meeting ➤ Have a representative at every school PFE event ➤ Per request, provide the qualifications of a child's teacher ➤ Conduct evaluations of every PFE event at each school, collect that data, and give a report that school ➤ Assist schools in the evaluation and revision of their PFE policy and school-parent compact ➤ Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed ➤ Provide training to every district employee on the most effective PFE strategies ➤ Provide the following trainings to parents on how to navigate the school system: <ul style="list-style-type: none"> ○ Roles & Responsibilities: Monday, August 2nd at 12:00 p.m. ○ Roles & Responsibilities: Tuesday, August 3rd at 6:30 p.m. ○ Enrollment: Monday, August 9th at 12:00 p.m. ○ Enrollment: Tuesday, August 10th at 6:30 p.m. ○ Immunizations: Monday, August 16th at 12:00 p.m. ○ Immunizations: Tuesday, August 17th at 6:30 p.m.

- Attendance: Monday, August 23rd at 12:00 p.m.
- Attendance: Tuesday, August 24th at 6:30 p.m.
- Parent-Teacher Communication: Monday, August 30th at 12:00 p.m.
- Parent-Teacher Communication: Tuesday, August 31st at 6:30 p.m.
- Discipline: Monday, September 6th at 12:00 p.m.
- Discipline: Tuesday, September 7th at 6:30 p.m.
- Engagement: Monday, September 13th at 12:00 p.m.
- Engagement: Tuesday, September 14th at 6:30 p.m.
- Transitions: Monday, September 20th at 12:00 p.m.
- Transitions: Tuesday, September 21st at 6:30 p.m.
- Cultural Sensitivity: Monday, September 27th at 12:00 p.m.
- Cultural Sensitivity: Tuesday, September 28th at 6:30 p.m.
- Junior High Courses offered: Monday, October 4th at 12:00 p.m.
- Junior High Courses offered: Tuesday, October 5th at 6:30 p.m.
- High School Courses offered: Monday, October 11th at 12:00 p.m.
- High School Courses offered: Tuesday, October 12th at 6:30 p.m.
- Post-Secondary Options: Monday, October 18th at 12:00 p.m.
- Post-Secondary Options: Tuesday, October 19th at 6:30 p.m.
- College Entrance Exams: Monday, October 25th at 12:00 p.m.
- College Entrance Exams: Tuesday, October 26th at 6:30 p.m.
- Filling out the applications: Monday, November 1st at 12:00 p.m.
- Filling out the applications: Tuesday, November 2nd at 6:30 p.m.
- Filling out the FAFSA: Monday, November 8th at 12:00 p.m.
- Filling out the FAFSA: Tuesday, November 9th at 6:30 p.m.
- Choosing a Degree Plan: Monday, November 15th at 12:00 p.m.
- Choosing a Degree Plan: Tuesday, November 16th at 6:30 p.m.

Please fill out this survey to help us meet your needs for other trainings. (link to google form)

*Nếu bạn cần dịch vụ dịch thuật, vui lòng gọi (111)111-1111 hoặc gửi email tới
greatprincipal@example.school.net

LEA PFE Policy Template

This document is intended as a guide only.

LEAs & Schools need to ensure they meet the needs of their community.

[YEAR] Parent & Family Engagement (PFE) Program	
What is it?	
Expectations & Objectives	
Example ISD will:	
Translation Clause: [Insert how policy can be accessed in other languages. Be sure to put the clause in the other language(s).]	

Example School Parent Policy

[Insert School Year]

This document is intended as a sample ONLY.

LEAs & Schools need to ensure they meet the needs of their community.

Parent & Family Engagement (PFE) Program	
What is it?	Example School is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the need of the PFE Program.
Family Meetings	<p>Parent Meetings offer a time for the school and family to communicate necessary information. These meetings will always take place in the cafeteria. You can enter through the main entrance facing Example Street. The information is the same for both coordinating meetings and will be offered both in person as well as virtually via Facebook Live. Different meeting times are offered for family convenience.</p> <ul style="list-style-type: none"> ➤ The first Friday of each month at 6:00 p.m. (9/3, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6) ➤ The first Saturday of each month at 9:00 a.m. (9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7)
How to be involved	<ul style="list-style-type: none"> ➤ Become a member of the Guardian Engagement Committee (GEC) by filling out the application here: (LINK TO GOOGLE FORM) ➤ Attend the meeting above and the family trainings/activities below ➤ Talk to your child's teacher about how to help/volunteer in the classroom via their Google Voice number or their email. ➤ If you do not know your child's teacher's Google voice number or their email, contact the principal at (111)111-1111 or greatprincipal@example-school.net.
Family Trainings/Activities	<p>Family trainings are opportunities for family members to come learn new knowledge and skills from other parents, community members, and educators. The schedule and locations listed below are subject to change. Any changes made will be communicated via the call out system, emails, and on our school website.</p> <ul style="list-style-type: none"> ➤ Back to School Day at the Park <ul style="list-style-type: none"> ○ Date & Time: Saturday, August 21st at 6:00 p.m. ○ Location: Example Park on Example Street ○ Other info: Burgers and hot dogs will be served by Example Café (Donations accepted, but not required) ➤ Understanding Reading & Writing Standards <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, September 18th at 9:00 a.m. ▪ Monday, September 20th at 6:00 p.m. ○ Location: Example School Library (enter west door facing Main Street)

- Other info: Pizza will be served by Example Church (Donations accepted, but not required)
- School Tour & Family Lunch
 - Dates & Times:
 - Tuesday, September 28th during your child's lunch time
 - Wednesday, September 29th during your child's lunch time
 - Location: Example School Cafeteria (enter main door facing Example Street)
 - Other info: On your way in, pay attention to the signs you pass throughout the school. We would like your feedback on how to make our school warm and welcoming to guests.
- Parent-Teacher Conferences (all grade levels; can be conducted in person or virtual)
 - Dates & Times: You will sign up for a time with our child's teacher sometime between September 27th and October 8th
 - Location: Example School meeting rooms (Enter through main door)
 - Other info: Snacks provided by PTA
- Understanding Math & Science Standards
 - Dates & Times:
 - Saturday, October 9th at 9:00 a.m.
 - Tuesday, October 12th at 6:00 p.m.
 - Location: Example School Library
 - Other info: Spaghetti will be provided by Example Restaurant
- Halloween Carnival
 - Dates & Times:
 - Saturday, October 30th at 7:00 p.m.
 - Sunday, October 31st at 7:00 p.m.
 - Location: Example School library, classrooms, gym, auditorium, and hallways
 - Other info: Come dressed in your favorite costume
- Understanding Social Studies & Elective Standards
 - Dates & Times:
 - Saturday, November 27th at 9:00 a.m.
 - Monday, November 29th at 6:00 p.m.
 - Location: Example School Library
 - Other info: Burritos provided by Example Taqueria
- National Parent Involvement Day
 - Dates & Times: Thursday, November 18th at 6:30 p.m.
 - Location: Example School Parking Lot
 - Other info: We would like to honor your involvement in your child's life and education with food trucks!
- Understanding State & Local Assessments
 - Dates & Times:
 - Saturday, December 11th at 9:00 a.m.
 - Sunday, December 13th at 7:00 p.m.
 - Location: Example School library
 - Other info: Bring a laptop if you have one; if not, one will be provided

	<ul style="list-style-type: none"> ➤ Guest Speaker: Jane Doe- local author of the book <i>Example Book</i> <ul style="list-style-type: none"> ○ Dates & Times: Saturday, December 18th at 10:00 a.m. ○ Location: Example School library ○ Other info: Books for sale & for autograph ➤ January – May Trainings/Events will be announced via callout, email and on the website ASAP 			
Curriculum	Example School utilizes high-quality curriculum that supports student success.			
Forms of Academic Assessments	Example School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculums.			
Expected Achievement levels on academic assessments	<p>The State’s Performance Standards can be found on this website: https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards</p> <p>Example School tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.</p>			
Ways to Request regular meetings	Guardians can bring any suggestions, ideas, or concerns to the monthly parent meetings listed above. However, if they need to meet with the administrators or their child’s teacher at another time, they can email that individual person, or fill out this Google Form below to set up a time to meet. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome. (LINK TO GOOGLE FORM)			
School-Parent Compact	The School’s Responsibilities	The Guardian’s Responsibilities	The Student’s Responsibilities	On-Going Communication
	<ul style="list-style-type: none"> ➤ Provide high-quality curriculum and instruction focused on differentiation for the growth of every student. ➤ A plethora of opportunities for guardians and families to volunteer in the school and classrooms. ➤ Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children. ➤ Hold an open mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Support their child’s learning at home through dialog, homework, and setting a positive example. ➤ Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed. ➤ Participate in parent meetings and trainings/activities when able. ➤ Hold an open mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Be open and honest when needing help regarding learning. ➤ Act appropriately and do not disrupt the learning environment. ➤ Strive to grow. ➤ Hold a growth mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Parent-Teacher Conferences. ➤ Monthly parent meetings, trainings, and activities offered at different times on different days. ➤ Progress reports every three weeks.
*If you require help translating this document, please call (111)111-1111 or send an email to greatprincipal@exampleschool.net				

School PFE Policy Template

This document is intended as a guide only.

LEAs & Schools need to ensure they meet the needs of their community.

[YEAR] Parent & Family Engagement (PFE) Program				
What is it?				
Funding				
Review				
Family Meetings				
How to be involved				
Family Trainings/Activities				
Curriculum				
Forms of Academic Assessments				
Expected Achievement levels on academic assessments				
Ways to Request regular meetings				
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
Translation Clause: [Insert how policy can be accessed in other languages. Be sure to put the clause in the other language(s) .]				

plantilla de política de PFE de la escuela

[año] Programa de Participación de Padres y Familias (PFE)				
¿Qué es?				
Fondos				
Revisar				
Reuniones de Familias				
Cómo Participar				
Entrenamientos/Actividades Para Familias				
Plan de Estudios				
Formas de Evaluaciones Académicas				
Niveles de Logro Esperado en las evaluaciones académicas				
Formas de solicitar reuniones periódicas				
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
Cláusula de traducción: [Insert how policy can be accessed in other languages. Be sure to put the clause in the other language(s) .]				

Example Single Campus LEA Parent Policy

[Insert School Year]

This document is intended as a sample ONLY.

LEAs & Schools need to ensure they meet the needs of their community.

Parent & Family Engagement (PFE) Program	
What is it?	Example ISD & Example School is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.
Expectations & Objectives	<p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> ➤ Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. ➤ If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption. ➤ Learning together leads to better school and home life. ➤ Being a life-long learner can prevent some health issues that often occur later in life.
Funding	Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the need of the PFE Program.
Example ISD will:	<ul style="list-style-type: none"> ➤ Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. ➤ Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators. ➤ Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> ○ Posting it on our district website, and keeping it up to date ○ Distributing printed copies to all the local churches, restaurants, and other businesses ○ Sending a printed copy home with every student ○ Distributing printed copies and QR codes to the electronic version at all the school's annual meetings ➤ Have a representative at every school's annual Title I meeting ➤ Have a representative at every school PFE event ➤ Per request, provide the qualifications of a child's teacher

- Conduct evaluations of every PFE event at each school, collect that data, and give a report that school
- Assist schools in the evaluation and revision of their PFE policy and school-parent compact
- Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed
- Provide training to every district employee on the most effective PFE strategies
- Provide the following trainings to parents on how to navigate the school system:
 - Roles & Responsibilities: Monday, August 2nd at 12:00 p.m.
 - Roles & Responsibilities: Tuesday, August 3rd at 6:30 p.m.
 - Enrollment: Monday, August 9th at 12:00 p.m.
 - Enrollment: Tuesday, August 10th at 6:30 p.m.
 - Immunizations: Monday, August 16th at 12:00 p.m.
 - Immunizations: Tuesday, August 17th at 6:30 p.m.
 - Attendance: Monday, August 23rd at 12:00 p.m.
 - Attendance: Tuesday, August 24th at 6:30 p.m.
 - Parent-Teacher Communication: Monday, August 30th at 12:00 p.m.
 - Parent-Teacher Communication: Tuesday, August 31st at 6:30 p.m.
 - Discipline: Monday, September 6th at 12:00 p.m.
 - Discipline: Tuesday, September 7th at 6:30 p.m.
 - Engagement: Monday, September 13th at 12:00 p.m.
 - Engagement: Tuesday, September 14th at 6:30 p.m.
 - Transitions: Monday, September 20th at 12:00 p.m.
 - Transitions: Tuesday, September 21st at 6:30 p.m.
 - Cultural Sensitivity: Monday, September 27th at 12:00 p.m.
 - Cultural Sensitivity: Tuesday, September 28th at 6:30 p.m.
 - Junior High Courses offered: Monday, October 4th at 12:00 p.m.
 - Junior High Courses offered: Tuesday, October 5th at 6:30 p.m.
 - High School Courses offered: Monday, October 11th at 12:00 p.m.
 - High School Courses offered: Tuesday, October 12th at 6:30 p.m.
 - Post-Secondary Options: Monday, October 18th at 12:00 p.m.
 - Post-Secondary Options: Tuesday, October 19th at 6:30 p.m.
 - College Entrance Exams: Monday, October 25th at 12:00 p.m.
 - College Entrance Exams: Tuesday, October 26th at 6:30 p.m.
 - Filling out the applications: Monday, November 1st at 12:00 p.m.
 - Filling out the applications: Tuesday, November 2nd at 6:30 p.m.
 - Filling out the FAFSA: Monday, November 8th at 12:00 p.m.
 - Filling out the FAFSA: Tuesday, November 9th at 6:30 p.m.
 - Choosing a Degree Plan: Monday, November 15th at 12:00 p.m.
 - Choosing a Degree Plan: Tuesday, November 16th at 6:30 p.m.

Please fill out this survey to help us meet your needs for other trainings. (link to google form)

School-Family Meetings	<p>Parent Meetings offer a time for the school and family to communicate necessary information. These meetings will always take place in the cafeteria. You can enter through the main entrance facing Example Street. The information is the same for both coordinating meetings and will be offered both in person as well as virtually via Facebook Live. Different meeting times are offered for family convenience.</p> <ul style="list-style-type: none"> ➤ The Annual Title I meeting will take place on the following dates and times: <ul style="list-style-type: none"> • Saturday, August 14th at 9:00 a.m. • Monday, August 16th at 6:00 p.m. ➤ The first Friday of each month at 6:00 p.m. (9/3, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6) ➤ The first Saturday of each month at 9:00 a.m. (9/4, 10/2, 11/6, 12/4, 1/8, 2/5, 3/5, 4/2, 5/7)
How to be involved at the school	<ul style="list-style-type: none"> ➤ Become a member of the Guardian Engagement Committee (GEC) by filling out the application here: (LINK TO GOOGLE FORM) ➤ Attend the meeting above and the family trainings/activities below ➤ Talk to your child's teacher about how to help/volunteer in the classroom via their Google Voice number or their email. <p>If you do not know your child's teacher's Google voice number or their email, contact the principal at (111)111-1111 or greatprincipal@example.school.net.</p>
School-Family Trainings/Activities	<p>Family trainings are opportunities for family members to come learn new knowledge and skills from other parents, community members, and educators. The schedule and locations listed below are subject to change. Any changes made will be communicated via the call out system, emails, and on our school website.</p> <ul style="list-style-type: none"> ➤ Back to School Day at the Park <ul style="list-style-type: none"> ○ Date & Time: Saturday, August 21st at 6:00 p.m. ○ Location: Example Park on Example Street ○ Other info: Burgers and hot dogs will be served by Example Café (Donations accepted, but not required) ➤ Understanding Reading & Writing Standards <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, September 18th at 9:00 a.m. ▪ Monday, September 20th at 6:00 p.m. ○ Location: Example School Library (enter west door facing Main Street) ○ Other info: Pizza will be served by Example Church (Donations accepted, but not required) ➤ School Tour & Family Lunch <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Tuesday, September 28th during your child's lunch time ▪ Wednesday, September 29th during your child's lunch time ○ Location: Example School Cafeteria (enter main door facing Example Street) ○ Other info: On your way in, pay attention to the signs you pass throughout the school. We would like your feedback on how to make our school warm and welcoming to guests. ➤ Parent-Teacher Conferences (all grade levels; can be conducted in person or virtual) <ul style="list-style-type: none"> ○ Dates & Times: You will sign up for a time with our child's teacher sometime between September 27th and October 8th ○ Location: Example School meeting rooms (Enter through main door) ○ Other info: Snacks provided by PTA ➤ Understanding Math & Science Standards

	<ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, October 9th at 9:00 a.m. ▪ Tuesday, October 12th at 6:00 p.m. ○ Location: Example School Library ○ Other info: Spaghetti will be provided by Example Restaurant ➤ Halloween Carnival <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, October 30th at 7:00 p.m. ▪ Sunday, October 31st at 7:00 p.m. ○ Location: Example School library, classrooms, gym, auditorium, and hallways ○ Other info: Come dressed in your favorite costume ➤ Understanding Social Studies & Elective Standards <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, November 27th at 9:00 a.m. ▪ Monday, November 29th at 6:00 p.m. ○ Location: Example School Library ○ Other info: Burritos provided by Example Taqueria ➤ National Parent Involvement Day <ul style="list-style-type: none"> ○ Dates & Times: Thursday, November 18th at 6:30 p.m. ○ Location: Example School Parking Lot ○ Other info: We would like to honor your involvement in your child's life and education with food trucks! ➤ Understanding State & Local Assessments <ul style="list-style-type: none"> ○ Dates & Times: <ul style="list-style-type: none"> ▪ Saturday, December 11th at 9:00 a.m. ▪ Sunday, December 13th at 7:00 p.m. ○ Location: Example School library ○ Other info: Bring a laptop if you have one; if not, one will be provided ➤ Guest Speaker: Jane Doe- local author of the book <i>Example Book</i> <ul style="list-style-type: none"> ○ Dates & Times: Saturday, December 18th at 10:00 a.m. ○ Location: Example School library ○ Other info: Books for sale & for autograph ➤ January – May Trainings/Events will be announced via callout, email and on the website ASAP
Curriculum	<p>Example School utilizes the following curriculums. More information is available upon request. Please contact John Doe via email to set up a meeting time. johnndoe@exampleschool.net</p> <ul style="list-style-type: none"> ➤ TEKS Resource System ➤ Lead4Ward ➤ McGraw-Hill Education ➤ Istation ➤ Reflex <p>TexQuest</p>

Forms of Academic Assessments	Example School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released which are utilized for assessment and instruction in addition to other curriculums.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards Example School tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teacher help them track their own learning growth.			
Ways to Request regular meetings with the school	Guardians can bring any suggestions, ideas, or concerns to the monthly parent meetings listed above. However, if they need to meet with the administrators or their child's teacher at another time, they can email that individual person, or fill out this Google Form below to set up a time to meet. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome. (LINK TO GOOGLE FORM)			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	<ul style="list-style-type: none"> ➤ Provide high-quality curriculum and instruction focused on differentiation for the growth of every student. ➤ A supportive and effective learning environment where guardians and families feel welcome, supported, and valued. ➤ A plethora of opportunities for guardians and families to volunteer in the school and classrooms. ➤ Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children. ➤ Hold an open mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Support their child's learning at home through dialog, homework, and setting a positive example. ➤ Volunteering in the school and classroom when able. ➤ Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed. ➤ Participate in parent meetings and trainings/activities when able. ➤ Hold an open mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Be open and honest when needing help regarding learning. ➤ Act appropriately and do not disrupt the learning environment. ➤ Strive to grow. ➤ Hold a growth mindset. ➤ Be team oriented. 	<ul style="list-style-type: none"> ➤ Parent-Teacher Conferences. ➤ Monthly parent meetings, trainings and activities offered at different times on different days. ➤ Progress reports every three weeks. ➤ Weekly positive phone calls. ➤ Methods of communication include: <ul style="list-style-type: none"> ○ Google Voice ○ Email ○ Call-out system ○ Website ○ Google Classroom
*Nếu bạn cần dịch vụ dịch thuật, vui lòng gọi (111)111-1111 hoặc gửi email tới greatprincipal@exampleschool.net				

Single Campus LEA PFE Policy Template

This document is intended as a guide ONLY.

[YEAR] Parent & Family Engagement (PFE) Program				
What is it?				
Expectations & Objectives				
Funding				
Review				
Example ISD will:				
School-Family Meetings				
How to be involved at the school				
School-Family Trainings/Activities				
Curriculum				
Forms of Academic Assessments				
Expected Achievement levels on academic assessments				
Ways to Request regular meetings with the school				
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
Translation Clause: [Insert how policy can be accessed in other languages. Be sure to put the clause in the other language(s) .]				

LEA Parent and Family Engagement Policy Checklist

In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations for parental engagement and describes how the LEA will implement specific parental engagement activities.

Please use the checklist below as a support tool in helping create and assess the LEA Parental Engagement Policy:

	Yes	No
Does the LEA have a current year parent and family engagement policy? <i>ESSA 1116 (a)(2)</i>		
Is the LEA's PFE policy presented in a format and language parents/families can understand? <i>ESSA 1116(B)(1)</i>		
Was the LEA PFE policy jointly developed with and agreed on with parents? <i>ESSA 1116(a)(2)</i>		
Does the PFE policy describe how the LEA will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan? <i>ESSA 1116 (A)(2)(A)</i>		
Does the district policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent engagement activities to improve student academic achievement and school performance? <i>ESSA 1116 (a)(2)(B)</i>		
Does the PFE policy describe how the LEA will build capacity for parental engagement in the following ways... (Building Capacity Requirements)		
1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, state, and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. <i>ESSA 1116 (e)(2)</i>		
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. <i>ESSA 1116 e(2)</i>		
3. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. <i>ESSA 1116 (e)(3)</i>		
4. Shall, to the extent feasible and appropriate, 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. <i>ESSA 1116 (a)(2)(C) and (e)(4)</i>		
5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. <i>ESSA 1116 (e)(5)</i>		
6. Shall provide such other reasonable support for parental engagement activities under this section as parents may request. <i>ESSA 1116 (e)(14)</i>		
Does the PFE policy describe how the LEA will build capacity for parental engagement in the following ways... (Building Capacity Best Practices)		
1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. <i>ESSA 1116 (e)(6)</i>		
2. May provide necessary literacy training from funds received under this if LEA has exhausted all other reasonably available source of funding for such training. <i>ESSA 1116 (e)(7)</i>		

3. May pay reasonable and necessary expenses associated with local parental engagement activities, including transportation and childcare costs, to enable parents/families to participate in school-related meetings and trainings. <i>ESSA 1116 (e)(8)</i>		
4. May train parents to enhance the engagement of other parents. <i>ESSA Section 1116 (e)(9) Best Practice</i>		
5. May arrange school meetings at a variety of times or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental engagement and participation. <i>ESSA 1116 (e)(10)</i>		
6. May adopt and implement model approaches to improving parental engagement. <i>ESSA 1116 (e)(11)</i>		
7. May establish a districtwide parent advisory council to provide advice on all matters related to parental engagement in programs supported under this section. <i>ESSA 1116 (e)(12)</i>		
8. May develop appropriate roles for community-based organizations and businesses in parental engagement activities. <i>ESSA 1116 (e)(13)</i>		
<i>For all the building capacity options maintain documentation...</i> <ul style="list-style-type: none"> • <i>Publicity and invitation to parents about events</i> • <i>Agendas for meetings and programs</i> • <i>Sign-in sheets at meetings and training events including name and position/title</i> • <i>Minutes of meetings or record of training event</i> • <i>Letters, newsletters, and other print info</i> • <i>E-mail and electronic files</i> • <i>Telephone logs</i> • <i>Records of home visits</i> 		
Does the PFE policy describe how the LEA will coordinate and integrate parental engagement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? <i>ESSA 1116 (a)(2)(C)</i>		
Does the PFE policy describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? <i>ESSA 1116 ((a)(2)(D)</i>		
Does the PFE policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (II) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? <i>ESSA 1116 (a)(2)(D)(i-iii)</i>		
Does the PFE Policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the parent and family engagement (LEA and school) policies? <i>ESSA 1116 (a)(2)(E)</i> <ul style="list-style-type: none"> • <i>Retain documentation of surveys and other evaluation tools</i> • <i>Maintain sign-in sheets and records of interviews</i> • <i>Sign-in Sheet for meetings</i> • <i>Agenda of meeting to discuss evaluation data</i> • <i>Minutes of meetings</i> 		
Does the PFE policy describe how to engage parents in the activities of the schools, which may include establishing a parent advisory council? <i>ESSA 1116 (a)(2)(F)</i>		

School Parent and Family Engagement Policy Compliance Documentation School

Level Policy Development

Each school that receives Title I funds shall develop jointly with and distribute to parents of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Compliance Documentation

- Copy of school-level parent and family engagement policy with the revision month, date, and year.
- Meeting agendas and sign-in sheets from school policy meetings or other opportunities provided to collect parent input and feedback on the school-level parent and family engagement policy.
- Proof that the school-level parent and family engagement policy was distributed. The methods referenced below are considered acceptable forms of documentation.
 - Student Handbook: Relevant pages of the Student Handbook written campus PFE policy included.
 - Campus/LEA website: Print out of the Campus/LEA website where the most current policy is posted and the link to access the document.
 - Direct Mail: Copy of the letter accompanying the policy distributed to parents via direct mail
 - E-mail: Copy of email that was sent out that includes the email header (To, From, CC, Subject, Attachments)
 - Newspaper Publication: Newspaper clipping/print out referencing the policy
 - Student Registration Distribution, Beginning of School Year Distribution, Parent-Teacher Conference Distribution: Documentation that is required to be maintained as per local policies and procedures.
- Parent feedback in the form of minutes from the school policy meetings 0 Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the opportunity to participate in the development, review, and approval of the school policy.
- School procedures for parents to provide input on the school parent and family engagement policy.

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> • Conduct a meeting (or offer other formal and informal opportunities) for parents of children in Title I programs to develop, discuss, revise, and agree upon the school parent and family engagement policy on an annual basis. • Ensure all Title I parents have the opportunity to provide input on the school parent and family engagement policy by offering several attempts and ways to gather parent feedback. • Distribute and make available the revised school parent and family engagement policy to all parents in multiple ways annually. 	<ul style="list-style-type: none"> • Hold smaller parent and community meetings, gatherings, or retreats, and invite the whole family to discuss academic progress at the school level in relation to school goals and the school parent and family engagement policy. • Bridge the parental involvement gap in the school by strategically reaching out to underrepresented families to obtain their feedback and suggestions on the school parent and family engagement policy and plan. 	<ul style="list-style-type: none"> • Assemble a school community team comprised of parent, community, and school leaders to guide and coordinate parental involvement programs as outlined in the school parent and family engagement policy. • Measure the impact of parental involvement on student achievement in the school parent and family engagement policy by connecting the planned activities and goals of the program with the intended schoolwide change.

Sign-in Sheet Template

District/Campus

Date

Printed Name	Role	Contact Info (phone or email)	Printed Student Name	Grade Level/Teacher
John Doe	Grandparent	johndoe@example.com	Jane Doe	8 th /Smith

Meeting Minutes Form Template

School District: _____

Campus: _____

Date: _____ Time: _____ Location: _____

Person recording minutes: _____

Minutes: _____

[illegible]

Parent Suggestions/Responses: _____

Name of Interpreter (if present):

Signature of Presenter: _____ Date: _____

Evaluation Process Summary



1. **Review:** *A strong family engagement plan consists of thoughtful, culturally-responsive, and equity-centered strategies that are grounded in feedback from both caregivers and educators.*
 - At the beginning of the school year, it is best practice to set up a parent advisory board to help with organizing, planning, reviewing, and improving parent and family engagement (PFE) programs and documents (**ESSA Section 1116 (a) (2) (F)**). If you evaluated the program and documents the previous year, use that data to revise the program for the new year. If you did not evaluate the program last year, discuss ways to evaluate it as soon as possible — by the end of September would be best. Including all stakeholders will bring higher success and is required by law (**ESSA Section 1116 (a) (3) (D) (i, iv)**). Therefore, a parent advisory board could include but is not limited to:
 - Educators,
 - Parents/Guardians,
 - City entities such as the public library, fire department, police department, etc.,
 - Local specialty businesses such as dairies, factories, mills, etc., and/or
 - Local eateries and shops.
 - Review the needs of parents, the barriers of further involvement as well as strategies to support successful school and family interactions (**ESSA Section 1116 (a) (2) (D) (i-iii)**). Determine the demographics of your community and use these findings to design evidence-based strategies for more effective parental involvement as well revisions needed in the PFE

policy and/or school-parent compact. It is best practice to create SMART goals for the school year. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

2. **Plan & Update:** *The planning process is critical! Policies, compacts, and programs that are planned well are more likely to succeed.*

- Conduct the annual meeting in the fall with at least two attendance options. Be sure these two options are on different days and different times of day (**Texas Education Agency**). All parents of participating children must be invited and encouraged to attend. Their feedback should also be collected. If a parent does not attend one of the meetings, reach out to them, provide the information, see if they have any questions, and listen to their thoughts. Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc. (**ESSA Section 1116 (c) (1-2)**).
- Planning ways to overcome barriers such as family efficacy, school climate and culture, language, funding, time, technology, and space will help the program run smoothly by being proactive. Plan ways to make parent attendance feasible such as possibly providing transportation or childcare (**ESSA Section 1116 (a) (2) (D) (i-iii) & (c) (2)**).
- Involve parents in the planning of all Title I, Part A activities and meetings throughout the year (**ESSA Section 1116 (a) (1)**). Be sure to provide timely information about PFE events, a description and explanation of the curriculum in use at the school, the types of academic assessments used, and the achievement levels of the STAAR test. If a parent wants to meet at any point during the school year, be sure to set up a meeting as soon as possible (**ESSA Section 1116 (c) (4) (A-C)**). To build capacity for involvement, you must:
 - Aid parents in understanding assessments, the requirements of those assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children,
 - Provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology,
 - Educate teachers, personnel, principals, school leaders, and other staff on the value and utility of parent contributions. This includes how to reach out to them, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the schools (Parents should assist in this training),
 - Coordinate and integrate PFE programs and activities with other programs
 - Ensure that information related to PFE is sent to parents and children in a format and language the parents can utilize and understand, and

- Provide other support as requested from parents (**ESSA Section 1116 (e) (1-5 &14)**).
3. **Deliver:** *Although some parents may want to be involved in projects or committees, they may lack the time, resources, or social capital to engage.*
- Hold each of the activities and meetings mentioned above throughout the year.
 - Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc.
 - Best practices also involve:
 - Training parents in the development of training for educators and other parents,
 - Paying reasonable and necessary expenses associated with PFE activities, such as transportation and childcare costs, so parents can attend meetings and trainings,
 - Adopt and implement model approaches from other schools (the PFE statewide initiative holds virtual best practices expos for free throughout the school year), and
 - Developing appropriate roles in PFE activities for community-based organizations and businesses (**ESSA Section 1116 (e) (6-13)**).
4. **Compile Feedback:** *Conducting family surveys is one way to collect robust data that can elevate family voices and experiences.*
- At the end of each PFE event, have participants fill out evaluations to collect both qualitative and quantitative feedback. Adjust the following events, as well as the PFE policy and school-parent compact as needed.
 - Investigate into why other parents did not attend by following up with phone calls, emails, and/or home visits. Ask them what the school can do to ensure effective parent involvement. Remember our goal is to get EVERY parent engaged.
 - Then after the final planned PFE event, conduct a final evaluation of the entire program, the PFE policy, and the school-parent compact. Be sure to address and evaluate:
 - Barriers to greater participation by parents,
 - The needs of parents and family members, and
 - The strategies used to support successful school and family interactions (**ESSA Section 1116 (a) (2) (D) (i-iii)**).
 - Be sure the evaluation is available in a format and language all stakeholders can utilize and understand (**ESSA Section 1116 (b) (1)**).
5. **Analyze Data:** *Evaluating parent and family engagement can be a complicated effort... Leaders face two key questions, "How should we define parent and family engagement?" and "Using that definition, how can we measure parent and family engagement?"*

- A best practice is to get the parent advisory board together to analyze the data for all events as well as the overall program and documents.
 - Create SMART goals for next year's program, events, and documents.
 - If any member of the parent advisory board is not present, be sure to reach out to them and get their feedback.
 - Be sure to keep documentation such as sign in sheets, flyers, emails, posts to websites, agendas, meeting minutes, etc.
6. **Report & Strategize:** *Community collaboration contributes to family engagement.*
- Use the findings of all event evaluations and the overall program evaluation to design strategies to be used for events next year as well as to revise, as needed, the PFE policy and school-parent compact (**ESSA Section 1116 (a) (2) (E)**).
 - Report the findings to the CIP and/or DIP to include them in those plans (**Texas Education Agency**).

Written Parents and Family Engagement Policy FAQ

*The questions and answers below are taken from the Title I, Part A – Improving Basic Programs, Program Guide published by the Federal Program Compliance Division at TEA. The questions pertaining specifically to the Written PFE Policy have been selected for this document.

Q.1. Is a school required to convene the Title I, Part A annual meeting and the parent policy development meetings at different times of the day?

A.1. Yes. Parents should be offered multiple opportunities to receive the information. Each Title I, Part A school shall offer at least two attendance options for its annual Title I meeting (at different times of the day and at different days of the week) to ensure maximum participation by parents and family members of participating students. Likewise, parents must have more than one meeting opportunity to provide input on the development, review, and evaluation of the PFE policy. (Reference: Title I, Part A- Improving Basic Programs, Program Guide, pg. 64)

Q.2. Does the LEA PFE Policy need to be approved by the board of trustees?

A.2. It depends. Federal statute does not require the PFE policy to be approved by the board unless the LEA's local policies and procedures require that all policies be approved by the board. The LEA should note, however, that federal statute does require the LEA's PFE policy to be incorporated into the LEA plan. [Section 1116(a)(2)] If the LEA is required by either its LEA and school decision-making process or by state law to obtain board approval of its improvement plan, the PFE policy would be subject to local board approval. (Reference: Title I, Part A- Improving Basic Programs, Program Guide, pg. 61)

Q.3. How often does the school written PFE policy need to be updated?

A.3. The school written PFE policy shall be evaluated at least annually to ensure that it meets the changing needs of parents and the school. However, it should be updated as the needs change for the parents and the school which may be more frequently than annually. (Reference: Title I, Part A- Improving Basic Programs, Program Guide, pg. 62)

Q.4. Does the school PFE policy need to be translated into other languages?

A.4. LEAs operating at least one schoolwide or targeted assistance program must establish translation procedures related to ensuring that the school PFE Policy is, to the extent practicable, provided in a language that parents can understand. USDE has not provided guidance or defined the term to the extent practicable. However, it is a requirement that schools follow their LEA's translation procedures in determining whether the policy needs to be translated into other languages. (Reference: Title I, Part A- Improving Basic Programs, Program Guide, pg. 62)

Q.5. How does a school make their PFE policy available to the local community?

A.5. There are a variety of ways that a school can make their PFE policy available to the local community. Schools can post direct links to the PFE policy on its web site, make hard copies available to individuals in the local community upon request, make hard copies available for viewing in public locations and/or have the policy available at the front office of the school. (Reference: Title I, Part A- Improving Basic Programs, Program Guide, pg. 63)

Q.6. Can the LEA and school PFE policies be included in the Student Handbook/Code of Conduct publication provided to parents yearly to meet the requirements for distribution?

A.6. It depends. The following requirements related to the distribution of the PFE policies would need to be met for the Student Handbook/Code of Conduct (SH/COC) to be an acceptable distribution method for the PFE policies. The LEA and schools must ensure that the most current PFE policies are published in the SH/COC document. If the PFE policies are revised at any time before a new SH/COC is distributed, an addendum to the SH/COC providing the revised PFE policy must be distributed to all parents of participating students. The SH/COC meets the translation requirements as set out in the LEAs translation procedure. The PFE policy is noted separately in the table of contents and easily accessible and written in an understandable and uniform format within the SH/COC document. Parents may request a hard copy. (Reference: Title I, Part A- Improving Basic Programs Handbook, pg. 63-64)

Q.7: Can schools and LEAs use Title I, Part A funds to provide transportation and childcare for PFE related activities?

A.7: It depends. Although funds to provide transportation and childcare are allowable under Title I, Part A, there are several steps and requirements for using Title I, Part A funds. Determining allowability under Title I, Part A is only one part of the required steps. Such activities must also be identified as a need in the Comprehensive Needs Assessment and be included in the District and/or Campus Improvement Plans, as appropriate. (Reference: Title I, Part A- Improving Basic Programs Handbook, pg. 65)

Q.8: How is the policy distributed to parents and families?

A.8: Federal statute does not specify how the policy will be distributed to parents and families. Statute gives the following information regarding policy distribution.

Each LEA **shall** develop with, agree on with, and distribute to, parents and family members of participating children a written PFE policy. ESSA (a)(2)

Parents **shall** be notified of the policy and in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA, (b)(1)(f).

Q.9: Is the LEA Parent and Family Engagement Policy and the School Policy the same?

A.9: No. Federal Statute specifies that each LEA that receives funds will have a written PFE policy that is incorporated into the LEAs plan developed under ESSA section 1112. [ESSA (a)(2). Statute goes on to specify that each school served under this part **shall** have a written PFE policy. [ESSA (b)(1)]

An exception to this is allowed for one-campus LEAs; in such cases a single policy document is allowed, but the requirements for both the LEA and the school policies must be addressed. (Reference: Title I, Part A- Improving Basic Programs Handbook, pg. 50)

Q.10: Is an LEA required to have a parent advisory board? What is meant by “adequate representation?”

A.10: No. Federal Statute **requires** LEAs to involve parents in the activities of the school served under this part, ESSA (a)(2)(F). The statute clearly states that LEAs **may** include (NOT required) establish a parent advisory board comprised of a sufficient number and representative group of

parents or family members served by the LEA to adequately represent the needs of the population served by such agency. USDE does not define the number of parents or the percentage of parents to serve on a parent advisory board or other committees developed by an LEA. The members need to represent the ethnic diversity of the school community.

Q.11: Are there resources available to assist schools with the development of the Written Parent and Family Policy?

A.11: Yes. Please visit the Parent and Family Engagement Statewide Initiative website for specific information regarding the Written Parent and Family Engagement Policy.

Q.12: When do the PFE Policies need to be completed/posted?

A.12: Section (c)(4)(A) of ESSA 1116 states, "Each school served under this part shall provide parents of participating children timely information about programs under this part." Additionally, the policy must be included in the local educational agency plan under section 1112 as well as the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d) as well (ESSA 1116 (a)(2)). Therefore, the policy must be completed in order to complete the ESSA Consolidated Federal Grant Application that is due in September of each year.



Title 1, Part A Statewide Parent and Family Engagement Initiative

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