

FY23 CFM Pre-Recorded Webinar Series

**Title I Part A, Parent and Family Engagement
Family-School Partnership Program
Friday, September 23, 2023**

Presenters

Family-School Partnership Team



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Agenda

- Introduction of Presenters
- Title I, Part A, Sec. 1112(e)(3, 4)
 - Indicator 8, Parent Notification
- Title I, Part A, Section 1116 Parent and Family Engagement
 - Indicator 9.1 Input
 - Indicator 9.2 Technical Assistance to Schools
 - Indicator 9.3 Distribution
 - Indicator 9.4 School Parent and Family Engagement Policy
 - Indicator 9.5 School-Parent Compact
 - Indicator 9.6 a/b Building Capacity

Title I, Part A, Section 1112(e)(3)

Indicator 8, Parent Notice



Indicator 8 *Parent Notice*

Explanation

Notice to parents of English Learners (ELs) identified for participation or participating in a Title I or Title III language instruction educational program (LIEP), not later than 30 days after the beginning of the school year with the required content outlined in the ESEA.

For those children who are identified as EL during such school year the LEA shall notify the children's parents during the first two (2) weeks of the EL being placed in a supplemental language program funded by Title I or Title III with the required content outlined in the ESEA.

ESEA: Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4);

Indicator 8

Evidence/Documentation

1. The LEA must provide written policies and procedures describing:
 - A. Who will be responsible for distributing the notification.
 - B. How the LEA will comply with this requirement and how implementation will be monitored.
 - C. Templates of the notification the LEA will use in English and all other applicable languages.
 - D. The date of distribution

Optional templates, in multiple languages, available on the Parents of English Learner's website at <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

Indicator 8

Evidence/Documentation

2. The LEA must provide verification of distribution (at least one of the following):
 - A. Signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed.
 - B. Parent-teacher conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed.
 - C. A copy of secure email with date and email address of parent.
 - D. Mailed letter with a dated postage receipt and list of mailing addresses.
 - E. Picture of student record folder with name of document and date of when document was distributed.
 - F. Screenshot of notification in a secure parent portal with date of when notification was available to individual parents.
 - G. Other secure method that the LEA has used to effectively notify parents of participating ELs.

Not Applicable: The LEA must provide a written note, signed and dated by the FP/Title I Director, stating the reason this notification was not made (i.e., schools consolidate Title I and Title III funding; no, EL students currently participate in Title I or Title III funded supplemental Language Instruction Educational Program (LIEP); etc.

Indicator 8

Common Misunderstandings

This is not the Office for Civil Rights required notification of eligibility or continued eligibility for the STATE funded basic language instruction educational program (LIEP) or ESOL.

This notification is not required if the school is consolidating its Title I and Title III funds.

While Indicator 8 is a separate requirement from the Office of Civil Rights mandated ESOL participation mandate, a combined notification has been created that may be used for both purposes. This combined notification template is also available on the Parents of English Learners website at

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx>

Title I, Part A, Section 1116

Indicator 9, Parent and Family Engagement



Indicator 9.1 *Input*

Explanation

LEA must provide opportunities for parent and other stakeholder input for each of the following required compliance components, a-d:

- a. Input into the School Parent and Family Engagement Policy
- b. Input into the School-Parent Compact
- c. Input into Building School Staff Capacity with the assistance of parents
- d. Input into the 1% set-aside for parent and family engagement activities, if LEA receives more than \$500,000 in Title I, Part A funds

ESEA: Sec. 1116(a)(2)(D); Sec.1116(b); Sec. 1116(c); Sec.1116(d); Sec.1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4)

Family-School Partnership Input Webpage - <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Input.aspx>

Indicator 9.1

Evidence/Documentation

9.1 Input: The LEA must provide evidence that its Title I schools provided two separate input opportunities (one in-person or virtual meeting and a secondary option - another meeting, survey, or other) on the four required components:

- A. school parent and family engagement policy,
- B. school-parent compact,
- C. building school staff capacity,
- D. and, if applicable, the use of parent engagement set-aside funds.

Optional checklist and other resources are available at <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Input.aspx>

Indicator 9.1

Evidence/Documentation

1. The LEA must ensure that its Title I schools held at least one input meeting at which each of the four components was discussed and parents provided an opportunity to have input. Evidence must include:
 - A. At least two means of announcement / invitation to ALL Title I parents to participate.
 - B. Dated agenda with detailed items describing input on the four components.
 - C. Dated Sign-in sheets with roles of attendees, and signatures .
 - D. Other supporting documentation that describes input on the four components – presentation slides, meeting minutes, notes.

Indicator 9.1

Evidence/Documentation

2. The LEA must provide a second input opportunity such as a survey/evaluation* or a 2nd meeting. Evidence must include:

- A. Survey questions that include items related to input on the four components.
- B. Two methods of distribution of the survey (email, screenshot of link on webpage, etc.).
- C. Summary of results.

**The LEA annual evaluation of the content and effectiveness of the family engagement program/policy may be used for this purpose (Sec. 1116(a)(2)(D)); however, ensure there are items directly related to input on the four required components.*

Indicator 9.1

Common Misunderstandings

The beginning of the year, Annual Title I meeting is for disseminating information and must not be used as an input opportunity

Agendas, power points, meeting notes, etc. must clearly state that parents were afforded the opportunity to provide input on the applicable component (the school parent and family engagement policy, school-parent compact, building school staff capacity, and, as applicable the use of family engagement funds (1% set aside).

Survey questions must also clearly denote that input was sought on each component.

Indicator 9.2 *Technical Assistance to Schools*

Explanation

The LEA provides technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, all Title I, Part A, Sec. 1116 requirements, outreach to parents of English Learners (ELs), and the notice to parents of participating ELs in supplemental language instruction programs as described in Sec. 1112(e)(3). ESEA: Sec. 1116(a)(2)(B); Sec. 1116(h); Sec.1112(e)(3); Sec. 1112(e)(4)

Indicator 9.2

Evidence/Documentation

1. The LEA must provide written Policies and Procedures describing how district leadership will provide technical assistance to Title I schools to plan and implement effective family engagement practices and ensure compliance with the statute Title I, Part A, Sec. 1116 and Sec. 1112(e)(3).
2. The LEA must conduct at least one leadership meeting at which family engagement information/compliance was provided to school administration. Evidence must include:
 - A. Detailed and dated agenda(s).
 - B. Dated sign-in sheets with roles of attendees.
 - C. Meeting minutes, meeting notes/summary, presentation slides, or sample handouts such as a copy of the LEA procedures to show evidence that topics discussed were focused on the procedures for implementing Title I parent and family engagement requirements.
3. The LEA must provide three samples of ongoing communication providing family engagement TA to its Title I schools regarding Title I, Part A, Sec. 1116 and Sec. 1112(e)(3) requirements, e.g., guidance on the School Parent and Family Engagement Policies/Plans, School-Parent Compacts, outreach to parents of ELs and notice to parents of participating ELs.
 - A. Emails, notes, etc.

Indicator 9.2

Common Misunderstandings

This indicator is not building school staff capacity.

It is not a faculty meeting during which teachers are told to distribute family engagement documents.

The written policies and procedures do not clearly define what will be done, by whom, when, and how the LEA will monitor compliance.

The written policies and procedures are not followed as written.

There was not clear evidence that the LEA disseminated family engagement compliance requirement expectations to its Title I schools' leadership.

Charter Schools, please note, this indicator may be conducted as part of the overall leadership planning and activity.

Indicator 9.3 *Distribution*

Explanation

The LEA distributes in more than one way the:

- LEA/District Parent and Family Engagement Policy prior to November 1
- School Parent and Family Engagement Policy prior to November 1
- School-Parent Compact prior to November 1

ESEA: Sec. 1116; Sec. 1116(f)

Each Title I School convened an Annual Title I Meeting prior to Nov 1, to inform parents of the requirements of Title I and the school's participation as well as the parents' rights under Title I, Part A.

ESEA: Sec. 1116(c)(1)

Indicator 9.3

Evidence/Documentation

1. The LEA must ensure that family engagement documents were distributed, in a least two ways, to all Title I parents. These documents include the LEA Parent and Family Engagement Policy, and each Title I school's Parent and Family Engagement policy and School-Parent Compact prior to Nov. 1.

Evidence must include at least two methods of distribution such as:

- A. Screenshot of school website with documents included or linked.
- B. School social media posts.
- C. Signed teacher statements of distribution.
- D. Email/text messages with documents attached.
- E. Student registration packet.
- F. Parent-teacher conferences notes.
- G. Mailed letter with dated receipt.
- H. Pictures throughout school.
- I. Or other ways of distribution.

Indicator 9.3

Evidence/Documentation

2. Evidence that the documents were distributed in a format and, to the extent practicable, in a language parents understand. Optional checklist and other resources are available at <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Distribution.aspx>

Annual Title I Meeting

1. The LEA must ensure that each of its Title I schools conducted an Annual Title I Meeting for all its Title I parents and families, prior to Nov.1 (which may have been one opportunity at which documents were distributed). Evidence must include:

- A. At least two means of invitation to all Title I parents in a language, and format parents can understand (flyers, mass email, screenshot of announcement on website, marquee, etc.).
- B. Dated agenda (if family engagement documents were distributed, it must be clearly indicated on the agenda).
- C. Minutes/Power Point slides/other.
- D. Dated sign in sheets, with roles of attendees (include interpreters' language, if applicable).
- E. To the extent practicable, information provided to parents in a format and language they can understand.

Indicator 9.3

Common Misunderstandings

Ensure that documents linked on a website are dated for the current school year and that links are working.

If using a GaDOE template, remove all directional language and change identifying information.

Indicator 9.4 *School Parent and Family Engagement Policy*

Explanation

The School Parent and Family Engagement Policy/Plan includes the required content.

ESEA: Sec. 1116(b); Sec. 1116(c); Sec. 1116(d); Sec.1116(e); Sec. 1116(f);

Indicator 9.4

Evidence/Documentation

1. The LEA must provide copies of GaDOE selected Title I schools' parent and family engagement policies containing all required content. Evidence shall include:
 - A. A revision date (MM/DD/YYYY) and current school year (YYYY-YYYY).
 - B. Jointly developed
 - C. Annual Title I Parent Meeting at the beginning of the school year held prior to Nov. 1.
 - D. How the school will ensure meaningful, on-going communication.
 - E. Accessibility (how the school provides information throughout the school year, to the extent practicable, in a language and format parents can understand).
 - F. Information about the School-Parent Compact.
 - G. LEAs that receive more than \$500,000 in Title I, Part A funds and distributes a percentage of the 1% set-aside to Title I schools, parent input regarding the 1% set-aside for parent and family engagement.
 - H. To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities (e.g., public preschool programs, transitions between school levels, college/career preparation).
 - I. Strategies/activities/trainings the school will provide to build school staff capacity.
 - J. Strategies/activities/trainings the school will provide to build parent capacity.

Indicator 9.4

Common Misunderstandings

The school parent and family engagement policy does not include all required components. Often seen when there is an attempt to reduce the size of the document.

Indicator 9.5 *School-Parent Compact*

Explanation

The school-parent compact includes the required components.
ESEA: Sec. 1116(d);

Indicator 9.5

Evidence/Documentation

1. For the GaDOE selected schools, the LEA must provide copies of the school-parent compacts containing all required content. Evidence shall include:
 - A. A revision date (MM/DD/YYYY) and current school year (YYYY-YYYY).
 - B. Jointly Developed: Description of how the school-parent compact was developed jointly with parents.
 - C. District Goals: Goals from the Consolidated LEA Improvement Plan (CLIP)
 - D. School Goals: School academic achievement goals from the School Improvement Plan.
 - E. Shared Responsibilities: Specific, academic-focused shared responsibilities between the school/teachers, parents, and students for improved student academic achievement. The responsibilities must be aligned with the school academic achievement goals.
 - F. Partnerships: List the activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards.

Indicator 9.5

Evidence/Documentation

G. Communications: Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

- i. Parent-teacher conferences in elementary schools at least annually, during which the compact is addressed.
- ii. Frequent reports to parents on their child's progress.
- iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

2. The LEA must provide compact signatures (submit three signatures per school selected by the GaDOE).
 - A. Section of the school-parent compact containing the signatures, **or**
 - B. Separate signature sheet for the school representative, parent, and student to sign and date in agreement of the compact.

Indicator 9.5

Common Misunderstandings

The compact doesn't include all required components.

The shared responsibilities are not aligned to the school's academic achievement goals and each other.

Indicator 9.6a *Building School Staff Capacity*

Explanation

The LEA and schools have carried out the requirement to build capacity for involvement. School Staff Capacity –

The LEA and schools, assisted under this part, shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Indicator 9.6a

Evidence/Documentation

1. The LEA must ensure that its Title I schools provided four staff capacity building events during the preceding 12 months (two per semester, one of which must have been an in-person or online meeting). Optional checklist and other resources are available at <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>
 - A. In-person/online meeting (fall and spring semesters). Evidence must include:
 - i. Dated Agendas
 - ii. Sign-in sheets with date, roles of attendees, and signatures of teachers, specialized instructional support personnel, principals, other school leaders, and other school staff
 - iii. Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(e)(3)
 - iv. Presentation slides, training materials, handouts, or meeting minutes/notes that show evidence of topics listed in Sec. 1116(e)(3)

Indicator 9.6a

Evidence/Documentation

B. Continuous communication/training with staff (in both fall and spring semesters) that show topics related to building school staff capacity with regards to parent engagement such as: (include copies, dates of distribution). Evidence may include:

- i. Emails with links to articles,
- ii. Social media posts,
- iii. Online training videos,
- iv. Tip sheets, flyers,
- v. Handouts, brochures,
- vi. Website screenshots, and other online resources

C. Title I schools implementing Academic Parent-Teacher Teams (APTT) and showing documentation of implementing APTT with fidelity will have met the requirements of building capacity for parents (Items 1 and 2 above). The LEA must provide evidence of APTT implementation:

- i. Staff APTT training agenda, dated
- ii. Sign in sheets, dated, with roles of attendees
- iii. Evidence of ongoing technical assistance from Core Team / LEA administration (email messages about APTT, copies of documents to use, skills to focus on, etc.)

Indicator 9.6a

Common Misunderstandings

This is not the same as indicator 9.2, technical assistance to schools.

9.6a is related to improving all school staff's knowledge, understanding of, and skill in partnering with parents to improve the academic performance of the student.

Often there is insufficient detail in the documentation to determine what the training was about.

Indicator 9.6b *Building Parent Capacity*

Explanation

The LEA and schools have carried out the requirement to build capacity for involvement. Parent Capacity - The LEA and School assisted under this part shall provide assistance to parents and to support a partnership among the school, parents, and the community to improve student academic achievement. ESEA: Sec. 116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4);

Parent Participation - The LEA and school shall also implement an effective means of outreach to parents of English learners as to how they can be active participants in assisting their children to:

- a. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
- b. Achieve at high levels within a well-rounded education
- c. Meet the challenging State academic standards expected of all students

To also include the opportunity for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I or Title III.

Indicator 9.6b

Evidence/Documentation

1. The LEA must submit documentation that its Title I schools provided multiple opportunities for building parent capacity through online or in-person meetings and ongoing communication during the preceding 12 months. These activities must demonstrate, at a minimum those requirements included in Section 1116(e) and 1112(e)(3)(C) of Title I, Part A (ESSA). Optional checklist and other resources are available at <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx>

- A. In-person / online meetings during the preceding 12 months. Evidence must include:
 - i. Dated agendas in a format and language parents can understand with required topics
 - ii. Presentation slides, training materials, handouts, or meeting minutes / notes that show evidence of topics listed in Sec. 1116(e),
 - iii. Sign-in sheets with date, roles of attendees, and signatures of parents and interpreters
 - iv. Invitations / announcements for activities / events to all Title I parents and family members (at least 2 methods such as: flyers, text message, email, school website, social media posts, marquee, etc.) in a language and format parents can understand

Note that the Annual Title I Meeting may also be considered a parent capacity building event; however, if documented in 9.3, it is not necessary to provide that documentation again in 9.6b

Indicator 9.6b

Evidence/Documentation

B. Ongoing and continuous communications during the past 12 months with parents. Evidence may include:

- i. Using the parent portal.
- ii. Social media posts.
- iii. Text messages.
- iv. Or links to articles, videos, newsletters, tip sheets.
- v. Flyers, handouts, brochures.
- vi. Website screenshots.
- i. Other online resources relevant to the topics described in Sec. 1116(e) and 1112(e)(3)(C), in a language and format parents can understand.

Indicator 9.6b

Evidence/Documentation

C. Title I schools implementing Academic Parent-Teacher Teams (APTT) and showing documentation of implementing APTT with fidelity will have met the requirements of building capacity for school staff. APTT implementation evidence must include documentation of:

- i. Invitations to parents
- ii. Sign in sheets (one per APTT grade level)
- iii. A sample copy of the power point slides used at each meeting

D. The LEA must also provide documentation of compliance with Sections 1112(e)(3)(C); and 1112(e)(4) – Outreach to parents of English learners in a format and language they can understand. Evidence must include:

- i. Documentation of use of interpreters at parent meetings.
- ii. Invitations in a language parents can understand.
- iii. Agendas in a language parents can understand that support the requirements in the statute.

Indicator 9.6b

Common Misunderstandings

Documentation does not demonstrate that all the “shalls” have been provided.

The event was related to something other than building parent capacity to support at home learning. For example, a fall festival at which nothing related to academics was provided.

Parent Capacity activities and communications were not on-going.

Parent Capacity did not include outreach to parents of EL students.

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Feedback

Please provide us with feedback by completing our short survey. The survey can be accessed by QR code or the abbreviated link below.



OR

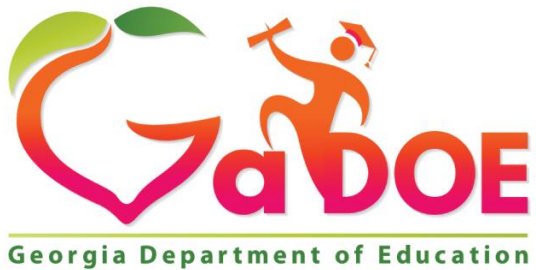
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