Combining Requirements and Funding – Answering the Frequently Asked Questions About Title I and Family Engagement

Federal Programs - ESSA and IDEA - Summer Professional Learning Series: July 15, 2021

Mandi Griffin, Clarice Howard, Kathy Pruett
Session Focus:

• Review the Family Engagement monitoring indicators (8, 9.1-9.6)
• View resources to support each indicator
• Address FAQs related to Title I, Part A Parent and Family Engagement
9. Title I, Part A - Parent and Family Engagement

9.1 Input
9. TITLE I, PART A - PARENT AND FAMILY ENGAGEMENT

9.1 Input: LEA must provide evidence of 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); FSP Input Webpage

- Compact
- School Parent and Family Engagement Policy
- FE Budget (1% set aside)
- Building School Staff Capacity
## Compact Feedback Forms

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<td><strong>Teacher and Family Members</strong></td>
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<td>**Middle School/High</td>
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<td><strong>School Students</strong></td>
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BLACKSHEAR ELEMENTARY SCHOOL

What Parents Want Schools to Know about

COMMUNICATION
Title I Allocation is <$500,000
Does it apply?
Yes, everything but the input for 1%
Best Practice and Research


Executive Summary: https://globalfrp.org/content/download/421/3844/file/GFRP_ExecutiveSummary.pdf
9. Title I, Part A - Parent and Family Engagement

9.2 Technical Assistance
9.2 Technical Assistance to Schools: Evidence that 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)

• Written policies and procedures
• Evidence that the LEA gave direction to each Title I school in FE compliance.

*Confuse TA to schools with building school staff capacity.
9. Title I, Part A - Parent and Family Engagement

9.3 Distribution
9.3 Distribution: Evidence of distributing 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); FSP Distribution Webpage

- Distribution of the LEA and School Parent and Family Engagement Policies / Plans
- Distribution of the School-Parent Compact
- Distribution in more than one way, by Nov 1, must also include sample signed copies of compacts
- ...To the extent practicable, in a format and language parents can understand.
- Documentation of Annual Title I Meeting is often one method of distribution

*May not be used to collect input from parents*
Checklist for Distribution

Title I, Part A, Section 1111 of the Every Student Succeeds Act (ESSA) requires that each school served under Title I, Part A, distribute to parents and family members of participating children a written district-level and school-level parent and family engagement policy and school-parent compact. All documents must be distributed to parents in a timely manner. The district and school-level Parent and Family Engagement policies should have a reference to the chosen method of distributing this information. As the school and district representatives are encouraging the documentation of multiple dissemination methods, they are using the following checklist to record evidence.

School Name: ______________________________________

Which Document Are You Reviewing?

☐ District Parent and Family Engagement Policy Plan distributed prior to November 1
☐ School Parent and Family Engagement Policy Plan distributed prior to November 1
☐ School Parent Compact distributed prior to November 1
☐ Other: ______________________________________

What Types of Documentation Show Evidence of Distributing in Multiple Ways?

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<thead>
<tr>
<th>Method of Distribution (must use two or more methods)</th>
<th>Date of Distribution</th>
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<tr>
<td>Screenshot of school website with a link to documents and date of screen capture</td>
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<td>Screenshot of school social media with a link to documents and date of screen capture</td>
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<td>Annual Title I Parent Meeting documentation to include invitations, agendas, sign-in sheets, and minutes form, or presentation slides indicating distribution of documents</td>
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<td>Signed and dated teacher documentation statement indicating that the documents were sent home with each student</td>
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<td>Signed and dated signature sheet or section for the School-Parent Compact</td>
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<td>Fac-to-Fac Conference(s) with a signed sheet of parents’ signatures, dates, and names of documents reviewed</td>
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<td>Email or text message with attachments or links to documents posted online</td>
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<td>Included in student registration packets with signed acknowledgment of receipt</td>
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<tr>
<td>Included in the Student Handbook with signed and dated acknowledgment of receipt</td>
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<tr>
<td>Parent letter with a signed postage receipt and list of mailing addresses</td>
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9. Title I, Part A-Parent and Family Engagement

9.4 School Policy
9.4 School Parent and Family Engagement Plan/Policy: Evidence that 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); FSP Policies Webpage

- Review School PFEP for each school
- Review each plan submitted for inclusion of all required content
- Charter Schools and Districts with one school per grade band may choose to complete the Combined Parent and Family Engagement Policy/Plan
This self-paced, online course is to assist Title I school staff in becoming familiar with federal requirements and state guidance regarding the School Parent and Family Engagement Policy. The School Parent and Family Engagement Policy describes how the school will effectively engage parents and support a partnership among the school, parents, and the community to improve academic achievement.
9. Title I, Part A - Parent and Family Engagement

9.5 School-Parent Compact
9.5 School-Parent Compact: Evidence of content that the school-parent compact includes the required components
ESEA: Sec. 1116(d); FSP Compact Webpage

- Review content of each school’s submitted compacts

*Shared responsibilities are generic / behavioral (i.e. make sure my child gets plenty of sleep); not aligned to school academic improvement goals*
A School-Parent Compact is available through the SLDS. The course will take learners through the process of gathering input, creating, and distributing a School-Parent Compact. A discussion forum to post your reflections on the course content and to read messages by other learners taking the same online course is available.
SCHOOL-PARENT COMPACTS: OUR SHARED RESPONSIBILITIES

GEORGIA DEPARTMENT OF EDUCATION

Mandi Griffin, Title I, Family Engagement Specialist
9. Title I, Part A - Parent and Family Engagement

9.6a Building School Staff Capacity
Evidence that the LEA and schools have carried out the requirement to build capacity for involvement:

**9.6a 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.

*Not the same as providing Technical Assistance to schools*

*Provided twice each semester/quarterly*
Savannah Chatham County Public School System

Building Capacity of School Staff

Presented by Debbie Burnette and Melissa Sukanek, District Title I Program Manager

6 Tips for Building Staff Capacity

By Meg Killingsworth and Dr. Polly Tennies from Elementary, Forsyth County Schools
Train Who?

- LEA decision on who constitutes other school leaders and other staff

Why?

- Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other 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;
9. Title I, Part A- Parent and Family Engagement

9.6b Building Parent Capacity
9.6B Parent Capacity - The LEA and assisted under this part shall provide assistance to parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

ESEA: Sec. 1116(e); Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4)
Building Your Families’ Capacity

By Meg Killingsworth and Dr. Polly Tennies from Elementary, Forsyth County Schools

Engaging Families Using Social Media

Mandi Griffin, Family Engagement Specialist
Georgia Department of Education

Georgia Parent Mentor Partnership 2019 Annual Kickoff Conference
Show me the beef...

In the School Plan
LEA Decision as to what is a snack
Look at cost per parent
Allowable, reasonable and necessary
Needs Assessment-Why
Data-tied to student achievement with effectiveness data

According to 2 CFR 200.404 (a), costs considered reasonable and necessary must be recognized as ordinary and necessary for the operation of the nonfederal entity or the proper and efficient performance of the federal award.
Helpful Hints

- Purchase light refreshments or provide a light meal when a meeting or workshop takes place during regular mealtimes.
- In a targeted assistance Title I school, take care to ensure any food expenditures are for meetings or events that are exclusively or primarily for Title I parents.
- Keep track of food costs. If food accounts for the majority of family engagement budget, auditors might question if it’s "reasonable and necessary."
- Avoid over-purchasing food. Purchase an amount that reflects your expected attendance levels. Be able to show within your planning process why you chose to purchase the amount.
- Receipts for all food purchases and full expenditure packets on file.
- Documentation of meetings and events, including sign-in sheets, handouts and agendas.
- Rationale to show your planning process and that food expenditures were reasonable and necessary and not extravagant.
- Policies, such as school family engagement policy or a Title I schoolwide program plan, should justify the expense.
Show me the massage chairs...

Furniture for parent resources centers
In the School Plan
LEA Decision
Allowable, reasonable and necessary
Needs Assessment-Why
Data-tied to student achievement with effectiveness data

4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
Send the Limo…

Transportation and Childcare
In the school plan
LEA Decision
Look at cost per parent
Allowable, reasonable and necessary
Needs Assessment-Why
Data-tied to student achievement with effectiveness data

may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
Speak my language...

• Federal Programs Handbook, Chapter 9

• (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
8. TITLE I, PART A - NOTICE TO PARENTS
Notice to parents of participating English Learners (ELs) not later than 30 days after the beginning of the school year. For those children who have not been identified as ELs during such school year, the LEA shall notify the children’s parents during the first 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); FSP Parents of English Learners Webpage; FSP Monitoring Webpage

1. Written policies and procedures
2. Notification made within 30 days from the beginning of the school year or 2 weeks for newly identified
3. Specific mandates that must be included

Confusion about the difference between this notification and ESOL eligibility notice.
Determining Support for English Learners

1. All potential English Learners are screened for English to Speakers of Other Languages (ESOL) eligibility.
2. Parent registers student and completes the home language survey.
3. School identifies student as English Learner.
4. English Learner is enrolled in the ESOL program.
5. Are there students in ESOL who need extra language help?
6. Consider providing extra help using federal funds.
7. Include Progress in English language proficiency as an identified need in the Needs Assessment and Improvement Plan.
8. Decide which funds could be used.
9. Does the English Learner attend a Title I school?
10. Title I schools may use Title I funds for extra language help.
11. Does the school system receive a Title III allocation?
12. The school system may choose to use Title III funds for extra language help.
13. Yes
14. No
15. The school system should use state/local funds to implement their Improvement Plan.
Sample School District
Title I Parent Notification of Student Eligibility for Supplemental Language Support Services

Date: __________________

Student Name: __________________

Dear Parents:

As a student in our school district’s “English to Speakers of Other Languages” (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child’s English skill was most recently tested with the: □ Kindergarten W-APT® or MODEL®; □ WIDA Screener®, or □ ACCESS for ELLs 2.0® and received an overall score of _______. Scores lower than _______ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child’s listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is _______. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child’s Individualized Education Program (IEP).

NOTE TO LEAs:
Remove this highlighted section and list your district’s Title I or Title III-funded supplemental language program activities here. (Do not list the basic, State-mandated ESOL program offerings.)

You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: __________________

Title: __________________

Telephone Number: __________________ E-mail: __________________
Monitoring Findings

- Unallowable expenditures for materials for parent resource centers (vaping, smoking) Unable to tie to academic achievement
- Door prizes for parents to attend the meetings
- The school level parent engagement coordinator paid from the school allocation served the entire district
- The district level parent engagement coordinator only served a selected number of schools and not the entire district or served non-Title schools
- EL parent missing from stakeholder input
- Supplemental services parent notification for EL not sent
- Updated plan and compacts not distributed or not in language of parents
Fiscal Regulations and Guidance

Regulations:

- EDGAR: Education Department Guidance and Regulations
  - 34 CFR Part 76 State-Administered Programs
  - 34 CFR Part 77 Definitions that Apply to Department Regulations
  - 34 CGR Part 81 The General Education Provisions Act
  - 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards

Guidance:

- OMB: FAQs on Uniform Administrative Requirements (09.2015)
- U.S. Department of Education: FAQs on Uniform Administrative Requirements
- U.S. Department of Education: Dear Colleague Policy Letters
- U.S. Department of Education: Non-Regulatory Guidance
Contact Information:

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Kathy Pruett
Title I Area Specialist
kpruett@doe.k12.ga.us
Feedback

Please complete our workshop survey:

• Go here: [https://form.jotform.com/211754158308961](https://form.jotform.com/211754158308961)

• Or scan this QR code:

Click [here](http://example.com) and follow the *NEW* Federal Programs/ESSA IDEA Facebook page!
Or scan this QR Code: