



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



Elementary Students Compact
Feedback Form
(MS Word Document, 2 pages)

Middle School/High School Students
Compact Feedback Form
(MS Word Document, 2 pages)

Parent and Family Members
Compact Feedback Form
(MS Word Document, 2 pages)

Teachers Compact Feedback Form
(MS Word Document, 2 pages)

BLACKSHEAR ELEMENTARY SCHOOL

What Parents Want Schools to Know
about

COMMUNICATION

▶ | 🔊 0:04 / 5:03



Title I Allocation is <\$500,000 Does it apply?

Yes, everything but the input for 1%
Best Practice and Research

Caspe, M., Lopez, M. E. & Hanebutt, R. (2019). The family engagement playbook.
Retrieved from: <https://medium.com/familyengagementplaybook>

CLICK HERE 

Weiss, H. B., Lopez, M. E. & Caspe, M. (2018). *Joining Together to Create a Bold Vision for Next Generation Family Engagement Engaging Families to Transform Education*.
Retrieved from <https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education>

CLICK HERE 

Executive Summary:

https://globalfrp.org/content/download/421/3844/file/GFRP_ExecutiveSummary.pdf

CLICK HERE 

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

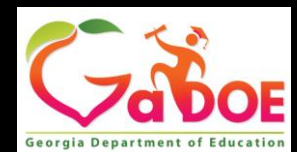
Annual Title I Meeting



Richard Woods, Georgia's School Superintendent | 0:54 / 8:26

Georgia Department of Education

Educating Georgia's Future



Parent School Loop
Annual Title I Parent Meeting
(Insert Meeting Location, Date, and Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #.

Please sign in to your child before the meeting begins.

This morning evening we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money? How is Title I Parent and Family Engagement money spent?
3. How does our school participate in the Title I Program?
4. What are our school's Title I (schoolwide or targeted assistance) requirements?
5. (Insert school's unique Schoolwide Program - Past and Present)
 - What are our schoolwide goals?
 - What programs/initiatives are in place to help our child?
 - What is the [state's plan \(page 10\)](http://www.gadoe.org) for our school?
6. What criteria does our school use?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
 - How to access previous test performance, standards, and attendance about my child using the myreportcard.gadoe.org through the school's parent portal (if applicable)
8. What is required by law for Parent and Family Engagement?
 - What is the district's Parent and Family Engagement Policy?
 - What is the school's Parent and Family Engagement Policy?
 - What is a School-Parent Compact?
9. Does my child's teacher meet professional qualifications?
 - What is a parent's right to know?
10. What opportunities does the school provide for family engagement?
 - List family engagement opportunities offered for school or home
 - List volunteer opportunities
 - List parent decision making opportunities (optional)
11. How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
12. Closure and evaluation

We welcome parent questions/comments throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved. Thank you for coming! We hope to see you again very soon!

* * * * *

Annual Title I Parent Meeting: Traditional Sample Narrative

Length of the workshop: 1.5 hours*

WHAT YOU WILL NEED:

- Chart paper
- Chart markers
- 1 large group facilitator
- Time/keeper
- Other key staff as needed
- Screen projector/computer for presentation slides or visuals
- Meeting Feedback Form
- Light refreshments/child care/transportation (optional)

GUIDE

Follow the suggested agenda on the back of this page allowing time for welcoming comments as well as questions, and sharing of contact information at the end. It is suggested to spend about 20 minutes on agenda items 1-6, about 10 minutes on agenda item 7, about 10 minutes on agenda items 8-9, about 15 minutes on agenda items 9, about 7 minutes on agenda 10, and about 15 minutes on agenda items 11-12.

Facilitator Tip: To make the delivery of information more interesting, include parents and students as speakers or facilitators. Also, look for ways to provide opportunities for two-way communication, so the meeting does not appear just as a school lecture. Utilize technology resources such as video and audio to engage attendees, as appropriate. Hold the meeting in a central location within the school attendance zone to help with parent attendance.

Final Note: You may want to do more than the law requires for this meeting to increase parent attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) However, it is crucial that this meeting have as its central focus and be advertised as the Annual Title I Parent Meeting. Furthermore, the Annual Title I Parent Meeting may be conducted before or after a school event, but not embedded within the event in which parents were not aware that the purpose of the Annual Parent Meeting was to learn about the Title I program.

**1.5 hours allows time on the front and back end of the meeting for parents to mingle, ask questions and feel comfortable in the meeting environment. It should only take about 1-1.25 hours to deliver the content, but it is crucial for parents to feel a part of the school so do not rush the information or fail to take questions.*

Checklist for Distribution

Title I, Part A, Section 1116 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 compacts. All documents must be distributed to parents in a timely manner. The district-level and school-level Parent and Family Engagement policies should have a reference to the chosen methods of distributing the information. As the school and district representatives are reviewing the documentation of multiple distribution methods, they may use the following checklist to record the evidence.

School Name: _____

Which Document Are You Reviewing?
Check only one. Use this template for each document review.

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 Shows Evidence of Distributing in Multiple Ways?

Method of Distribution (must use two or more methods)	Date of Distribution
<input type="checkbox"/> Screenshot of school website with a link to documents and date of screenshot taken	
<input type="checkbox"/> Screenshot of school social media with a link to documents and date of screenshot taken	
<input type="checkbox"/> Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents	
<input type="checkbox"/> Signed and dated teacher dissemination statement indicating that the documents were sent home with each student	
<input type="checkbox"/> Signed and dated signature sheet or section for the School-Parent Compact	
<input type="checkbox"/> Parent-Teacher Conference(s) with a sign-in sheet of parents' signatures, dates, and names of documents discussed	
<input type="checkbox"/> Email or text message with attachments or links to documents posted online	
<input type="checkbox"/> Included in student registration packets with signed acknowledgements of receipt	
<input type="checkbox"/> Included in the Student Handbook with signed and dated acknowledgements of receipt	
<input type="checkbox"/> Mailed letter with a dated postage receipt and list of mailing addresses	

Checklist for Distribution



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



School Parent and Family Engagement Policy



FAMILY-SCHOOL PARTNERSHIP PROGRAM

School Parent and Family Engagement Policy

COMMUNITY ENGAGEMENT

The course provides family engagement partners with information with information on how to create, annually review, and implement a School Parent and Family Engagement Policy. This course also provides a sample policy.

STEPS TO ACCESS THE PLO

- Go to the portal login page <https://portal.blackboard.com> or <https://blackboard.com>
- Sign in using your email username@blackboard.com and password.

HOW TO GET STARTED TO LOCATE COURSES IN THE PLO

<https://bit.ly/2Mvqg9s80>

QUESTION?

- For any assistance regarding navigating courses in the portal, please contact:
 - David Robinson
 - David Robinson @ TIS Support
 - David Griffin
 - David Griffin @ TIS Support
 - David Scott
 - David Scott @ TIS Support

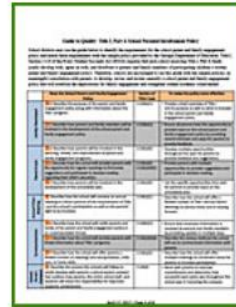
This self-paced, online course is to assist Title I school staff in becoming familiar with federal requirements and state guidance regarding the School Parent and Family Engagement Policy. The School Parent and Family Engagement Policy describes how the school will effectively engage parents and support a partnership among the school, parents, and the community to improve academic achievement.



School Parent and Family Engagement Policy Checklist



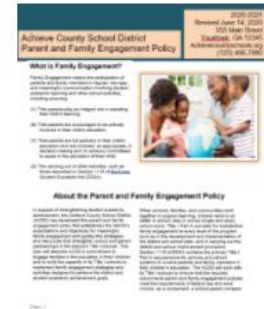
School Parent and Family Engagement Policy Innovative Template



School Parent and Family Engagement Policy Innovative Quality Guide



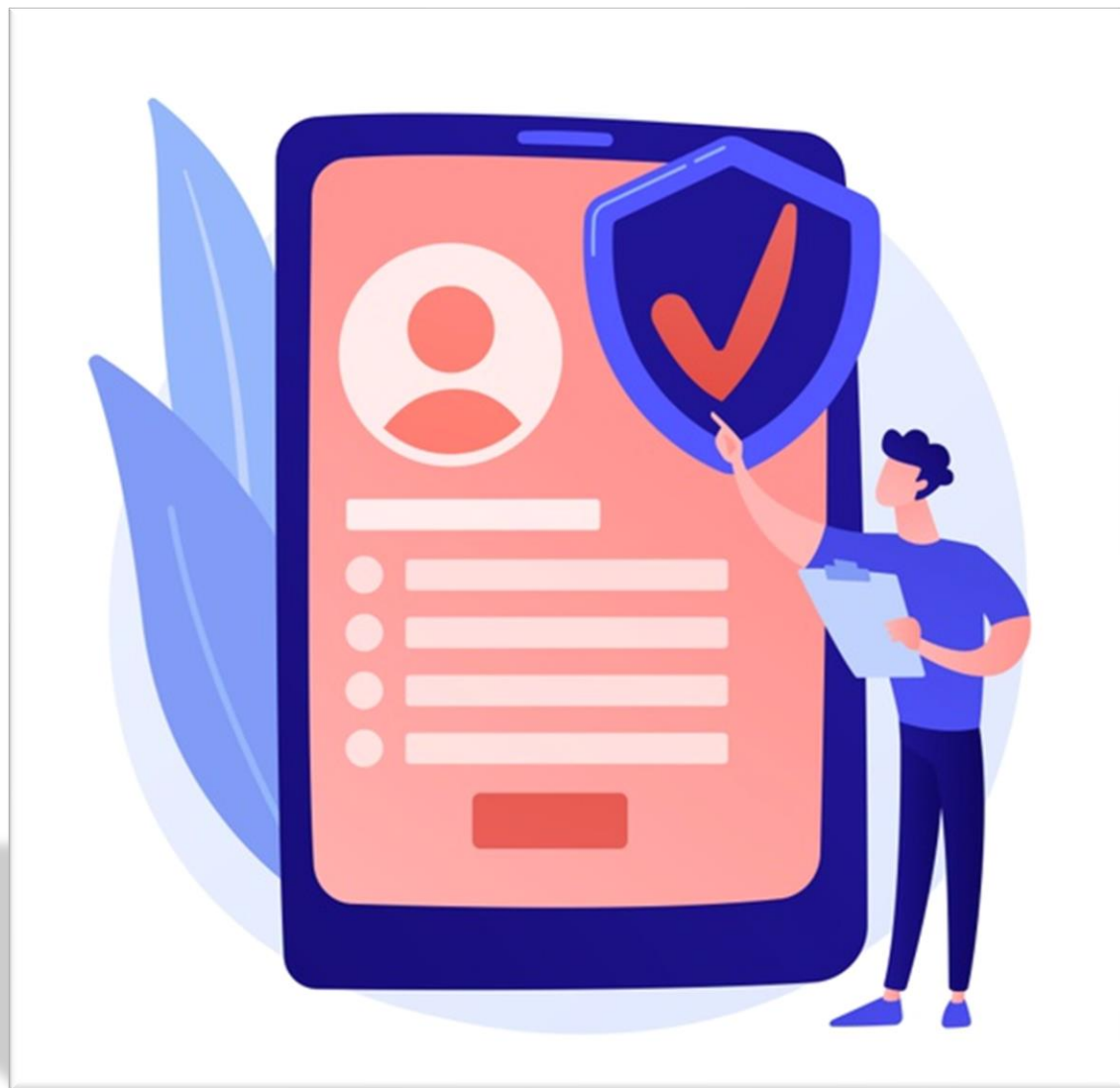
Combined Checklist for District-level and School-level Parent and Family Engagement Policy



Combined Template for District-level and School-level Parent and Family Engagement Policy

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*



School-Parent Compact Course



FAMILY-SCHOOL PARTNERSHIP PROGRAM

FEP SCHOOL-PARENT COMPACT

School-Parent Compact

OUR SHARED RESPONSIBILITY

The course introduces learners to the federal requirements for all Title I schools to jointly develop a School-Parent Compact with parents and students. Participants learn how the School-Parent Compact is linked to learning and explore online resources to update the compact annually.

STEPS TO ACCESS THE PLO

- Go to the portal login page: <https://portal.blackboard.com/login>
- Sign in using your email (username@ga.gov) and password.

HOW TO GET STARTED TO LOCATE COURSES IN THE PLO

<https://bit.ly/23uakP5K>

QUESTION?

- For any assistance regarding navigating courses in the portal, please contact ga.gov.

Click HERE to take the FEP School-Parent Compact Course

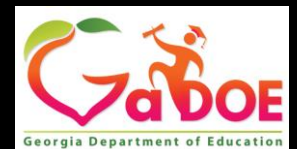
A School-Parent Compact is available through the SLDS. The course will take learners through the process of gathering input, creating, and distributing a School-Parent Compact. A discussion forum to post your reflections on the course content and to read messages by other learners taking the same online course is available.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

SCHOOL-PARENT COMPACTS: *OUR SHARED RESPONSIBILITIES*

GEORGIA DEPARTMENT OF EDUCATION
MANDI GRIFFIN, TITLE I, FAMILY ENGAGEMENT SPECIALIST





School-Parent Compact Checklist



School-Parent Compact Process



Elementary School Sample -
Grade-Level Specific



High School Sample -
Content Area Specific



Middle School Sample -
Schoolwide Specific

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*



Checklist for Building Capacity of School Staff



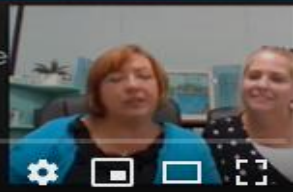
Ideas for Building School Staff Capacity



Savannah Chatham County Public School System

Building Capacity of School Staff

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



0:54 / 18:39



6 Tips for Building Staff Capacity

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



0:44 / 9:38



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;

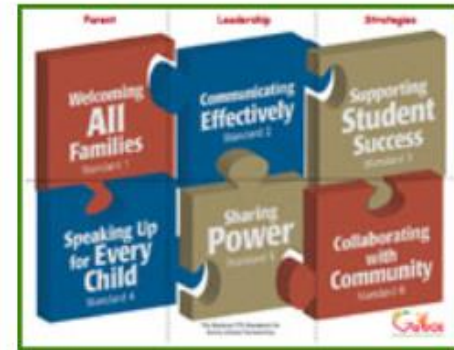
9. Title I, Part A- Parent and Family Engagement

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)



Parent Leadership Strategy Cards



Checklist for Building Capacity of Parents



Building Parent Capacity Crosswalk



Parent Leadership Development Guide

Press **Esc** to exit full screen

Building Your Families' Capacity

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



Slide 1 | 0:44 / 10:08 | D.A. | Notes | Pointer | Capture | Tap | EXIT



Engaging Families Using Social Media



Mandi Griffin, Family Engagement Specialist
Georgia Department of Education

Georgia Parent Mentor Partnership
2019 Annual Kickoff Conference



▶ | ◀ | 🔊 | 0:46 / 10:05 | Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



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.

CLICK HERE 

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

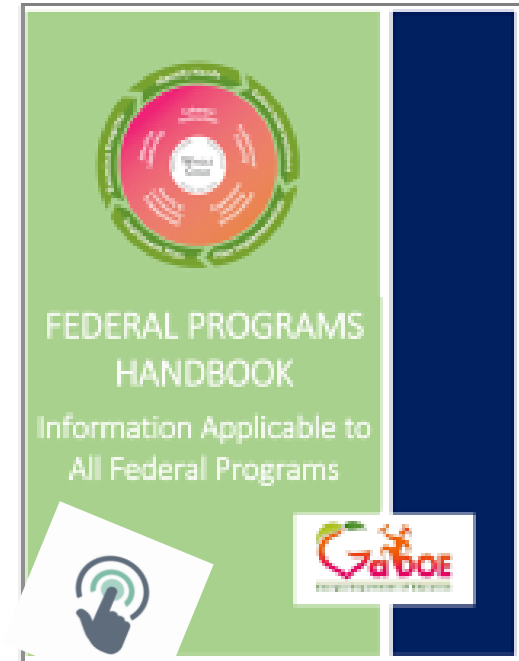
Data-tied to student achievement with effectiveness data

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

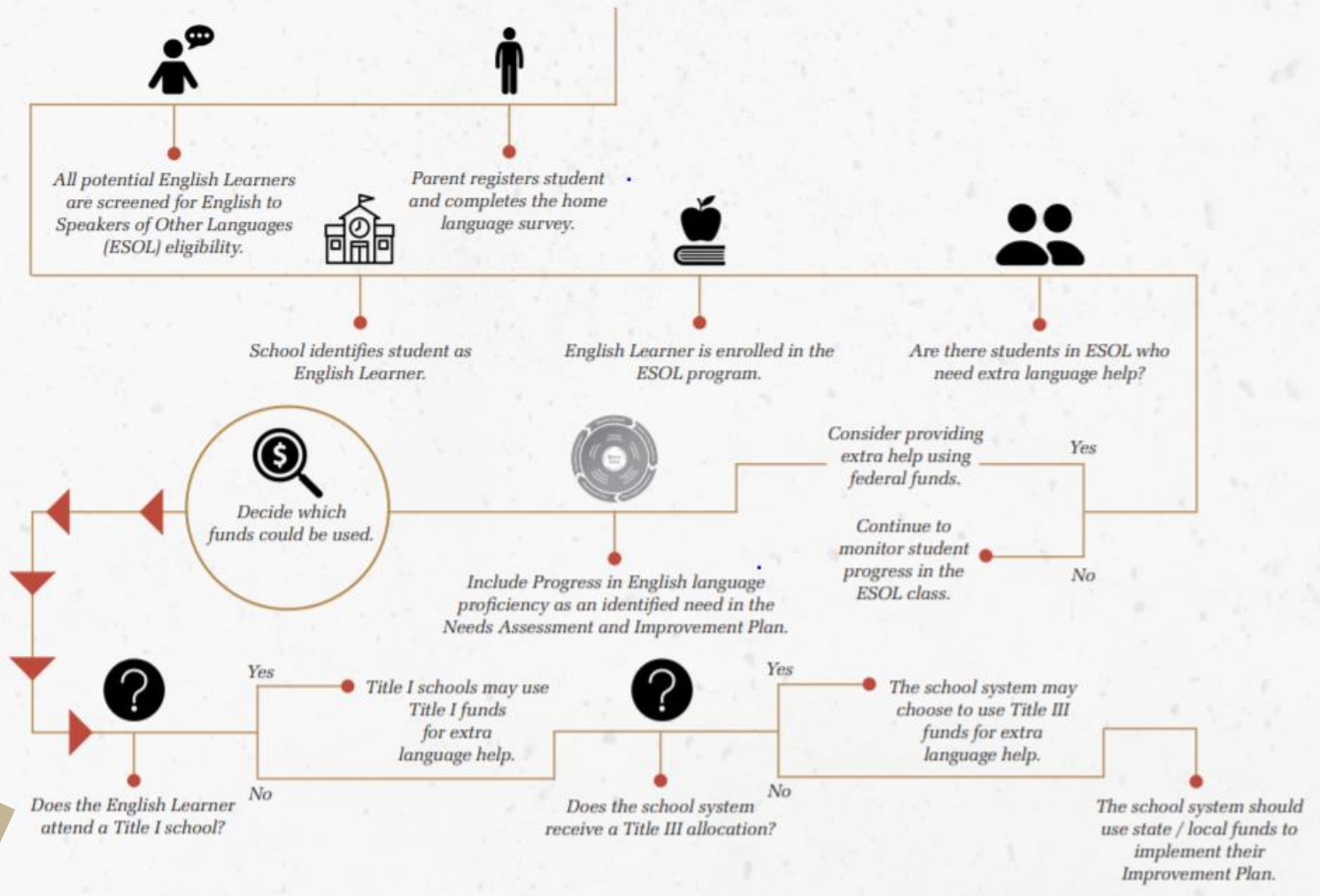
1. **Written policies and procedures**
2. **Notification made within 30 days from the beginning of the school year or 2 weeks for newly identified**
3. **Specific mandates that must be included**

Confusion about the difference between this notification and ESOL eligibility notice.





DETERMINING SUPPORT FOR ENGLISH LEARNERS



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: _____



Title I Parent Notification of Student Eligibility for Supplemental Language Support Services [ENGLISH]

- Arabic version
- Traditional Chinese version
- Creole version
- French version
- German version
- Gujarati version
- Hmong version
- Korean version
- Lao version
- Portuguese version
- Russian version
- Spanish version
- Urdu version
- Vietnamese version



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 CFR Part 81 The General Education Provisions Act](#)
 - [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards](#)
 - [2 CFR Part 3474 U.S. Department of Education Acceptance of Uniform Administrative Requirements](#)

Guidance:

- [USGAO Standards for Internal Control in the Federal Government \(2014\)](#)
- [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](#)

Federal Programs

Input

ESSA State Plan

Annual Evaluation

State Superintendent's Parent Advisory Council (PAC)

Policies

Compacts

Building Capacity

Academic Parent-Teacher Teams (APTT)

Parent Capacity

School Staff Capacity

FEP Network

Distribution

Parent Notifications

Annual Title I Parent Meeting

Recent

Family-School Partnership Program



Contact Information

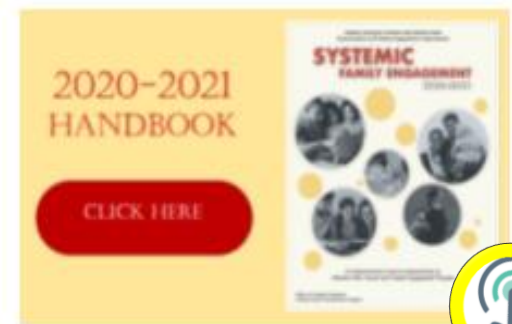
Susan Holcomb
Program Manager
Phone: 404-326-4395
Email: sholcomb@doe.k12.ga.us

Dawn Scott
Family Engagement Specialist
Phone: 404-694-4209
Email: dscott@doe.k12.ga.us

Mandi Griffin
Family Engagement Specialist
Phone: 404-576-5086
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Harriett Neal
Federal Programs Administrative Assistant
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Email: hneal@doe.k12.ga.us
Fax: 678-717-5829

Family-School Partnership Program
Contact List (By Region)



Contact Information:

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mgriffin@doe.k12.ga.us

Clarice Howard
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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>

- Or scan this QR code:



Click [here](#) and follow the **NEW** Federal Programs/ESSA IDEA Facebook page!

Or scan this QR Code:

