

# **Title I Parent & Family Engagement**

## ***Session 1: The Content and Cycle of the School-Parent Compact***

November 30, 2023

Today's presentation is based upon the best available information at this time. Federal grants programs are dynamic and USDE issues additional rulings and guidance on a regular basis. All information shared subject to change based on additional guidance from the TEA and USDE

# Welcome!

- Please enter your name and LEA name in the chat! This is how we will capture attendance credit for today's session.





Christie Miller

Title I Specialist

**Personal Mission Statement:**

*To support Federal Program Directors in Region 11 and enable them to establish high-quality, impactful educational programs in their districts*

**Contact Information:**

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## EDUCATION

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**B.A., Psychology**

University of Southern California

**TMATE Certification Program**

Tarleton State University

## EXPERIENCE

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**Director of Finance and Operations**

Palacios ISD

**Finance and Federal Programs**

Kennedale ISD

**Program Manager**

Interwoven, Inc.

**Project Manager**

Selectica, Inc.

**Operations Manager**

Design Acceleration, Inc.

**Second-Grade Teacher**

Kennedale ISD

**Third-Grade Teacher**

Bosqueville ISD

**Christie Miller**  
**Federal Programs Team Lead**  
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# We're all in this together!

- **Name**
- **District / LEA**
- **Title or Role – how long?**
- **Prior Title I or Parent and Family Engagement Experience**

# Listserv Subscriptions

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- Student Attendance Accounting Handbook ⓘ
- Financial Audits
- Grants (formerly GAFPC) ⓘ

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[Parent & Family Engagement](#) » Title I, Part A, Parent & Family Engagement Statewide Initiative

## Title I, Part A, Parent & Family Engagement Statewide Initiative



**TITLE I, PART A**  
**Parent & Family**  
**ENGAGEMENT**  
STATEWIDE INITIATIVE

Title I, Part A, Parent & Family Engagement Statewide Initiative

Compliance, Compact, and Policy

PFE Conference [↗](#)

Presentation last saved: Just now  
Title I, Part A Compliance Academy (Germany)



# TEA Trainings

- **12/5/2023**      **9:00-11:00am**  
**PFE Best Practices Virtual Expo #2**  
[https://www.escweb.net/tx\\_r16/catalog/session.aspx?session\\_id=971875](https://www.escweb.net/tx_r16/catalog/session.aspx?session_id=971875)
- **12/5/2023**      **9:00-10:30am**  
**Learning the Basics of Title II, Part A: Supporting Effective Instruction**  
[https://txr20.escworks.net/catalog/session.aspx?session\\_id=99148](https://txr20.escworks.net/catalog/session.aspx?session_id=99148)
- **12/12/2023**      **9:00-10:30am**  
**Title I, Part C: Migrant Education Program**  
[https://txr20.escworks.net/catalog/session.aspx?session\\_id=99149](https://txr20.escworks.net/catalog/session.aspx?session_id=99149)





# Open Office Hours

- **Thursdays, 2-4pm**
  - With a few exceptions!
  - No pre-registration required
  - <https://esc11.zoom.us/j/94749539876>

Calendar available on the ESC Region 11 Federal Programs web page – I will update this calendar to remove any exceptions due to TEA conflicts! The Zoom link is always available by clicking to open the calendar item.

**REQUEST PD**  
Coaching & Consulting

**SITE SHORTCUTS**

- |  |   |   |
|--|---|---|
| <a href="#">Business Center</a>                | <a href="#">Digital Learning</a>            | <a href="#">Special Programs</a>          |
| <a href="#">Career and Technical Education</a> | <a href="#">Federal Programs</a>            | <a href="#">Sponsorship Opportunities</a> |
| <a href="#">Child Nutrition</a>                | <a href="#">Instructional Services</a>      | <a href="#">Superintendents' Corner</a>   |
| <a href="#">Contracts</a>                      | <a href="#">Public Information Requests</a> | <a href="#">Technology Services</a>       |

Customize Calendar View

← May 2023 → **Month** Day List

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	<b>15</b>	16	17	18	19	20
21	22	23	24	25 Federal Progra...	26	27
28	29 ESC11 Federal ...	30	31	1	2	3

**TEA GRANT NEGOTIATORS**

- ESSA & ESSER Grants**  
 Kenneth Thomas (512) 463-9215 [Kenneth.Thomas@tea.texas.gov](mailto:Kenneth.Thomas@tea.texas.gov)
- IDEA-B & PERKINS**  
 Christie Mizzell-James (512) 463-8424 [Christie.MizzellJames@tea.texas.gov](mailto:Christie.MizzellJames@tea.texas.gov)

# 23-24 Training Calendar

## Timely Topics in Federal Programs

- <https://registration.esc11.net/catalog/sessions/32196/58482>
  - September 12<sup>th</sup> 9-11am (Title III)
  - October 10<sup>th</sup> 9-11am (Title I-C Migrant)
  - November 14<sup>th</sup>-16<sup>th</sup> 2-4pm (Title I, Part D)
  - December 5<sup>th</sup> 2-4pm
  - January 9<sup>th</sup> 9-11am
  - February 6<sup>th</sup> 2-4pm
  - March 19<sup>th</sup> 9-11am
  - April 2<sup>nd</sup> 2-4pm
  - May 7<sup>th</sup> 2-4pm
  - June 11<sup>th</sup> 9-11am
  - July 9<sup>th</sup> 2-4pm
  - August 6<sup>th</sup> 9-11am

This monthly session, *designed specifically for newer federal programs staff*, will include a brief presentation on one federal grants topic and a review of upcoming grant-related tasks and due dates. In addition, each session will allow ample time for open Q&A. Attending all 12 sessions will provide a good foundation for learning the grant cycles and timely activities for the ESSA programs.



# Training Calendar – Fall 2023

- **11/30/2023 9am-12noon**  
**Title I Parent & Family Engagement – Session 1: The Content and Cycle of the School-Parent Compact**  
(Federal Programs Staff, Title I Principals)  
<https://registration.esc11.net/catalog/sessions/32519/58900>
- **12/7/2023 9am-12noon**  
**Title I Parent & Family Engagement – Session 2: Building Parent/Guardian and Family Capacity is More than Building Relationships** (Federal Programs Staff, Title I Principals)  
<https://registration.esc11.net/catalog/sessions/32543/58901>
- **12/14/2023 9am-12noon**  
**Title IV – Compliance Requirements and Use of Funds** (Federal Programs Staff)  
<https://registration.esc11.net/catalog/sessions/32534/58902>
- **1/18/2024 9am-12:30pm**  
**Federal Programs Directors' Meeting (*In Person + Zoom*)**  
<https://registration.esc11.net/catalog/sessions/32541/58896>  
**1/18/2024 1:30pm–4:00pm**  
**ESSER Reporting Work Session**



# Training Calendar – Winter / Spring 2024

- **2/8/2024 9am-12noon**  
**Title IV-A Program Objectives, Outcomes, and Evaluations** (Federal Programs Staff)  
<https://registration.esc11.net/catalog/sessions/32535/58893>
- **2/13/2024 9am-4pm**  
**Title I, Part A Schoolwide Program Elements** (Federal Programs Staff, Title I Principals)  
<https://registration.esc11.net/catalog/sessions/30959/58906>
- **2/27/2024 9am-12noon**  
**Title I, Part A LEA Program Plan / DIP** (Federal Programs Staff) <https://registration.esc11.net/catalog/sessions/30960/58907>
- **3/28/2023 9am-12noon**  
**Title I Parent & Family Engagement – Session 3: The Content and Cycle of Written PFE Policies – LEA and Campus**  
(Federal Programs Staff, Title I Principals) <https://registration.esc11.net/catalog/sessions/32029/58910>
- **4/11/2023 9am-12noon**  
**Title I Parent & Family Engagement – Session 4: The PFE Program Evaluation and Annual Title I Meeting**  
(Federal Programs Staff, Title I Principals) <https://registration.esc11.net/catalog/sessions/32204/58911>
- **5/9/2024 9am-4pm**  
**Federal Programs Directors' Meeting (*In Person + Zoom*)** <https://registration.esc11.net/catalog/sessions/32541/58899>



# Training Calendar – Summer 2024

- **TBD**                      **TBD**  
**Welcome to Federal Programs!**  
(new Federal Programs Staff)
- **TBD**                      **TBD**  
**ESSA Basics for New Federal Programs Staff**  
(Federal Programs Staff, Campus Title I Principals)
- **7/23/2024**            **9am-12noon**  
**Title IV-A Program Objectives, Outcomes, and Evaluations**  
(Federal Programs Staff)  
<https://registration.esc11.net/catalog/sessions/32535/58894>
- **7/30/2024**            **9am-12noon**  
**Title IV – Compliance Requirements and Use of Funds**  
(Federal Programs Staff)  
<https://registration.esc11.net/catalog/sessions/32534/58905>





# ACET

## ACET Regional Director

Leigh Cook  
Director of State & Federal Programs  
Keller ISD  
817-744-1296  
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<https://www.acetx.org>

2024 Spring Conference

~~April 2-5, 2024~~

~~April 24-26, 2024~~

The Westin, San Antonio, Texas



# Welcome!

ESSA Section 1116

The Content & Cycle of the School-Parent Compact

# ESSA Section 1116

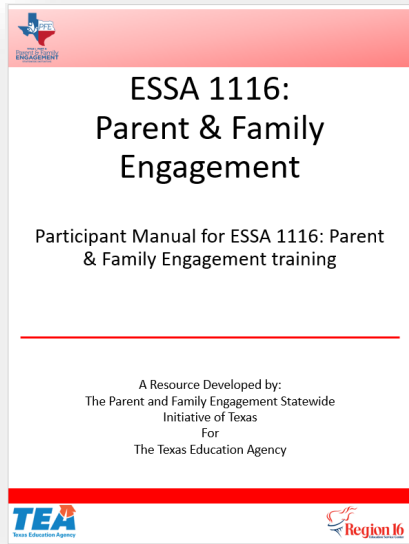
## Making Sense of Title I Parent and Family Engagement Requirements

[ESSA Public Law 114-95 Section 1116 Resource](#)

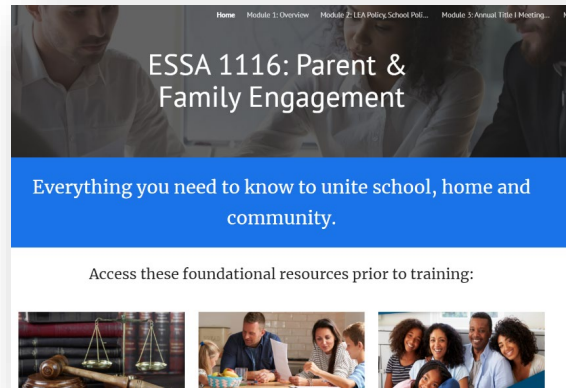


# Training Materials

## Participant Manual



## Training Website



[R16.us/ESSA1116Training](https://R16.us/ESSA1116Training)



# Objectives

## Participants will learn:

- The requirements of a School-Parent Compact
- Evaluation methods
- Methods for getting parent input on the School-Parent Compact

## Participants will walk away with:

- Sample School-Parent Compacts
- Templates for School-Parent Compacts

# ESSA Statute Section 1116

Parent & Family Engagement » Compliance, Compact, and Policy

## Compliance, Compact, and Policy

Parental Rights and Responsibilities in Texas Education Code

Title I, Part A Carryover Guidance from TEA

### USE OF FUNDS REFERENCE DOCUMENT

### COMPLIANCE CALENDAR

### BUILDING CAPACITY

### STATUTE

- 📄 [ESSA Section 1111](#)
- 📄 [ESSA Section 1114](#)
- 📄 [ESSA Section 1115](#)
- 📄 [ESSA Section 1116](#)

Title I, Part A, Parent & Family Engagement Statewide Initiative

Compliance, Compact, and Policy

▶ PFE Conference [↗](#)

▶ Title I, Part A Compliance Academy (Formerly known as PFE Summit)

▼ Best Practices Expo

Best Practices Expo Archive

College & Career Readiness

<https://4.files.edl.io/674d/11/14/23/210756-ed1430a3-6ad0-4784-b342-f52adb16ed89.pdf>

# Parent and Family Engagement Defined *Section 8101 (38-39)*

Title I, Part A parent and family engagement is defined as the participation of parents and families in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, ensuring that—

- Families play an **integral role** in assisting their child’s learning;
- Families are **encouraged to be actively involved** in their child’s education at school;
- Families are **full partners** in their child’s education and are included in **decision-making** and on **advisory committees** to assist in the education of their child; and
- **Other activities** are carried out, such as those described in ESSA Section 1116.

# Parent and Family Engagement Challenges

- **Parents are more involved at the elementary level, and the elementary side of education has improved because of it.**
- **What are your thoughts?**
- **Thoughts on the middle school and high school levels?**
- **Students need guidance at the middle school and high school levels just as much as they do at the elementary levels. Sex, drugs, alcohol, driving, sports, academics, college, finances, etc.**
- **How can we improve parent engagement at the secondary level?**

# Shared Responsibilities for High Student Academic Achievement (aka compact) (d)

[School Parent Compact Resources](#)

# Breakout Activity

- What is the definition of a ‘compact’?
- What is the definition of an ‘agreement’?
- Which definitions fit best with the School-Parent Compact and why?
- Is a person more likely to hold a compact agreement if they had a hand in creating it?
- How could a compact agreement between the school, parents, and students prove to be proactive?

- agency.
- d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.**—As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall—
- 1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
  - 2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
    - A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
    - B) frequent reports to parents on their children’s progress;
    - C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
    - D) 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.



## In General (d)

Title I, Part A, Section 1116 requires that schools shall jointly develop with parents a *school-parent compact* that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

**This *can* be a section of the Policy!**

# Activity

- There are 2 School-Parent Compact samples in the Participant Workbook.
- As we review the requirements, be looking and deciding which of the samples meets the requirements (A or B).

School-Parent Compact Example A  
This document serves as an example only.

<p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Will read for 20+ minutes each day</li> <li>• Will practice math facts for fluency</li> <li>• Will keep a reading log</li> <li>• Submit all assignments</li> </ul> <p><b>Students, Teachers, Parents/guardians – Working Together for Success!</b></p>	<p><b>Faculty/Staff</b></p> <ul style="list-style-type: none"> <li>• Will model instruction</li> <li>• Will provide parents with reading materials and strategies by grade level (using parent work-shops, newsletters, and on the school website)</li> <li>• Will share with parents and students a reading log collaring the student reading level and tips/resources</li> <li>• Will post samples/videos for parent and student reference in Class Dojo or Google Classroom</li> <li>• Will provide parents information about parent sessions, workshops, and trainings</li> <li>• Contact select parents weekly with positive updates as well as areas of growth as needed.</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Will practice with their child grade level reading strategies</li> <li>• Will read with their child 20+ minutes each day</li> <li>• Will help children make real world/math concept connections</li> <li>• Will practice math facts with their child</li> <li>• Will attend parent workshops to learn tips and strategies to use at home (or access materials/resources online)</li> <li>• Will ensure child attends class daily</li> </ul>
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**OUR GOALS FOR STUDENT ACHIEVEMENT**

**District goals**

80% of children in Example ISD will show growth on their STAAR Reading by June 20XX.

95% of children in Example ISD will show growth on their STAAR Math by June 20XX.

**SCHOOL Goals**

90% of children attending Example School will show growth on their STAAR Reading by June 20XX.

95% of children at Example School will show growth on their STAAR Math by June 20XX.

School-Parent Compact Example B  
This document serves as an example only.

<p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Be open and honest when needing help regarding learning.</li> <li>• Act appropriately and do not disrupt the learning environment.</li> <li>• Strive to grow.</li> <li>• Hold a growth mindset.</li> <li>• Be team oriented.</li> </ul> <p><b>COMMUNICATION ABOUT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Parent-Teacher Conferences.</li> <li>• Monthly parent meetings, trainings and activities offered at different times on different days.</li> <li>• Progress reports every three weeks.</li> <li>• Weekly positive phone calls.</li> <li>• Methods of communication include:             <ul style="list-style-type: none"> <li>o Google Voice</li> <li>o Email</li> <li>o Call-out system</li> <li>o Website</li> <li>o Google Classroom</li> </ul> </li> </ul> <p><b>Students, Teachers, Parents/guardians – Working Together for Success!</b></p>	<p><b>IN THE CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction focused on differentiation for the growth of every student.</li> <li>• A supportive and effective learning environment where guardians and families feel welcome, supported, and valued.</li> <li>• A plethora of opportunities for guardians and families to volunteer in the school and classrooms.</li> <li>• Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children.</li> <li>• Hold an open mindset.</li> <li>• Be team oriented.</li> </ul> <p><b>At Home</b></p> <ul style="list-style-type: none"> <li>• Support their child's learning at home through dialog, homework, and setting a positive example.</li> <li>• Volunteer in the school and classroom when able.</li> <li>• Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed.</li> <li>• Participate in parent meetings and trainings/activities when able.</li> <li>• Hold an open mindset.</li> <li>• Be team oriented.</li> </ul>
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**OUR GOALS FOR STUDENT ACHIEVEMENT**

**DISTRICT Goals**

Enhance district-wide parent involvement. Strengthen communication between the district and parents/guardians.

Foster collaborative family-district partnerships.

Provide district-wide parent education and support.

**SCHOOL Goals**

Increase parent involvement in their child's education.

Establish effective communication channels between the school and parents/guardians.

Foster strong family-school partnerships for shared responsibility.

Provide parent education and support to enhance their involvement in their child's education.

# What goes into the compact section?

The compact shall describe:

1. The school's responsibilities:

- High-quality curriculum & instruction, and
- A supportive & effective learning environment
- Opportunities to volunteer in their child's classroom
- Opportunities for participating, as appropriate, in decisions relating to:
  - The education of their children and
  - The positive use of extracurricular time.

## The compact shall describe:

### 2. The parent's responsibilities:

- Ways in which they will support their child's learnings,
- Volunteering in their child's classroom,
- Participating, as appropriate, in decisions relating to:
  - The education of their children, and
  - Positive use of extracurricular time.

## The compact shall describe:

### 3. The student's responsibilities:

ESSA 1116 does not specify what the student's responsibilities are. This needs to be determined by local education agencies via their CNA or other methods.

## The compact shall describe:

### 4. Addresses the importance of on-going communication between teachers & parents. Such as:

- Annual Conferences (elementary- must discuss compact *“as [it] relates to the individual child’s achievement”* (ESSA 1116 (d)(2)(a)),
- Frequent *progress* reports,
- Access to staff, volunteering opportunities, classroom observations, and
- Regular two-way, meaningful communication (in language family understands).

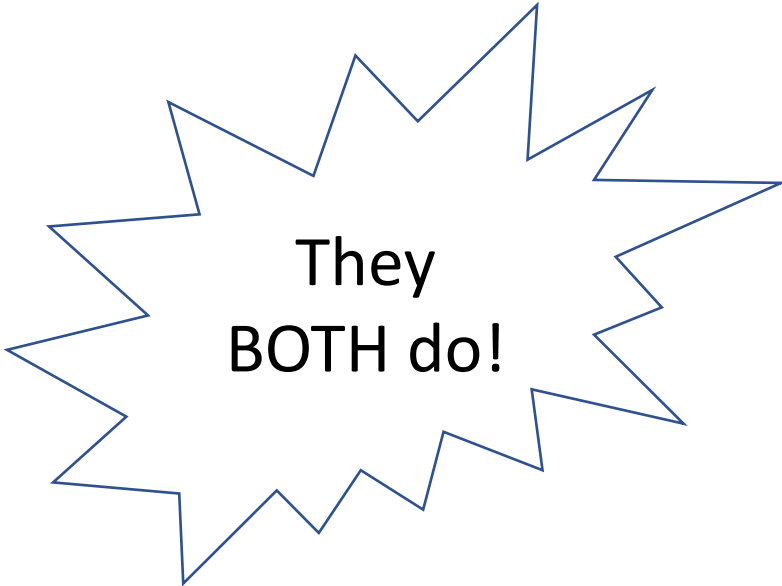
# Activity

Take 15-20 minutes to:

- Review the School-Parent Compact Samples
- Decide which one meets compliance
- Discuss with group
- With your group, revise the one that does not meet compliance.

# Example VS Non-Example

Which one meets compliance?



They  
**BOTH** do!

Group Discussion:

What do you like about each?

What would you like to change or add to one or both?

Would it be more beneficial to your parents/guardians and families if it was included in the School Policy?



# School-Parent Compact as a component of the School's PFE Policy



[https://drive.google.com/file/d/1rcP4ezmRrKty6UWNf9iH-8yL6i7Rj6SN/view?usp=drive link](https://drive.google.com/file/d/1rcP4ezmRrKty6UWNf9iH-8yL6i7Rj6SN/view?usp=drive_link)

feels safe and welcome. (LINK TO GOOGLE FORM)				
	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
School-Parent Compact	<ul style="list-style-type: none"> <li>➢ Provide high-quality curriculum and instruction focused on differentiation for the growth of every student.</li> <li>➢ A supportive and effective learning environment where</li> </ul>	<ul style="list-style-type: none"> <li>➢ Support their child's learning at home through dialog, homework, and setting a positive example.</li> <li>➢ Volunteering in the school and classroom when able.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Be open and honest when needing help regarding learning.</li> <li>➢ Act appropriately and do not disrupt the learning environment.</li> <li>➢ Strive to grow.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Parent-Teacher Conferences.</li> <li>➢ Monthly parent meetings, trainings and activities offered at different times on different days.</li> <li>➢ Progress reports every three weeks.</li> <li>➢ Weekly positive phone calls.</li> <li>➢ Methods of communication include:               <ul style="list-style-type: none"> <li>○ Google Voice</li> <li>○ Email</li> <li>○ Call-out system</li> </ul> </li> </ul>

	<p>guardians and families feel welcome, supported, and valued.</p> <ul style="list-style-type: none"> <li>➢ A plethora of opportunities for guardians and families to volunteer in the school and classrooms.</li> <li>➢ Opportunities for guardians and families to participate in the decisions regarding the education and use of extracurricular time for their children.</li> <li>➢ Hold an open mindset.</li> <li>➢ Be team oriented.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed.</li> <li>➢ Participate in parent meetings and trainings/activities when able.</li> <li>➢ Hold an open mindset.</li> <li>➢ Be team oriented.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Hold a growth mindset.</li> <li>➢ Be team oriented.</li> </ul>	<ul style="list-style-type: none"> <li>○ Website</li> <li>○ Google Classroom</li> </ul>
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\*Nếu bạn cần dịch vụ dịch thuật, vui lòng gọi (111)111-1111 hoặc gửi email tới greatprincipal@exampleschool.net

# Make it applicable



1. Open your device. It will be easier on a computer, but a phone or tablet works also.
2. Go to your school's website.
3. Count the number of clicks it takes you to find the School-Parent Compact. Incorrect clicks count.



**Best practice:**  
put a button near the  
top of the first page in  
any home language  
you serve that goes  
straight to the policy.

How many clicks did it take you to find it?



# Make it applicable



Now take the School-Parent Compact checklist.



Go through the School-Parent Compact you pulled up and see if it meets compliance.

# 15-minute Breaktime



# Methods of Distribution

The school will distribute the PFE Policy & COMPACT to parents!

What does the word ***distribute*** mean?

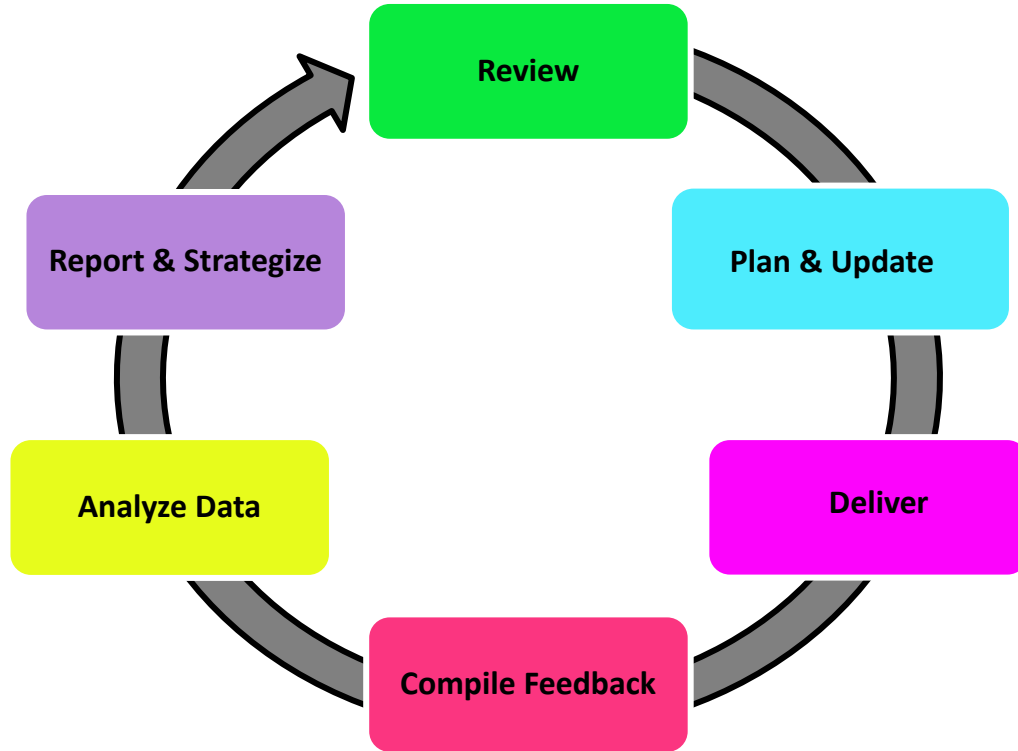
According to Oxford, “Give shares of (something); deal out  
Synonyms include “give out, issue, dispense, administer, disseminate...”

# Methods of Distribution

Each school served under this part shall jointly develop with, and distribute to, parent 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 requirement of subsections (c) through (f) ((b)(1)).

**In Chat, please tell us the methods your campus/district uses to distribute your Parent-School Compact.**

# Evaluation Cycle





# Turn & Talk

**What are some ways to evaluate the School-Parent Compact?**

# Works Cited

*Every Student Succeeds Act (ESSA) Public Law 114-95, Section 1116. Parent and Family Engagement.* (n.d.). Retrieved from Education Service Center 16:

<https://4.files.edl.io/a33c/05/08/23/164513-5d11972a-9d48-47cf-886b-718f5cf51165.pdf>.

Texas Education Agency. (2020, May). *Title I, Part A - Improving Basic Programs Program Guide.* Retrieved from Texas Education Agency:

<https://tea.texas.gov/sites/default/files/T1AProgramGuide.pdf>

U.S. Department of Education. (2001, May). *Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status.* Retrieved from National Center for Education Statistics: <https://nces.ed.gov/pubs2001/2001032.pdf>.

# Final Questions?

<https://forms.gle/tZ7K3cqi11sGRU>

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