

Welcome!

Building Parent/Guardian and Family Capacity is More Than Building Relationships

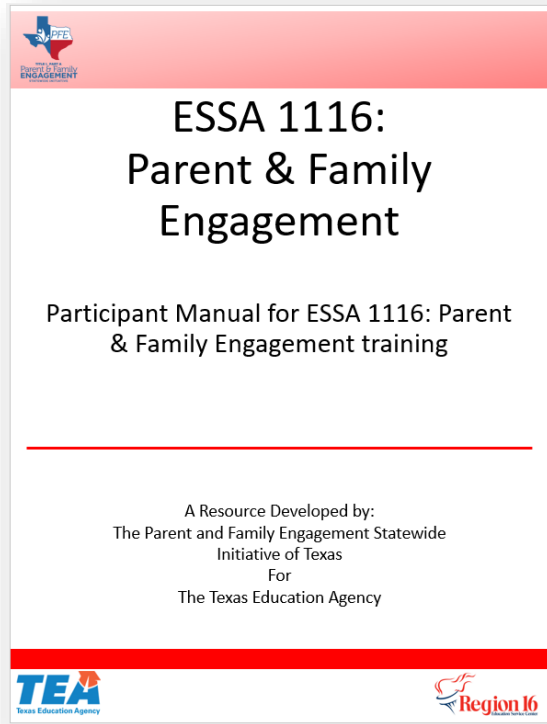
ESSA Section 1116

Making Sense of Title I Parent and Family Engagement Requirements

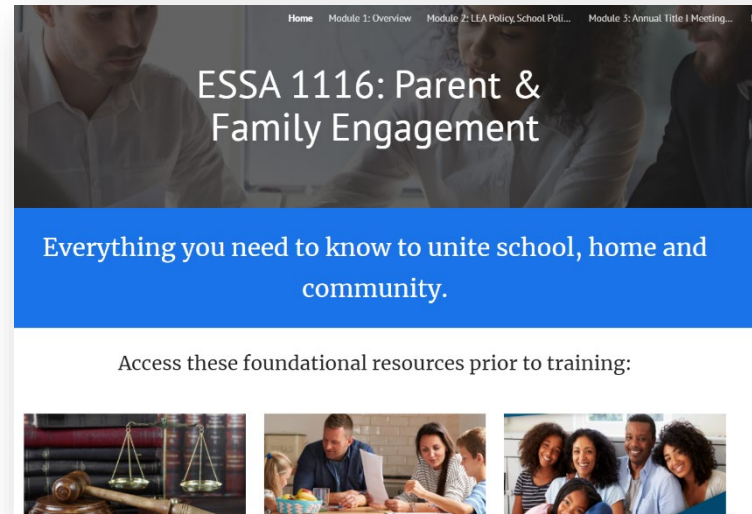
[ESSA Public Law 114-95 Section 1116 Resource](#)

Training Materials

Participant Manual



Training Website



R16.us/ESSA1116Training



Training Norms

- Richer conversations occur when everyone engages in them, takes turns, listens, and has an open mind.
- Please limit distractions such as text messages, phone calls, emails, and side conversations.

Objectives

Participants will learn:

- The building capacity requirements laid out in ESSA 1116 (e)
- Building capacity is different than building relationships.
- Benefits of building the capacity of families
- Evaluation methods

Participants will walk away with:

- Building capacity ideas
- Building relationship ideas
- A copy of ESSA 1116

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

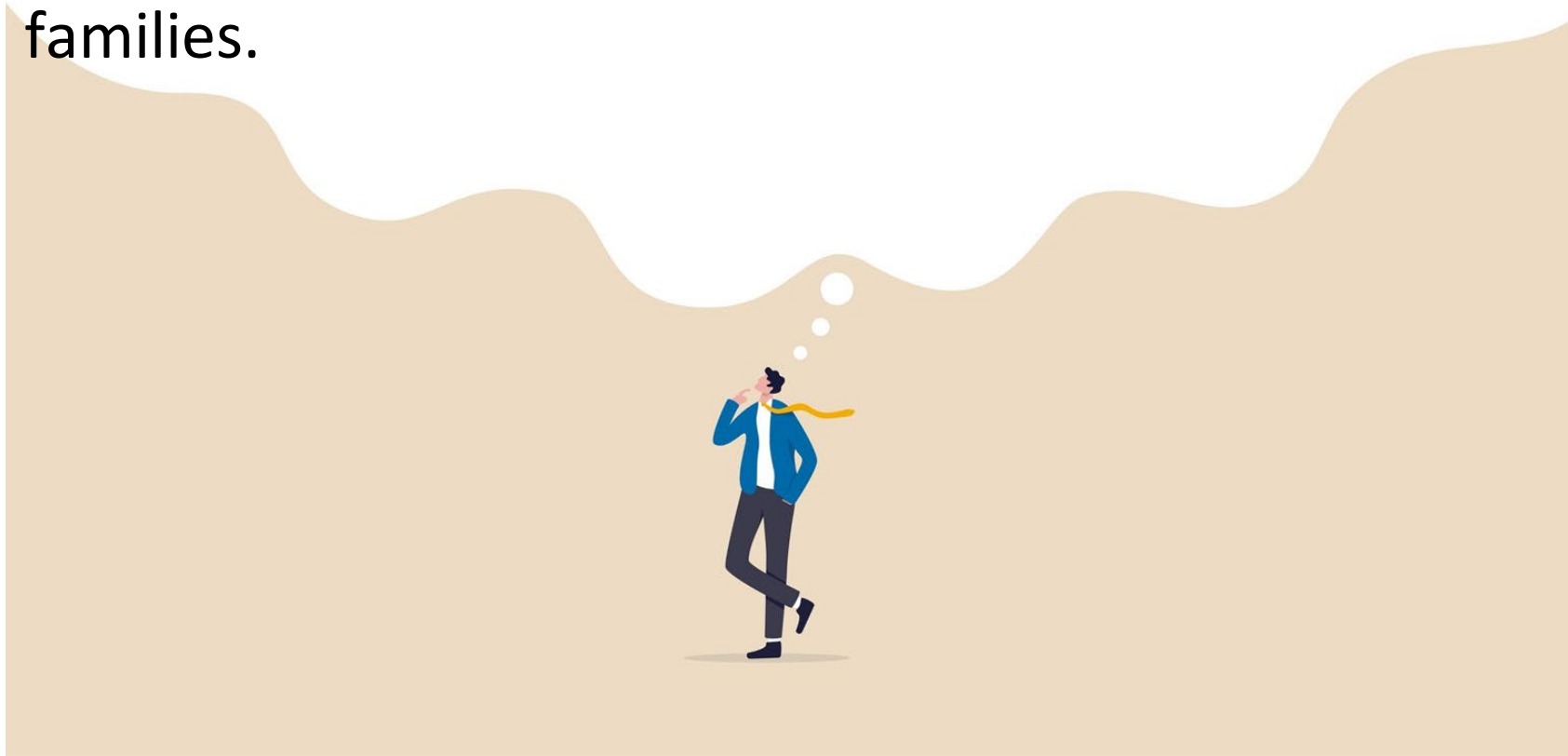
Title I, Part A parent and family engagement is defined as the participation of parents and families in **regular, two-way, and meaningful communication** involving student academic learning and other school activities, ensuring that—

- 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.

Workbook Page 11

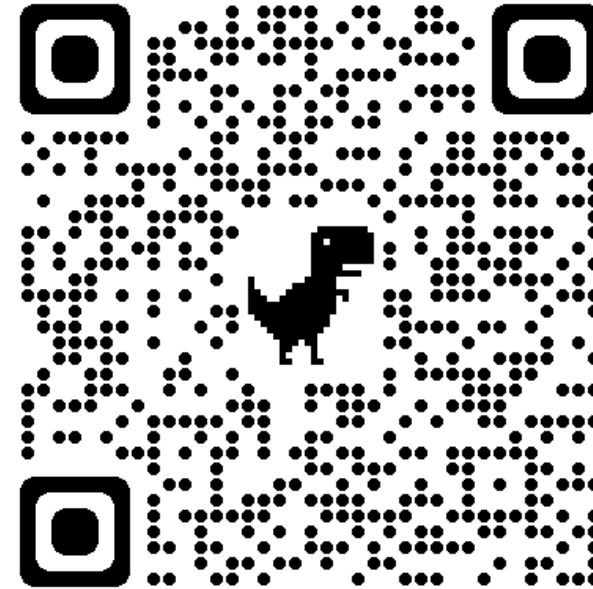
What is being done?

On a sticky note, write 3 ways your school or district is building capacity of parents/guardians and/or families.





NEW RESOURCE!



<https://4.files.edl.io/ef2e/09/13/23/203041-8c071a3a-d455-45cb-89fe-a536ad958d0c.pdf>

Building Capacity is the KEY

Working as a group, sort the cards in the envelope into their corresponding columns, either “shall/must” or “may/best practice”.

As we go through the requirements, check your answers.



Shall/Must or May/Best Practice

1. Assist parents in understanding the challenging State academic standards

2. Establish a parent advisory council

3. Educate teachers, personnel, principals and staff with the assistance of parents on the value and utility of contributions of parents

4. Pay for transportation to enable parents to participate in school-related meetings and training sessions

5. Develop appropriate roles for community-based organizations & businesses

6. Provide other reasonable support as parents may request

7. Assist parents in understanding the State and local academic assessments

8. Pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions

9. Provide literacy training for parents

10. Educate teachers, personnel, principals and staff with the assistance of parents on how to reach out to, communicate with and work with parents as equal partners

Shall/Must or May/Best Practice -Answer Key

1. Assist parents in understanding the challenging State academic standards

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Building Capacity for Involvement (e)

[Building Capacity Resources](#)

Building Capacity for Involvement

SHALL = MUST (e)(1-2)

- Assist parents in understanding:
 - The challenging State academic standards,
 - State & local academic assessments,
 - Assessment requirements
 - How to monitor a child's progress, and
 - How to work with educators to improve the achievement of their children.
- Provide materials & training to help parents work with their children to improve their children's achievement, *such as*:
 - Literacy training, and/or
 - Using technology (harms of copyright piracy).

Building Capacity for Involvement

SHALL = MUST (e)(3-4)

- Educate teachers, personnel, principals & staff with the assistance of parents on:
 - The value & utility of contributions of parents,
 - How to reach out to, communicate with and work with parents as equal partners,
 - Implementing & coordinating parent programs, and
 - Building ties between parents & the school.
- Coordinate & integrate parent involvement programs & activities with other Federal, State, and local programs such as preschool programs.
- Conduct other activities, *such as* parent resource centers that encourage and support parents in participating in the education of their children.

Building Capacity for Involvement

SHALL = MUST (e)(5) & (e)(14)

- Ensure information regarding school & parent programs, meetings, and other activities is sent to the parents of participating children in a format and language the parents can understand.
- Provide other reasonable support as parents may request.

Building Capacity for Involvement

MAY = Best Practice (e)(6-8)

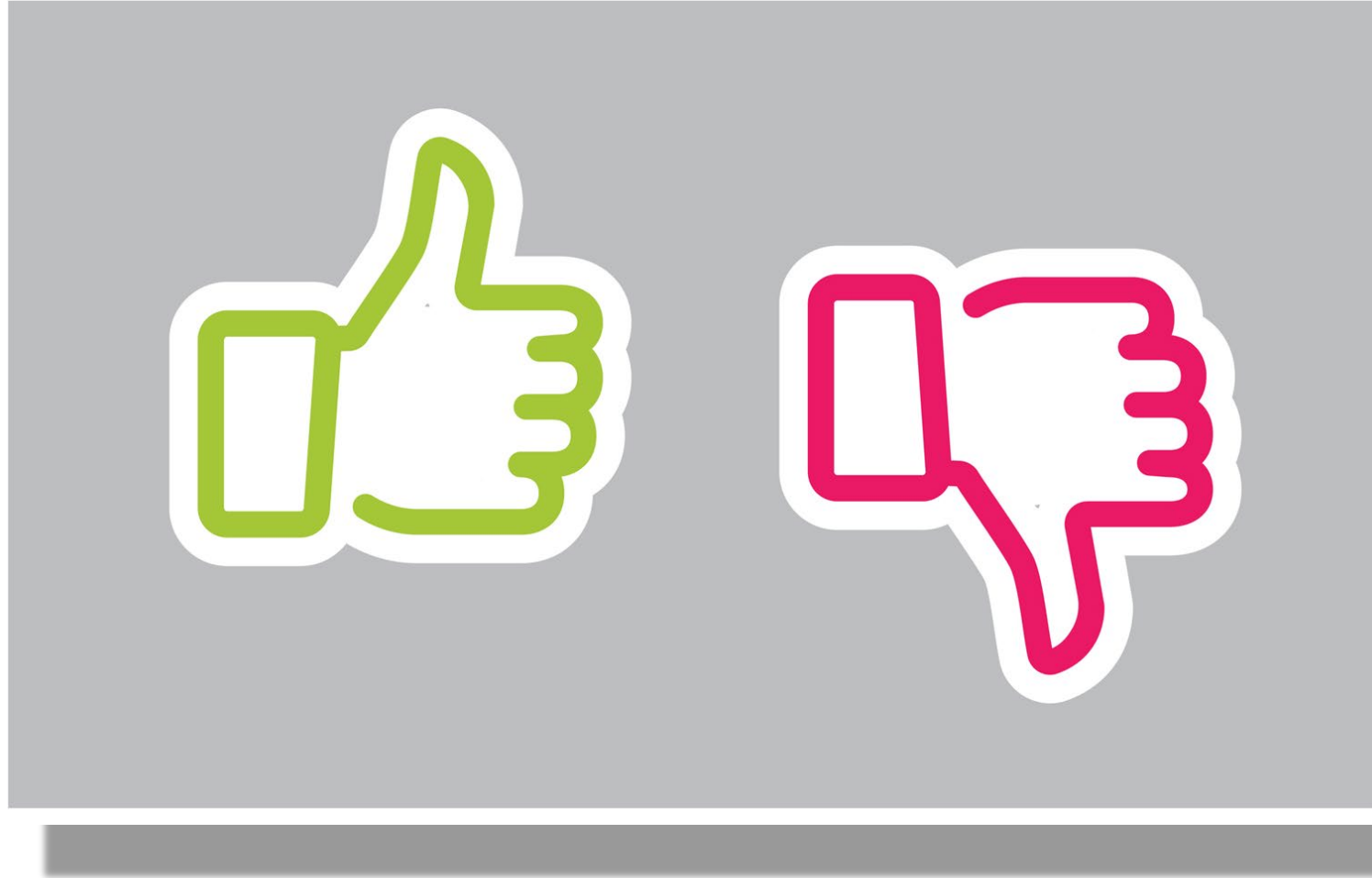
- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- Provide necessary literacy training from funds IF the local LEA has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable & necessary expenses associated with local parental involvement activities, including transportation & childcare costs, to enable parents to participate in school-related meetings & training sessions.

Building Capacity for Involvement

MAY = Best Practice (e)(9-13)

- Train parents to enhance the involvement of other parents.
- Arrange school meetings at a variety of times or conduct in-home conferences with parents who are unable to attend such conferences at school
- Adopt & implement model approaches
- Establish a parent advisory council
- Develop appropriate roles for community-based organizations & businesses

How did you do?



Assignment



Generate a list of possible parent trainings the school could offer which would improve issues in the school. (Example: Grandparents Raising Grandchildren)

Building Capacity is the KEY

Look at the example trainings on page 14 of your workbook.

- *Read* the list of parent meetings, trainings, and activities.
- *Think* of how these would help improve education.
- *Share* your thoughts with your group.
- *Discuss* other trainings that could be offered to parents.

Workbook Pg. 14



Round Robin- Discussion Questions



1. How is building *capacity* different than building *relationships*?
2. What are some examples of building *relationships*?
3. What do the two have to do with each other?

Building Capacity vs Building Relationships

- Look back at the example trainings on page 14 of your workbook.
- Discuss which are building capacity & which are building relationships
- Share with your group what you wrote down on your sticky note at the beginning of this training.
- Together, decide if each is building capacity or building relationships.
- Then discuss if your school or district needs more of one or the other.



Compliance Calendar



Parent and Family Engagement Compliance Calendar

Note: The items identified on this calendar are NOT an all-inclusive listing for an effective parent and family engagement program. There are additional resources related to the specific requirements that are referenced in statute. Additional items are included for your information and convenience.

Building Capacity for Involvement: Resources (e)

5 minutes to browse through materials online and create a list of ways you can help schools build relationships with parents.

- [Best Practice Ideas from schools like yours](#)
- [Building the Capacity of ALL Families with Dr. Steve Constantino](#)
- [Dual Capacity Framework](#)
- [Home and School Partnership](#)
- [Promising Practices from schools like yours](#)
- [STAAR Resources for Parents](#)

Workbook Page 15

Parents' Rights: LEA Responsibilities

Parents have the right to:

Annually

- Request state qualifications of their child's teachers and paraprofessionals
- Access an annual report card with information about the LEA and each campus served by the LEA
- Develop, agree on, and receive the PFE policies
- Evaluate, review, and improve the PFE policies
- Be involved in the schoolwide plan and its description that includes a CNA and the requirements and activities of the PFE program

Throughout the Year

- Be involved in decisions regarding how PFE funds are allotted
- Policies and practices consistent with the Family Education Rights and Privacy Act
- Information provided in a format and language parents can understand
- Request to not have their child's information released to military recruiters without prior written parental consent. (at request).

Workbook pg. 16

Parents of Homeless Youth

The LEA homeless liaison will inform guardians of homeless youth of their child's educational opportunities, opportunities to participate in their child's education, and all transportation services (LEA upon child's registration).

Workbook pg. 16

LEA Responsibility

Parents of English Learners have the right to:

- Information about how they can be involved in their child's education, how to help their child attain English proficiency and high achievement levels, and how to meet state standards. Parents of EL's will also be sent notice of opportunities for regular meetings (LEA upon child's registration).
- Information on:
 - Reasons for the identification
 - Level of English proficiency
 - Methods of instruction
 - How the program will improve English proficiency and meet the needs of the child
 - Specific exit requirements
 - Parental Rights
 - In the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP). (30 days after start of school or 2 weeks after being placed in the program)

Workbook pg. 16

LEA Responsibility

Unsafe School Choice Option

Parents have the right to information on options to attend a safe public school within the LEA, including public charter schools when their child:

- Is attending a persistently dangerous public school (PDS) or
- Has been a victim of a violent criminal offense (VVCO)

(LEA: PDS- 14 days of notification from TEA or at time of enrollment.
VVCO- within 14 days of the incident)

Workbook pg. 16

LEA Responsibility

Parents' Rights: School Responsibilities

Parents have the right to:

- Be informed of their right to request information regarding state qualifications of their child's classroom teachers and paraprofessionals (Annually- beginning of the year).
- Information on their child's level of achievement & growth on each of the State academic assessments (annually).
- Be invited to and attend an annual parent-teacher conference at the elementary level to discuss the school-parent compact (annually).
- Receive the schoolwide plan (annually).
- Be invited to and attend the Annual Title I Meeting to receive information on:
 - the participation of the school in the Title I, Part A program,
 - its requirements,
 - their right to be involved, and
 - the opportunity to request regular meetings (annually).

Workbook pg. 17

Parents' Rights: School Responsibilities

Parents have the right to:

- Develop, agree on, and receive the PFE policies (Throughout the Year).
- Evaluate, review, and improve the PFE policies (Throughout the Year).
- Be involved in the schoolwide plan and its description that includes a CNA and the requirements and activities of the PFE program (Throughout the Year).
- Develop, agree on, and receive the school-parent compact (Throughout the Year).

Workbook pg. 17

Parents' Rights: School Responsibilities

Parents have the right to:

- Receive frequent reports on their child's progress (throughout the year).
- Information provided in a format and language parents can understand (throughout the year).
- A notice of their child being taught by a teacher who does not meet state certification or licensure requirements for four or more weeks (soon after 4 weeks has passed).

Workbook pg. 17

Title I, Part A LEA PFE Reservation (a)(3)

- Required- LEAS with Title I, Part A Allocation of more than \$500,000
 - At least 1% of the total Title I, Part A Allocation for PFE activities
 - Distribute at least 90% to Title I, Part A schools, priority given to high-needs schools
 - The PFE funds are in addition to the Title I, Part A funds allocated to campuses as per the within-LEA allocations process
 - Retain no more than 10% for LEA PFE activities
- Optional- LEAs with Title I, Part A Allocation of \$500,000 or less

Workbook pg. 18

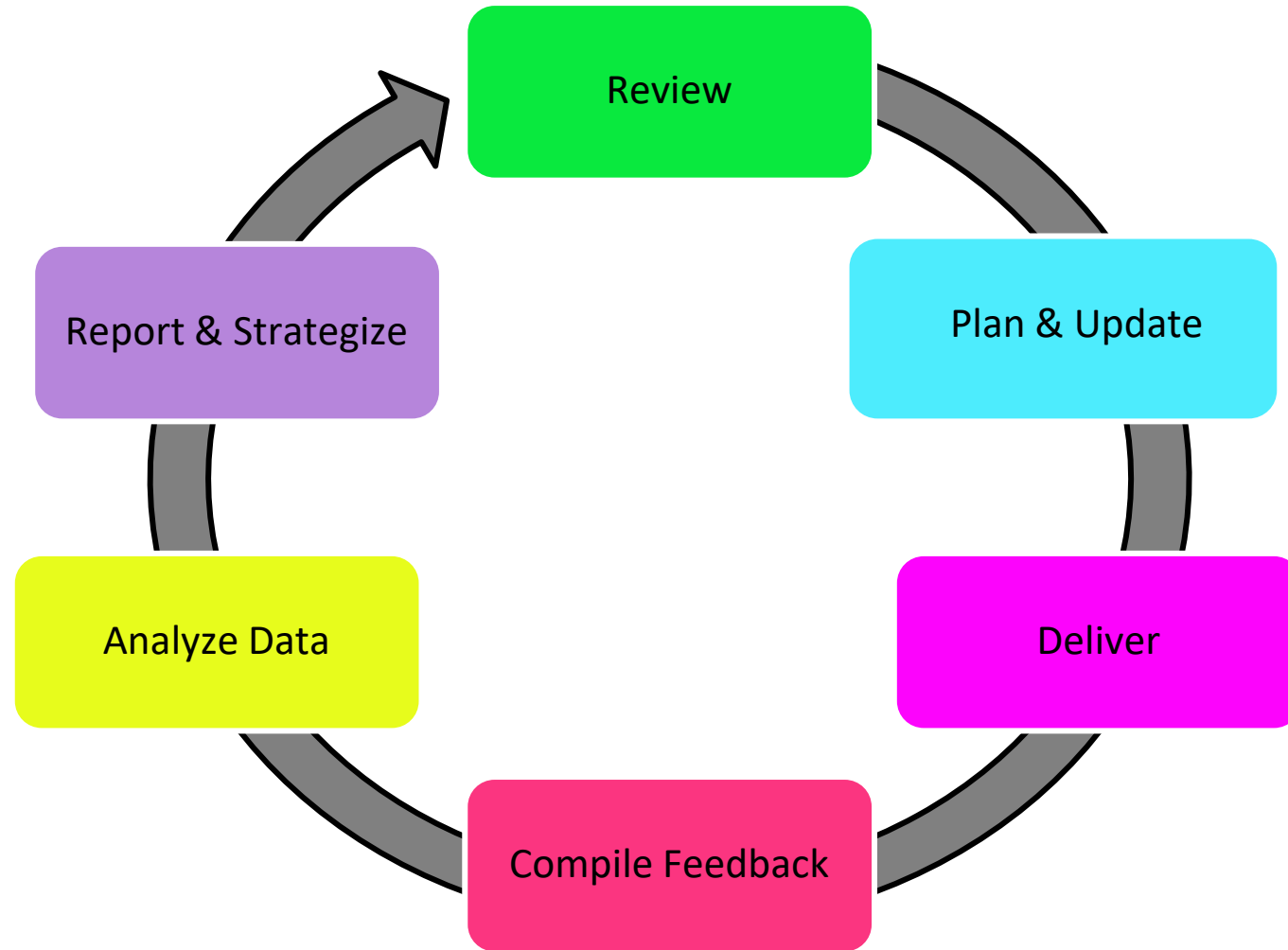
Use of Funds (a)(3)(D)

Funds reserved under subparagraph (a) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

- Professional Development- supporting schools and nonprofit organization in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members,
- Programs- supporting programs that reach parents and family member at home, in the community, and at school,
- Information Dissemination- disseminating information on the best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members,
- Collaboration- collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement, and/or
- Other- engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy (ESSA 1116 (a)(3)(D)).

Workbook pg. 18

Evaluation Cycle



Turn & Talk

- Think for 2 minutes
- Talk with your table for 5-10 minutes
- Elect a spokesperson
- Each table shares out

What are some ways to evaluate the Building Capacity Events?

Exit Ticket

1. Type 1-2 ways the ESC can further assist you regarding the requirements and/or the evaluation of the Building Capacity requirements into the chat.

Thank you so much for attending.

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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://www.esc16.net/upload/page/0367/PublicLaw%20.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>.