

# Parent and Family Engagement

Public Law 114-95  
ESSA Section 1116

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## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



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## Agenda



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## Today's Training Will Cover:

- Overview of Parent and Family Engagement
- Timelines for Development
- ESSA Parent and Family Engagement Changes
- District Level Policy
- School Level Policy
- Building Capacity
- School-Parent Compact
- Annual Title I Meeting
- Resources Available



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## Overview



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## Overview

When families, communities and schools work together, students are more successful and the entire community benefits. The family engagement program works when it is inclusive of all families. Districts and schools need to connect to all families, reaching beyond barriers of culture, language, disability, and poverty.



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## Definition



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## What is Parent and Family Engagement (PFE)?



## What is Parent and Family Engagement (PFE)?

- When parents play an integral role in assisting in their children's learning.
- When parents are encouraged to be actively involved in their children's education.
- When parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

# Timelines



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## Timelines and Due Dates

Each Title I served district should develop a timeline to ensure that the district policy has been evaluated and revised (if necessary). Section 1116(a)(2)(D)

- Checkpoints throughout the year will ensure that:
  - parent and family needs are being met, and
  - schools are provided adequate support and technical assistance in implementing their PFE plans



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## ESSA PFE Updates



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## Changes and Updates

- Conducting outreach
- **Meaningful** involvement of parents and families
- Consultation with parent and family engagement stakeholders
- Coordinating and integrating services
- Addressing the removal of barriers
- Implementing evidence-based strategies
- Develop a Parent Advisory Board



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## District Level Policy



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## District Level Policy

The district policy, which is incorporated into the school's plan, will explain how the district will support schools and families. It will outline, through consultation and input from families, the expectations, goals and objectives the district will undertake to achieve meaningful involvement and engagement.

*Section 1116 (a)(2)*



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## Components of the District Level PFE Policy

Each Title I served district must:



- Reach out to **ALL** parents and family members and implement programs, activities, and procedures to involve all parents and family members of participating children. Section 1116(a)(1)
- Establish the district expectation for parent and family engagement. Section 1116(a)(2)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Involve parents and families in:
  - The joint development of the district's Title I, Part A plan and
  - The development of supports and improvement plans.

Section 1116(a)(2)(A)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Provide the **coordination, technical assistance, and other support** necessary to assist participating schools in the planning and implementation of effective family engagement activities to improve student academic achievement and school performance.

Section 1116(a)(2)(B)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Coordinate and integrate parent and family engagement strategies, to the extent feasible, across other relevant Federal, State, and local laws and programs.

Section 1116(a)(2)(C)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Conduct, with the involvement of families, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served, including:
  - Identifying barriers to greater participation of families in Title I related activities, with particular attention to families who are economically disadvantaged or disabled, and families who have limited English proficiency, limited literacy, or any racial or ethnic minority background;

Section 1116(a)(2)(D)(i)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Identifying needs of parents and families to assist their children ability to learn, including engaging with school personnel and teachers; and
- Identifying strategies to support successful school and family interaction.

Section 1116(a)(2)(D)(ii)

Section 1116(a)(2)(D)(iii)



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## Components of the District Level PFE Policy

Each Title I served district must:



- Use the findings of the evaluation to design evidence based strategies for more effective family engagement;  
and
- Revise the policy, where necessary, to address ways to overcome identified barriers.

Section 1116(a)(2)(E)



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## Components of the District Level PFE Policy

Each Title I served district must:

- Involve families in the activities of the schools, which may include establishing Parent Advisory Boards representative of the parents in the district.

Section 1116(a)(2)(F)



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## Progress Check



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## School Level Policy/Plan



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## School Level Policy/Plan

Each school shall develop jointly with, agree on with, and distribute to parents and families a written parent and family engagement policy. This policy will describe how the school will carry out the requirements of sub-sections (c) through (f).

*Section 1116 (b)(1)*



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## Components of the School Level PFE Plan

Each Title I served school must:

- Develop jointly, agree on with, and distribute to families of Title I served students a written parent and family engagement plan that describes the activities that will be carried out.
- The plan will be written in an understandable and uniform format and, to the extent feasible, in a language the parents can understand.

Section 1116(b)(1)



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## Components of the School Level PFE Plan

Each Title I served school must:

- Update the plan periodically to meet the changing needs of the parents and school.

Section 1116(b)(1)



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## Components of the School Level PFE Plan

Each Title I served school will:

- Convene an annual meeting at a convenient time to inform families of their school's participation in Title I, the requirements of the program, and their rights to be involved.

Section 1116(c)(1)

- Offer flexible number of meeting times.

Section 1116(c)(2)



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## Components of the School Level PFE Plan

Each Title I served school will:

- Involve families in the planning, review, and improvement of the Title I programs including:
  - Parent and Family Engagement Plan and School Plan through:
    - Planning
    - Reviewing
    - Evaluating
    - Revising

Section 1116(c)(3)



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## Components of the School Level PFE Plan

Each Title I served school will:

- Provide families of participating children:
    - Timely information about Title I programs
    - Description and explanation of the curriculum used
    - What academic assessments are used to determine student progress?
    - The proficiency levels students are expected to meet
- Section 1116(c)(4)



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## Components of the School Level PFE Plan

- IF requested by families, opportunities for regular meetings to provide suggestions and to participate (if appropriate) in decisions relating to the education of their children and respond to any suggestions.
- Section 1116(c)(3)
- Provide families the opportunity to submit comments if the school plan is unsatisfactory, and must include all parent comments in the plan when it is submitted to the district for approval.
- Section 1116(b)(5)



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## Components of the School Level PFE Plan

Each Title I served school will:

- Jointly develop with families of served children a **school-parent compact that outlines how:**
  - Families, the entire staff, and students will share responsibility for improved student academic achievement and how the school and families will build and develop a partnership to assist children in meeting the State's challenging standards.

Section 1116(d)(1)



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## Components of the School Level PFE Plan

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the State's academic standards; and

Section 1116(d)(1)

- Each family will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time.

Section 1116(d)(1)



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## Components of the School Level PFE Plan

Each Title I served school will:

- Create a school-parent compact that addresses the importance of communication between teachers and families on an ongoing basis through, at a minimum:
  - Parent-teacher conferences in the elementary school at least annually, during which the compact must be discussed;

Section 1116(d)(2)(A)



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## Components of the School Level PFE Plan

- Frequent reports to families concerning their children's academic progress;

Section 1116(d)(2)(B)

- Opportunities to volunteer and participate in their children's class and observe classroom activities;

Section 1116(d)(2)(C)

- Regular, meaningful two-way communication between families and the school (and, to the extent practicable, in a language families can understand).

Section 1116(d)(2)(D)



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## Components of the School Level PFE Plan

- Opportunities for parents to be involved in the activities of the school (such as, parent advisory councils).

Section 1116(a)(2)(F)



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## Progress Check



## District Policy and School Policy/Plan

## Components of Both District and School Level

Each Title I served district and school will build capacity for involvement by:

- Providing assistance to parents of Title I students in understanding the State's challenging academic standards, State and local assessment requirements, and how to monitor their children's progress while working with school staff to improve academic success.

Section 1116(e)(1)



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## Components of Both District and School Level

- Providing materials and training to help parents with their children to improve student achievement in areas such as literacy training or the use of technology.

Section 1116(e)(2)



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## Components of Both District and School Level

- Educating teachers, instructional support personnel, principals, and other staff about:
  - Valuing and utilizing contributions of parents
  - Reaching out to, communicating with, and working with parents as equal partners
  - Implementing and coordinating parent programs
  - Building ties between parents and the school

Section 1116(e)(3)



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## Components of Both District and School Level

- To the extent feasible and appropriate:
  - Coordinating and integrate parent involvement programs and activities with other Federal, State, and local programs (including public preschools)
  - Conducting other activities, such as parent resource centers, that encourage and support parents in fully participating in their children's education

Section 1116(e)(4)



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## Components of Both District and School Level

- Ensuring 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, and providing opportunities for the informed participation of parents and family members.

Section 1116(e)(5) and Section 1116(f)



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## Components of Both District and School Level

Each Title I served district and school may build capacity for involvement by:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such trainings. Section 1116(e)(6)
- Providing necessary literacy training from funds received from Title I, Part A if the district has exhausted all other reasonably available sources of funding for training for parents. Section 1116(e)(7)



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## Components of Both District and School Level

- Paying reasonable and necessary expenses associated with parental engagement activities, including transportation and child care costs that will enable parents to participate in school-related meetings and training sessions.

Section 1116(e)(8)

- Training parents to enhance the involvement of other parents.

Section 1116(e)(9)



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## Components of Both District and School Level

- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with the participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Section 1116(e)(10)

- Adopting and implementing model approaches to improve parental involvement.

Section 1116(e)(11)



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## Components of Both District and School Level

- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I, Part A. Section 1116(e)(12)
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities. Section 1116(e)(13)
- Providing other reasonable supports for parental involvement requested by parents. Section 1116(e)(14)



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## Components of Both District and School Level

Each Title I served district and school **will** have their district policy and school policy/plan monitored to determine if the policies and practices meet the requirements of Title I, Part A.



Section 1116(h)

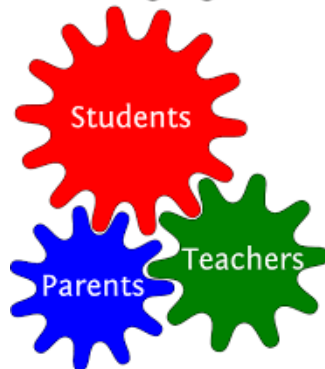


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## Progress Check

Education works best  
when all the parts are  
working together.



## School-Parent Compact

## School Compacts

Each school shall jointly develop with parents of participating children, a school-parent compact that outlines how parents, the entire school staff, and students will share 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.



Section 1116 (d)



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## School Compacts

The compact shall:

- Describe the school's responsibility to provide high quality curriculum and instruction.
- Address the importance of communication between teachers and parents on an ongoing basis through:
  - A. Parent-teacher conferences in elementary schools
  - B. Frequent reports to parents on their children's progress

Section 1116 (d)(1)(2)(A-D)



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## School Compacts

The compact shall:

- C. Reasonable access to staff, opportunities to volunteer and participate in their children's class, and observation of classroom activities
- D. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

Section 1116 (d)(1)(2)(A-D)



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## School Compacts-Steps to Success

### Motivate and Designate

- Explain at a staff meeting what compacts are and how they contribute to student success
- **Pick** a team **leader** and build a team
- **Develop** a **timeline** and use it to assign tasks
- Access your families interests and strengths
- Don't forget the students
  - A. How will they take responsibility for their learning?
  - B. What do they want teachers and parents to do to support them?



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## School Compacts-Steps to Success

### Gather and Align

- Step-by-step process for translating your goals, linking them to priorities in the schoolwide plan, and then identifying specific home learning strategies to carry out the priorities
  - A. Align compact with schoolwide plan
  - B. Use Data teams to **identify** three **goals** per **grade level** and home learning ideas to discuss with parents



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## School Compacts-Steps to Success

### Design and Develop

- Five tools to help the committee translate the data, goals, and priorities into a meaningful school-parent compact.
  - A. Sample School-Parent Compact templates
  - B. Guide to Quality rubric
  - C. School-Parent Compact template (blank)
  - D. School-Parent Compact checklist
  - E. Questions to review the design and develop process



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## School Compacts-Steps to Success

### Celebrate, review, and revise

- View the compact as a cycle of continuous improvement.
  - A. Celebrate success
  - B. Continuous improvement means reviewing what worked, what needs to improve, and then revising or developing a new plan
  - C. Build momentum for next year



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## School Compacts-Steps to Success

### It's All About The Conversation!

One outcome of developing the school-parent compact should be making connections and establishing collaborative partnerships-teachers talking to families, schools talking to community organizations-people working together to support student learning.



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# Annual Title I Meeting



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## Annual Title I Meeting Requirements

All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting to:

1. Inform parents and families of their school's participation
2. Explain the requirements of Title I, Part A program
3. Inform parents of their rights to be involved.

Section 1116(c)(1)



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## Topics for Discussion

The LEA Title I Plan addresses how Title I, Part A funds will be used within the district. Elements of the Plan may include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs

Section 1116 (a)(3)(D)



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## Topics for Discussion

The LEA Title I Plan addresses how Title I, Part A funds will be used within the district. Elements of the Plan may include:

- Strategies to implement effective parent and family engagement
- Emphasis on Title I, Part A parents have the right to be involved in the development of this plan

Section 1116(a)(3)



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## Templates and Resources



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## Templates

[Parent-Student-Teacher Compact](#)

[School-Parent Compact-Traditional Template](#)

[Family Engagement Best Practices Rubric](#)



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# Templates

## School-Parent Compact Checklist

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact.

| YES | NO |  |
|-----|----|--|
|     |    | Does the school have a current year school-parent compact? PL 114-95 Section 1116 (d)  |
|     |    | Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (d)(1)                                  |
|     |    | Was the school-parent compact jointly developed with parents/families? PL 114-95 Section 1116 (d)  |
|     |    | Invitation to parents/families to attend meeting?  |
|     |    | Agenda for meeting?  |
|     |    | Sign-in sheet for meeting including name and title/position?   |
|     |    | Minutes of meeting?  |
|     |    | Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) PL 114-95 Section 1116 (d)(1) |
|     |    | Student Handbook?  |
|     |    | School or district website?  |
|     |    | Direct Mail?   |
|     |    | E-Mail?  |
|     |    | Placed in newspaper?   |
|     |    | Provided at student registration?  |
|     |    | Provided and explained at back to school event?  |
|     |    | Discussed at parent teacher conference?  |
|     |    | Other?   |



## School-Parent Compact Checklist

|  |  |
|--|--|
|  | Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? PL 114-95 Section 1116 (d)   |
|  | Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? PL 114-95 Section 1116 (d)  |
|  | Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)   |
|  | Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)   |
|  | Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning, such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? PL 114-95 Section 1116 (d)(1)   |
|  | Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand? PL 114-95 Section 1116 (d)(2)(D)                              |
|  | Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? PL 114-95 Section 1116 (d)(2)(A)<br>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference? |
|  | Does the school provide frequent reports to families on their child's progress? PL 114-95 Section 1116 (d)(2)(B)   |
|  | What types of reports?   |
|  | How frequently?  |
|  | Telephone logs?  |
|  | E-mail history?  |
|  | Home visits?   |
|  | Other?   |
|  | Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? PL 114-95 Section 1116 (d)(2)(C)<br>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity   |

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# Templates

## School-Parent Compact Checklist

|  |   |
|--|---|
|  | Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school-parent compact (at least annually)? PL 114-95 Section 1116 (c)(3) |
|  | What tools were used to receive parent input? (surveys, interviews, etc.)   |
|  | Invitation to parents to review the findings?   |
|  | Agenda of meetings?   |
|  | Sign-in sheet for meeting including name and title/position?  |
|  | Minutes of meeting?   |
|  | Final product, a school-parent compact?   |



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## Resources

- [Coalition for Community Schools](#)
- [National Standards for Family School Partnerships](#)
- [National Dropout Prevention Center/Network](#)
- [United States Department of Education](#)
- [ESSA-Parent and Family Engagement Provision](#)
- [Parental Involvement: Title I, Part A Non-Regulatory Guidance](#)



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## Resources

- [ESSA Section 1116 Parent and Family Engagement](#)
- [ESSA Quick Brief on the Every Student Succeeds Act](#)
- [Mississippi Department of Education's Literacy Resources for Parents](#)
- [Mississippi Department of Education's Family Guides for Student Success](#)



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## Resources

- [Evidence practices at School: A Guide for Parents](#)
- [Evidence based practices for supporting and enhancing Family Engagement](#)
- [What's in it For Parents](#)
- [Quick Brief on Family Engagement in Every Student Succeeds Act](#)
- [Title I, Parent and Family Engagement Handbook](#)



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## Progress Check



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