



# ESSA Title I-A Parent and Family Engagement – Compliance

FY22 ESEA Titles I-IV Consolidated Application Webinar

---

K-12 Systems and Supports



# Welcome and Introductions

# Agenda

1. Welcome and Introductions
2. Goals
3. Title I Parent and Family Engagement Policies
4. Parent and Family Engagement Activities
5. Title I Policy Self-Assessments
6. Next Steps and Resources

# ESEA Grant Cycle FY2022

**July 2021**  
**Ongoing** – FY22 ConApp Training Series  
**July 1** – Phase II FY22 ConApp Released with Preliminary Allocations  
**July 1** – First date to obligate FY22 funds

**August 2021**  
**Ongoing** – FY22 ConApp Training Series  
**Aug. 31** – Last date to submit FY21 amendments until Nov. 1

**September 2021**  
**Sept. 30** – Last date to obligate FY21 funds  
**Sept. 30 at 3 p.m.** – Phase II FY22 ConApp Due  
**Sept. 30** – 4th Quarter FY21 reimbursement requests due

**October 2021**  
**Ongoing** – Revise returned FY22 ConApps  
**Oct. 31** - FY22 Final Allocations released

**June 2022**  
**Ongoing** – FY23 ConApp Trainings  
**June 1** – FY23 Phase I Assurances Application Released  
**Mar. 30** – 3rd Quarter FY22 reimbursement requests due  
**June 30** – FY23 Phase I Assurances Due



**November 2021**  
**Ongoing** – Prepare final FY21 reimbursement requests  
**Nov. 1 – 15** - FY21 budget amendment submission window

**May 2022**  
**Ongoing** – FY23 ConApp Trainings  
**May 31** – 3rd Quarter FY22 reimbursement requests due

**December 2021**  
**Ongoing** – Revise returned FY22 ConApps  
**Dec. 1** – Last day to submit final FY21 reimbursement requests  
**Dec. 31** – 1st Quarter FY22 reimbursement requests due

**April 2022**  
**Apr. 30** – FY23 New or Significantly Expanding PCS data collection due

**March 2022**  
**Mar. 15** – Maintenance of Effort and Per-Pupil Expenditure data collection due  
**Mar. 30** – 2nd Quarter FY22 reimbursement requests due

**February 2022**  
**Ongoing** – Submit FY22 budget amendments when FY21 Carryover Funds are uploaded in FY22 in EGMS

**January 2022**  
**Jan. 31** – FY21 Closeout Reports due



# Goals

**At the end of this webinar, participants will:**

1. Understand the requirements of LEA-level and school-level parent and family engagement (PFE) for Titles I, II, III and IV
2. Understand the requirements for PFE for English Learners (ELs) under Title I-A and Title III-A
3. Know how to self-assess current LEA-level and school-level parent and family engagement policies
4. Know the documentation requirements for PFE activities



# Parent and Family Engagement Policies



# Parent and Family Engagement Policies in Title I-A



LEA's are required to develop a LEA-Level Parent and Family Engagement Policy



Every Title I school within the LEA must have a School-Level Parent and Family Engagement Policy



Single-site LEAs may have one policy if it includes all components of LEA- and school-level policies



# LEA-Level Policy



## Component 1

- **Establishes the LEA's expectations and objectives** for meaningful parent and family engagement

## Component 2

- Is jointly **developed with, agreed on with, and distributed to** parents and families of students in LEA

## Component 3

- Provides **coordination, technical assistance and other support necessary to assist schools** in planning and implementing effective parent involvement

## Component 4

- Plans and implements effective parent and family engagement activities to **improve academic achievement and school performance**

## Component 5

- Coordinates and integrates parent and family engagement strategies with **other relevant federal and state grants**



# School-Level Policy



## Component 1

- Explains when and how the school will conduct an annual Title I meeting

## Component 2

- Explains how the school will involve parents in an organized, ongoing, and timely manner in the Title I program

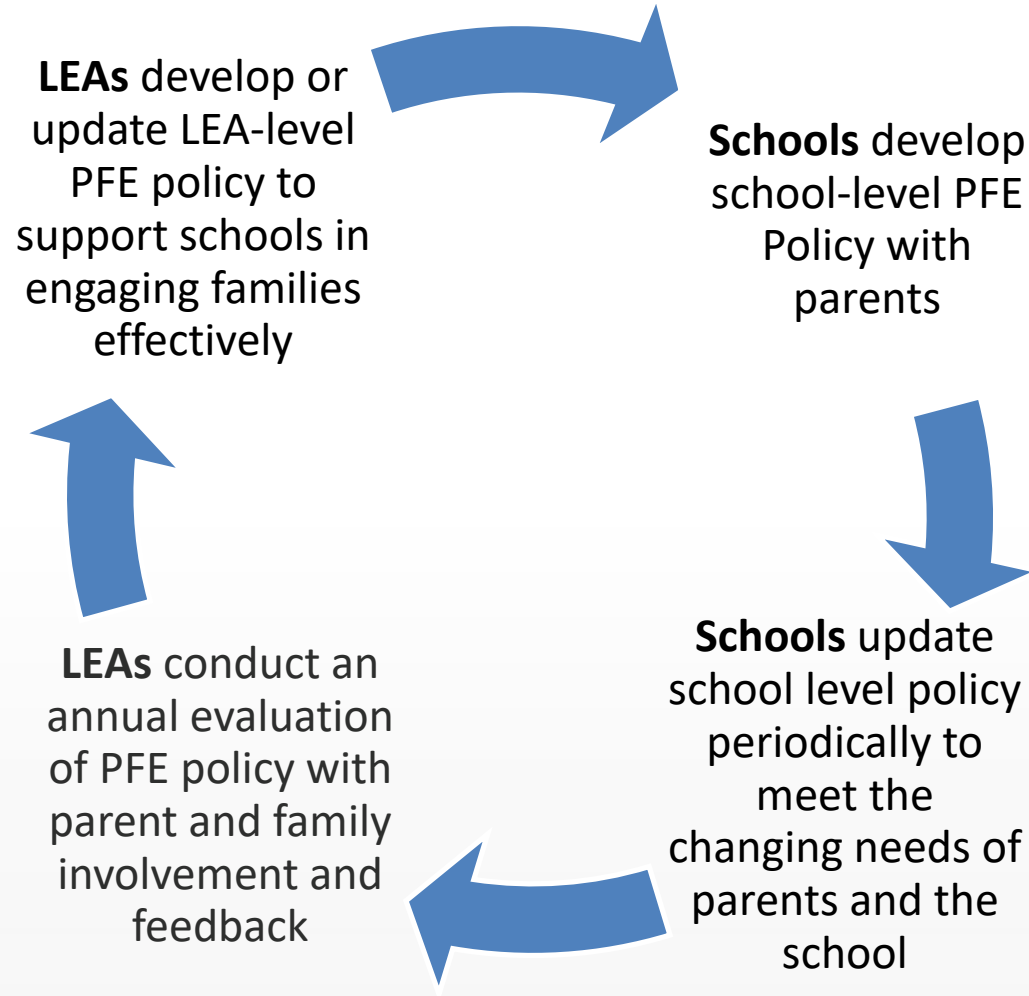
## Component 3

- Describes how parents will be involved in the planning, review and improvement of the school-level PFE policy

Parents must be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language they can understand.

The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

# Policy Development Process





# Parent and Family Engagement Activities

# Title I-A Parent and Family Engagement Activities



Develop an LEA-level parent and family engagement policy with parents and families

Conduct an annual evaluation of the PFE policy with parent involvement

At the beginning of the school year, notify parents that they may request information on the professional qualifications of the student's teachers and paraprofessionals

Build the capacity of schools to involve parents (required for DCPS, optional for charter LEAs)

# Evaluation of Parent and Family Engagement Policy



## LEAs

The evaluation must identify

- Barriers to greater participation by parents in Title I activities
- Needs of parents and family members to assist with the learning of their children
- Evidenced-based strategies to support school and family interactions

# Title I-A Parent and Family Engagement Activities



## Schools

Provide parents with timely information on the Title I program

Provide parents with a description and explanation of the curriculum and academic assessments in use at the school

Provide parents timely notice if their child has been assigned to a teacher who does not meet applicable state certification or licensure requirements

Offer opportunities for meetings, at parent request, to give suggestions and participate in decisions relating to the education of their children

Have a school-parent compact (required for DCPS, optional for charters)

Submit comments from parents if they are not satisfied with the Title I program plan when the plan is submitted to the LEA

# Annual Title I-A Meeting



## Schools

### To Meet Requirements

- Be convened at convenient times and offered more than once
- Inform parents that the school receives Title I-A funds
- Explain that Title I-A funding requires the school to perform the PFE activities
- Make parents aware that families have a right to be involved

# Parents and Families of English Learners



## LEAs

### Outreach

- Conduct outreach to parents of English learners to inform them how to:
  - Be involved in the education of their children, and
  - Be active participants in assisting their children to:
    - Attain English proficiency;
    - Achieve at high levels within a well-rounded education; and
    - Meet the challenging state academic standards expected of all students.

### Parent Input

- Hold regular meetings with parents of English Learners (EL) for the purpose of responding to their recommendations regarding the school's EL program

### Notification

- Notify parents of their child's identification for English learner services in a timely manner:
  - No later than 30 days after the beginning of the school year
  - For children who have not been identified as English learners prior to the beginning of school year, in the first two weeks of placement of child in the program.



# The EL Identification Notification Letter



## LEAs

The reasons for identification of their child as an English learner

The child's English proficiency level, how it was assessed and the status of academic achievement

The methods of instruction used in the program

How the program will meet the educational needs of their child

How the program will help their child learn English and meet academic standards

The specific exit requirements for the program

# Building Capacity of Title I-A Schools



## LEAs

## DCPS Requirements (optional for charter LEAs)

Provide assistance to parents in understanding academic standards, state and local assessments, requirements of Title I-A, and how to monitor a child's progress and work with educators

Provide training and material to parents to help them work with their children to improve their academic achievement, such as literacy training and using technology

Educate teachers, other teaching personnel, principals and school leaders, with assistance of parents, in effective PFE practices

# Building Capacity of Title I-A Schools (con't)



## LEAs

### DCPS Requirements (optional for charter LEAs)

Coordinate and integrate PFE strategies with other laws and programs to the extent feasible and appropriate

Ensure that information related to school and parent programs, meetings, and other activities, is in a format and language that they can understand

LEAS may also (1) Involve parents in development of training for teachers, principals and other educators (2) Provide literacy training to parents using Title I-A funding if the LEA has exhausted all other funding

# School-Parent Compacts



## LEAs

## DCPS Requirements (optional for charter LEAs)

### Shared responsibilities of the school and the parents:

- The school will provide high-quality curriculum and instruction and a conducive environment for children to meet state standards.
- The parents' responsibilities are to support their children's learning; volunteer as appropriate; and participate in decisions about the education of their children.

### Parent-teacher communications:

- The school shall facilitate parent-teacher conferences, at least annually, in elementary schools, during which the compact must be discussed.
- The school shall provide frequent reports to parents on their children's progress.
- The school shall facilitate reasonable parent access to staff and opportunities to participate or observe in their child's class.
- The school shall ensure regular two-way, meaningful communication between family members and school staff, in a language that family members can understand.

# Parent Involvement – Title II and Title III



## LEAs

### Title II

- Meaningfully consult with and seek advice from parents and stake holders on the **teacher training and development program plan** and how best to improve the LEA's activities to meet the purpose of Title II.

### Title III

- Meaningfully consult with parents and family members in developing and implementing **the LEA's plan for improving the academic achievement of English learners** and increasing their English proficiency.

# Parent Involvement in Title IV



## LEAs

### Consultation

- Consult with parents, among other stakeholders, in developing the LEA Title IV application

### Consent

- Obtain informed consent from parents of each child who is age 18 and younger to participate in any school mental-health assessment or service that is funded under this title (if applicable)

### Involvement

- If the LEA allocates Title IV funds in the Safe and Healthy Students category, promotion of the involvement of parents must be included in the programs and activities

# OSSE ESSA Complaint Policy



## LEAs

LEAs are required to disseminate adequate information about the OSSE's complaint policy procedures to parents of students and to appropriate school officials and representatives (34 CFR § 299.11).

The policy is posted on [OSSE's website and is linked here](#)

Many LEAs and schools include the OSSE webpage link on their website, and/or in their parent and family engagement Policy, or student handbook.



## Assessing Your LEA's Policies



# Assessing Compliance



## Title I Parent and Family Engagement Policies Checklist

Title I, Part A of the Every Student Succeeds Act (ESSA) requires local education agencies (LEAs) to develop a written parent and family engagement policy and support the development of school-level parent involvement policies and programs. These policies describe the means for carrying out the activities required by ESSA to involve families in the academic achievement of their students.

Single-site LEAs may combine their LEA- and school-level policies or LEAs may have multiple schools adopt the LEA-level policy as the school policy; however, all required components of both policies must be included in the single document to be compliant.

The LEA-wide parent and family engagement must include the following:	Included
<p><b>1. How parents and families contribute to the design of the parent involvement activities in the Title I LEA Plan</b></p> <p>Describe how parents and family members are involved in the planning, review and improvement of the LEA's parent and family engagement expectations and objectives as incorporated into the Title I LEA Plan. <i>(ESSA Section 1116(a)(2)(A))</i></p>	
<p><b>2. How the Title I parent and family engagement activities coordinated with other grants</b></p> <p>State how the LEA coordinates and integrates parent and family engagement strategies with other federal, state, and local laws and programs. <i>(ESSA Section 1116(a)(2)(C))</i></p>	
<p><b>3. How the LEA trains school staff on how to plan and implement school-level engagement activities that are related to student achievement</b></p> <p>State how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. <i>(ESSA Section 1116(a)(2)(B))</i></p>	
<p><b>4. What the LEA does to connect parents and families to the school-level engagement activities</b></p> <p>State how the LEA involves parents and family members in the activities of the schools, which may include establishing a parent advisory board for the purpose of developing, revising and reviewing the parent and family engagement policy. <i>(ESSA Section 1116(a)(2)(F))</i></p>	



# Assessing Compliance (cont.)

The school-level parent and family engagement policy must include:	Included
<p><b>1. How parents can be involved in designing the school-level policy</b> Describe how parents and family members will be involved in the planning, review and improvement of the school's parent and family engagement policy. <i>(ESSA Section 1116(c)(3))</i></p>	
<p><b>2. Offering multiple meetings and activities at flexible times with assistance for parents to attend</b> Indicate that the school will offer a flexible number of parent and family meetings and that Title I funds may be used to pay for transportation, childcare, or home visit expenses to enable parent involvement. <i>(ESSA Section 1116(c)(2))</i></p>	
<p><b>3. Annual Title I Meetings at the schools</b> Indicate that an annual meeting will be held by the school to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. <i>(ESSA Section 1116(c)(1))</i></p>	
<p><b>4. Informing parents of the educational program of the school</b> Describe how the school will provide parents and family members of participating children:</p> <ul style="list-style-type: none"> <li>a. timely information about the Title I program (ESSA Section 1116(c)(4)(A)); and</li> <li>b. descriptions and explanation of: the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)(B)); and</li> <li>c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. <i>(ESSA Section 1116(c)(4)(C))</i></li> </ul>	
<p><b>5. Ensuring participation of families with limited English proficiency</b> State how LEAs and schools to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. <i>(ESSA Section 1116(f))</i></p>	
<p><b>6. Parent involvement in the schoolwide program planning process</b> For schools operating a schoolwide Title I program, describe how the school involves parents and family members in the joint development of the schoolwide program plan. <i>(ESSA Section 1116(c)(3))</i></p>	
<p><b>7. Parent opinions of the schoolwide program and plan</b> For schools operating a schoolwide Title I program, state how parents of participating students may comment on the schoolwide plan if the plan is not satisfactory. <i>(ESSA Section 1116(c)(5))</i></p>	



Resources

# Next Steps

1. Determine if the LEA and school(s) have a parent and family engagement policy
2. Collect feedback from parents and families on the Title I program and parent and family engagement policies and activities
3. Develop, or evaluate and update, the policy for school year 2021-22
4. Use the checklist tools to ensure the policies has all required components
5. Collect documentation of the policy development or revision process

# Resources

- OSSE Parent and Family Engagement Template – included in Webinar Handouts
- OSSE Checklist for Self-Assessment of PFE Policies – included in Webinar Handouts
- [OSSE School-Parent Compact Template](#)
- [Elementary and Secondary Education Act of 1965](#)
- [OSSE Complaint Policy](#)
- [ESEANow.com](#)
- [ESSA Guidance for LEAs Webpage](#)
- [ESEA Consolidated Application Webpage](#)
- [Risk Based Monitoring Webpage](#)

# We are here to help!

## ESEA Titles I-IV Team Members



**Bonnie Bacon**, Supervisory Education Program Specialist

[Bonnie.Bacon@dc.gov](mailto:Bonnie.Bacon@dc.gov), (202) 545-7224

**Mark Harris Jr.**, Program Analyst

[Mark.Harris3@dc.gov](mailto:Mark.Harris3@dc.gov), (202) 741-0256

**Mildred Washington**, Program Analyst

[Mildred.Washington@dc.gov](mailto:Mildred.Washington@dc.gov), (202) 724-7870

**Samia Said**, Program Analyst

[Samia.Said@dc.gov](mailto:Samia.Said@dc.gov), (202) 486-2474