

## Parent and Family Engagement Liaison

A PFE Liaison is the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner. PFE Liaisons play a dual role of ambassadorship. They represent the school through thoughtful, meaningful and culturally appropriate communications. They also represent the parent/family by understanding the many challenges that occur in the community. The PFE Liaison works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

### Job description:

A job description should clearly state the responsibilities of the PFE Liaison. Some duties to consider:

- Serve as liaison between school and home
- Facilitate and foster a positive working environment between home and school
- Make personal contacts and home-visits
- Organize materials and activities
- Survey parents to determine needs and assess effectiveness of the program
- Professional development and training to staff and families
- Knowledgeable about Title I, Part A compliance
- Provide tips, strategies, and ideas to staff and parents
- Engage parents to become full partners with the school
- Develop a monthly calendar of events and/or newsletter

### Consider the following when developing the position, interviewing and selecting your PFE Liaison:

- Is a member of the community
- Has experience in public speaking and communication
- Is articulate and an effective communicator
- Has ability to plan, organize and implement activities and events
- Reflects the school's demographics and demonstrates tolerance of culturally diverse populations

### What a PFE Liaison is NOT:

- Substitute
- Cafeteria Monitor
- Front Office Assistant
- Hall Monitor
- Recess Monitor

If these liaisons are relegated to these operational tasks, the desired outcome of engaging every family will be lost. Schools may want to include a statement that limits the amount of time the PFE Liaison can work outside of their job description; i.e. *The PFE Liaison must spend 85% of their day fulfilling the responsibilities defined in the job description or other duties as assigned as related to parent and family engagement.*

### How can a PFE Liaison help parents and families?

Often, parents feel uncomfortable about sharing their questions or concerns with the teachers or school administration. Because good communication between home and school is such a vital part of your child's academic success, the PFE Liaison will listen to concerns and then work with parents and families to make sure that their situation, question or point of view is expressed and understood. They can help and support parents/families who need to find ways to resolve any issues that may be hindering their child's success in school. PFE Liaisons want to be sure that parents understand what they can do to get involved, keep informed, share information, and help their child do his or her best. PFE Liaisons provide professional development opportunities for parents to learn how to help their children be successful.

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## Parent and Family “Meetings,” ESSA Section 1116

### Statutory Reference:

*Each school served under this part shall – offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. ESSA Section 1116 (c)(2)*

United States Department of Education (USDE) has not provided Parent and Family Engagement non-regulatory guidance. Therefore, TEA is providing parent and family engagement meetings guidance in the following manner.

### Meetings

The statutory requirement is to have various opportunities for parent engagement activities available on different days and times.

- The Annual Title I, Part A Meeting is a required meeting, and it must be offered on more than one day and at more than one time, so that parents have more than one option to attend; ESSA Section 1116 (c)(1)
- Each Parent and Family Engagement (PFE) meeting must be provided on multiple dates and times for parents to receive the same information and to participate in planning, evaluation, and policy development. ESSA Section 1116 (c)(2). For example:
  - soliciting input regarding the PFE policy and school-parent compact, ESSA Section 1116 (a)(2), (b)(1), (c)(3);
  - gathering feedback about the content and effectiveness of the PFE policy, ESSA Section 1116 (a)(2)(D);
  - receiving input regarding how funds for PFE are being allotted for PFE activities, ESSA Section 1116 (a)(3)(B); and
  - explaining annual school report cards, student curriculum and assessment, and STAAR tests, ESSA Section 1116 (c)(4)(B), (d)(1) & (d)(2)(B).
- Other PFE training activities should be offered more than once, when feasible. For example:
  - providing training to parents and family about homework strategies;
  - providing materials and training to help parents work with their children in literacy or using technology; and
  - providing training in reading or math or other types of academic enrichment.

### What is the intent of the statute?

Schools need to reach out and include as many parents, family members or legal guardians as practicable in compliance training and other PFE activities and programs. Schools also need to provide these services and opportunities at flexible times and at a location that best meets the needs of the parents.

### Statutory Reference:

*Each school served under this part shall – involve **parents**, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvement of the school parent and family engagement policy... (with a process that) includes an adequate representation of **parents** of participating children. ESSA Section 1116 (c)(3)*

## **Parent, family members or legal guardian involvement**

Statute reads parents, family members, or guardians which means more than one for adequate representation of parents. Multiple parent, family member or legal guardian representation is needed. For example:

- developing/revising the school parent and family engagement policy and school-parent compact, ESSA Section 1116 (a)(2), (b)(1), (c)(3);
- developing/revising the campus improvement plan, ESSA Section (c)(3);
- evaluating the content and effectiveness of the parent and family engagement policy, ESSA Section 1116 (a)(2)(D);
- deciding how funds under this part will be allotted for parental involvement activities, ESSA Section 1116 (a)(3)(B); and
- developing training for school staff, ESSA Section 1116 (e)(3) & (6).

The school should solicit public comment from parents, family members, and legal guardians on the topics identified above. Comments will be used in the final decision making.

If the Site-Based Decision-Making committee is the primary committee for these tasks, it is important that the parent representatives complement the demographics of the LEA and school.

**For more information, please contact your Regional ESC Title I, Part A contact or the Title I, Part A Parent and Family Statewide Initiative at [t1pfe@esc16.net](mailto:t1pfe@esc16.net)**

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## Parents' Rights in ESSA, Section 1116

### Statutory Reference: Section 1116 (a-f)

- (1) *IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. **Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.***

### Shall develop jointly with, agree on with, and distribute to:

- Written Local Education Parent & Family Engagement Policy (a)(2)
- Written School Parent & Family Engagement Policy (b-c)
- School-Parent Compact (d)

*Parents need to be involved in developing these documents and agree on the final product. Each parent must receive a copy of each of the above listed.*

### Annual Evaluation (a)(2)(d)

- Evaluation must be conducted with meaningful involvement of parents

### Reservation of Funds (a)(3)(B)

- Parents shall be involved in the decisions regarding how funds reserved are allotted for PFE activities

### Convene an Annual Meeting and involve parents in an organized, ongoing, and timely way (c)(1-5)

- Annual meeting will convene at a convenient time and all parents are invited to attend (c)(1)
- Parents should be provided a flexible number of meetings, such as meetings in the morning or evening and may use Title I, Part A funds to pay transportation, child care, or home visits
- Involve parents in an organized, ongoing and timely way in planning, review and improvement of PFE activities, including PFE Policy and School-Parent Compact
- Provide parents:
  - Timely information about programs
  - Description and explanation of curriculum in use at the school
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children

### Communication between teachers and parents on an ongoing basis (d)(2)(A-D)

- At least annually discuss the compact at parent-teacher conferences in elementary schools (d)(2)(A)
- Provide frequent reports to parents on their child's progress (d)(2)(B)
- Reasonable access to staff (d)(2)(C)
- Ensure regular two-way communication between home and school (d)(2)(D)

### Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part (e)(1-2, 5, 14)

- **Shall** provide assistance to parents in understanding State standards and assessments (e)(1)
- **Shall** provide materials and training to help parents to work with their children to improve their children's achievement (e)(2)
- **Shall** ensure information is sent to parents in a format and to the extent practicable, in a language the parents can understand (e)(5)
- **Shall** provide reasonable support for PFE activities (e)(14)116

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## El derecho de los padres a saber sobre la sección 1116 del derecho público (ESSA)

### Referencia legal: Sección 1116 (a-f)

- (1) *EN GENERAL: una agencia de educación local puede recibir fondos bajo esta parte solo si dicha agencia lleva a cabo actividades de difusión informativa para todos los padres y miembros de la familia e implementa programas, actividades y procedimientos para la participación de los padres y familiares en los programas asistidos bajo esta parte y consistente con esta sección. Dichos programas, actividades y procedimientos se planificarán y serán implementados con la consulta de los padres de los niños participantes.*

### Se desarrollarán conjuntamente, acordarán y distribuirán a:

- Política de participación de padres y familias en la educación local escrita (a) (2)
- Política escrita de participación de padres y familias en la escuela (b-c)
- Compacto entre la escuela y los padres (d)

*Los padres deben participar en el desarrollo de estos documentos y acordar sobre el resultado del producto final. Cada padre debe recibir una copia de cada uno de los puntos mencionados anteriormente.*

### Evaluación anual (a)(2)(d)

- La evaluación debe llevarse a cabo con la participación significativa de los padres.

### Reserva de Fondos (a)(3)(B)

- La evaluación debe llevarse a cabo con la participación significativa de los padres.

### Convocar una reunión anual e involucrar a los padres de manera organizada, continua y oportuna (c)(1-5)

- La reunión anual se llevará a cabo a una hora conveniente en la cual todos los padres están invitados a asistir (c) (1)
- A los padres se les debe proporcionar un número flexible de reuniones, tales como reuniones por la mañana o por la noche y pueden usar los fondos del Título I, Parte A para pagar el transporte, el cuidado de niños o las visitas domiciliarias.
- Involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de actividades, incluyendo las normas del programa PFE y el acuerdo entre la escuela y los padres.

### Proporcionar a los padres:

- o Información oportuna sobre los programas.
- o Descripción y explicación del currículo elegido en la escuela.
- o Si las reuniones fueran solicitadas por los padres, se deben proporcionar oportunidades para reuniones regulares con el fin de formular sugerencias y participar en las decisiones relativas a la educación de sus hijos.

### Comunicación entre maestros y padres de manera continua (d)(2)(A-D)

- Al menos una vez al año, el compacto se debe de discutir en las conferencias de padres y maestros en las escuelas primarias (d) (2) (A)
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos (d) (2) (B)
- Acceso razonable al personal (d) (2) (C)
- Asegurar la comunicación habitual entre el hogar y la escuela (d) (2) (D)

### Desarrollo de la capacidad para la participación

Para endosar la participación efectiva entre los padres, la escuela involucrada y la comunidad a fin de mejorar el rendimiento académico de los estudiantes, cada escuela y agencia educativa local será asistida por esta parte (e)(1-2, 5, 14) y deberá:

- **Deberá** brindar asistencia a los padres para comprender los estándares y evaluaciones estatales (e) (1)
- **Deben** proporcionar materiales y capacitación para ayudar a los padres a trabajar junto con sus hijos para mejorar los logros académicos de sus hijos (e) (2)
- **Asegurará** que la información se envíe a los padres en un formato y en un idioma que los padres pueden entender (e) (5), cuando sea posible.
- **Deberá** proporcionar un apoyo razonable para las actividades de PFE (e) (14) 116

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# School-Parent Compact

*The Compact is passion in print.*

Public Law 114-95, Section 1116 (d)

*Shared Responsibilities for High Student Academic Achievement*

"Each school receiving Title I, Part A funds 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."

The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. Each campus receiving Title I, Part A funds is required to develop a compact. The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards.

The underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is implemented with fidelity, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and home.

## FIVE STEPS TO SUCCESS FOR DEVELOPING SCHOOL-PARENT COMPACTS



The school-parent compact should address, at a minimum:

- The school's responsibility to provide high-quality curriculum and instruction
- Meeting the state's student academic achievement standards
- Ways in which parents will be responsible to support their child's learning
- The importance of frequent two-way communication
- The value of annual parent-teacher conferences, required in elementary schools
- Frequent reports of student progress
- Reasonable access to school staff
- The opportunity for parents to observe and volunteer in their child's class

### Resources:

- **Five Steps to Success for Developing School-Parent Compacts** - <http://tinyurl.com/!6as7rz>
- **Region 16 ESC, Title I Statewide Initiative, Compliance - Compact Resources** - [https://www.esc16.net/page/title1swi.compliance\\_compact](https://www.esc16.net/page/title1swi.compliance_compact)

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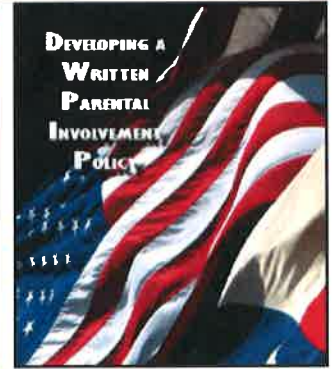
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# Parent and Family Engagement Policy: District and Campus

Public Law 114-95 Section 1116 (a) *Local Educational Agency Policy*  
Public Law 114-95 Section 1116 (b) *School Parental Involvement Policy*  
Public Law 114-95 Section 1116 (c) *Policy Involvement*

***"Each LEA and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents a written parent and family engagement policy. The LEA policy shall be incorporated into the District Improvement Plan and establish the district's expectations for parent and family engagement. The school policy shall describe the means for carrying out the parent involvement requirements. Parents shall be notified of the policies in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand."***



## The district policy should address, at a minimum:

- Involving parents in the development of the district improvement plan
- Assisting schools to implement family engagement activities to improve student performance
- Assist the schools and parents to build capacity
- Coordination of parental involvement activities
- Conduct, with parents, and annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools
- Involving parents in the activities of the school

## The school policy should address, at a minimum:

- Convene an annual meeting to describe the school's participation in a Title I Part A program and the right of the parents to be involved
- Offer a flexible number of meetings
- Include parents in the planning, review, and improvement of the school policy
- Timely information about parent activities, a description and explanation of the school curriculum and forms of assessment and expected proficiency levels
- The school-parent compact which addresses the importance of communication between school and home

## Resources:

- **Developing a Written Parent & Family Engagement Policy** - <http://tinyurl.com/h73fsrz>
- **Region 16 ESC. Title I Statewide Initiative, Compliance Parent and Family Engagement Policy Resources**  
[http://www.esc16.net/page/title1swi\\_compliance\\_policy](http://www.esc16.net/page/title1swi_compliance_policy)

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# Parent-Teacher Conferences: A Tip Sheet for Principals

Parent-teacher conferences are an important component of ongoing home-school communication and family involvement in your school. Years of research demonstrate that family involvement in education can lead to positive benefits for children and youth, such as increased school attendance, higher academic performance, and improved attitudes about school. As principal, your leadership will ensure that these conferences achieve their maximum potential. This tip sheet offers some suggestions to support you as you lead the effort to improve the attendance and effectiveness of parent-teacher conferences at your school.

## Before the conference:

- **Send the message.** Communicate the importance of conferences to the whole school.
- **Share guidelines.** Let both families and teachers know about goals and logistics of parent-teacher conferences.
- **Publicize.** Disseminate information about parent-teacher conferences in the broader community.
- **Provide professional development.** Train teachers about best practices in conducting effective P-T conferences.
- **Make student data accessible.** Let families know that this information is meant to support student learning.
- **Create a welcoming environment.** Ensure that ALL families feel welcome. Have translators available and school information in multiple languages.

## Approaching Parent-Teacher Conferences

- ✓ **A two-way conversation.** The P-T conference is an opportunity for parents to learn about their child's academic progress and for teachers to gain insight into the student's home.
- ✓ **Emphasis on learning.** Research shows that family involvement is most effective when it is "linked to learning."
- ✓ **Opportunities and challenges.** The tone of parent-teacher conferences should be balanced so that all involved understand what the student is doing well and what he or she can improve upon.

## During the conference:

- **Be available.** Starting with the positive, let families know about their child's ability level in different subjects and in relationship to his or her peers.
- **Be visible.** Walk through the school building and introduce yourself to parents. Communicate your school's appreciation for families who have taken the time to attend conferences.
- **Provide information.** Use parent-teacher conferences as an entry point for additional family involvement. Share information with parents about the roles they can play in the school, from volunteering to decision making.

## Be Heard

*Keep these principles in mind for a great parent-teacher conference.*

Best intentions assumed  
Emphasis on learning  
Home-school collaboration  
Examples and evidence  
Active Listening  
Respect for all  
Dedication to follow-up

## Ideas after the conference:

- **Get feedback from teachers and parents.** There are many ways you can get feedback about what did and did not work well during parent-teacher conferences. Surveys and focus groups are helpful to assess both teacher and parent experiences leading up to and during the conferences, but informal feedback can be just as important.
- **Provide leadership on family involvement.** Ensure that ongoing home-school communication continues by encouraging teachers to reach out to families to discuss their child's progress. Provide meaningful opportunities for families to get involved that are well publicized and responsive to the needs and interests of families in your school community.

## Resources:

- **Parent-Teacher Conference Resources** - <http://tinyurl.com/y4eagwqr>
- **Parent-Teacher Conference Tip Sheets** - <http://tinyurl.com/y5bpzf4j>

Harvard Family Research Project: Harvard Graduate School of Education,  
<http://tinyurl.com/y5bpzf4j>

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# Parent-Teacher Conferences: A Tip Sheet for Teachers

Parent-teacher conferences are an important component of ongoing home-school communication and family involvement in your classroom. Did you also know that home-school communication predicts positive outcomes for students and for schools? Although you may already be working hard to engage parents in their children's education, this tip sheet is designed to build on your own experiences and provide you with additional information to help make your parent-teacher conferences productive and effective.

## Before the conference:

- **Send invitations.** Include information about the time and goals of the conferences, as well as alternative scheduling options.
- **Review student work.** Be prepared to go over student data, assignments, and assessments during the conferences.
- **Prepare thoughts and materials.** Create an agenda or list of key issues you want to discuss about each student's progress and growth.
- **Send reminders.** Prior to conference, send home a reminder for when and where the conferences will be held.
- **Create a welcoming environment.**

## During the conference:

- **Discuss progress and growth.** Starting with the positive, let families know about their child's ability level in different subjects and in relationship to his or her peers.
- **Use examples.** Walk parents through the assignments that demonstrate student's progress and abilities.
- **Ask questions and listen actively.** Solicit family input into student strengths, needs, and learning styles.
- **Share ideas for supporting learning.** Provide suggestions for activities families can use at home to help their child learn.
- **Seek solutions collaboratively.** Avoid judgments about what "they" should do and instead emphasize how "we" can work together to resolve any problems.
- **Make an action plan.** Spend the last few minutes discussing how you and the family will support the student.
- **Establish lines of communication.** Describe how you will communicate with families and they can contact you.

These tip sheets are based on the following resources:

- Henderson, A., Mapp, K. L., Johnson, V., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships.*
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other.* New York: Ballantine Books.
- Pappano, L. (2007). Meeting of the minds. *Harvard Education Letter*, 23(4), 1-3.

## Approaching Parent-Teacher Conferences

- ✓ **A two-way conversation.** It is a time for parents to learn from you, but also for you to learn from them.
- ✓ **Emphasis on learning.** Keep bringing communication back to strategies to support student learning.
- ✓ **Opportunities and challenges.** Parents need to hear their child's strengths and challenges.

## Be Heard

*Keep these principles in mind for a great parent-teacher conference.*

Best intentions assumed  
Emphasis on learning  
Home-school collaboration  
Examples and evidence  
Active Listening  
Respect for all  
Dedication to follow-up

## Ideas after the conference:

- **Follow up with families.** If practical, contact parents who attended the conference and thank them for doing so.
- **Communicate regularly.** Communicate on an ongoing basis with families, with positive news as well as updates on student progress and challenges. Also let families know about other opportunities for them to be involved.
- **Connect in-class activities.** Create responsive instructional practices based on what you learned about family cultures, home learning environments, and student strengths and needs.

## Resources:

- **Parent-Teacher Conference Resources**  
<http://tinyurl.com/y4eagwqr>
- **Parent-Teacher Conference Tip Sheets**  
<http://tinyurl.com/y5bpzf4j>

Harvard Family Research Project: Harvard Graduate School of Education, <http://tinyurl.com/y5bpzf4j>

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# Parent-Teacher Conferences: A Tip Sheet for Parents

As a parent, you are your child's first and most important teacher. You and your child's school have something in common: you both want your child to learn and do well. When parents and teachers talk to each other, each person can share essential information about your child's talents and needs. Each person can also learn something new about how to help your child. Parent-teacher conferences are a fantastic way to start talking to your child's teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

## What should you expect?

- **A two-way conversation.** Like all good conversations, parent-teacher conferences are best when both people talk and listen. The conference is a time for you to learn about your child's progress in school: Ask to see data about your child's attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards.
- **Emphasis on learning.** Good parent-teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better.
- **Opportunities and challenges.** Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child's progress and areas for improvement.

## What should you talk to the teacher about?

- **Progress.** Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he/she doing compared to the rest of the class?
- **Assignments and assessments.** Ask to see examples of your child's work. Ask how the teacher gives grades.
- **Your thoughts about your child.** Tell the teacher what you think your child is good at. Explain what he or she needs more help with.
- **Support learning at home.** Ask what you can do at home to help your child learn.

## How should you follow up?

- **Make a plan.** Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.
- **Schedule another time to talk.** Communication should go both ways. Ask how you can contact the teacher. And don't forget to ask how the teacher will contact you too. Be sure to schedule at least one more time to talk in the next few months.
- **Talk to your child.** The parent-teacher conference is all about your child, so don't forget to include him or her. Share with your child what you learned. Show him or her how you will help with learning at home. Ask for his or her suggestions.

## Checklist: Before the Conference

- ✓ Schedule a time to meet.
- ✓ Review your child's work, grades, and progress reports.
- ✓ Make a list of questions to ask during the conference.
- ✓ Think about ways you would like to be involved in your child's learning so that you can discuss them with the teacher.

## Be Heard

*Keep these principles in mind for a great parent-teacher conference.*

Best intentions assumed  
Emphasis on learning  
Home-school collaboration  
Examples and evidence  
Active Listening  
Respect for all  
Dedication to follow-up

## Resources:

### Parent-Teacher Conference Tip Sheets

<http://tinyurl.com/y4eagwqr>

### Questions to Ask

<http://tinyurl.com/qxnz7hu>

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Harvard Family Research Project: Harvard  
Graduate School of Education, [www.hfrp.org](http://www.hfrp.org)

<http://tinyurl.com/y5bpzf4j>

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# Conferencias de Padres y Maestros: Una Hoja de Consejos Para los Padres

Como padre, usted es el primer y más importante maestro de su hijo.

Usted y la escuela de su hijo tienen algo en común: ambos quieren que su hijo aprenda y lo haga bien. Cuando los padres y los maestros hablan entre sí, cada persona puede compartir información importante sobre los talentos y necesidades de su hijo. Cada persona también puede aprender algo nuevo sobre cómo ayudar a su hijo. Las conferencias de padres y maestros son una excelente manera de empezar a hablar con los maestros de su hijo. Esta hoja de sugerencias sugiere formas de aprovechar al máximo las conferencias de padres y maestros para que todo el mundo gane, especialmente a su hijo.

## ¿Qué debería esperar?

- Una conversación en dos sentidos. Como todas las buenas conversaciones, las conferencias de padres y maestros son mejores cuando las dos personas hablan y escuchan. La conferencia es un tiempo para que usted aprenda sobre el progreso de su hijo en la escuela. Pida ver la fecha sobre la asistencia de su hijo, calificaciones y resultados de exámenes. Averigüe si su hijo está cumpliendo con las expectativas de la escuela y los estándares académicos.
- Énfasis en el aprendizaje. Las buenas reuniones de padres y maestros se enfocan en lo bien que el niño está haciendo en la escuela. También hablan de cómo el niño puede hacer aún mejor.
- Oportunidades y desafíos. Al igual que usted, los maestros quieren que su hijo tenga éxito. Es probable que escuche comentarios positivos sobre el progreso de su hijo y áreas de mejora.

## ¿Qué debe hablar con el maestro?

- Progreso. Averigüe que su hijo lo hace haciendo preguntas como: ¿Está mi hijo realizando a nivel de grado? ¿Cómo está haciendo él / ella en comparación con el resto de la clase?
- Asignaciones y evaluaciones. Pida ver ejemplos del trabajo de su niño. Pregunte cómo el maestro da calificaciones.
- Sus pensamientos sobre su hijo. Dígame a la maestra en qué cree que su hijo es bueno. Explique con qué más necesita ayuda.
- Apoyar el aprendizaje en casa. Pregunte qué puede hacer en casa para ayudar a su hijo a aprender.

## ¿Cómo debe seguir?

- Hacer un plan. Anote las cosas que usted y el maestro harán cada uno para apoyar a su hijo. Puede hacerlo durante la conferencia o después. Escriba lo que va a hacer, cuándo y con qué frecuencia. Haga planes para registrarse con el maestro en los próximos meses.
- Hable con su hijo. La conferencia de padres y maestros tiene que ver con su hijo, así que no olvide incluirlo. Comparta con su niño lo que aprendió. Muéstrole cómo le ayudará a aprender en casa. Pida sus sugerencias.

## Lista de verificación antes de la conferencia

- ./ Programe un horario para reunirse.
- ./ Revise el trabajo de su hijo, calificaciones e informes de progreso.
- ./ Hacer una lista de preguntas a hacer durante la conferencia
- ./ Piense en cómo le gustaría estar involucrado en el aprendizaje de su hijo para que pueda hablar con el maestro

## Ser escuchado

*Mantenga estos principios en mente para una conferencia de padres y maestros.*

Mejores intenciones asumidas  
Énfasis en el aprendizaje  
Colaboración entre el hogar y la escuela  
Ejemplos y pruebas  
Escuche activamente  
Respeto por todos  
Dedicación al seguimiento

## Recursos:

Hoja de consejos para Conferencias de Padres y Maestros - <http://tinyurl.com/v4eagwqr>

Hacer Estas Preguntas - <http://tinyurl.com/qxnz7hu>

## Iniciativa de La Conexión de Compromiso Del Padre y La Familia

en el Region 16 Education Service Center

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# Building Capacity

ESSA, Section 1116 (e)(1-14)  
*Building Capacity for Involvement*

*"To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve academic achievement, each school and LEA shall provide various services and trainings."*

## A district and school **MUST**:

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards, and how to work with educators to improve their child's achievement
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners
- In so far as it is feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

## A district and school **MAY**:

- Involve parents in the development of training for teachers, principals, and other school staff
- Provide necessary literacy training using funds from this program if the LEA has exhausted other fund options
- Pay reasonable and necessary expenses including transportation and child-care costs to maintain parent participation in school-related meetings and trainings
- Train parents to enhance the involvement of other parents
- Arrange school meetings at a variety of times, and conduct in-home conferences
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council (required for Migrant program and their families) to provide advice regarding the parental involvement program
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities

## **Building Capacity Resources:**

[https://www.esc16.net/page/title1swi.3\\_publications2](https://www.esc16.net/page/title1swi.3_publications2)

[www.esc16.net/page/title1swi.compliance\\_bldg.capacity.reg](http://www.esc16.net/page/title1swi.compliance_bldg.capacity.reg)

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## Title I, Part A Use of Funds

ESSA, Enacted December 10, 2015



# Title I, Part A—Use of Funds

## Statutory Reference

### Sec. 1118(b)(1)

*An LEA shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.*

### **These are the steps and requirements for using Title I, Part A funds.**

1. The campus in question must be a Title I, Part A campus.
2. LEAs must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption. [In both situations, the LEA must also ensure that State and local funds that are reserved at the LEA level are used to support activities that do not take the Title I status of campuses into account. Any Title I, Part A funds that are reserved at the LEA level must be used for activities that meet the intent and purpose of Title I, Part A, as well as items 3-5, below.]
3. LEAs should ensure that activities and/or resources are:
  - Identified in the Comprehensive Needs Assessments;
  - Included in the Campus Improvement Plan;
    - The plan addresses how the activity/resource identified will be evaluated; and
    - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
  - Reasonable;
  - Necessary to carry out the intent and purpose of the Title I, Part A program;
  - Allocable; and
  - Allowable under Title I, Part A
4. The LEA assures that the expenditure(s) meet all EDGAR requirements.
5. The LEA assures that all district policies and procedures were followed.

For more information, please contact your Regional ESC Title I, Part A contact or  
Anita Villarreal, Federal Program Compliance Division,  
[ESSASupport@tea.texas.gov](mailto:ESSASupport@tea.texas.gov)