

Parent and Family Engagement Office Hour

Presented By: Dr. Antiqua Bradley-Hunter



October 3, 2025

Agenda

- Provide technical assistance on completion and submission of 2025 PAFE Application in eGMS



Parent And Family Engagement

Updated Non-Regulatory Guidance
Revised January 2025



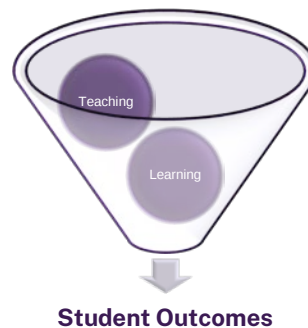
What is Parent and Family Engagement under the ESEA?

- The statute defines “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —
- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement). (ESEA section 8101(39)). 0



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LEA Funding For PAFE



- An LEA that receives a Title I, Part A allocation of greater than \$500,000 **must reserve at least one percent of its Title I, Part A allocation** to carry out ESEA section 1116. The percentage reserved for parent and family engagement must be calculated on the basis of the **LEA's total Title I, Part A allocation**. (ESEA section 1116(a)(3)(A)). (Pg 12)
- If an LEA's allocation exceeds \$500,000, the LEA must distribute at least 90 percent to its Title I schools, **giving priority to high-need schools**. (ESEA section 1116(a)(3)(C)). (Pg 12) An LEA has discretion to define what "high need" means for this purpose. (pg 13)
- LEAs with a Title I, Part A allocation of **\$500,000 or less must carry out the provisions of ESEA section 1116 but are not required to reserve at least one percent** of their Title I, Part A allocation to do so. (ESEA section 1116(a)(3)). (pg 12)



Funds for PAFE Activities For Private School

- If an LEA's Title I allocation exceeds \$500,000 ESEA requires such an LEA to reserve **at least one percent from the proportional share allocated for equitable services and at least one percent of the total remaining amount for Title I activities in public schools.**
- For example, an LEA's total Title I allocation is \$1,000,000. From that amount, \$100,000 (10 percent) is allocated for **all Title I equitable services activities** and \$900,000 (90 percent) for all Title I activities in public schools. Therefore, with respect to equitable services, the LEA must spend at least one percent (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).
- If an LEA's Title I allocation does not exceed \$500,000, the LEA **may** still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the LEA would be based on timely and meaningful consultation with private school officials.



Title I, Part A Requirements: Communication

- SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an **understandable and uniform format, including alternative formats upon request**, and, “to the extent practicable,” in a **language that parents can understand**. (ESEA section 1116(e)(5)) pg 4
- SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a **parent with a disability** an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parent and family engagement provisions.



C. LEA Responsibilities

- **Meaningful Consultation**

An LEA may receive funds under Title I, Part A only if the LEA conducts outreach to **all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA section 1116**. LEAs must plan and implement these programs, activities, and procedures with meaningful consultation with parents and families of children participating in Title I, Part A programs.



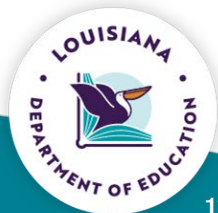
PAFE Policy Requirement

- Each LEA that receives Title I, Part A funds must develop a written parent and family engagement policy that establishes the LEA's expectations and objectives for **meaningful** parent and family engagement. The policy must be **developed jointly** with, and agreed upon with, the parents and family members of and distributed to parents and family children participating in Title I, Part A programs (ESEA section 1116(a)(2)). (pg7-8)
- If the LEA already has a district-level parent and family engagement policy that applies to **all parents**, the LEA **may amend that existing policy**, if necessary, to meet the requirements of section 1116. (ESEA section 1116(b)(3)).



Information Included in Policy

- Provide technical assistance, and other support necessary to assist and **build capacity of all Title I, Part A schools** in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which **may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise** in effectively engaging parents and family members in education; (pg 8)
- ★ ● Conduct, with the meaningful involvement of parents and family members, **an annual evaluation** of the content and effectiveness of the parent and family engagement policy



Cont.

- **Use the findings of the evaluation** to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies under ESEA section 1116
- Involve parents in the activities of Title I, Part A schools, which may include **establishing a parent advisory board** comprised of a sufficient number and representative group of parents or family members served by the LEA to **adequately represent the needs of the population served**



LEA Plan Submitted To SEA

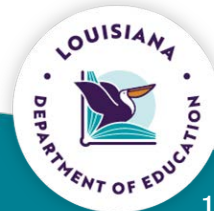


- An LEA **must incorporate its written parent and family engagement policy** (developed in accordance with section 1116 of the ESEA) into its **local plan** (developed under section 1112 of the ESEA), **which is submitted to its SEA.** (ESEA section 1116(a)(2)). Pg 9
- If the LEA's plan is not satisfactory to the parents of participating children, the **LEA must submit any parent comments**, along with the LEA's plan, to the SEA. (ESEA section 1116(b)(4)).



Outreach to Parents of English Learners

- LEAs' outreach to parents of English learners must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (ESEA section 1112(e)(3)(C)). (Pg 10)
- In the case of a **child with a disability who is in a language instruction educational program**, parents must be notified, not later than 30 days after the beginning of the school year, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA. (ESEA section 1112(e)(3)(A)(vii)). (Pg 11)

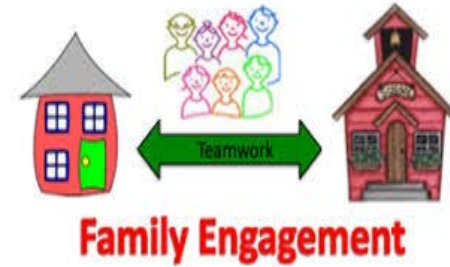


Private School Children

- An LEA must ensure that teachers, parents, and families of children participate, on an equitable basis, in services and activities developed pursuant to ESEA section 1116. (ESEA section 1117(a)(1)(B)). Activities for parents and families of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and families. (pg 11)



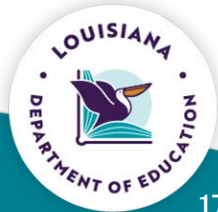
Activities Funded



- Professional Development
- Support Programs that reach parent and families
- Disseminating information on best practices
- Collaborating or providing subgrants to schools
- Other activities and strategies that the LEA determines appropriate and consistent with the LEA's PAFE policy.

Part D: School Level Responsibilities

- Each school must develop, **jointly with parents** of children participating in Title I, Part A services, **a written school parent and family engagement policy that describes how the school will carry out the requirements** in ESEA section 1116(c)-(f), including the **development of a school-parent compact**. (Pg 14)
- If the school already has a parent and family engagement policy that applies to all parents, the school **may amend that existing policy**, if necessary, to meet the requirements of ESEA section 1116(b). Schools must update these policies periodically to meet the changing needs of parents and the school. (Pg 14)



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- Each school served under Title I, Part A **must** notify parents of its written parent and family engagement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand.
- In addition, each school **must** make its written parent and family engagement policy available to the local community. (Pg 14)
- Right to Know:
 - Student achievement level and growth
 - If child is being taught 4 or more weeks by a teacher who does not meet State certification or licensure at the grade level and subject are in which the teacher has been assigned.
 - Upon request the LEA will provide policy on student participation on any assessment and parental right to opt the child out of the assessment, where applicable. (pg 14)



Cont.

- Each school served under Title I, Part A **must convene an annual meeting**, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.
- Schools **must offer a flexible number of additional parent and family engagement meetings**, such as in the morning or evening, so that as many parents as possible are able to attend. (ESEA section 1116(c)(1)-(2)).



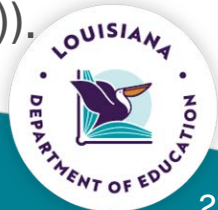
School-Parent Compact

- 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 parent and family engagement policy. (Pg 16)**
- 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.
- 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 standards. (ESEA section 1116(d)).



LEA and School Responsibilities to Build Parent Capacity

- Engage parents through training, information, and coordination activities. (ESEA section 1116(e)). (Pg 17)
- Schools and LEAs must **help parents understand** such things as —
 - Challenging State academic standards;
 - State and local academic assessments, including alternative assessments;
 - The parent and family engagement requirements of section 1116;
 - How to monitor their child's progress and work with educators to improve the achievement of their child. (ESEA section 1116(e)(1)).



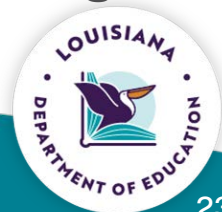
Cont.

- Schools and LEAs **must** provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training for parents, if necessary, and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. (ESEA section 1116(e)(2)). (Pg 17)
- Volunteering and observing in their child's classroom.



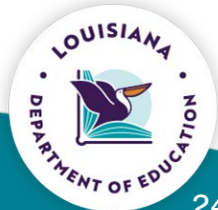
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- Schools and LEAs must educate their staffs in how to work with parents as equal partners.
- Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- **Paying travel** and other costs associated with attendance at out-of-State conferences and workshops may be allowable in some special cases. (Pg 18)



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- Parents of children receiving Title I, Part A services, LEAs, and school officials may decide at the school level to **pool their individual resources to pay for district-level parent and family engagement activities, such as a parent resource center**, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4) and (12)). (Pg.18)
- To the extent feasible and appropriate, schools and LEAs must coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, **including public preschool programs**, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4)).



PAFE Application eGMS

Available September 2025



Creation of Application

Complete Central Data- Contacts & Assurances

Migrant Ed Program	Original Application ▼	Final Approved	7/12/2025		Payments	
McKinney Vento Subgrantee	Original Application ▼	Submitted For Review	9/17/2025	Open	Payments	Review Summary
Discretionary Grant						
Application Name	Revision	Status	Date		Actions	
Redesign 1003a	Original Application ▼	Final Approved	7/12/2025		Payments	
IDEA 611 Set Aside	Original Application ▼	Final Approved	7/12/2025		Payments	
IDEA 619 Set Aside	Original Application ▼	Final Approved	7/12/2025		Payments	
Comprehensive Literacy State Development (CLSD) CIR/UIR	Original Application ▼	Final Approved	7/12/2025		Payments	
LA Recruitment and Retention	Original Application ▼	Final Approved	9/19/2025	Open	Payments	Review Summary
Comprehensive Literacy State Development (CLSD3)	Original Application ▼	Final Approved	7/12/2025		Payments	
Competitive Grant						
Application Name	Revision	Status	Date		Actions	
EC State General Fund	Original Application ▼	Final Approved	7/14/2025	Open	Payments	Review Summary
EC CCDF Consolidated Application	Amendment 1 ▼	Final Approved	9/11/2025	Open	Payments	Review Summary
High Dosage Tutoring	Original Application ▼	Final Approved with Comments	9/25/2025	Open	Payments	Review Summary
Computer Science TA Grant	Amendment 1 ▼	Final Approved with Comments	7/15/2025	Open	Payments	Review Summary
Direct Student Services	Original Application ▼	Final Approved	10/1/2025	Open	Payments	Review Summary
Payments Only						
There currently aren't any Payments Only applications created.						
Maintenance of Effort						
There currently aren't any Maintenance of Effort applications created.						
Non Funded						
Application Name	Revision	Status	Date		Actions	
Title I Comparability	Original Application ▼	Not Submitted		Open		Review Summary
LAU Plan	Original Application ▼	Not Submitted		Open		Review Summary
Parent and Family Engagement	Original Application ▼	Not Submitted		Open		Review Summary
Available						
Central Data						
There currently aren't any Central Data applications available.						
Formula Grant						
There currently aren't any Formula Grant applications available.						
Discretionary Grant						
There currently aren't any Discretionary Grant applications available.						
Competitive Grant						
There currently aren't any Competitive Grant applications available.						
Maintenance of Effort						
There currently aren't any Maintenance of Effort applications available.						
Non Funded						
There currently aren't any Non Funded applications available.						

PAFE Application

Application:
Cycle:

2025-2026 PAFE - 00-
Original Application

Project Period: 7/1/2025 - 6/30/2026

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Overview	Program Specific	Submit	Amendment Description	Application History	Page Lock Control	Application Print
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Overview

Program:

Parent and Family Engagement

Purpose:

Under section 1001 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), the purpose of the Title I, Part A program (Title I, Part A) is to provide all children significant opportunity to receive a fair, equitable, and high-quality education as well as to close educational achievement gaps. The Title I, Part A parent and family engagement requirements in ESEA section 1116 support this critical purpose.

Resources:

[Non-regulatory Guidance: Parent and Family Engagement Under Title I, Part A of the elementary and Secondary Act](#)

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Application: 2025-2026 PAFE - 00-
Cycle: Original Application

Project Period: 7/1/2025 - 6/30/2026

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Overview	Program Specific	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Parental Communication			Engagement of Parents		Notification/Parent Capacity	

General PAFE/Parental Communication

[Click for Instructions](#)

- | | | |
|---------------------------|--------------------------|---|
| ☐ Yes | ☐ No | 1. Does your LEA receive a Title I Part A Allocation? |
| ☐ Yes | ☐ No | 2. Did your LEA reserve 1% for equitable service? |
| ☐ TA | ☐ SW | 3. Does your LEA implement Target Assisted or Schoolwide PAFE? |
| <hr/> | | |
| ☐ Yes | ☐ No | 4. The LEA communicates with parents in an understandable format. |
| ☐ Yes | ☐ No | 5. The LEA communicates with parent with alternative formats. (hardcopies, digitally, phone, text) |
| ☐ Yes | ☐ No | 6. The LEA communicates in a language that parents understand. |
| ☐ Yes | ☐ No | 7. The LEA notifies parents of their child's identification as an EL and their placement in a language instruction education program (LIEP) within 30 days of the beginning of the school year or within two weeks of placement in an LIEP for students who enroll after the start of school. |
| ☐ Yes | ☐ No | 8. The LEA provides translations of materials and alternative outreach methods (texts, phone messages) provided to English speaking parents to parents whose primary language is not English in a language they can understand. |
| ☐ Yes | ☐ No | 9. The LEA holds regular meetings with parents of ELs that are specifically held for ELs parents and are not held at the same time as other meetings for parents. |
| ☐ Yes | ☐ No | 10. The LEA furnishes aids and services to afford a parent with disability an equal opportunity to participate. |

user ID: ahunter

For additional information please contact the Louisiana Department of Education

[Contact Us](#) or call 1-877-453-2721 (toll free)

Overview	Program Specific	Submit	Amendment Description	Application History
Parental Communication		Engagement of Parents		
Engagement of Parents/Families in Development of PAPE Policy and Planning				
☐ Yes ☐ No ☐ Yes ☐ No 1. The LEA conducts outreach to all parents and family members. 2. Does your LEA have a parent advisory board? 3. Describe the process for soliciting input from a diverse group of families/parent leaders (including parents of English Learners and Students with disabilities) to provide input on the development or evaluation of current parent and family engagement policy and plan. Plan Input: (0 of 250 maximum characters used) Policy Input: (0 of 250maximum characters used) 4. Please provide examples of changes that were made to the parent and family engagement policy and plan based on the input received from families/parents. Changes to Plan: (0 of 250 maximum characters used) Changes to Policy: (0 of 250 maximum characters used)				
Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx), Microsoft Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 10MB in size and the file name should not include special characters (i.e. #, \$, % etc.). A upload a file that does not comply with these restrictions will result in errors and loss of unsaved data. Upload PAPE Plan Choose File No file chosen				

POLICY & PLAN

- Policy- District Policy/ School Policy
- Policy- is a set of laws, regulations, or established practices used by institutions to determine how they will act on certain issues.
 - Adoption Date By Board
- Plan- a detailed plan for doing or achieving something. (activities, dates, persons involved, etc.)



Application: 2025-2026 PAFE - 00-
Cycle: Original Application

Project Period: 7/1/2025 - 6/30/2026

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Overview	Program Specific	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Parental Communication		Engagement of Parents		Notification/Parent Capacity		

Notification/Parent Capacity

[Click for Instructions](#)

☐ Yes ☐ No

1. Does your LEA notify parents of information regarding the professional qualifications of their child's teacher?

☐ Yes ☐ No

2. Does your LEA notify parents of a child with disability about the language instructional program not later than 30 days after the beginning of the school year?

☐ Yes ☐ No

3. Do parents of private school children have the right to equitable participation in PAFE activities?

4. Describe how schools provide all families at least annually with a description and explanation of the schools' curricula, assessments used to measure progress, and the achievement levels of state standards.

(0 of 250 maximum characters used)

5. Describe the process for offering or connecting families/parents to training on analyzing performance data, policies or use of the curriculum and assessments.

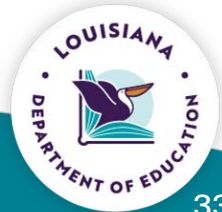
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Next Steps

- Submit application by October 31st.
- Review resources:
https://drive.google.com/drive/folders/1lpdoGKRN8gdqSrGsBzicUd3rf69mRjeB?usp=drive_link



Questions & Answers



Thank You!!!

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