



THE FAMILY ENGAGEMENT IN EDUCATION ACT OF 2011 (H.R.1821/S.941)

Research demonstrates that family engagement in a child's education increases student achievement, improves attendance, and reduces dropout rates. The Family Engagement in Education Act will promote meaningful family engagement policies and programs at the national, state, and local levels to ensure that all students are on track to be career and college-ready.

Specifically, the Family Engagement in Education Act will:

- ✓ **Empower parents by increasing local education agency resources dedicated to family engagement from 1 percent to 2 percent of Title I funding.**

- ✓ **Improve the quality of family engagement practices at the school level with local education agency to development and implementation of standards-based policies and practices for family-school partnerships.**

- ✓ **Build local and state capacity for effective family engagement in education by providing flexibility to states to set aside and dedicate 1 percent of their Title I allocation to support:**
 - **Local Family Engagement Centers** to provide innovative programming and services, such as leadership training and family literacy, to local families and to remove barriers to family engagement. Community-based organizations that have experience working with families in the local community and that have partnerships with Title I schools or school districts would be eligible for grants to operate Local Family Engagement Centers.
 - **State Capacity for Family Engagement Activities** to improve states' ability to support and monitor local education agencies' family engagement in education policies and practices, including the establishment of State Family Engagement Coordinating Councils comprised of diverse stakeholders, including parents, to assist in coordination and integration of systemic family engagement initiatives.

- ✓ **Reauthorize and Improve Parental Information Resource Centers (PIRCs) to provide high-quality services and reach more families by:**
 - Aligning PIRC responsibilities with the quality framework developed by the U.S. Department of Education, Harvard Family Research Project, and Southwest Educational Development Laboratory;
 - Re-defining the PIRCs' role to providing capacity-building, training, and technical assistance to SEAs and LEAs, in order to scale up innovative practices and reach more families, particular those in high-need communities;
 - Establishing a minimum grant award of \$500,000 to ensure baseline family engagement in education capacity in each State;
 - Requiring grantees to use not less than 65 percent of funds to serve communities with high concentrations of low-income families and disadvantaged children and youth, including



- English language learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migrant students;
- Requiring grantees to use not less than 30 percent of funds to establish or expand technical assistance for evidence-based early childhood parent education programs; and
 - Renaming PIRCs “Statewide Family Engagement Centers” (SFECs) to better reflect their new role.
- ✓ **Improve Professional Development in Family Engagement in Education** by allowing States to use their teacher and principal training and recruiting funds for professional development in the area of family engagement in education and by requiring that state and local Title I plans include information on how they will improve teachers’ and principals’ knowledge and skills in this area.
- ✓ **Extend Family Engagement in Education to Neglected and Delinquent Youth** by requiring strategies for family engagement, particularly for the transition of youth from corrective facilities.
- ✓ **Build National-Level Capacity for Family Engagement** by:
- Establishing a National Indian Family Engagement Coordinating Council to ensure tribal communities and schools have a forum to develop innovative strategies to engage American Indian families;
 - Requiring the Secretary to convene researchers and expert practitioners to develop recommended metrics to assess the impact of family engagement policies and practices on student achievement in order to provide additional guidance to districts and schools;
 - Requiring the Government Accountability Office to conduct a study on the use of funds for family engagement, the barriers to implementing family engagement provisions, and the innovative and effective policies and practices supported by Section 1118 of Title; and
 - Establishing an office for family engagement within the Department of Education to coordinate family engagement in education programming.
- ✓ **Improves existing law and authorizes no new spending:**
- Leverages Title I dollars to SEAs and LEAs
 - Amends and replaces existing authorization language related to family engagement in the Elementary and Secondary Education Act to better align with research-based family engagement practices

For additional information or to cosponsor the Family Engagement in Education Act, contact:

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