



Family  
Engagement  
Solutions

*Powered by National PTA*

# LEVERAGING FEDERAL EDUCATION FUNDING TO STRENGTHEN FAMILY-SCHOOL PARTNERSHIPS

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**National  
PTA**

*everychild.one voice.*



## Overview

Family engagement has been at the heart of National PTA's mission since the association's founding in 1897. In the past decade, National PTA has successfully advocated for programs and legislation that include family engagement provisions, such as the Statewide Family Engagement Centers program in the Every Student Succeeds Act (ESSA). National PTA's advocacy around family engagement has also included an emphasis on investing public funds in approaches that are equitable and evidence-based so that all families are treated as a valuable partner in their child's education and have the information and tools to help each and every child realize their potential.

Recently, National PTA launched **Family Engagement Solutions**, a free online tool for administrators, educators and advocates to discover evidence-based programs that strengthen family-school partnerships. The programs featured in Family Engagement Solutions have all been evaluated by parent and community leaders across the country who are members of National PTA, as well as education experts from Evidence for ESSA from the Center for Research and Reform in Education at Johns Hopkins University. These programs align to the U.S. Department of Education's Tier 3/Promising tiers of evidence or better. They have demonstrated their impact through at least one well-designed and well-implemented correlational study with statistical controls for selection bias. These programs improve student outcomes—from better attendance to higher achievement and more.

This guide provides an overview of the major sources of federal funding that are available to schools, local education agencies (LEAs), state education agencies (SEAs) and nonprofit organizations to partner with a provider of an evidence-based family engagement program featured in Family Engagement Solutions. In this guide, you will find a brief description of each of the major federal funding streams and how they support family engagement programming and best practices. You will also find an appendix containing more details about each of these funding streams, including the required and/or allowable uses specific to strengthening family-school partnerships.





## Family Engagement Funding Sources

From the U.S. Department of Education

**Title I Part A of the Every Student Succeeds Act** provides federal funding to state and local education agencies to help schools provide a high-quality education for students from low-income families. By law, LEAs must reserve a portion of their Title I Part A funds for family engagement, distribute the majority of this funding to schools, engage families in creating and evaluating a family engagement policy and gather their input into how funds will be used. In addition to similar LEA requirements, schools must develop a family-school compact focused on shared responsibilities for academic achievement. Both LEAs and schools receiving this funding must also engage in a number of activities to build the capacity of families and educators to strengthen family-school partnerships and assist families in supporting their children's education.

**Statewide Family Engagement Centers**, supported by Title I Part E of the Every Student Succeeds Act, are federally-funded centers that coordinate family engagement and parent education across the state. Each center must collaborate with SEAs, LEAs, schools, educators and parents to support and foster family engagement and family-school partnerships and offer activities, services and training for local LEAs, school learners, educators and parents to accomplish this goal. Under this program, at least 65% of funds received must go to LEAs, schools and community-based organizations that serve high concentrations of low-income students. Funding must also service LEAs and schools across urban, suburban and rural communities. Additionally, at least 30% of funds must establish or expand technical assistance for evidence-based parent education programs.

**The Individuals with Disabilities Education Act (IDEA)** devotes federal funds toward providing an equitable education to students with disabilities and mandates that all children, from birth through age 21, are guaranteed a "free and appropriate public education in the least restrictive environment required to meet their needs." Specifically, the law instructs that parents and families are involved in creating their child's specialized Individualized Education Program (IEP). Additionally, the law created technical assistance and dissemination program centers funded by IDEA with the goal of promoting evidence-based practices to improve academic outcomes for children with disabilities. These centers also strive to engage caregivers and children in their children's education, furthering family engagement.





## Family Engagement Funding Sources

From the U.S. Department of Education

### **Title I Part C of the Every Student Succeeds Act**

**Act** aims to ensure that all migratory children (ages 3 through 21) can meet challenging academic standards and graduate with a high school diploma (or complete a GED). This funding requires states with a “substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy” to engage in programs and projects that offer family literacy services. Additionally, depending on the state, it mandates that some programs and projects provide outreach to migratory children and their families to help access other educational, health, nutritional and social services. The funding also mandates that the funds are used in consultation with families of migrant children (or organizations representing those families) to first assess and then meet the specific educational needs of these children. Under the law, each directly-funded LEA must have a parent advisory council (PAC) with meetings to ensure parental feedback is incorporated into the program.

### **Title I Part D of the Every Student Succeeds Act**

provides federal funding to SEAs, which then award subgrants to state agencies and LEAs to (1) improve educational programs and services for children and youth residing in local, tribal or state-run institutions who are neglected or at-risk children and youth, (2) provide children and youth returning from juvenile and adult correctional facilities with support to ensure their continued education and engage their families and communities and (3) help youth make a successful transition to school or employment upon release from these state institutions. To receive funding, LEAs must describe how the program will involve parents and family members. Additionally, correctional facilities (to receive the funding) must, when feasible, provide transition assistance to help youth and children stay in school, including coordination services for the family and/or family counseling. Additionally, upon a child’s or youth’s entry into a correctional facility, the facility must work with the child and their family members to obtain the most up-to-date academic records.

### **Title II Part A of the Every Student Succeeds Act**

aims to ensure increased academic achievement by raising the number of highly-qualified teachers, principals and assistant principals in classrooms and schools through opportunities for professional development, new teacher support and additional activities. This funding provides high-quality, personalized professional development to train teachers, principals and other school leaders including allowable uses to effectively engage parents, families and community partners and coordinate services between the school and the community.





## Family Engagement Funding Sources

From the U.S. Department of Education

**Title II Part B of the Every Student Succeeds Act** establishes several federal grant programs that support preparing, training and recruiting high-quality educators and administrators. Section 2224 provides subgrants in support of K-12 literacy. Family engagement and family literacy supports are required uses of funding for K-5 entities and optional uses for supporting adolescent literacy development for this subgrant. Section 2226 provides subgrants for innovative approaches to literacy development, which includes early pediatric literacy programs and home book libraries. Other subgrants within this section, including the Supporting Effective Educator Development (SEED), are awarded to evidence-based approaches, which could include evidence-based family engagement programs that provide professional development. The national activities for these subgrants also establish a comprehensive center that will engage families by providing families of students attending/participating in these programs with information to assist their students.

**Title III Part A of the Every Student Succeeds Act** provides federal grants to ensure that English learner (EL) students, including immigrant children and youth, can reach English language proficiency and meet the equivalent state academic standards that all students are expected to meet. As part of the eligibility requirements to receive this funding from the SEAs, LEAs must assist in strengthening and increasing parent, family and community engagement in programs that serve English learners. Additionally, each application submitted to the SEA must describe how that entity will encourage parent, family and community engagement in the education of English learners.

**21st Century Community Learning Centers**, created by Title IV Part B of the Every Student Succeeds Act, provide children with academic enrichment opportunities during non-school hours, particularly those attending low-performing and high-poverty schools. These federally funded centers aim to help students meet the state and local student standards in core academic subjects, offering a variety of enrichment activities that complement the regular academic programs and offering literacy and other educational services to families of participating children.

**Full-Service Community Schools Program (FSCS)** offers funding to establish or expand full-service community schools that boost the coordination, integration, accessibility and effectiveness of services for children and families through local partnerships among public elementary and secondary schools and schools' LEAs and community-based organizations, as well as nonprofit organizations and other public and private entities, especially within communities of children attending high-poverty schools, including high-poverty rural schools. Each applicant for this federal funding must provide at least three services to the community from a list of approved services that includes delivering family and community engagement and support.



## Appendix

### Snapshot of funding sources from the U.S. Department of Education

Funding	Purpose	Entities Receiving Funding	“Shall” Family Engagement Uses	Evidence-Based Requirement	“May” Family Engagement Uses	Key Links
IDEA: Special Education	To mandate that all children, from birth through 21, are entitled to a “free and appropriate public education in the least restrictive environment required to meet their needs.” Additionally, IDEA creates technical assistance and dissemination centers which provide information and training to children and families to help improve outcomes for children.	SEAs, LEAs, IHEs (institutions of higher education), tribal organizations, other nonprofit organizations	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Statute and Regulations</li> <li>2. Technical Centers</li> </ol>
Title I Part A	To provide all children significant opportunity to receive a fair, equitable and high-quality education, and to close educational achievement gaps.	LEAs, schools	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. National Association of ESEA State Program Administrators</li> </ol>
Title I, Part C: Migrant Education	To ensure that all migrant students reach academic standards and obtain a high school diploma (or a GED) that equips them for responsible citizenship, productive employment and future learning opportunities. Additionally, will provide family literacy programs and integrate information technology into educational and related programs.	SEAs, LEAs, IHEs, other public and nonprofit agencies	Yes	No	Yes	<ol style="list-style-type: none"> <li>1. National Association of ESEA State Program Administrators</li> <li>2. Office of Migrant Education</li> </ol>



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### Snapshot of funding sources from the U.S. Department of Education

Funding	Purpose	Entities Receiving Funding	“Shall” Family Engagement Uses	Evidence-Based Requirement	“May” Family Engagement Uses	Key Links
Title I, Part D: Neglected & Delinquent	To provide grants for supplementary education services for continual education to children and youth residing in state-run institutions for juveniles and adult correctional institutions, helping these youth make the successful transition to school or employment upon release from state institutions.	SEAs, who then offer subgrants to LEAs and state agencies	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. National Association of ESEA State Program Administrators</li> </ol>
Title II, Part A: Supporting Effective Instruction	To ensure increased academic achievement by increasing the number of highly-qualified teachers, principals and assistant principals in classrooms and schools through opportunities for professional development, new teacher support and additional activities.	SEAs, LEAs, for-profit and nonprofit entities, IHE, tribal organizations	No	Yes	No	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. National Association of ESEA State Program Administrators</li> </ol>
Title II, Part B: Literacy Education for All	To provide competitive subgrants to support the recruitment, preparation and training of educators and administrators, specifically related to professional development to support K-12 literacy development.	SEAs, LEAs, for-profit and nonprofit entities, IHE, tribal organizations	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. American Federation of Teachers</li> </ol>



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Funding	Purpose	Entities Receiving Funding	“Shall” Family Engagement Uses	Evidence-Based Requirement	“May” Family Engagement Uses	Key Links
Title III, Part A: English Learners & Immigrant Ed	To ensure that English learner (EL) students, including immigrant children and youth, obtain English language proficiency and meet the equivalent state academic standards that other students are expected to meet.	LEAs	Yes	No	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. National Association of ESEA State Program Administrators</li> </ol>
Title IV, Part B: 21st Century Community Learning Centers	To create community learning centers that provide children, particularly students who attend low-performing and high-poverty schools, with academic enrichment opportunities during non-school hours to help students meet the state and local student standards in core academic subjects.	LEAs, community-based organizations, other tribal public or private entities	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. National Education Association</li> </ol>
Title IV, Part E: Statewide Family Engagement Centers	To establish statewide family engagement centers that implement parent education and family engagement in education programs and support family-school partnerships.	SEAs, LEAs, community-based organizations and schools	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Legislation</li> </ol>



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### Snapshot of funding sources from the U.S. Department of Education

Funding	Purpose	Entities Receiving Funding	“Shall” Family Engagement Uses	Evidence-Based Requirement	“May” Family Engagement Uses	Key Links
Full-Service Community Schools Program (FSCS)	To provide support for the planning, implementation and operation of full-service community schools that boost the coordination, integration, accessibility and effectiveness of services for children and families, especially for children attending high-poverty schools, including high-poverty rural schools.	Consortium consisting of at least two different entities: one or more LEAs; the Bureau of Indian Education; and one or more nonprofits, public or private organizations or institutions of higher education	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Guidance</li> <li>2. National Association of ESEA State Program Administrators</li> </ol>

<sup>i</sup> Find out more about ESSA tiers of evidence from the Institute for Educational Sciences  
<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

<sup>ii</sup> This section notes whether the funding requires expenditures related to family engagement. Typically, this is notes within the legislation as uses that “shall” be covered by the funding.

<sup>iii</sup> If the legislation requires that funding be spent on evidence-based programs and/or practices, this column notes that.

<sup>iv</sup> This section notes whether the funding allows expenditures related to family engagement. Typically, this is notes within the legislation as uses that “may” be covered by the funding.