

Consolidated Federal Programs

Guide to Title I, Part A Parent and Family Engagement

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Introduction to Title I Parent and Family Engagement

What is Parent and Family Engagement?

Parent and family engagement (PFE) in education has evolved to mean much more than the annual parent-teacher conference. Research shows that positive parent involvement with schooling leads to greater proficiency, better school attendance, higher achievement test scores, and higher graduation rates.¹ Parent and family engagement is the inclusion of parents, families, schools and communities in order to support learning and improve schools. It requires systemic change to include all adults who raise and care for children in the planning, development, and evaluation of programs designed to support learning and improve academic success.⁶

The increased emphasis on parent and family engagement is recognition that what a child experiences outside of the school day is equally important to learning as what is taught during the school day.⁴ It also acknowledges the importance of family members in their roles as models, advocates, supporters, and experts in their own children. When parents are viewed as partners in their child's education and are welcome to participate in meaningful communication with their child's educators, there is an improvement in student academic achievement.⁶ Indeed, research has shown that parent involvement is a greater predictor of academic success than income level.¹ Schools often serve as a natural community center and are in a unique position to connect families with each other and educators to increase focus on each child's learning and development. It is through a collaborative process of relationship-building and shared respect for individual roles and strengths that meaningful and effective parent-school relationships are formed.

The Role of Title I in Parent and Family Engagement

The Every Student Succeeds Act (ESSA) places more emphasis on the importance of parent and family engagement in student academic achievement than previous versions of the law. It has broadened its definition of parent engagement to include not only parents, but also all other family members who play a role in children's development and learning. It also recognizes the shared responsibility of parents and educators in students' success. ESSA allows a portion of Title I funds received to be used to support PFE at both the district and school levels and provides guidelines by which districts and schools can begin to develop positive school-family-community relationships.

Allocation and Distribution

Any LEA that receives an allocation of \$500,000 or more in Title I, Part A funds is required to set aside at least one percent of their allocation for PFE purposes. Of that required one percent, at least ninety percent must be reserved and distributed to Title I eligible schools for PFE activities. LEAs do have the option to set aside more than one percent of their Title I, Part A funds for parent and family engagement and may distribute up to the full amount to their schools if they so choose. LEAs that receive less than \$500,000 in Title I, Part A funds must also carry out

parent and family engagement activities; however, they are not required to set aside a specific amount of Title I, Part A funds in order to do so.

It is important to note that the parent and family engagement set aside amount required by ESSA is a minimum and there is a fair amount of flexibility in how LEAs can choose to distribute these funds. There is no requirement to distribute funds proportionately to all served schools, although high-needs schools must be given priority. It is up to the LEA and schools to determine the best distribution for these funds, and to involve parents and family members of children receiving Title I services in the decisions of how these funds are used for parent involvement activities.

Equitable Services

Independent schools are entitled to receive equitable services for parent and family engagement activities. The funds available to provide these services must be proportionate to the number of private school children from low-income families residing in the public-school attendance area. Only parents and family members of Title I students may receive the benefits of the equitable services funds.

The Roles of LEAs and Schools in Parent and Family Engagement

LEA Level Requirements

Positive parent involvement in learning is at the core of student success and school improvement.² This requires support at the LEA level to build the capacity for schools to foster relationships between parents, educators, and school staff that will positively impact student achievement and integrate parents into their children's education. Providing schools with the support and resources to form these parent and family relationships creates a situation in which access to learning is consistent and continuous across multiple settings and throughout a child's life.

ESSA sets forth requirements at the LEA level in order to facilitate these relationships. Each LEA must maintain a written parent and family engagement policy that is developed in consultation with and agreed on with the parents and family members of participating children. The policy must include the LEA's goals and expectations for developing and maintaining meaningful parent and family engagement and outline how the LEA will support its schools in this as well. The policy must be evaluated yearly, with input from parents and family members, and revised as necessary.

School Level Requirements

The groundwork for true partnership between families, schools, and communities is done at the school level. Welcoming parents as full partners in their child's education and the overall improvement of the school by including them in the development and evaluation of programs recognizes the value that each stakeholder brings to the table and opens the door to creating mutually beneficial relationships. ESSA offers guidelines for Title I parent and family engagement, but schools are encouraged to be innovative in their use of these funds to support

the growth of these relationships and ultimately move from a compliance approach into a partnership that focuses on school and student improvement.

Each school receiving Title I, Part A funds must develop a written parent and family engagement policy. The policy should outline and describe the ways in which the school will build capacity for parent and family involvement. Parents and family members of participating children must be involved in the joint development of this policy, and the policy must be made available to parents and the community in an accessible and understandable way.

As a component of the parent and family engagement policy, each school is required to develop a school-family compact. The goal of the compact is to outline how educators and school staff, parents, and students will share the responsibility of improving student academic achievement and how parents and schools will work to build a partnership to help their children meet the State's high standards.

Schools must also hold an annual Title I meeting to inform the parents of children receiving Title I services of their school's participation in Title I programs and to explain the requirements of Title I and parents' rights to be involved in decisions of how Title I funds are used.

The Role of Parents and Family Members in Parent and Family Engagement

A positive school community is created and maintained through the intentional inclusion of school leaders, teachers, parents, and students. Research shows that the efforts educators make to engage parents have a direct influence on parent and family involvement in their children's academics.⁵ With outreach from schools and teachers, parents are more likely to overcome barriers to family engagement, which may include their own negative experiences with school, an inability to understand the complicated school system, and other personal or cultural reasons that prevent parents from fully engaging with their child's school and teachers.⁴

As stakeholders, parents play an important role in making decisions about their children's education and schools should be committed to understanding the valuable input that parents from varied cultural and economic backgrounds bring to conversations about their student's academic success. ESSA states that schools must involve parents in most decisions about uses of Title I funds, development of Title I policies, and ongoing communication about their student's achievement.

Accessibility

ESSA states that LEAs and schools must provide opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children. LEAs and schools have the responsibility of ensuring that any and all information provided to parents and family members of participating children is in an understandable format. This includes providing alternative formats and appropriate aids and services as necessary or upon request in order to ensure that parents with

a disability have an equal opportunity to participate in effective communication around Title I programs and activities.

LEAs and schools also have a responsibility to provide information in a language that is understandable by parents of limited English proficiency, to the extent practicable. LEAs and schools must provide written translations of information to families of limited English proficiency. If this is not reasonable, LEAs and schools must provide the information to parents orally in a language that they understand. All parents of children receiving Title I services have a right to be involved in Title I parent and family engagement activities; therefore, any information regarding Title I that is provided to a parent who is English proficient must also be provided to a parent of limited English proficiency in a language that the parent can understand.

Title I, Part A: LEA Parent & Family Engagement Policy

Checklist

Directions for Use:

This document may be used in conjunction with the LEA Parent & Family Engagement Policy Template. The checklist is arranged into three sections, with numbered items within each section. The numbers correspond to the numbered items in the LEA Parent & Family Engagement Policy Template to ensure all required information is included.

There is no required format for this policy and if the LEA chooses not to use the corresponding template, this checklist may be used as a stand-alone document to help create or amend a policy that will fulfill ESSA requirements.

LEAs may also refer to the LEA Parent & Family Engagement Policy Documentation Guide to ensure that ESSA requirements are fulfilled during the development and distribution of this policy.

Supervisory Union/School District: _____

School Year: _____

Part I: General Requirements and Expectations

Expectations and Objectives

1. The policy outlines the expectations and objectives for meaningful and effective parent and family engagement (*ESSA section 1116(a)(2)*)

*NOTE: The policy must include a description of **how** the LEA will implement the following requirements.*

Policy Involvement

2. Involve parents and family members in the development of the LEA's Continuous Improvement Plan under Section 1112 of ESSA to ensure that all children receive a high-quality education (*ESSA section 1116(a)(2)(A)*)

3. Involve parents and family members in the development of the Support and Improvement Plans under Section 1111(d)(1) and (2) of ESSA (*ESSA section 1116(a)(2)(A)*)

Technical Assistance

4. Provide coordination, technical assistance, and other support necessary to assist and build capacity for the LEA's Title I schools in planning and implementing effective parent and family engagement activities (*ESSA section 1116(a)(2)(B)*)

Annual Evaluation

5. Involve parents and family members in the yearly evaluation of the content and effectiveness of the parent and family engagement policy in improving academic quality in the schools (*ESSA section 1116(a)(2)(D)*)

6. Use the findings of the annual evaluation to design evidence-based strategies for more effective parent involvement and revise the LEA Parent & Family Engagement Policy, if necessary (*ESSA section 1116(a)(2)(E)*)

Parent Involvement

7. Involve parents in the activities of the schools (*ESSA section 1116(a)(2)(F)*)

Part II: Building Capacity for Involvement

Building Capacity Requirements

The policy describes how the LEA will ensure effective involvement of parents and support a partnership among the school, parents, and community to improve student academic achievement in the following ways:

8. Provide assistance to parents of children served by the LEA in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, how to monitor a child's progress, and how to work with educators to improve their children's achievement (*ESSA section 1116(e)(1)*)

9. Provide materials and training that help families work with their children to improve academic achievement (*ESSA section 1116(e)(2)*)

10. Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and school (*ESSA section 1116(e)(3)*)

11. Coordinate and integrate parent involvement activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children (*ESSA section 1116(e)(4) and 1116(a)(2)(C)*)

12. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and language parents can understand (*ESSA section 1116(e)(5)*)

13. Provide other reasonable support for parent involvement activities, as parents may request (*ESSA section 1116(e)(14)*)

Building Capacity Options

*NOTE: The LEA, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in the schools in order to improve their children's academic achievement. **If the LEA chooses to include any additional discretionary activities, a description of how the LEA will implement or accomplish these items must be included.***

The following discretionary activities are listed under Section 1116(e) of ESSA. Any or all of these activities may be included in the LEA's policy at the discretion of the LEA, in agreement with the parents and family members of participating children.

Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training (*ESSA section 1116(e)(6)*)

Provide necessary literacy training from title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for such training (*ESSA section 1116(e)(7)*)

Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions (*ESSA section 1116(e)(8)*)

Train parents to enhance the involvement of other parents (*ESSA section 1116(e)(9)*)

Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation (*ESSA section 1116(e)(10)*)

Adopt and implement model approaches to improving parental involvement (*ESSA section 1116(e)(11)*)

Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs (*ESSA section 1116(e)(12)*)

Develop appropriate roles for community-based organizations and businesses in parent involvement activities (*ESSA section 1116(e)(13)*)

Title I, Part A: LEA Parent & Family Engagement Policy

Template

Directions for Use:

The following template may be used in conjunction with the LEA Parent & Family Engagement Policy Checklist for the development of the LEA Parent & Family Engagement Policy. There is no required format for this policy and this document is fully editable to meet the needs of each LEA; however, this template contains the information that must be included in order to meet the requirements of Section 1116(a)(2) of ESSA.

Any “NOTES” are informational only and may be removed before completion. The template is arranged into 3 sections, with numbered items within each section. The numbers correspond to the numbered items in the LEA Parent & Family Engagement Policy Checklist.

LEAs may also refer to the LEA Parent & Family Engagement Policy Documentation Guide to ensure that all ESSA requirements are fulfilled during the development and distribution of this policy.

LEA Parent & Family Engagement Policy
[SD/SU Name]
[School Year: XXXX-XXXX]
[Date of last revision: XXXX]

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, the [SD/SU Name] receives Title I, Part A funds. Therefore, in accordance with Section 1116(a)(2) of the Every Student Succeeds Act (ESSA), the [SD/SU name] must develop, with the parents and family members of participating students, a written parent and family engagement policy. This policy will outline the Local Education Agency’s (LEA) expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part I: General Requirements and Expectations

Expectations and Objectives

NOTE: in this section, LEAs are given the opportunity to describe their objectives and expectations for parent and family engagement specific to their Title I schools. LEAs are encouraged to develop parent and family engagement goals and strategies that are appropriate for the LEA and its schools and outline them below.

1. In order to support increased parent and family engagement to improve student academic achievement, the [SD/SU name] has the following objectives:

[List general LEA-wide objectives, expectations, and/or goals for meaningful and effective parent and family engagement]

NOTE: The policy must include a description of **how** the LEA will implement or accomplish the following requirements.

Continuous Improvement Plan Development

2. The [SD/SU name] agrees to take the following actions to involve parents and family members in the joint development of its Continuous Improvement Plan under Section 1112 of ESSA:

[List/describe how parents will be involved in the development of the CIP. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

3. The [SD/SU name] agrees to take the following actions to involve parents and family members in the joint development of any Support and Improvement Plans under Section 1111(d)(1) and (2):

[List/describe how parents will be involved in the development of the schools' support and improvement plans. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

Technical Assistance

4. The [SD/SU name] agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance:

[List/describe how the LEA will provide support to its Title I schools in planning/implementing parent and family engagement activities. These activities should include the development of the School PFE Policy, the School-Family Compact, and all other Title I PFE requirements. This may include meaningful consultation with employers, business leaders, and philanthropic organizations (ESSA(d)(2)(B)). This may also include professional development, workshops, trainings, and other opportunities to provide support to increase parent and family engagement.]

Annual Evaluation

5. The [SD/SU name] will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family

Engagement Policy in improving the academic quality of all its Title I schools. The evaluation must include identifying the following:

- Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions

The [SD/SU name] agrees to take the following actions to conduct this annual evaluation:

[List/describe actions, such as how the evaluation will be conducted, who will conduct it, the roles parents and family members will play, etc. Evaluations may take the form of surveys, interviews, etc.]

6. The [SD/SU name] agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

[List/describe how findings will be analyzed, how findings will be used to determine strategies, the roles of parents and family members, methods of communication/distribution of information, etc.]

Parent Involvement

7. The [SD/SU name] agrees to take the following actions to involve parents in the activities of the schools:

[List actions, which may include establishing a parent advisory board that adequately represents the needs of the population served by the LEA in order to develop, revise, and review the parent and family engagement policy (1116(a)(2)F).]

Part II: Building Capacity for Involvement

Building Capacity Requirements

To ensure effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the [SD/SU name] will use the following strategies:

8. The [SD/SU name] will provide assistance to parents of children served by the LEA in understanding the following topics:

- The challenging State academic standards

- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The [SD/SU name] agrees to take the followings actions in order provide this assistance:

[List activities the LEA may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

9. The [SD/SU name] agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the LEA may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials. Examples may include literacy training or using technology.]

10. The [SD/SU] agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

[List activities the LEA may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary. Include description of the role of parents and family members.]

11. The [SD/SU name] will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. Such programs may include:

- Head Start
- Bright Futures
- Public Preschool
- Creation of Parent Resource Centers

The [SD/SU name] agrees to take the following actions to coordinate and integrate parent involvement programs:

[Describe/List how the district will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

12. The [SD/SU name] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

13. The [SD/SU name] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how LEA will provide opportunities for parent and family requests, other ways in which LEA will support parent engagement, etc.]

Building Capacity Options

NOTE: The LEA, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement.

*The following discretionary activities are listed under Section 1116(e) of ESSA. Any or all of these activities may be included in the LEA's policy at the discretion of the LEA, in agreement with the parents and family members of participating children. **If the LEA chooses to include any additional discretionary activities, a description of how the LEA will implement or accomplish those items must be included.***

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for families from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable families to participate in school-related meetings and training sessions
- Training families to enhance the involvement of other families
- Arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children for families who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving family engagement
- Establishing a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A supported programs
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities.

PART III. ADOPTION

NOTE: It is not an ESSA requirement that the LEA Parent & Family Engagement Policy be signed. LEAs should follow local procedures for policy adoption.

This LEA's Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the [SD/SU name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

(Signature of Authorized Official)

(Date)

Title I, Part A: LEA Parent & Family Engagement Policy

Documentation of Policy Development and Delivery

Directions for Use:

The following checklist can be used to ensure proper documentation is collected in order to fulfill ESSA requirements for the development and distribution of the LEA Parent & Family Engagement Policy.

Supervisory Union/School District: _____

School Year: _____

1. The LEA Parent & Family Engagement Policy was developed jointly and agreed on with parents and family members (*ESSA section 1116(a)(2)*). Documentation should be dated and may include:

- Invitations to parents/families to attend meetings
- Sign-in sheets
- Meeting agendas
- Meeting minutes
- Other: _____

2. The LEA Parent & Family Engagement Policy was distributed to parents and family members of participating children (*ESSA section 1116(a)(2)*). Documentation should be dated and may include:

- Student handbook
- Mailings
- Emails
- LEA website
- Included in student registration packet
- Discussion at parent-teacher conference (conference agendas, sign in sheets)
- Discussion at beginning of the year event (event agendas, sign in sheets)
- Other: _____

3. The LEA Parent & Family Engagement Policy is presented in a format and language that all parents and family members can easily understand (*ESSA section 1116(f)*)

4. The LEA Parent & Family Engagement Policy has been incorporated into the Continuous Improvement Plan under section 1112 of ESSA (*ESSA section 1116(a)(2)*)

Title I, Part A: School Parent & Family Engagement Policy

Checklist

Directions for Use:

This document may be used in conjunction with the School Parent & Family Engagement Policy Template. It is arranged into three sections, with numbered items within each section. The numbers correspond to the numbered items in the School Parent & Family Engagement Policy Template.

There is no required format for this policy and if the school chooses not to use the corresponding template, this checklist may be used as a stand-alone document to help create or amend a policy that fulfills the ESSA requirements.

Schools may also refer to the School Parent & Family Engagement Policy Documentation Guide to ensure that all ESSA requirements are fulfilled during the development and distribution of this policy.

School: _____

School Year: _____

Does the school have an existing parent and family engagement policy that applies to all parents and family members?

If yes, the school may amend that policy, if necessary, to meet the requirements under Section 1116(b)(1). The following checklist may be used in order to ensure all requirements are fulfilled.

Does the LEA have an LEA-wide parent and family engagement policy that applies to all parents and family members in all schools served by the LEA?

If yes, the LEA may amend that policy, if necessary, to meet the requirements under this section (1116(b)).

Part I: Policy Involvement

Does the policy describe how the school will:

1. Hold an annual meeting, at a convenient time, to which all parents of participating children will be invited and encouraged to attend, to inform parents of the school's participation in Title I, explain the requirements under Title I, and to inform families of their rights to be involved (1116(c)(1))

- 2. Offer a flexible number of meetings and may provide transportation, childcare, or home visits, as related to parent involvement (1116(c)(2))

- 3. Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs (1116(c)(3))

- 4. Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the School Parent & Family Engagement Policy and in the joint development of the schoolwide plan under section 1114(b), if necessary (1116(c)(3))

- 5. Provide parents of participating children the following:
 - Timely information about Title I programs (1116(c)(4)(A))
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards to parents (1116(c)(4)(B))
 - Opportunities for parents to attend regular meetings make suggestions and participate in decisions relating to the education of their children (1116(c)(4)(C))
 - Responses to any such suggestions as soon as practicably possible (1116(c)(4)(C))

- 6. Submit any parent comments about the schoolwide program plan, if applicable, when the school makes the plan available to the LEA, if the schoolwide program plan is not satisfactory to the parents of participating children (1116(c)(5))

School-Parent Compact

- 7. Jointly develop, with the parents of participating children, a School-Parent Compact that outlines the shared responsibility of parents, school staff, and students in improving student academic achievement (1116(d))

Accessibility

- 8. Provide opportunities for the informed participation of parents and family members, including providing information and school reports required under section 1111 in a format and language that parents can understand (1116(f))
-

Part II: Building Capacity for Involvement

Building Capacity Requirements

Does the policy describe how the school will ensure effective involvement of parents and support a partnership among the school, parents, and community to improve student academic achievement in the following ways:

9. Provide assistance to families in the following areas:

- Understanding the challenging State academic standards
- State and local assessments
- Title I, Part A requirements
- How to monitor their children's progress
- How to work with educators to improve their children's achievement (*ESSA section 1116(e)(1)*)

10. Provide materials and training to help parents work with their children to improve academic achievement (*ESSA section 1116(e)(2)*)

11. Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value of contributions of parents as equal partners, implement and coordinate parent programs, and build ties between parents and school (*ESSA section 1116(e)(3)*)

12. Integrate parent involvement activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children (*ESSA section 1116(e)(4)*)

13. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and language parents can understand (*ESSA section 1116(e)(5)*)

14. Provide other reasonable support for parent involvement activities as parents may request (*ESSA section 1116(e)(14)*)

Building Capacity Options

NOTE: The school, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in the schools in order to improve their children's academic achievement. If the school chooses to include any additional discretionary activities, a description of how the school will implement or accomplish these items must be included.

The following discretionary activities are listed under Section 1116(e) of ESSA. Any or all of these activities may be included in the school's policy at the discretion of the school, in agreement with the parents and family members of participating children.

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training (*ESSA section 1116(e)(6)*)

- Provide necessary literacy training from title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for such training (*ESSA section 1116(e)(7)*)

- Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions (*ESSA section 1116(e)(8)*)

- Train parents to enhance the involvement of other parents (*ESSA section 1116(e)(9)*)

- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation (*ESSA section 1116(e)(10)*)

- Adopt and implement model approaches to improving parental involvement (*ESSA section 1116(e)(11)*)

- Develop appropriate roles for community-based organizations and businesses in parent involvement activities (*ESSA section 1116(e)(13)*)

Title I, Part A: School Parent & Family Engagement Policy

Template

Directions for Use:

The following template may be used in conjunction with the School Parent & Family Engagement Policy Checklist for the development of the School Parent & Family Engagement Policy. There is no required format for this policy and this document is fully editable to meet the needs of individual schools; however, this template contains the types of information that must be included in order to meet the requirements of Section 1116(a)(2) of ESSA.

Any “NOTES” are informational only and may be removed before completion. The template is arranged into 3 sections, with numbered items within each section. The numbers correspond to the numbered items in the School Parent & Family Engagement Policy Checklist.

Schools may also refer to the School Parent & Family Engagement Policy Documentation Guide to ensure that ESSA requirements are met during the development and distribution of this policy.

School Parent & Family Engagement Policy
[School Name]
[School Year: XXXX-XXXX]
[Date of last revision]

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, [School] receives Title I, Part A funds. Therefore, in accordance with Section 1116(b) of the Every Student Succeeds Act (ESSA), [School] must develop, with the parents and family members of participating students, a written parent and family engagement policy. This policy will outline the means by which this school will involve parents and family members in policy development and build capacity for parent and family engagement in order to improve student academic achievement.

Part I: Policy Involvement

NOTE: The policy must include a description of how the school will implement or accomplish the following requirements.

1. [School] will hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school’s participation in Title I, to explain the Title I requirements under ESSA, and to inform parents of their right to be involved. The [School] agrees to take the following actions:

[Describe when and where the meeting will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, etc.]

2. [School] agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parent involvement.

[List actions school will take to offer flexibility and encourage parent involvement in meetings]

3. [School] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs in the following ways:

[Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.]

4. [School] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the School Parent & Family Engagement Policy and in the joint development of the schoolwide program plan in the following ways:

[Describe how information will be communicated to parents, how feedback and input from parents and family members will be collected, any meetings that may be held, etc.]

5. [School] agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the achievement levels of the challenging State academic standard
- Opportunities for regular meetings for parents to make suggestions and participate in decisions relating to the education of their children
- Responses to these suggestions as soon as practicably possible

The school agrees to provide these in the following ways:

[Describe how information will be communicated to parents, how feedback, input, and requests from parents and family members will be collected, reviewed, and responded to, any meetings that may be held, etc.]

6. [School] agrees to take the following actions to submit any parent comments about the schoolwide program plan when the school makes the plan available to the LEA, if the schoolwide program plan is not satisfactory to the parents of participating children (1116(c)(5)):

[List actions, including how the school will communicate with the parents, receive feedback and input, etc.]

School-Parent Compact

7. [School] agrees to take the following actions to jointly develop with participating parents a school-parent compact, outlining how parents, school staff, and students will share the responsibility for improved student academic achievement:

[Describe when and where meetings will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, roles of parents and family members, etc.]

Accessibility

8. [School] agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required under section 1111, in a format and language that parents can understand (1116(f)):

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

Part II: Building Capacity for Involvement

Building Capacity Requirements

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, [School] will use the following strategies:

9. [School] will provide assistance to parents of children served by the school in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The school agrees to take the followings actions in order provide this assistance:

[List activities the school may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

10. [School] agrees to provide materials and training, such as literacy and technology workshops, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the school may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials]

11. [School] agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

The school agrees to take the following actions to provide this support:

[List activities the school may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary]

12. [School] will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. Such programs may include:

- Head Start
- Bright Futures
- Public Preschool
- Creation of Parent Resource Centers

The school agrees to take the following actions to coordinate and integrate parent involvement programs:

[Describe/List how the school will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

13. [School] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

14. [School] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how school will provide opportunities for parent and family requests, other ways in which the school will support parent engagement, etc.]

Building Capacity Options

NOTE: The school, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement.

*The following discretionary activities are listed under Section 1116(e) of ESSA. Any or all of these activities may be included in the school's policy at the discretion of the school, in agreement with the parents and family members of participating children. **If the school chooses to include any additional discretionary activities, a description of how the school will implement or accomplish those items must be included.***

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for families from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable families to participate in school-related meetings and training sessions
- Training families to enhance the involvement of other families
- Arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children for families who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving family engagement
- Establishing a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A supported programs
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities

PART III. ADOPTION

NOTE: It is not an ESSA requirement that the School Parent & Family Engagement Policy be signed. Schools should follow their local procedure for policy adoption.

This School Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the [School] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The school will make this policy available to parents of participating children and the local community on or before [Date MM/DD/YY].

(Signature of Authorized Official)

(Date)

Title I, Part A: School Parent & Family Engagement Policy

Documentation of Policy Development and Delivery

Directions for Use:

The following document may be used to ensure that there is proper documentation to show that parents and family members were involved in the development of the policy, and that the school made appropriate efforts to deliver the policy in a format and language that is understandable to parents.

School: _____

School Year: _____

The School Parent & Family Engagement Policy was developed jointly and agreed on with parents and family members (*ESSA section 1116(b)(1)*). Documentation should be dated and may include:

- Invitations to parents/families to attend meetings
- Sign-in sheets
- Meeting agendas
- Meeting minutes
- Other: _____

The School Parent & Family Engagement Policy was distributed to parents and family members of participating children (*ESSA section 1116(b)(1)*). Documentation should be dated and may include:

- Student handbook
- Mailings
- Emails
- LEA website
- Student registration packet
- Discussion at parent-teacher conference (conference agendas, sign in sheets)
- Discussion at beginning of the year event (event agendas, sign in sheets)
- Other: _____

Parents of participating children were notified of the policy in an understandable format and, to the extent practicable, language they can understand (*ESSA section 1116(b)(1)*). Documentation should be dated and may include any translated versions of documents.

The School Parent & Family Engagement Policy was made available to the local community (*ESSA section 1116(b)(1)*). Documentation should be dated and may include:

- Newspaper
- Invitations
- LEA/Town/Municipality website
- Community bulletin
- Mailings
- Other: _____

The School Parent & Family Engagement Policy must be updated periodically to meet the changing needs of parents and schools (*ESSA section 1116(b)(1)*). This policy will be reviewed and updated on _____.

The school held the annual Title I meeting, to which all participating parents were invited and encouraged to attend, and informed parents of the school's participation in Title I and explained the requirements of Title I and the parents' right to be involved. Documentation should be dated and may include:

- Invitations to parents/families to attend meetings
- Sign-in sheets
- Meeting agendas
- Meeting minutes
- Other: _____

School-Parent Compact

As a component of the School Parent & Family Engagement Policy, all Title I schools must create a School-Parent Compact. This document must be created jointly with the parents of Title I students. It should outline how parents, students, and the entire school staff will share the responsibilities for improved student academic achievement, and the means by which parents and the school will build a partnership in order to help children achieve the State's high academic standards.

The compact is a requirement of ESSA for receiving Title I, Part A funds; however, it should also be viewed as an opportunity to facilitate a partnership in which both educators and families feel valued and recognized for the roles they play in supporting student academic achievement. There is no required format for the school-parent compact and it does not necessarily need to include statute. In fact, schools are encouraged to be innovative and creative in the format they use and to create a document that engages parents and families in academic strategies to improve their children's education. Ultimately, this document will serve as an agreement between educators, parents, and students that will be revisited and discussed often throughout the school year, and should therefore be accessible and family friendly.

Directions for Use:

The following guides may be used to help schools develop their compact. They are designed to ensure that schools are compliant with ESSA regulations. Provided that the minimum ESSA requirements are met, schools are welcome to develop a compact that best fits the needs of their educators, parents, and students and meets their specific academic goals.

Checklist

This is intended to serve as both a checklist and a guide to quality in order to develop a compact that will engage parents and family members and offer family-friendly strategies for meeting school and district goals to improve academic achievement. Listed below are the components as required by ESSA, followed by additional examples of how schools can make it a more accessible and helpful tool for families.

School-Parent Compact Checklist and Guide

School: _____

School Year: _____

Goals for academic achievement:

Does the compact outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? (*ESSA 1116(d)*)

Make it more effective:

- Include the purpose of the compact and how the school will use it to increase parent and family engagement and improve student academic achievement
- Include district and school goals from the CIP
- Provide actions and strategies to be used at home and at school to support these goals

School Role:

Does the compact describe the school's responsibility to provide high-quality curriculum and instruction? (*ESSA 1116(d)(1)*)

Does the compact describe the school's responsibility to provide a supportive and effective learning environment? (*ESSA 1116(d)(1)*)

Make it more effective:

- Describe the high-quality curriculum the school uses
- Describe what high-quality instruction looks like and how teachers offer support to students
- Provide grade-level specific information

Parent Role:

Does the compact describe the ways in which parents will be responsible for supporting their children's learning? (*ESSA 1116(d)(1)*)

Does the compact describe the opportunities for parents to volunteer in their child's classroom? (*ESSA 1116(d)(1)*)

Does the compact describe the ways in which each parent will participate, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time? (*ESSA 1116(d)(1)*)

Make it more effective:

- Provide activities for families that connect to what students will do in class
- Provide information on how parents can volunteer and observe in their child's classroom
- Provide grade level specific information

Student Role:

Does the compact outline how students will share the responsibility for improved student academic achievement? (*ESSA 1116(d)*)

Make it more effective:

- Provide activities for students that connect to what they will do in class
- Provide grade level specific information
- Get student feedback on what they can do/resources they need to be successful

Partnership:

Does the compact outline the ways in which the school and parents will build and develop a partnership to help children achieve the State's high standards? (*ESSA 1116(d)*)

Make it more effective:

- Describe opportunities for parents and teachers to work together
- Describe opportunities to discover and identify parent strengths
- Include information on opportunities to volunteer based on strengths and classroom/teacher needs
- Describe how the school will offer resources that remove a barrier to parent participation

Communication:

Does the compact address the importance of communication between parents and teachers on an ongoing basis by describing how the school will provide the following:

- Parent-teacher conferences at least annually, during which the compact is discussed as it relates to the individual child's achievement (*ESSA 1116(d)(2)(A)*)
- Frequent reports to parents on their children's progress (*ESSA 1116(d)(2)(B)*)
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities (*ESSA 1116(d)(2)(C)*)
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (*ESSA 1116(d)(2)(D)*)

Jointly developed:

Does the compact show that it was developed jointly with parents of children served by Title I funds? (*ESSA 1116(d)*)

Make it more effective:

- Work with parents to eliminate unnecessary and confusing language to make the compact understandable and accessible
- Translate as necessary
- Schedule meetings at accessible locations and times
- Provide resources to remove barriers for parent and family participation
- Create an attractive final product – engage a parent or student with design skills

Sample School-Parent Compact

Basic Template

[School] School-Parent Compact

[Principal]
[School phone number]
[Website]
[Last Revised: XXXX]

What is a School-Parent Compact?

[explain the purpose of the school-parent compact and how it will be used to increase parent and family engagement and increase student academic achievement]

Our Goals

District goals

[include district goals from the CIP in family friendly language and actions the district will take to achieve them]

Schools Goals

[include school goals from the SIP in family friendly language and actions the school will take to achieve them]

Shared Responsibility

[describe the shared responsibility that teachers, parents, and students all share for the improvement of student academic achievement]

Teachers

[explain how teachers will provide high-quality curriculum, offer support, and create an effective learning environment]

Parents

[provide actions parents will take to be responsible for supporting their children's learning and positive use of extra-curricular time]

Students

[provide actions students will take to be responsible for their own learning and academic success]

Building Partnerships

[provide information about ongoing parent and family engagement events/opportunities, information on who to contact for volunteer/observation opportunities, information about how parents can participate in decisions relating to their children's education]

Communication

[describe how school staff will maintain regular two-way communication with family members]

Jointly Developed

[describe how parents, teachers, and students worked together to develop/revise the compact, opportunities to participate in future revisions, information on how parents can contribute comments]

Annual Title I Parent Meeting FAQ

1. What is the purpose of the annual Title I meeting?

The purpose of the annual Title I meeting is to provide information about the school's Title I program, the school's requirements under Title I, and parent's rights to be involved in their children's education.

2. Who should be invited to the annual Title I meeting?

All parents of children participating in Title I-funded services must be invited and encouraged to attend the meeting. If the school operates a targeted assistance program, only parents of those students eligible to receive Title I services should be invited to attend. If the school operates a schoolwide program, parents of all students should be invited.

3. When should the annual Title I meeting be held?

ESSA does not require the Title I meeting be held at a specific time in the year. However, schools should organize the meeting early in the year so parents can become familiarized with the Title I program and how it may impact their child throughout the school year.

Many schools choose to hold the required annual meeting in the fall to distribute information about the Title I program and hold a second meeting in the spring to evaluate the program.

4. Who should conduct the annual Title I meeting?

The Title I meeting may be conducted by any of the following individuals:

- Principals
- Assistant principals
- Consolidated Federal Programs team leaders
- Curriculum directors
- Parent and family engagement liaisons
- Any other school staff with in-depth knowledge of Title I, Part A requirements

5. What information must be covered at the annual Title I meeting?

ESSA requires that schools distribute the following information at the meeting:

- An explanation of the school's participation in Title I (targeted assistance or schoolwide)
- Information about the requirements under Title I, Part A
- Information about parents' rights to be involved:

- Development of the LEA and school-level parent and family engagement policies
- Development of the School-Parent Compact
- Opportunities for parents to attend regular meetings to participate, as appropriate, in decisions relating to the education of their children

Other helpful information may include:

- Information about what it means to be a Title I school
 - How Title I funds are allocated
 - What Title I funds can be used for
- An explanation of the school’s curriculum
- An explanation of the school’s academic assessments used to measure student progress
- An explanation of the proficiency levels that students are expected to meet
- Information on the Continuous Improvement Plan
- Opportunities for parent involvement
- School communication plan (how will information relating to the Title I program be distributed throughout the year, how will parents have access to their child’s educators, etc.)

There is no required format for the distribution of material, as long as all parents of participating children can fully access and understand the information provided. Schools may consider a combination of presentation, printed materials, facilitated round table discussions, and questions and answer formats.

6. Can the annual Title I meeting be combined with another event?

No. The sole purpose of the annual Title I meeting must be to provide information on the school’s Title I program. The school may hold the Title I meeting before or after another school event, but the Title I meeting cannot be combined with or embedded into any other event (for example, the school open house, PTA meetings, etc.)

7. Can several Title I schools in a district hold one meeting together?

No. Each school must hold its own annual Title I meeting and distribute the required information specific to that school.

8. Does the school need to provide translation services at the meeting?

ESSA requires that schools must 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. Therefore, schools must provide information to limited English proficient

parents orally in a language they can understand, and auxiliary aids and services (sign-language, large print format, etc.) as requested by parents to ensure meaningful participation in Title I programs and activities.

9. Is the school required to host an annual Title I meeting for private schools?

All LEAs are required to provide equitable services to private schools receiving Title I, Part A funds. This includes ensuring that teachers and families at private schools participate in parent and family engagement activities. The school does not have to host an annual Title I meeting for a participating private school; however, the school must ensure that families of participating children receive all required information about the Title I program at their private school and understand their rights to be involved.

10. Is the school required to keep documentation of the annual Title I meeting? How?

Yes. The school must be able to show documentation of the following:

- All parents of participating children were invited and encouraged to attend
- All required information was distributed
- Translation was provided, as necessary

The LEA must be able to show documentation that all Title I schools held an annual Title I meeting.

Documentation must be dated and could include the following:

- Invitations/announcements
- Sign-in sheets
- Meeting agendas
- Meeting minutes
- Handouts/materials from the meeting
- Other documents that show all parents of children receiving Title I services were invited to attend the meeting and all required information was distributed

11. How can schools encourage parents and family members to attend the annual Title I meeting?

Schools may consider the following ways to remove barriers for parent participation and encourage parent and family involvement in the annual Title I meeting:

- Offer a meeting time in the morning and/or evening
- Provide transportation
- Provide childcare
- Provide light refreshments (pizza, salad, baked goods, coffee)

- Provide home visits for parents unable to attend
- Hold the annual Title I meeting in a convenient, centrally located building (library, church, community center) if the school is not easily accessible for many families
- Avoid the use of formal and complicated educational language – ensure that any information going out to parents is easy to understand

12. Can schools pay parents to attend a Title I meeting?

No. Schools may choose to provide transportation, refreshments, and childcare in order to increase parent attendance; however, schools may not pay parents a stipend of any kind to attend the Title I meeting.

Annual Title I Meeting Checklist

Directions for Use:

This document is intended to help schools gather all necessary documentation to show that they held the required annual Title I meeting, invited all participating parents, and distributed all required information.

School: _____

School Year: _____

Required documentation

1. All parents of children receiving Title I services were invited and encouraged to attend the annual Title I meeting. Documentation should be dated and may include:

- Invitations
- Mailings/newsletters
- Phone logs
- Flyers
- Emails
- Sign-in sheets
- Other: _____

2. The annual Title I meeting was held as a stand-alone event with the purpose of distributing the required information about Title I for parents of participating children. Documentation must be dated and show the name of the event. Examples may include:

- Sign-in sheets
- Meeting minutes
- Meeting agenda
- School calendar/website
- Other: _____

3. All required information was distributed to parents. Documentation must be dated and may include:

- Power Point slides
- Printed materials/handouts
- Meeting minutes
- Meeting agenda
- Other: _____

Sample Annual Title I Meeting Agenda

Directions for Use:

This document may be used as a sample agenda for the annual Title I meeting required by ESSA. There is no required format for this meeting; however, by using the following agenda, schools can be sure that all information required by ESSA is included.

Schools should provide a dated sign-in sheet for all parents in attendance. Sign-in sheets should be saved, along with copies of any mailings and invitations, meeting minutes, and/or the meeting agenda. These can all be used as documentation that the annual Title I meeting was held, parents of participating children were invited and encouraged to attend, and all required information was distributed. If schools choose to use Federal funds for parent and family engagement activities, local procedures for procurement must be followed.

Annual Title I Parent Meeting

[School Name]

[Presenter]

[Date]

[Time]

[Location]

Welcome

Welcome parents and family members to the meeting

Staff introductions

Overview of the format of the meeting

Go over logistics (childcare is available in room XX, refreshments are in the back of the room, please remember to sign in and wear a name tag, take-home materials are by the door, etc.)

Optional: brief ice breaker activity

This optional activity can be used to connect families with staff and each other

Title I Presentation

The following information must be covered:

- How does the school participate in Title I (targeted assistance/schoolwide)?
- What are the requirements under Title I?
- What are parents' rights to be involved?

It may be helpful to include further information:

- What is a Title I school?
- How do we spend our Title I money?
 - What are our school goals?
 - How do Title I funds affect my child?
- What curriculum do we use?
- What assessments do we use?
 - What tests will your child take?
 - How do those tests measure progress?
 - What are the challenging State academic standards?
- What opportunities are there for parent and family engagement?
 - Parent and Family Engagement Plan for the school year
- How can you contact school staff and how responsive will the school be to your questions?
 - Provide staff contact information
 - Provide communication plan/information from handbook about parent-teacher communication

Q&A

Be sure to leave time at the end of the meeting to answer questions from parents

Closing Remarks & Evaluation

Thank parents for making the time and effort to understand more about their children's academics, remind them to take home any printed materials, request that they do a quick evaluation to improve future parent meetings, etc. The evaluation could also include a brief survey about what parents feel they need in order to be involved.

Title I, Part A: Parent and Family Engagement Accessibility FAQ

1. What are the accessibility requirements per ESSA?

LEAs and schools, to the extent practicable, must provide opportunities for the informed participation of parents and families (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), in a format and in a language such parents understand (1116(f)).

All parents and family members of participating children have a right to receive information about the academic achievement of their children and a right to participate in the programs, services, and activities funded by Title I. LEAs and schools are responsible for ensuring any information distributed to parents and family members who have limited English proficiency, disabilities, or are migratory is presented in a format or language those parents can understand.

2. What does “to the extent practicable” mean?

Whenever possible, LEAs and schools must provide a written translation of any printed materials or information in a language that parents of limited English proficiency can understand. If it is not practicable to provide a written translation, LEAs and schools must provide the same information orally in a language those parents can understand. It may be necessary for LEAs and schools to use a combination of oral and written translations in order to effectively distribute information; LEAs do have flexibility in determining what combination of translations the LEA and school will use.

3. What methods of translation can LEAs and schools use?

LEAs and schools have a responsibility to communicate the same information to parents and family members who have limited English proficiency as they would to parents and family members who are English proficient. Therefore, any information that is communicated orally to parents and family members who are English proficient, must also be provided orally to parents and family members of limited English proficiency in a language those parents can understand.

LEAs and schools must provide written translations of printed materials in a language that parents and family members who have limited English proficiency can understand. If it is not practicable to provide written translations of all printed materials, LEAs and schools must provide an oral translation in a language those parents can understand to ensure that they receive the required information.

4. What information must the LEA and/or school translate?

Parents and family members who have limited English proficiency have a right to receive any and all information as required under Title I. This includes distributing any information and school reports required by the State Plan, as well as providing opportunities for the informed participation with their child's education as outlined in the parent and family engagement section of ESSA.

5. Does the LEA and/or school have to provide translations even if the child is proficient in English?

Yes. The LEA and/or school must provide translations of written or oral materials to parents and family members who are not English proficient even if their child is proficient in English.

6. Can the child of a parent with limited English proficiency provide translations?

No. Translations must be provided by an appropriately trained individual; LEAs and schools may not ask children, other students, or untrained staff to provide translations.

7. What are LEAs and schools required to provide for parents and family members with disabilities?

LEAs and schools have a responsibility to ensure that any information communicated to parents without disabilities is also effectively communicated to parents with disabilities by providing the necessary aids and/or services as requested by those parents that allow them to understand the material.

Title I, Part A: PFE Activity Planning Guide

Directions for Use:

The intent of this document is to help LEAs and schools develop Title I parent and family engagement events and activities that comply with ESSA regulations, are linked to the LEA's and/or school's goals in their Comprehensive Improvement Plan, and focus on building positive school community.

Parent and Family Engagement Activity Planning Guide

LEA: _____ **School:** _____

Activity lead: _____

Phone: _____ Email: _____

Event name: _____

Date: _____ Time: _____

Location: _____

Description of activity:

Academic Goals

State the goal from the CIP/SIP aligned with this activity:

Describe how the materials and strategies used in this activity will support the chosen CIP/SIP goal:

Content area:

Math ELA Reading Science STEM

Other: _____

Grade(s):

PreK K 1 2 3 4 5 6 7 8 9 10

11 12

Welcoming Schools

How will the LEA/school inform and invite parents to the event?

How will the LEA encourage parents to attend by removing barriers to participation?

Check all that apply:

Provide transportation Provide childcare Provide light refreshments

How will the LEA/school provide an opportunity for parents to request necessary accommodations (accessibility):

Does the LEA/school need to provide translation services:

Yes No

Languages: _____

Written Oral

Funding sources

What funding sources will be used for this event?

How does the school participate in Title I?

Targeted Assistance Program Schoolwide Program

**Note: If schools participating in a Targeted Assistance Program use Title I funds for this event, they must ensure that only those parents and family members of students identified as eligible to receive Title I services are invited.*

Materials needed:

Staff needed:

Will there be a guest speaker at the event?

Yes No

Guest speaker name: _____

Phone: _____ Email: _____

Organization: _____

**Note that LEAs and schools that choose to use Federal funds for PFE activities must follow local procurement procedures.*

Building Capacity

The following are **requirements** for building the school's capacity for parent involvement.

Check any activities/strategies used at this event:

- Helping parents understand the State's academic standards, assessments, Title I requirements
- Helping parents understand how to monitor their child's progress and how to work with educators to improve academic achievement
- Providing materials/training to help parents work with their children to improve academic achievement
- Educating teachers in the value of parent contributions and how to reach out to and work with parents as equal partners
- Coordinating PFE activities with other Federal, State, and local programs
- Ensuring information related to school and PFE programs, activities, meetings, etc. is sent to parents in a format and language the parents can understand

The following are additional **optional** strategies for building capacity for parent involvement.

Check any activities/strategies used at this event:

- Involving parents in developing trainings for educators
- Providing necessary literacy training
- Providing services that enable parents to attend and participate in school-related meetings and trainings (childcare, transportation)
- Training parents to enhance the involvement of other parents
- Arranging school meetings at a variety of times
- Establishing a districtwide parent advisory council
- Developing appropriate roles for community-based organizations and businesses

Creating Community

How does this activity draw on the strengths and knowledge of parents and/or community members?

Shared Responsibility

What materials or strategies does this activity provide to help parents support their children's academics?

Evaluation

How will the LEA/school provide an opportunity for parents to evaluate the effectiveness of the PFE activity?

- Survey Written comments Other: _____

Documentation

What evidence will the LEA/school collect to document the PFE activity, who was invited/attended, how barriers for participation were removed, how this activity increased the school's capacity for parent involvement, etc.?

Additional Planning Notes

Title I, Part A: Parent and Family Engagement Timeline

Directions for Use:

This document is a sample timeline for fulfilling the parent and family engagement requirements under Title I. It serves as an example of how schools can meet the requirements to involve parents and family members in the development of policies and distribute all information in a timely way throughout the school year. It is important to note that some of the items on this timeline may require multiple meetings or events and outreach to stakeholders, so schools should plan accordingly.

Ongoing requirements:

- Providing information on a child's level of achievement and academic growth (1112)(e)(1)(B)(i))
- Notifying parents that a child has been assigned/taught for more than four consecutive weeks by a teacher with limited certification/licensure (1112)(e)(1)(B)(ii))
- Consultation with parents on the development and implementation of parent and family engagement programs, activities, and procedures (1116(a))
- Providing opportunities, as requested, for regular meeting with parents to make suggestions and participate in decisions relating to their children's education (1116(c)(4)(C))
- Parent-teacher communication (1116)(d)(2))
- Parent-teacher conferences (1116(d)(2)(A))
- Frequent reports on student progress (1116(d)(2)(B))
- Notification throughout the year to parents of English learners when their child has been placed in a language instruction educational program (1112)(e)(3)(B))
- Parent outreach and education (1116(e)), including implementing an effective means of outreach to parents of English learners (1112)(e)(3)(C)(i-ii))

August

Review and/or update parent notifications and right-to-know information:

- Parent's right to request information about the professional qualifications of their child's classroom teachers (1112)(e)(1)(A)(i)(I-III))
- Parent's right to request information about student participation in assessments and the LEA policy/parental right to opt child out of the assessment, where applicable (1112)(e)(2)(A))
- Information about the assessments required by the State and LEA (this information must be made widely available on the LEA and school's websites) (1112)(e)(2)(B))

Jointly develop with parents the School-Parent Compact (1116(d))

September

- Distribute parent notifications and right-to-know information to parents (1112(e)(1)(A))
- Distribute LEA Parent & Family Engagement Policy to parents and family members of participating children (1116(a)(2))
- Distribute School Parent & Family Engagement Policy to parents and family members of participating children, and the local community (1116(b)(1))
- Distribute Schoolwide Plan, if applicable, to LEA, parents, and the public (1114(b)(4))
 - If the Schoolwide Plan is not satisfactory to parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (1116(b)(5))
- Make the Continuous Improvement Plans (LEA and school) widely available
 - If the Continuous Improvement Plan is not satisfactory to parents of participating children, submit any parent comments with the CIP when the LEA submits it to the State (1116(b)(4))
- Distribute School-Parent Compact (1116(d))
- Provide information to parents of English learners about available language instruction educational programs, parent's rights, and program methods and effectiveness (within 30 days of the beginning of school) (1112(e)(3)(A)(i-viii))

October

- Host annual Title I meeting (1116(c)(1))
- Distribute information on curriculum, assessments, and achievement levels (1116(b)(4)(A))

November

- Design surveys/evaluations for measuring the effectiveness of the LEA Parent & Family Engagement Policy in improving academic quality in all Title I schools (1116(a)(2)(D))

January

- Conduct consultations with parents on development of the LEA and School Continuous Improvement Plans and the Schoolwide Plan (1116(a)(1)(A) and (1114(b)(2))

March

- Conduct annual evaluation of LEA Parent & Family Engagement Policy – collect and analyze data, develop evidence-based strategies for improvement (*1116(a)(2)(D) and 1116(a)(2)(E)*)

April

- Conduct consultations with parents on the development and/or revision of the LEA Parent & Family Engagement Policy (*1116(a)(2)*)
- Conduct consultations with parents on the development and/or revision of the School Parent & Family Engagement Policy (*1116(b)(1)*)

May

- Complete development and/or revision of the LEA Parent & Family Engagement Policy (*1116(a)*)
- Complete development and/or revision of the School Parent & Family Engagement Policy (*1116(b)*)

Resources

US Department of Education

- Parent, Family, Community Engagement
<https://www.ed.gov/family-and-community-engagement?src=rn>

Head Start & Early Childhood Learning & Knowledge Center: PFCE Framework

- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework>

Family Engagement Playbook

- <https://globalfrp.org/Articles/Family-Engagement-Playbook>

LRP Title I PFE Toolkit (\$)

- http://www.shoplrp.com/product_p/300628.htm

School-Parent Compact Development

- <http://ctschoollparentcompact.org/resources/>

Sample Surveys

- Family-School relationships
<https://www.panoramaed.com/family-school-relationships-survey>
- Parent Survey
<https://www.surveymonkey.com/mp/harvard-education-surveys/>

Literature

- SEDL: A New Wave of Evidence
<https://files.eric.ed.gov/fulltext/ED536946.pdf>
- USED: Dual Capacity-Building Framework for Family-School Partnerships
<https://www2.ed.gov/documents/family-community/partners-education.pdf>
- NEA Parent, Family, Community Involvement in Education
http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
- Family Engagement in Rural Schools
http://r2ed.unl.edu/workingpapers/2011/2011_2_Witte_Sheridan.pdf
- Child Trends: Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs

[https://www.childtrends.org/wp-content/uploads/2007/06/Child Trends-2007_06_19_RB_ParentEngage.pdf](https://www.childtrends.org/wp-content/uploads/2007/06/Child_Trends-2007_06_19_RB_ParentEngage.pdf)

- Child Trends: Practices to Foster in Out-of-School Time Programs
[https://www.childtrends.org/wp-content/uploads/2010/01/Child Trends-2010_01_28_RB_Practices2Foster.pdf](https://www.childtrends.org/wp-content/uploads/2010/01/Child_Trends-2010_01_28_RB_Practices2Foster.pdf)
- Title I and Parent Involvement
https://edsources.org/wp-content/uploads/old/-title-i-and-parental-involvement_091556561921.pdf
- PEW: Engaged Families, Effective Pre-K
https://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs_assets/2010/pknfamilyengagementfinalpdf.pdf
- NEA: The Eight Ps of Parent Engagement
<http://neatoday.org/2019/08/07/improving-parent-engagement/>

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2. Mapp, K. L. (2012). *Title I and parent involvement: lessons from the past, recommendations for the future*. Washington, DC: Center for American Progress and American Enterprise Institute for Public Policy Research.
3. Mapp, K.L., & Kuttner, P.J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. Austin, TX: Southwest Education Development Laboratory.
4. National Education Association. (2008). *Parent, family, community involvement in education*. Washington, DC: Center for Great Public Schools.
5. Redding, S., Murphy, M, & Sheley, P. (2011). A framework for partnerships. *Handbook on family and community engagement*. Lincoln, IL: Academic Development Institute/Center on Innovation & Improvement.
6. U.S. Department of Health and Human Services and U.S. Department of Education. (2016). *Policy statement of family engagement: from the early years to the early grades*. Washington DC.