

Supporting Nevada's Schools and Districts to Meet Federal Title I Requirements

School Year 2020-2021

Family Engagement in the Every Student Succeeds Act

Title I, Part A, Section 1116 and Section 1112



A Comprehensive Handbook for Implementing an Effective Title I, Part A Parent and Family Engagement Program

Office of Student and School Supports
Office of Parental Involvement and Family Engagement



These tools are not used by the Department's monitoring team, but are optional tools for LEAs and Title I schools to examine their progress and help meet Title I, Part A, Section 1116 under the Every Student Succeeds Act of 2015.

This handbook will answer many questions regarding Title I parent and family engagement requirements, Department staff will still provide various methods of technical assistance throughout the year. Please feel free to contact the Department's Office of Student and School Supports or Office of Parental Involvement and Family Engagement with any questions or feedback you may have.

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Introduction

This handbook is designed to guide Nevada school and district staff, such as Title I directors/coordinators and family engagement coordinators, through the process of developing and maintaining an effective Title I Parent and Family Engagement Program. This handbook will explain and clarify the parent and family engagement provisions and requirements under Title I, Part A, Section 1116 and Section 1112 of The Every Student Succeeds Act (ESSA).

Over fifty years of research confirms that family engagement in a child's education matters. Many studies have found that, across income and background, effective family engagement leads to:

- higher grades and test scores;
- enrollment in advanced programs;
- improvement in school attendance;
- better social-emotional skills;
- increased graduation rates; and
- higher college persistence rates.

Day-to-day effective family engagement practices and strategies that support learning at home, at school, and after school are instrumental in improving student outcomes.

While this handbook is based on interpretations of ESSA, the regulations and the guidance issued by the U.S. Department of Education (ED) and the examples and templates included in this handbook are not intended to be applicable to every situation. These examples are not official templates and, if used, should be adapted to specific school and district requirements. Prior to using them, the Nevada Department of Education (Department) strongly urges that the samples and templates be carefully reviewed for their applicability to the specific facts of the school or the district's situation.

Acknowledgements and Special Thanks

The Nevada Department of Education acknowledges the following for their contributions toward the content of this handbook:

- Georgia Department of Education
- Connecticut Department of Education
- Texas Education Agency

Please note: The following documents have been remediated to comply with ADA accessibility requirements



Handbook Sections

This handbook is organized into five main sections to provide a comprehensive overview of Title I parent and family engagement regulations, as well as effective family engagement resources to assist schools and districts in strengthening their Title I parent and family engagement programs.

Section One

Title I, Part A Overview

This section provides an overview of the strong focus that the ESSA has on parent and family engagement. Included in this section:

- Purpose of Title I
- Federal Definitions
- General SEA Responsibilities Under the ESSA
- A comparison of the Elementary and Secondary Education Act, Title I, Part A (ESEA), and the ESSA, Title I, Part A

Section Two

Input

This section provides Title I schools and districts with a guide for meaningful consultation with families. Included in this section:

- Summary of Evaluation Methods
- Annual Title I Parent and Family Engagement Evaluation
- Title I Parent and Family Engagement Budget Survey Sample
- Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

Section Three

Policies

This section provides examples and templates to help schools and districts implement the required provisions of Title I parent and family engagement law, as well as enhance their family engagement programs. Included in this section:

- Local Educational Agency (LEA) Parent and Family Engagement Policy Guide
- LEA Parent and Family Engagement Policy Traditional Template and Innovative Example
- School Parent and Family Engagement Policy Guide
- School Parent and Family Engagement Policy Traditional Template and Innovative Example

Section Four

Compacts

This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent/Family Compact requirements. Included in this section:

- School-Parent/Family Compact Guide
- School-Parent/Family Compact Traditional Template and Innovative Example

Section Five

Building Capacity

This section provides a crosswalk of the PTA National Standards for Family-School Partnerships and the ESSA, Title I, Part A, Section 1116(e). Also included in this section:

- A graphic of the Dual Capacity-Building Framework for Family-School Partnerships

Section Six

Annual Title I Parent Meeting

This section provides templates for conducting the Annual Title I Parent Meeting to disseminate information.

Table of Contents

INTRODUCTION	2
ACKNOWLEDGEMENTS AND SPECIAL THANKS	3
HANDBOOK SECTIONS	4
SECTION ONE: THE EVERY STUDENT SUCCEEDS ACT (ESSA), TITLE I, PART A, OVERVIEW	7
PURPOSE OF TITLE I	8
FEDERAL DEFINITIONS	9
NEVADA DEFINITION FOR FAMILY ENGAGEMENT	10
GENERAL STATE EDUCATIONAL AGENCY (SEA) RESPONSIBILITIES UNDER ESSA	11
OFFICE OF STUDENT AND SCHOOL SUPPORTS AND OFFICE OF PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	12
THE EVERY STUDENT SUCCEEDS ACT, TITLE I, PART A, SECTION 1116	13
THE EVERY STUDENT SUCCEEDS ACT, TITLE I, PART A, SECTION 1112	18
SECTION TWO: INPUT	21
SUMMARY OF EVALUATION METHODS	22
ANNUAL TITLE I PARENT AND FAMILY ENGAGEMENT EVALUATION	24
FOCUS GROUP FACILITATION TEMPLATE	25
OPEN DISCUSSION FORUM TEMPLATE	26
CHECKLIST FOR EFFECTIVE TITLE I PARENT AND FAMILY ENGAGEMENT SURVEYS	27
TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: ELEMENTARY SCHOOL	28
TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: MIDDLE SCHOOL	32
TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: HIGH SCHOOL	36
TITLE I PARENT AND FAMILY ENGAGEMENT SURVEY: SCHOOL DISTRICT	40
TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET SURVEY EXAMPLE	44
ASSESSING THE FINDINGS OF THE ANNUAL TITLE I PARENT AND FAMILY ENGAGEMENT EVALUATION	46
SECTION THREE: POLICIES	47
LOCAL EDUCATIONAL AGENCY (LEA) PARENT AND FAMILY ENGAGEMENT POLICY	48
LEA PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO QUALITY	49
LEA PARENT AND FAMILY ENGAGEMENT POLICY: TRADITIONAL TEMPLATE	52
LEA PARENT AND FAMILY ENGAGEMENT POLICY: INNOVATIVE TEMPLATE	56
SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY	61
SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO QUALITY	62
SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN/POLICY: TRADITIONAL TEMPLATE	65
SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN/POLICY: INNOVATIVE EXAMPLE	69
SECTION FOUR: COMPACTS	73
SCHOOL-PARENT/FAMILY COMPACTS	74
SCHOOL-PARENT/FAMILY COMPACT: GUIDE TO QUALITY	75
SCHOOL-PARENT/FAMILY COMPACT: TRADITIONAL TEMPLATE	77
SCHOOL-PARENT/FAMILY COMPACT: INNOVATIVE TEMPLATE	80
SCHOOL-PARENT/FAMILY COMPACT: INNOVATIVE EXAMPLE	81
SECTION FIVE: BUILDING CAPACITY	83
THE DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS	84
PARENT TEACHER ASSOCIATION’S (PTA) NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS	86
BUILDING CAPACITY: A CROSSWALK FOR PARENT AND FAMILY ENGAGEMENT	87
SECTION SIX: ANNUAL TITLE I PARENT/FAMILY MEETING	90
ANNUAL TITLE I PARENT/FAMILY MEETING: TRADITIONAL FORMAT	92

Table of Contents

ANNUAL TITLE I PARENT/FAMILY MEETING: TRADITIONAL MEETING SAMPLE	93
ANNUAL TITLE I PARENT/FAMILY MEETING: FACILITATED DISCUSSION FORMAT	94
ANNUAL TITLE I PARENT/FAMILY MEETING: FACILITATED DISCUSSION MEETING SAMPLE	96
REFERENCES	97

Section One

The Every Student Succeeds Act (ESSA), Title I, Part A Overview

This section provides an overview of the strong focus that ESSA has on family engagement. Included in this section:

- Purpose of Title I (p.8)
- Federal Definitions (p. 9)
- Nevada Definition for Family Engagement (p.10)
- General State Educational Agency (SEA) Responsibilities Under ESSA (p. 11)
- Office of Student and School Supports and Office of Parental Involvement and Family Engagement (p. 12)
- The Every Student Succeeds Act, Title I, Part A, Section 1116 (p. 13)
- The Every Student Succeeds Act, Title I, Part A, Section 1112 (p. 18)



Purpose of Title I

Title I, Part A is a federally funded program under ESSA. The purpose of Title I under ESSA is to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. While ESSA has many requirements, there is a strong focus throughout the law on parent and family engagement, particularly as it relates to:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, families, and administrators can measure progress against common expectations for student academic achievement.
- Affording families substantial, authentic, and meaningful opportunities to participate in the education of their child.

Federal Definitions

The purpose of parent and family engagement under ESSA, Title I, Part A is to promote active engagement among local educational agencies (LEA), administrators, school staff, families, family engagement coordinators or family liaisons, community leaders, and other stakeholders to work together to improve student achievement and academic success. LEAs must ensure that strong strategies are in place to:

- Build capacity to engage families and the community in an effective partnership with the school.
- Share and support high student academic achievement.

Parental involvement, more commonly referred to now as family engagement, has been a vital component of Title I in the Elementary and Secondary Education Act (ESEA) since it became law in 1965. However, the term itself had never been defined until the 2001 reauthorization of the ESEA when it was amended by the No Child Left Behind (NCLB) Act. This amendment clarified the term parental involvement, as well as lawfully established that parents are key stakeholders in their child's education.

The definition of parental involvement can be found in ESSA, Section 8101(39) and states:

The term “parental involvement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- *the carrying out of other activities, such as those described in Section 1116.*

This definition of parental involvement sets the parameters, in conjunction with other sections of ESSA, by which State Educational Agencies (SEA), LEAs, and schools must implement the policies, programs, and procedures to involve parents in Title I, Part A programs (ED, 2004)

The definition of parent can be found in ESSA, Section 8101(38) and states:

The term “parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Nevada Definition for Family Engagement

During the summer of 2019, the Department engaged hundreds of stakeholders to help develop Nevada's definition for family engagement. Over 400 hundred people shared their thoughts on what family engagement means to them and what Nevada's definition should include. This included thoughts and ideas from families and educators. The Department then took all of the stakeholder feedback and crafted a common statewide definition.

Moving forward, Nevada defines family engagement as...

a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

General State Educational Agency (SEA) Responsibilities Under ESSA

ESSA requires SEAs to engage families in the development of their plans for implementing federal law. The Department's ESSA plan was approved in August 2017 by the U.S. Department of Education.

ESSA allows SEAs to use the funds they reserve for the administration of Title I, Part A programs to meet their family engagement responsibilities.

Such family engagement responsibilities fall into three general categories:

- 1) Collecting and disseminating information to LEAs and schools regarding effective family engagement practices.
- 2) Providing technical assistance to, and monitoring family engagement policies and practices of LEAs and schools.
- 3) Providing notice and information to families regarding the education of their children

SEAs must ensure that LEAs and schools are made aware of effective family engagement practices. ESSA, Section 1111(g)(2)(F) states:

Each state plan shall describe how the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies including those included in the parent and family engagement policy under section 1116.

Thus, it is the responsibility of SEAs to ensure that LEAs and schools are kept abreast of effective family engagement practices to increase the academic achievement of students and to lower existing barriers to family engagement.

In implementing family engagement programs, activities, and procedures, SEAs, LEAs, and schools must comply with federal civil rights laws. Thus, SEAs, LEAs, and schools may not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975.

Office of Student and School Supports and Office of Parental Involvement and Family Engagement

The Department's Office of Student and School Supports offers an array of programs, and works in partnership with schools and districts to support and improve teaching and learning to help students achieve in a safe and academically challenging environment.

These efforts include:

- Offering programs and grants to assist districts and schools with helping students achieve their fullest potential.
- Providing guidance to schools to understand requirements of specific programs.
- Assisting schools and districts in creating safe and healthy school climates.
- Supporting districts and schools with guidance on English Language Learners.
- Collaborating with districts and schools about their programs ensuring that instructional practices are evidence-based, data driven, and effective.

To learn more about the Department's Office of Student and School Supports, please visit the Office's [webpage](#).

The Department's Office of Parental Involvement and Family Engagement was established in 2012 to actively promote and support the participation and engagement of parents, families, and the community in a child's education.

These efforts include:

- Sharing with schools and districts family engagement best practices and grants.
- Assisting schools and districts with incorporating family engagement best practice and strategies.
- Supporting the Advisory Council for Family Engagement to carry out its duties.
- Reviewing and evaluating family engagement programs and policies.
- Planning and implementing Nevada's Family Engagement Summit.

To learn more about the Department's Office of Parental Involvement and Family Engagement, please visit the Office's [webpage](#).

The Every Student Succeeds Act

Title I, Part A, Section 1116

The following is text from ESSA, Title I, Part A. To read the full text of ESSA, please visit the [ED website](#).

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY.—

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

(2) **WRITTEN POLICY.**—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under Section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (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);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the

purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) RESERVATION.—

(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT. —Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS.—Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part with priority given to high-need schools.

(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE.—If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT.—If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS.—If the plan under Section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT.—Each school served under this part shall—

(1) convene 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 their school’s participation under this part and to explain the requirements of this part and the right of the parents to be involved.

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

(3) involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except if a school has in-place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

(4) provide parents of participating children—

(A) timely information about programs under this part;

(B) 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; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

(5) if the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parent and family engagement policy developed under Subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall:

(1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.

(B) frequent reports to parents on their children’s progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and

(D) 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.

(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

(1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress, and work with educators to improve the achievement of their children.

(2) Shall provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

(3) Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

(4) Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children.

(5) Shall 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, to the extent practicable, in a language the parents can understand.

(6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

(7) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

(8) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

(9) May train parents to enhance the involvement of other parents.

(10) May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school, to maximize parental involvement and participation.

(11) May adopt and implement model approaches to improving parental involvement.

(12) May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

(13) May develop appropriate roles for community-based organizations and businesses in parental involvement activities.

(14) Shall provide such other reasonable support for parental involvement activities under this section, as parents may request.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW.—The state educational agency shall review the local educational agency’s parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

The Every Student Succeeds Act

Title I, Part A, Section 1112

The following is text from ESSA, Title I, Part A. To read the full text of ESSA, please visit the [ED website](#).

Section 1112. [20 U.S.C. 6312] LOCAL EDUCATIONAL AGENCY PLANS.

(e) PARENTS RIGHT-TO-KNOW.—

(1) INFORMATION FOR PARENTS.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(2) TESTING TRANSPARENCY.—

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and

where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available—

- (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and

- (II) the time and format for disseminating results.

(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

(3) LANGUAGE INSTRUCTION.—

(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under of title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in, such a program, of—

- (i) the reasons for the identification of their child as ~~limited an English learner proficient~~ and in need of placement in a language instruction educational program;

- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

- (iii) the methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

- (iv) how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;

- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and

- (viii) information pertaining to parental rights that includes written guidance—

(I) detailing the right that parents have to have their child immediately removed from such program upon their request;

(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

(C) PARENTAL PARTICIPATION.—

(i) **IN GENERAL.**—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels within a well-rounded education; and

(cc) meet the challenging State academic at standards expected of all students.

(ii) **REGULAR MEETINGS.**—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

(4) **NOTICE AND FORMAT.**—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Section Two

Input

This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section:

- Summary of Evaluation Methods (p.22)
- Annual Title I Parent and Family Engagement Evaluation (p. 24)
- Focus Group Facilitation Template (p. 25)
- Open Discussion Forum Template (p. 26)
- Checklist for Effective Title I Parent and Family Engagement Surveys (p. 27)
- Title I Parent and Family Engagement Survey: Elementary School (p. 28)
- Title I Parent and Family Engagement Survey: Middle School (p. 32)
- Title I Parent and Family Engagement Survey: High School (p. 36)
- Title I Parent and Family Engagement Survey: School District (p. 40)
- Title I Parent and Family Engagement Budget Survey Sample (p. 44)
- Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation (p.46)



Summary of Evaluation Methods

There are three evaluation methods that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parent and Family Engagement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Program and Policy. Refer to the chart below for a summary of the evaluation methods to help you identify which evaluation method would be most useful and impactful for your evaluation needs. Please remember it is critical to seek feedback and input from families who are representative of the school or district and that their feedback and input is taken into account.

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
Target Audience	Title I Families	Title I Families	Title I Families
Description	Focus groups are small groups of family members who come together in a confidential setting for structured evaluation to gather data on family engagement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting family feedback in an anonymous format about family engagement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of families the opportunity to provide feedback on family engagement policy and programs.
Time Consumption	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all families have the opportunity to participate and provide feedback. (Most Time Consuming)	Surveys are easy to administer but can consume large amounts of time during the data collection process. (Less Time Consuming)	Open Discussion Forums are the least time consuming because they capture large amounts of family input in a limited time period. (Least Time Consuming)
Advantages	<ul style="list-style-type: none"> • Allows you to observe and hear parent expressions firsthand. • Fosters an open and safe environment that encourages families to engage in discussion and interact among themselves. • People are willing to talk longer face-to-face versus filling out a form or talking on the phone. • Schools/Districts can implement a focus group without the need for excessive costs. 	<ul style="list-style-type: none"> • Allows families to respond at their leisure rather than in the moment they are contacted or while in a group setting. • Commonly viewed as less intrusive and more private than other evaluation methods. • One of the most effective ways to give all families an opportunity to be part of the evaluation process. • You will get more accurate answers to sensitive questions because it's confidential. 	<ul style="list-style-type: none"> • Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time. • Allows for a large audience or group of families to participate. • Multiple meetings can be held to accommodate various schedules. • Provides the opportunity to get direct feedback.
Disadvantages	<ul style="list-style-type: none"> • Limits the number of opinions at one time that could come from having a larger or wider audience • Group conversation may be dominated by only a few. • The group could be 	<ul style="list-style-type: none"> • Not all families may be able to participate due to low literacy levels. • Requires persistence with follow-up and tracking to ensure high response rate. • Some surveys require families 	<ul style="list-style-type: none"> • Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of your audience. • Leading the meeting may be difficult to facilitate and

Summary of Evaluation Methods

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
	<p>dominated by only a few family members, which would result in only their opinions being heard.</p> <ul style="list-style-type: none"> • The facilitator would have to find a centralized location to have the meetings, send out notices about the focus group, and make arrangements for family members without transportation to attend. 	<p>to have access to an electronic device and the internet to participate.</p> <ul style="list-style-type: none"> • Mailing surveys can get expensive with the costs associated with postage, labels, copies, and envelopes. • You cannot engage in face to face interaction to gauge the conversation and determine sincerity. 	<p>ensure you allot time for a majority of families to comment.</p> <ul style="list-style-type: none"> • It could be hard to regain control of the group once it is lost. • The cost of transportation and child care can cause this cost effective meeting to become expensive if it's held multiple times.

Annual Title I Parent and Family Engagement Evaluation

Each LEA that receives Title I funds must conduct an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of the Title I schools, including identifying possible barriers to greater participation of parents in activities and programs. Additionally, districts will use the findings from the annual evaluation to design evidence-based strategies for more effective family engagement and to revise the Title I family engagement policies. While the law requires the evaluation for the LEA, Title I schools should also revise their plans periodically to ensure they are meeting their families' needs and that their school-level plans remain in accordance with the LEA's revised plan.

To assist districts and schools in designing effective methods to complete the annual evaluation, the Department provides several evaluation tools and different survey samples that can be adapted to overcome possible barriers. Districts and schools are encouraged to review and use these resources to determine the method of evaluation that is best suited to address their individual needs and objectives.

Focus Group Facilitation Template

A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their Title I Parent and Family Engagement Policy and Program; however, it would require that many focus group meetings be held to ensure all families are given an opportunity to participate. Focus groups can also be used as supplemental evaluation to follow-up on the feedback that is received from surveys.

Start with an overview of the current Title I Parent and Family Engagement Policy and Plan.

- 1.)** Think back to the beginning of the year, what programs would you like to see added to the family engagement policy and plan in the future? Describe what you mean.
- 2.)** If applicable, to what extent have you found the family resource center useful? Describe areas of improvement that could be made.
- 3.)** Let's talk about the opportunities you have had to network with other families throughout the school year. Name a few instances when you have been able to take advantage of family networking.
- 4.)** Explain how those networking experiences have helped you and your children during this school year.
- 5.)** If anyone has had a similar experience or one that differs, please share.
- 6.)** Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year? Describe what you mean.
- 7.)** To what extent have you been able to be involved in the revision and planning process of writing your school's Title I plan and policy?
- 8.)** How can the school and district get more families to participate in this process? Describe what you mean.
- 9.)** Think back to some of the conversations you have had with other families and challenges you may have faced yourself. What are some of the top barriers that prevent families from being able to participate in school functions, activities, and planning events?
- 10.)** Explain what the school can do, within reason, to address these barriers.

Open Discussion Forum Template

This form of evaluation is designed to operate similarly to a town hall meeting. Its purpose is to provide families with the opportunity to discuss matters of importance as it relates to evaluating the content and effectiveness of the family engagement policy. The Open Discussion Forum can be conducted at the school or district level. It is advised that the Title I Director or a district administrator, as well as the principal, if held at the school level, be present during this meeting. It is important that the administrators understand that their role is to listen and support the open discussion with the objective of gaining the perspectives of families.

Start with an overview of the current Title I Parent and Family Engagement Plan and Policy.

- 1.)** What type of training or programs to improve student academic performance would you be likely to participate in if they were offered by the school?
- 2.)** What are some of the top barriers that prevent families from being able to participate in school functions, activities, and planning events?
- 3.)** Explain what the school can do to address these barriers.
- 4.)** How can the school assist you with helping your children in the core content areas of mathematics, English language arts, science, and social studies?
- 5.)** What hours are more convenient to conduct trainings, programs, meetings, and workshops?
- 6.)** If applicable, have enough materials been available to assist you with student learning via the Family Resource Center (FRC)? Explain changes that could be made to improve the FRC.
- 7.)** By a show of hands, how many of you are aware of what the school improvement status is for your school? (Explain what the school's status is and where that information can be obtained.)
- 8.)** How can we get more families involved in the revision and planning process of the school's family engagement plan and policy and other decision-making committees?

Checklist for Effective Title I Parent and Family Engagement Surveys

Consider the following dos and don'ts when writing and formatting your Title I Parent and Family Engagement Surveys.

Do:	Don't:
✓ Begin with family-friendly introduction that explains the purpose	✗ Use jargon or complex phrases
✓ Begin with easy to answer questions	✗ Ask for an overall assessment before asking topic details
✓ Give clear instructions	✗ Insert unnecessary graphics or mix many font styles and sizes
✓ Keep question structure simple	✗ Frame questions in the negative
✓ Ask one question at a time	✗ Use abbreviations, contractions, or symbols
✓ Maintain a parallel structure for all questions	✗ Mix different words for the same concept
✓ Define terms before asking the question	✗ Use "loaded" or "leading" words or phrases
✓ Ensure the response categories are both exhaustive and mutually responsive	✗ Bounce around between topics or time periods
✓ Label response categories with words rather than numbers	✗ Use emotionally charged words, stereotypes, or prestige images
✓ Ask for a number of occurrences rather than providing response categories such as often, seldom, or never	✗ Combine multiple response dimensions in the same question
✓ Use a mixture of open, closed, ranking, ordinal, matrix, and rating type questions	✗ Give the impression that you are expecting a certain response
✓ Be explicit about the period of time being referenced by the questions	✗ Forget to provide instructions for returning the completed survey

Adapted from: University of Wisconsin System Board of Regents, (2010). [*Survey Fundamentals: A Guide to Designing and Implementing Surveys*](#).

Title I Parent and Family Engagement Survey: Elementary School

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parent/Guardian and Family Members,

[School name] is a Title I school, and as the parent/guardian and family member of a child attending a Title I school, you are an important part of the Title I team. Your input is vital in the planning and implementation of the parent and family engagement program and activities in our school. The focus of all Title I programs is to help eligible students meet the same high academic achievement standards expected of all children, regardless of their socioeconomic status and background. The following survey is confidential and will be used to assist us with future planning for parent and family engagement activities and events at [School name]. We appreciate your feedback and thank you for taking the time to complete this survey. All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website].

School Planning:

1. How well do you feel your child's school provides parents and family members with opportunities to share feedback and ideas regarding the school's parent and family engagement program and activities?

- Not well Minimally well Quite well Extremely well

2. Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with parents and family members?

- Yes No Unsure

3. At the beginning of the school year, all parents were asked to sign a school-parent compact outlining the responsibilities of both the school and parents in providing the best academic experience for your child. Please explain how the school-parent compact impacted your child's education this school year?

4. How would you like to see the parent and family engagement funds used at your child's school? (Check all that apply)

- Family engagement coordinator Parent workshops Technology resources
 Educational materials for parent use Parent resource center Other:

5. What would help you participate more in decision making and the overall academic achievement in your child's school?

- More encouragement from the school to engage in my child's education
 More information on how to engage in my child's education
 More information about school issues to be addressed
 More opportunities to share my opinion about school issues
 More confidence in my abilities to help
 More time in my schedule
 Other (please explain):

6. Have you been given opportunities to provide input into school decisions?

Yes No Unsure

7. How well does the school encourage you to play a role in the school improvement planning process?

Not well Minimally well Quite well Extremely well

8. In the past year, did you participate in the development and review of the following?

	Yes, I participated	No, I did not participate	I was not informed	I do not know
Parent and Family Engagement activities				
Parent and Family Engagement Plan				
Use of Parent and Family Engagement Funds				
School-Parent Compact				
Title I Program Services				
School Improvement Plan				

9. What ways can the school better involve parents in school planning?

School-Home Communication:

10. How well does your child's school provide information that is easy to understand?

Not well Minimally well Quite well Extremely well

11. How often does your child's teacher communicate with you about your child's progress?

Never Once or twice a year Every few months Weekly or more

12. How would you prefer to receive information from your child's school? (Check all that apply)

- Letters/flyer, etc. sent home with students
- Email
- Website
- Phone call
- Social media
- Text message
- Other (please indicate):

13. Do you know how to contact your child's teacher?

Yes No

14. What ways can the school improve communication between parents and the school?

Helping Your Child with School:

15. Are you aware of what your child is expected to understand in all subject areas?

Yes No

16. How often do you meet in person with your child's teacher

Never Once or twice a year Every few months Weekly or more

17. How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement?

- Not well Minimally well Quite well Extremely well

18. What type of informational programs would you like the school to provide for parents? (Check all that apply)

- Navigating the school
 Reading strategies
 Technology assistance
 Math skills
 Homework help
 Other (please describe):

19. In the past year, how often did you attend a parent meeting or event to help you work with your child to do better in school?

- Never Once or twice a year Every few months Weekly or more

20. Please indicate whether you received the following information from your child’s school.

	Received any very helpful	Received, but not helpful	Definitely did not receive	Uncertain
Information about what the school teaches your child				
Information on the Georgia Milestones Assessments				
Information on how your child scored on the Georgia Milestones Assessments				
What a score on the Georgia Milestones Assessments means				
How to keep track of your child’s progress				
Information used to determine whether your child moves to the next grade or repeats the same grade				
How you can work with teachers to help your child in school				

21. How often have you participated in classroom activities with your child during the school day?

- Never Once or twice a year Every few months Weekly or more

22. How often do you work with your child on homework?

- Never Once or twice a year Every few months Weekly or more

23. How often do you have conversations with your child about what his or her class is learning at school?

- Never Once or twice a year Every few months Weekly or more

24. What ways can the school help you work with your child to do better in school?

Parent Participation:

25. How frequently do you participate in activities at your child’s school?

- Never Once or twice a year Every few months Weekly or more

26. Are you aware of the opportunities to volunteer at your child’s school?

- Yes No

27. How well do you feel the school creates a welcoming environment for parents?

- Not well Minimally well Quite well Extremely well

28. Which of the following would enable you to participate in parent meetings and school activities? (Check all that apply)

- Child care assistance
 Transportation assistance
 Morning meetings (9:00 a.m. – 12:00 p.m.)
 Evening meetings (6:00 p.m. – 8:00 p.m.)
 Access to information online
 Other (please explain):

29. For each activity listed below, please provide us with your feedback by checking the box that best describes your opinion.

Parent and Family Engagement Activity	Not Valuable	Little Value	Rather Valuable	Very Valuable	Did Not Participate
Open House Night					
Literacy Night					
Science Fair					
Parent and Family Engagement Day					
Homework Help Workshop					
Parent-Teacher Conferences					
Math Matters Night					

Other suggestions for parent activities:

30. How often do you work with other parents at your child’s school to plan and carry out school activities?

- Never Once or twice a year Every few months Weekly or more

31. What ways can the school help parents and family members engage in school activities and programs?

32. Please describe any hobbies, talents, interests, or work experiences that you could share with the parents, staff, or students at your child’s school.

Please provide your contact information if you would like for the school to follow up with you about any feedback provided or ways to engage you more in the school as indicated on the survey.

Contact Information (OPTIONAL)

Parent/Guardian Name:

Email address:

Phone number:

Address:

Child’s name:

**Thank you for taking the time to complete this very important survey.
Your feedback is greatly valued and sincerely appreciated.**

Title I Parent and Family Engagement Survey: Middle School

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parents/Guardians and Family Members,

As partners in your child's education, your input is valued. Please take a few minutes to respond to this brief parent survey. This information will be used to help evaluate and strengthen parent and family engagement within our school. All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website].

School Environment:

1. How welcome does the school staff at your child's school make you feel?

- Not at all Minimally Quite a bit A tremendous amount

2. How often do you participate in school events because your child encourages you to be involved?

- Not at all Minimally Quite a bit A tremendous amount

3. In the past year, how often have you visited your child's school?

- Never Once or twice Every few months Monthly Weekly or more

4. In the past year, how often did you participate in a parent and family engagement activity, event, or program at your child's school?

- Never Once or twice Every few months Monthly Weekly or more

5. In the past year, how often have you talked with the school about how they can help your child learn? Never

- Once or twice Every few months Monthly Weekly or more

6. Please check any of the following that would help you participate more often in school functions, activities, and planning events?

- Transportation provided Child care provided
 Event/meeting reminders one week before the event Meetings/activities offered more than once
 Meetings/activities offered at various times
 Other (Please describe):
 Meetings/activities held in community locations other than the school

7. When is the best time for you to attend a school event for parents?

- Before school (M-F) Evenings (M-F) During school, before lunch (M-F) Saturday
 During school, after lunch (M-F) Preferred day/time (please indicate):

8. Overall, how much do you feel your child's school values parent input?

- Not at all Minimally Quite a bit A tremendous amount

Communication:

9. Do you know with whom to communicate at your child’s school when you have a question or concern?

- Not at all Minimally Quite a bit A tremendous amount

10. How often does your child’s school provide you with information about ways to engage in the education of my child?

- Not at all Minimally Quite a bit A tremendous amount

11. How often have you had opportunities to visit with your child’s teachers to discuss your child’s progress throughout the school year?

- Not at all Minimally Quite a bit A tremendous amount

12. In the past year, how often did you communicate with teachers at your child’s school?

- Never Once or twice Every few months Monthly Weekly or more

13. In your opinion, how effective are the following when it comes to the school communicating with you or your family?

	Not Effective	Effective	Very Effective
Parent meetings (open house, curriculum night, etc.)			
Parent/Teacher Conferences			
Newsletters (link on schools website)			
Automated calls from the school			
Email			
School website			
Flyers sent home with your child			

14. What are the best ways for you to provide input regarding your child’s school? (Please check all that apply)

- Attend meetings Complete survey online Phone call Complete and return a paper survey
 Email Send a note to the school

15. Do you have difficulties with any of the following?

	Yes	No
Understanding school policies		
Accessing the school webpage		
Accessing the Parent Portal (if applicable)		

If yes, please provide specifics:

16. How many times per month do you access the school website?

- 0-5 6-10 10 or more

Student Achievement:

17. How clear is your understanding of the programs and courses that are offered for your child?

- Not at all Minimally Quite a bit A tremendous amount

18. I am informed as to how my child is doing academically in school.

- Not at all Minimally Quite a bit A tremendous amount

19. In the past year, how often have you talked with the school about ways that you can help your child’s learning at home?

- Not at all Minimally Quite a bit A tremendous amount

20. How many times per month do you access your child's grades online?

- 0-5 6-10 10 or more

21. How many times per month do you initiate the use of interactive study tools with your child? (Flash cards, online resources, etc.)

- 0-5 6-10 10 or more

22. How confident are you in your ability to support your child's learning at home?

- Not at all Minimally Quite a bit A tremendous amount

23. Workshops and events may be offered at the school based on the needs and interests of our parents. Please review the following list of potential workshop topics and rank them in the order of what interests you the most. (1 = Most Interested, 8 = Least Interested)

Homework help workshop:

Math-Science Night:

Organization and study skills workshop:

Reading Night:

Understanding Georgia Milestones Assessments:

Social Studies Night:

Understanding the state adopted standards:

Understanding career pathways:

24. What types of training or programs to improve student academic achievement would you be likely to participate in if they were offered by the school? Please check all that apply.

- Educational parent workshops or classes "Lunch n Learn" sessions Parent meetings or presentations Online parent classes or webinar presentations School decision making committees or councils
 Family fun learning nights Volunteering Mentoring

Advocacy:

25. How confident are you in your ability to help your child make choices about programs and courses he/she needs to take?

- Not at all Minimally Quite a bit A tremendous amount

26. In the past year, how often have you given advice to the school?

- Never Once or twice Every few months Monthly Weekly or more

27. Did you participate in any of the following decision-making opportunities requiring parent input and partnership? (Check all that apply)

- Title I Program planning and evaluation
 Development of school parent and family engagement plan
 Development of school-parent compact
 Parent-Teacher conferences
 Parent advisory committees/councils

If so, which did you find most meaningful and enjoyable to be a part of?

If you did not participate in any, why not?

Would you be interested in participating in the future?

28. How well do you feel that the school's parent and family engagement policy and plan provides opportunities for effective involvement of parents to support student academic achievement?

Not well at all Mildly well Fairly well Quite well Extremely well

- At home? Yes No

- At school? Yes No

29. Our school is required to set aside a percentage of the Title I money we receive for parent and family engagement activities to actively engage parents in the academic achievement of their children. In the past, money has been spent to provide the school with a family engagement coordinator position and to fund the parent resource center. What are your suggestions for how Title I parent and family engagement money should be spent?

30. What support do you need from the school to ensure your child moves from one grade to the next?

31. How can our school improve on actively engaging parents and community members in the activities of our school to increase student academic achievement?

32. Please list any possible community organizations and/or businesses that you feel would be ideal school partners:

33. What grade is your child in?

34. What is the primary language spoken in your home?

35. What is your relationship to your child?

**Thank you for taking the time to complete this very important survey.
Your feedback is greatly valued and sincerely appreciated.**

Title I Parent and Family Engagement Survey: High School

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

At [school name], we believe that families are valuable members of the school community and your opinions and suggestions regarding the education of your child are important to the success of our school. Please take a moment to answer the following questions to help us plan and address areas of improvement for the next school year. All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website].

1. What is the best way for us to get important information to you?

- a) Phone call b) Email c) Text message d) Mail e) Website
f) Letters/flyers sent home with student g) Social media

2. Please circle the grade level(s) of your child(ren)

- a) 9 b) 10 c) 11 d) 12

3. Which of the following parent activities would you be interested in participating in or attending? (Choose all that apply)

- Community service projects with staff/students
 Family Fun learning nights
 Educational parent workshops/classes
 Volunteer opportunities
 Open House
 Parent Advisory Council
 Online classes/presentations
 Mentoring a student
 Classroom assistance
 "Lunch n Learn" Lessons

4. How welcome do you feel at your child's school?

- a) Not at all
b) A little bit
c) Quite a bit
d) A tremendous amount

5. To what extent do you know how your child is doing academically at school?

- a) Not at all
b) A little bit
c) Quite a bit
d) A tremendous amount

6. How often do you participate in decisions regarding your child's high school course selection?

- a) Never
- b) Once in a while
- c) Frequently
- d) Almost all the time

7. How often do you work with your child on classwork assignments?

- a) Never
- b) Once in a while
- c) Sometimes
- d) Frequently
- e) Almost all the time

8. Would you be interested in receiving more information from the school regarding ways parents can help their children academically?

- Yes (please provide name and email address/phone number):
- No

9. Do you feel informed to make decisions about your child's schooling?

- Yes
- No

10. Please indicate your level of understanding of the following (1 = none, 2 = heard of it, 3 = pretty good, 4 = excellent)

	1-4	Would you like to receive more information? (Y/N)	Best way to receive information? Email, mail, meeting, or other
State adopted standards			
Georgia Milestones Assessments			
Graduation/Promotion requirements			
Dual Enrollment/Advanced Placement			
College and career information			

11. How well do you know the curriculum that is being used at your child's school?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

12. How well do you know what courses your child is expected to take each year?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

13. In the past year, how often did you participate in a parent and family engagement activity, event, or program at your child's school?

- a) Never
- b) Once or twice
- c) Every few months
- d) Monthly
- e) Weekly or more

14. How often do you communicate with your child's teachers?

- a) Never
- b) Once or twice a school year
- c) Every few months
- d) Monthly
- e) Weekly or more

15. In the past year, how often did you visit your child's school?

- a) Never
- b) Once or twice
- c) Every few months
- d) Monthly
- e) Weekly or more

16. Please rank the following from 1 (Not Well) to 4 (Extremely Well) according to how well your child's school supports each area:

- Creating a friendly school climate Establishing home-school communications
 Engaging parents and family members Building community partnerships

17. Overall, how much do you feel your child's school values parent input?

- a) Not at all
- b) A little bit
- c) Quite a bit
- d) A tremendous amount

18. What is the best way for you to provide input regarding your child's school?

- a) Attend meetings
- b) Complete a survey online
- c) Complete and return a paper survey
- d) Phone calls
- e) Focus groups
- f) Other:

19. How well do you know your rights as a parent as it relates to your child's school and education

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

20. How would you like to see parent and family engagement funds used?

- a) Provide academic materials for parents
- b) Fund a parent resource center
- c) Provide transportation assistance for parents to attend Title I events at the school
- d) Fund technology resources at the school to support parent and family engagement
- e) Other (please provide suggestions):

21. Which of the following prevent you from being able to participate in school functions, activities and planning events?

- a) Transportation
- b) Child care
- c) Communication
- d) Family schedule
- e) Time of events
- f) Other (please indicate):

22. How much information does your child's school provide about parent and family engagement opportunities?

- a) None
- b) A little bit
- c) Quite a bit
- d) A tremendous amount

23. Regarding which of the following topics would you like to receive more information? (Choose all that apply)

- School policies and procedures Georgia Milestones Assessments
- Understanding high school curriculum Helping your child succeed in school
- Using technology in education Other (please indicate):

24. How well do you feel your child's school provides you with information to support your child's learning outside of school?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

25. When is the best time for you to attend a school event for parents?

- a) Before school (M-F)
- b) During school, before lunch (M-F)
- c) During school, after lunch (M-F)
- d) Immediately after school (M-F)
- e) Evenings (M-F)
- f) Saturday
- g) Preferred day/time (please indicate):

26. What is the primary language spoken in your home?

27. How well do you feel the school's parent and family engagement policy and plan provides opportunities for effective involvement of parents and family members to support student academic achievement?

- a) Not well at all
- b) Minimally well
- c) Quite well
- d) Extremely well

28. What ways can parent and family engagement be strengthened at your child's school?

29. What can we do to support you to ensure your child graduates and receives a high school diploma?

30. Please indicate any skills, knowledge, work or education experience that you could share with the parents, staff or students of your child's school.

31. How can the school improve on actively engaging parents and the community in the activities of our school?

Please provide your contact information (optional) if you would like for the school to follow up with you about any feedback provided or ways to get you more involved in the school as indicated on the survey.

Parent/Guardian Name:

Email address:

Phone number:

Address:

Child's name:

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.

Title I Parent and Family Engagement Survey: School District

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1116(a)(2)(D)-(E). Each sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

As we continuously seek to improve the [school district name] School District, we want to know how you, as a parent/guardian or family member, feels the schools and the district are doing to meet your needs. The information that you provide will help us evaluate and improve how our schools, families, and parents work together to help all students achieve academically. All information provided is confidential and will be used to assist us with future planning for parent and family engagement activities and events in the district and schools. Your opinions and suggestions are very valuable, and we thank you for your time to complete this survey. All surveys may be returned to [faculty/staff member] in the [location], mailed to [school name and address], or completed online at [website]. If you have children who attend different schools in the [school district name] School District, we ask that you complete separate surveys for each school that your children attend.

1. What school does your child attend? (LEAs may provide option of listing all schools in the district)

2. In what grade is your child enrolled? (LEAs may provide option of listing all the grades available for school level selected)

3. What is your relationship to your child? (LEAs may provide option of listing various parent/caregiver roles)

4. How well does your child's school create an environment that helps your child learn?

Not well at all Mildly well Fairly well Quite well Extremely well

5. How well do you feel your child's school prepares him/her for the next academic year?

Not well at all Mildly well Fairly well Quite well Extremely well

6. How often do you communicate with teachers at your child's school?

Never Once or twice Every few months Monthly Weekly or more

7. How confident do you feel in making sure your child's school meets the learning needs of your child?

Not confident at all Slightly confident Rather confident Very confident

8. Do you feel informed when it comes to making decisions about your child's schooling?

Yes No

If not, please explain:

9. Are you satisfied with the services provided by the school to help you support your child academically?

Yes No

If not, please explain:

10. How often does your child's school give you the opportunity to engage in your child's learning?

Not at all A little bit Some Quite a bit A tremendous amount

11. How satisfied are you with the way your child's school works with parents and family members.

Very dissatisfied Dissatisfied Satisfied Very satisfied

12. Have you been given the opportunity to participate in the planning and implementation of the parent and family engagement program at your child's school?

Yes No

13. Would you like to participate in the planning and implementation of the parent and family engagement program at your child's school?

Yes No

14. Did you participate in any of the following decision making opportunities requiring parent input and partnership?

School Title I program planning and evaluation District Title I program planning and evaluation
 School Parent Advisory Council/committees District Parent Advisory Council/committees
 Development of school-parent compact Development of school-parent and family engagement plan
 Development of LEA parent and family engagement plan Parent-teacher conferences

15. How often does your child's school consider parent suggestions when decisions are made about the school?

Never Sometimes Most of the time Always

16. How satisfied are you with the way you are included in the decisions made about your child's school.

Very dissatisfied Dissatisfied Satisfied Very satisfied

17. In the past year, how often have you communicated with the school about how they can help your child learn?

Never Sometimes Most of the time Always

18. In the past year, how often have you communicated with the school about ways that you can help your child's learning at home?

Never Once or twice Every few times Weekly or more

19. In the past year, how often did you participate in a parent and family engagement activity, event, or program held by your child's school?

Never Once or twice Every few times Weekly or more

20. In the past year, how often did you participate in a parent and family engagement activity, event, or program held by the school district?

Never Once or twice Every few times Weekly or more

21. Do you have internet access?

Yes No

22. How often do you visit your child's school website?

Never Once or twice Every few times Weekly or more

23. How often do you visit the school district website?

Never Once or twice Every few times Weekly or more

24. Please indicate how effective each source(s) is in ensuring information about parent and family engagement workshops, presentations, meetings, or other information offered by the school district and/or your child's school in received by you?

	Least effective	Somewhat effective	Rather effective	Most effective
Your child				
Classroom teacher				
School newsletter				
School website				
District website				
Automated phone call				
Newspaper				
Mail				

Other:

25. How would you like to see parent and family engagement funds used?

- To provide academic materials for parents and family members to use with their student in the home
- To fund a district parent resource center
- To fund a family engagement coordinator to plan and execute parent and family engagement activities and events
- To provide transportation assistance for parents to attend Title I events at the school
- To fund technology resources at the school to support parent and family engagement
- Other (please provide suggestions):

26. Which of the following prevent you from being able to participate in school functions, activities, and planning events?

- Transportation
- Child care
- Communication
- Family schedule
- Time of events
- Your child not wanting you to attend
- School not making parents feel welcome
- Other (please indicate):

27. Regarding which of the following topics would you like to receive more information? (Choose all that apply)

- School policies and procedures
- Helping my child with math
- Advanced placement (AP) courses
- College admission planning
- College financial aid
- State adopted standards
- Test-taking skills
- Math curriculum
- Science curriculum
- English/Language arts curriculum
- Social studies curriculum
- Helping your child succeed in school
- High school graduation requirements
- Using technology in education
- Improving my child's reading skills
- Study and homework tips
- Understanding test scores

- Georgia Milestones Assessments
- Georgia Career Cluster/Pathway courses
- Other (please indicate):

28. Would you be interested in attending a workshop at the school or in the community on any of the topics above?

- Yes No

29. What is the primary language spoken in your home?

- English
- Spanish
- Chinese
- Korean
- French
- Other (please indicate):

30. When is the best time for you to attend a parent event?

- Before school (M-F)
- During school, before lunch (M-F)
- During school, after lunch (M-F)
- Immediately after school (M-F)
- Evenings (M-F)
- Saturday
- Preferred day/time (please indicate):

31. In the past year, how often have you helped out at your child's school?

- Almost never Once or twice Every few months Weekly or more

32. I am willing to volunteer in our schools, but I am unsure how I can help.

- Yes No

33. Please describe any hobbies, talents, interests, or work experiences that you could share with the parents, staff, or students at your child's school.

34. What ways can parent and family engagement be strengthened within the school district?

35. What ways can parent and family engagement be strengthened at your child's school?

36. How can the school improve on actively engaging parents, family members, and the community in the activities of the school?

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.

Title I Parent and Family Engagement Budget Survey Example

SAMPLE – This is an example tool for school/district personnel to use in gathering input from parents and family members and how Title I parent and family engagement funds should be spent. Ideally, the parent and family engagement budget and the parent and family engagement policy should be revised together since the policy drives the budget.

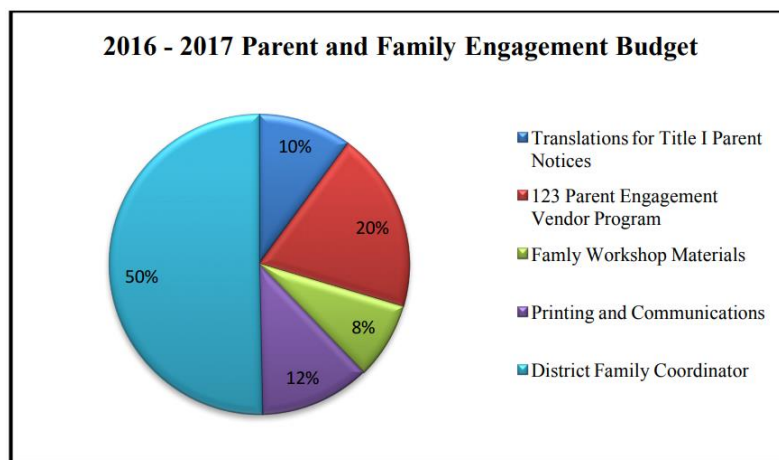
Parent and Family Engagement
Budget Survey
Nevada Elementary School
Nevada School District
April 15, 2018

Dear Parents and Family Members,

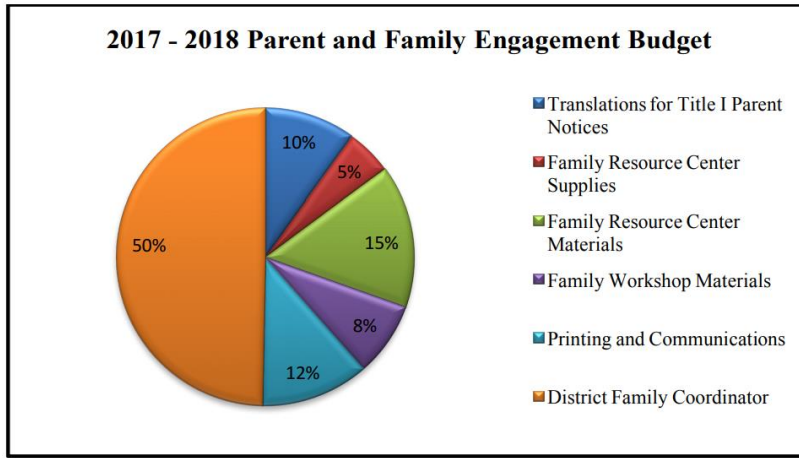
We value your input! As a parent of a child who receives Title I services in our school, you have the right to give input about how the school district budgets and spends its Title I parent and family engagement money. Over the last few weeks, our school held various meetings with parents and family members to revise our school's Parent and Family Engagement Policy for the next school year. We hope you had the chance to participate in one of these meetings. In the meetings, we discussed the following:

1. Parents and family members stated that they like having a district parent coordinator who is a liaison for them and provides family engagement opportunities at the school.
2. Parent and family members have asked for a place at the school where they could meet and learn how to better support their child's learning.
3. Parents and family members asked for more resources on how to help their child at home.
4. Parents and family members would like to have a workshop on helping their child with math.
5. Parents and family members did not find the 123 Vendor Program helpful to their child's learning. Many parents and family members did not participate in the program and those that did found it hard to use.

We have \$30,000 in the Title I parent and family engagement budget. Last year, we spent the money this way:



This year, given our parents' request to have a space where they could meet and learn how to better support their child's learning, we would like to create a family resource center at the school. Therefore, we would like to stop using the 123 Vendor Program and use that money towards supplies and materials for the family resource center. We would like to spend the Title I Parent and Family Engagement budget this way:



Do you agree with how we have budgeted parent and family engagement funds for this school year?

Yes No

If no, why not?:

Do you have any other suggestions for the use of funds? These will be taken into consideration for this school year and future school years.

Please return this from to your child’s teacher, or drop it by the school office by April 30, 2018. If you have further questions, please feel free to contact [insert school or district contact information].

Thank you for taking the time to complete this very important survey. Your feedback is greatly valued and sincerely appreciated.

Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation

Guiding Questions to Assist in Designing Strategies for more Effective Family Engagement and Revising the District or School Title I Parent and Family Engagement Plan

After complying and categorizing the results from your annual Title I Parent and Family Engagement evaluation(s), consider the following questions to enhance your programming and to revise your Local Education Agency (LEA) Title I Parent and Family Engagement Plan. While the law requires the evaluation for the LEA, Title I schools should also revise their plans yearly to ensure they are meeting their families' needs and that their school level plans remain in accordance with the LEA's revised plan.

1. Where did our Title I Parent and Family Engagement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?
2. What were our student achievement goals this year?
3. How did we work as partners with families and the community in meeting those goals?
4. How can we improve with actively engaging families in the activities of our schools?
5. Do we have any barriers to family engagement that need to be addressed?
6. How are we doing with distributing our district and school parent and family engagement plans to all Title I families and the community?
7. How can we improve on training that is offered to families: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?
8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with families and the community?
9. How can we improve building parent capacity?
10. Based on these evaluation findings, what changes do we want to make to our family engagement plan for next year?

Adapted from Pell City School System: [Annual Evaluation of the Content and Effectiveness of LEA Parental Involvement Plan 2009](#).

Section Three

Policies

This section provides examples and templates to help schools and districts implement the required provisions of Title I parent and family engagement law, as well as enhance their parent and family engagement programs.

Included in this section:

- Local Educational Agency (LEA) Parent and Family Engagement Policy (p. 48)
- LEA Parent and Family Engagement Policy Guide (p. 49)
- LEA Parent and Family Engagement Policy: Traditional Template (p. 52)
- LEA Parent and Family Engagement Policy: Innovative Example (p. 56)
- School Parent and Family Engagement Policy (p. 61)
- School Parent and Family Engagement Policy: Guide to Quality (p. 62)
- School Parent and Family Engagement Plan/Policy: Traditional Template (p. 65)
- School Parent and Family Engagement Plan/Policy: Innovative Example (p. 69)



Local Educational Agency (LEA) Parent and Family Engagement Policy

Each LEA that receives Title I funds must jointly develop, and agree on with, and distribute to family members of children receiving services a written family engagement policy. The LEA family engagement policy outlines how the district will implement programs, activities, and procedures for the engagement of families in Title I programs. The policy will establish the district's expectations for family engagement and how the district will carry out the family engagement requirements.

To better assist districts in the development of the LEA family engagement policy, the Department provides two different templates to choose from for the LEA family engagement policy. The *Traditional Template* outlines the various components of the policy that districts must implement and describe how they will address them. The *Innovative Example* provides schools with an example of a family-friendly format of the LEA family engagement policy that addresses and describes all the necessary components. School districts are encouraged to use these samples, along with the *LEA Parent and Family Engagement Policy Guide to Quality*.

LEA Parent and Family Engagement Policy: Guide to Quality

LEA Parent and Family Engagement Policy: Traditional Template

LEA Parent and Family Engagement Policy: Innovative Example

LEA Parent and Family Engagement Policy: Guide to Quality

Title I, Part A LEA Parent and Family Engagement Policy

School districts may use the guide below to identify the requirements for the local educational agency (LEA) family engagement policy and match these requirements with the policy examples provided by the Nevada Department of Education. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each LEA receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Districts are encouraged to use this guide and the sample templates, in meaningful consultation with families, to develop a LEA parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district. The *LEA Parent and Family Engagement Policy Innovative Example* is labeled to demonstrate how each component of the example aligns with the LEA parent and family engagement policy requirements in ESSA.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Jointly Developed	1. A Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(a)(2)	<ul style="list-style-type: none"> Provide a brief overview of Title I and its purpose as well as what is included in the district family engagement policy.
Jointly Developed	1. B Describe how parents and family members will be involved in the development of the LEA parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2) 1116(a)(2)(F)	<ul style="list-style-type: none"> Ensure all families have the opportunity to provide input on the LEA Parent and Family Engagement Policy by providing several attempts and ways for families to provide feedback.
Parent Input	2. A Describe how parents and family members will be involved in the development of the local agency plan and the development of support and improvement plans.	1116(a)(2)(A)	<ul style="list-style-type: none"> List the specific opportunities that exist for families to provide input and feedback on the plan.
Parent Input	2. B Describe how parents and family members will be involved in developing school improvement plans.	1116(a)(2)(A)	<ul style="list-style-type: none"> Utilize parent leaders to co-facilitate a schoolwide plan meeting.
Parent Input	2. C Describe how parents and family members will be involved in the decisions regarding how parent and family engagement funds are allotted.	1116(a)(3)(B)	<ul style="list-style-type: none"> Provide various times, ways, and places for families to provide input on the family engagement budget.
Technical Assistance	3. Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.	1116(a)(2)(B)	<ul style="list-style-type: none"> Provide ongoing guidance and professional development to schools on effective family engagement activities, school family engagement plans, and school-parent compacts.
Reservation of Funds	4. A Describe how the LEA will reserve 1 percent of Title I funds to carry out parent and family engagement requirements.	1116(a)(3)(A)	<ul style="list-style-type: none"> Describe how the district will establish an adequate budget for family engagement activities and programs.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Reservation of Funds	4. B Describe how the LEA will distribute 90 percent of the 1 percent reserve to schools.	1116(a)(3)(C)	<ul style="list-style-type: none"> Describe how the district will assist schools in developing family engagement budgets.
Integration	5. Describe ways the LEA will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.	1116(a)(2)(C) 1116(e)(4)	<ul style="list-style-type: none"> Distribute and share information with these programs concerning school events and activities for families that help support student learning and promote academic achievement.
Annual Evaluation	6. Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A and use the findings to design evidence-based strategies.	1116(a)(2)(D) 1116(a)(2)(E)	<ul style="list-style-type: none"> Describe various combinations of evaluation methods—surveys, focus groups, open discussion forums, to provide families with multiple ways to provide evaluation feedback on the family engagement policy.
Format / Language	7. Ensure that the format and language of the policy are family-friendly.	1116(f)	<ul style="list-style-type: none"> Describe how district reports, letters, information, and materials will be available in a format and language that all families can understand.
Building Capacity	8. A Describe how the LEA will provide assistance to parents in understanding the challenging state academic standards, state and local academic assessments, Title I requirements, and how to monitor their child’s progress and work with educators.	1116(e)(1)	<ul style="list-style-type: none"> Gather feedback from families to determine their specific understanding of the state academic standards, academic assessments, and school curriculum so the school can provide necessary resources and materials.
Building Capacity	8. B Describe how the LEA will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy).	1116(e)(2)	<ul style="list-style-type: none"> Develop educational classes for students and families to attend to provide them with resources for at-home learning opportunities.
Building Capacity	8. C Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	1116(e)(3)	<ul style="list-style-type: none"> Encourage communication between the district and schools to consistently share, in multiple ways, best practices and ideas how to effectively reach out to families in a meaningful and productive manner.
Building Capacity	8. D Describe how the LEA will coordinate and integrate parental involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	1116(e)(4)	<ul style="list-style-type: none"> Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for family engagement, including providing information and resources to support school orientation for families and students to assist in successful student transitions to school.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Building Capacity	8. E Describe how the LEA will 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, to the extent practicable, in a language the parents can understand.	1116(e)(5)	<ul style="list-style-type: none"> • Provide all families with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly.
Building Capacity	8. F Describe how the LEA will provide such other reasonable support for parental involvement activities under this section. (For example, the discretionary items described in Section 1116[e][6- 13] to build effective partnerships between the school and parents).	1116(e)(14)	<ul style="list-style-type: none"> • Utilize the discretionary items described in Section 1116 to develop strategies to improve family engagement. Provide opportunities for families to request additional support and offer input on the improvement of family engagement programs.
Measure of Effectiveness	9. Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.	This is a best practice and not required.	<ul style="list-style-type: none"> • Provide families with resources and assistance based on the district and school's needs assessment and parent input.

*Numbers correspond to LEA Parent and Family Engagement Policy: Innovative Example (Adapted from the Connecticut State Department of Education)

LEA Parent and Family Engagement Policy: Traditional Template

NOTE TO THE LEA: School districts, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the LEA's expectations for parent and family engagement and include all of the components listed under "Description of How the District Will Implement Required LEA Parent and Family Engagement Policy Components" below, they will have incorporated the information that Section 1116(a)(2) requires to be in the LEA parent and family engagement policy. School districts, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

**INSERT YOUR
DISTRICT LOGO
HERE**

**Local Educational Agency (LEA)/District Level
Parent and Family Engagement Policy/Plan**
[Insert District Name]
[School Year XXXX – XXXX]
[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, *[Insert name of school district]* receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Nevada Department of Education.

The *[Insert name of school district]* agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child’s learning
- (B) Parents are encouraged to be actively involved in their child’s education at school
- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESEA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

The [name of school district] will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

(Describe/list how parents will be involved in the development of the district parent and family engagement policy and how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans.)

TECHNICAL ASSISTANCE

The [name of school district] will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

(Describe/list how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family involvement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements.)

ANNUAL EVALUATION

The [name of school district] will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in 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 evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

(Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

RESERVATION OF FUNDS

The [name of school district] will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used.)

COORDINATION OF SERVICES

The [name of school district] will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: **[Insert programs, such as: Head Start or other public preschool programs, parent resource centers, and other programs]** that encourage and support parents in more fully participating in the education of their children by:

(Describe/list how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)

BUILDING CAPACITY OF PARENTS

The [name of school district] will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

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

(Describe/list activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team (APTT) meetings, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

BUILDING CAPACITY OF SCHOOL STAFF

The [name of school district] will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

(Describe/list activities such as workshops, conferences, trainings, webinars, Academic Parent-Teacher Team (APTT) meetings, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

BUILDING CAPACITY FOR INVOLVEMENT

NOTE TO THE LEA: *The LEA parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA:*

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

NOTE TO THE LEA: *Describe how each discretionary item your district and parents choose will be implemented.*

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by *[insert text]*.

This policy was adopted by the *[name of school district]* on *[mm/dd/yy]* and will be in effect for the period of the *[insert school year years]* school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before *[insert date]*

[Signature of Authorized Official]

[Date]

NOTE TO THE LEA: *It is not a requirement that the LEA parent and family engagement policy is signed. This sample template is not an official U.S. Department of Education document. It is provided only as an example.*

LEA Parent and Family Engagement Policy: Innovative Example

7 Achieve County School District Parent and Family Engagement Policy

2019-2020
Revised June 14, 2019
555 Main Street
Yourtown, GA 12345
achievecountyschools.org
(123) 456-7890



9 What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

1A

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe ACSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work

1B

together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The ACSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

1

Jointly Developed

During the annual State of the District meeting in May, 2019, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2019-2020 school year. The district sent an email to all parents informing them about this meeting and posted an announcement on the school district website.

2A

During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), the Comprehensive Support and Improvement School's Plan, and the Targeted Support and Improvement School's Plan. Additionally, each Title I school used its Parent Advisory Council to review the district parent and family engagement policy before the end of the 2018-2019 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by July 2019 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

3

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold monthly meetings and trainings with its Title I schools' principals and school FECs to review family engagement plans and activities.

Additionally, the district will convene a summit in March for principals and FECs to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

4A

Reservation of Funds

The ACSD will reserve 1 percent from the total amount of Title I funds it receives in 2019-2020 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the ACSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

4B**2C**

Each Title I school hosted an annual School Improvement Forum in May for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the FEC in the district office.





1

Opportunities for Meaningful Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

2A

State of the District Meeting ~ May 22, 2020

All parents are welcome to hear the latest updates from the Achieve County School District as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2020-2021 school year. Notices regarding this meeting will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

2B

School Improvement Forums ~ May 1-3, 2020

During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

2C

9

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings? Please visit www.achieveschools.org/TitleI to review the meeting documents and minutes and leave your input.



Scan the code with your smartphone or tablet to access family engagement information from the ACSD website.

2B Building Capacity

The ACSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the ACSD will implement a variety of family and community engagement initiatives. The Academic Parent-Teacher Team (APTT) model of family engagement is one such initiative. Training and support of APTT was provided for through the Georgia Department of Education. APTT is a program wherein teachers and families partner to address academic goals through at-home learning activities.

8A

Of Parents - The ACSD will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to APTT, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and APTT materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

8B

The ACSD Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all of our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

8F

The ACSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Ready days, Middle and High School Transition Nights, and College and Career Fairs so parents may receive information to help prepare them and their children for the next life stage.

5

Of School Staff - The ACSD will conduct four trainings during the school year for principals and school FECs to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. If the school is implementing APTT, the ACSD Family Engagement Leadership Team (FELT) will conduct an APTT training for the entire school staff. The purpose of the FELT is to coordinate the sustainability and growth of APTT in the district. The ACSD will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments.

8C

8E

To ensure that information related to district, school, parent programs, APTT meetings, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and APTT meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

6

Parent and Family Engagement Evaluation

Each year, the ACSD will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school

websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The ACSD will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

8E

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

9

Mark Your Calendars

For Parents

Annual Parent Survey
April 3-17, 2020

School Improvement Forum
May 6-8, 2020 –
Local school site

State of the District
May 22, 2020 –
County Board Office

For Schools

Welcoming Schools Training
August 23, 2019 –
County Board Office

Principal and FEC Meetings
First Wednesday of every
month

9

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Achieve County School District on June 14, 2019 and will be in effect for the 2019-2020 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.



School Parent and Family Engagement Policy

Each school that receives Title I funds must jointly develop, agree on with, and distribute to family members of children receiving services a written family engagement policy. The school family engagement policy describes how the school will carry out the family engagement requirements to ensure effective engagement of families and to support a partnership among the school, families, and the community to improve student academic achievement.

To better assist schools in the development of the school family engagement policy, the Department provides two different examples of school family engagement policies. The *Traditional Template* outlines the various components of the policy that schools must describe how they will implement and address. The *Innovative Example* provides schools with an example of a family-friendly format of the school family engagement policy that addresses and describes all the necessary components. Schools are encouraged to use these samples, along with the *School Parent and Family Engagement Guide to Quality*.

School Parent and Family Engagement Policy Guide to Quality

School Parent and Family Engagement Policy Traditional Template

School Parent and Family Engagement Policy Innovative Example

School Parent and Family Engagement Policy: Guide to Quality

Title I, Part A School Parent and Family Engagement Policy

Schools may use the guide below to identify the requirements for the school engagement policy and match these requirements with the policy examples provided by the Department. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Schools are encouraged to use this guide and the sample templates, in meaningful consultation with families, to develop a school family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement for the district. The *School Parent and Family Engagement Policy Innovative Example* is labeled to demonstrate how each component of the example aligns with the school family engagement policy requirements in ESSA.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Jointly Developed	1. A Describe the purpose of the parent and family engagement policy along with information about the Title I program.	1116(b)(1)	<ul style="list-style-type: none"> Provide a brief overview of Title I and its purpose as well as what is included in the school and family engagement policy.
Jointly Developed	1. B Describe how parents and family members will be involved in the development of the school parent and family engagement policy.	1116(b)(1)	<ul style="list-style-type: none"> Ensure all families have the opportunity to provide input on the policy by providing several attempts and ways for families to provide feedback.
Parent Input	2. A Describe how parents will be involved in the planning, review, and improvement of parent and family engagement programs.	1116(c)(3)	<ul style="list-style-type: none"> Develop multiple opportunities throughout the year for families to provide feedback and suggestions.
Parent Input	2. B Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child's education.	1116(c)(3) 1116(c)(4)(C)	<ul style="list-style-type: none"> Provide families with multiple opportunities to provide suggestions and participate in decision-making.
Parent Input	2. C Describe how parents will be involved in the development of the schoolwide plan.	1116(c)(3)	<ul style="list-style-type: none"> List the specific opportunities that exist for families to provide input on the schoolwide plan.
Annual Title I Meeting	3. Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	1116(c)(1)	<ul style="list-style-type: none"> Describe how the school will offer a flexible number of Title I Annual Parent Meetings at various times and in varying formats.
Communications	4. A Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format.	1116(b)(1)(A)	<ul style="list-style-type: none"> Ensure that necessary information is received by families by providing updates in multiple ways.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Communications	4. B Describe how the school will provide parents with timely information about Title I programs..	1116(c)(4)(a)	<ul style="list-style-type: none"> Describe the various methods the school will use to communicate information with families
Communications	4. C Describe how the school will offer parents a flexible number of meetings and transportation, child care, or home visits.	1116(c)(2)	<ul style="list-style-type: none"> Describe how the school will offer multiple meetings at convenient times for families to increase participation
School-Parent Compact	5. Describe the process the schools will follow to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement.	1116(d)	<ul style="list-style-type: none"> Work with families to evaluate commitments and determine how successful each party was throughout the school year in honoring the compact.
Family Friendly	6. Ensure that the format and language of the policy are family-friendly.	1116(f) 1116(b)(1)	<ul style="list-style-type: none"> Describe how district reports, letters, information, and materials will be available in a format and language that all families can understand.
Building Capacity	7. Describe how the school will build parent capacity for strong parental involvement.	1116(e)	<ul style="list-style-type: none"> Describe the various ways the district will implement procedures to build the schools' and parents' capacity.
Building Capacity	7. A Describe how the school will provide assistance to parents in understanding the achievement levels of the challenging State academic standards, state and local academic assessments and alternate assessments, Title I requirements, and how to monitor their child's progress and work with educators.	1116(e)(1) 1116(c)(4)(B)	<ul style="list-style-type: none"> Provide grade-level educational workshops designed to help families understand the corresponding subjects, assessments, and requirements.
Building Capacity	7. B Describe how the district will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.	1116(e)(2)	<ul style="list-style-type: none"> Develop families guides and resources that align with the classroom instruction to bridge student learning with parent support at home.
Building Capacity	7. C Describe how the school will educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	1116(e)(3)	<ul style="list-style-type: none"> Create regularly scheduled, at least quarterly, staff development classes highlighting different ways that the school, families, and students can work together to obtain goals.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
Building Capacity	7. D Describe how the school will coordinate and integrate parent involvement programs with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	1116(e)(4)	<ul style="list-style-type: none"> Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for family engagement, including providing information and resources to support school orientation for families and students to assist in successful student transitions to school.
Building Capacity	7. E Describe how the school will 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, to the extent practicable, in a language the parents can understand.	1116(e)(5)	<ul style="list-style-type: none"> Provide all families with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly. (Including the School Parent and Family Engagement Policy)
Building Capacity	7. F Describe how the school will provide other reasonable support for parental involvement activities under this section as parents may request.	1116(e)(14)	<ul style="list-style-type: none"> Utilize the discretionary items described in Section 1116 to develop strategies to improve family engagement. Provide opportunities for families to request additional support and offer input on the improvement of family engagement programs.
Measure of Effectiveness	9. Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.	This is a best practice and not required.	<ul style="list-style-type: none"> Provide families with resources and assistance based on the district and school's needs assessment and family input. Develop multiple opportunities for families to receive information and to be engaged in the child's education.

*Numbers correspond to sample School Parent and Family Engagement Plan/Policy: Innovative Example (Adapted from the Connecticut State Department of Education)

School Parent and Family Engagement Plan/Policy: Traditional Template

NOTE TO SCHOOLS: Schools, in meaningful consultation with parents, may use the sample template below as a framework for the information to be included in their school parent and family engagement plan/policy. Schools are not required to follow this sample template or framework, but if they establish the school's expectations for parent and family engagement and include all of the components listed under "Description of How The School Will Implement Required School Parent and Family Engagement Policy Components," they will have incorporated the information that Section 1116(b) and (c) of the Every Student Succeeds Act (ESSA) requires to be in the school parent and family engagement plan/policy. Schools, in meaningful consultation with parents, are encouraged to include other relevant and agreed upon activities and actions, as well, that will support effective parent and family engagement and strengthen student academic achievement.

**INSERT YOUR
DISTRICT LOGO
HERE**

School Parent and Family Engagement Policy

[Insert School Name]

[School Year XXXX - XXXX]

[Insert Revision Date MM/DD/YYYY]

In support of strengthening student academic achievement, [Insert name of school] receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

[Insert school name] agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
 - Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) Parents play an integral role in assisting their child's learning
 - (B) Parents are encouraged to be actively involved in their child's education at school

- (C) Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

NOTE TO SCHOOLS: The school parent and family engagement policy must include a description of how the school will implement or accomplish each of the following components [Section 1116(b)(1) of ESSA]. This is a sample template, as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included to satisfy statutory requirements.

JOINTLY DEVELOPED

[Insert school name] will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

(Describe/List how parents will be involved in the development of the school parent and family engagement policy and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

ANNUAL TITLE I MEETING

[Insert school name] will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school’s Title I program, the nature of the Title I program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school’s participation as well as the parents’ rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

COMMUNICATIONS

[Insert school name] will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

SCHOOL-PARENT COMPACT

[Insert school name] will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

RESERVATION OF FUNDS

If applicable, **[Insert school name]** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

COORDINATION OF SERVICES

[Insert school name] will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

BUILDING CAPACITY OF PARENTS

[Insert school name] will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

BUILDING CAPACITY OF SCHOOL STAFF

[Insert school name] will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents' assistance for building staff capacity.)

[Insert school name] will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

(Describe/List actions the school will take to provide other reasonable support for parent and family engagement activities.)

DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

NOTE TO SCHOOLS: *The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA.*

Indicate which of the following discretionary (optional) school parent and family engagement policy components the school will implement to improve family-school partnerships:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the engagement of other parents.
- To maximize parent and family engagement and participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
- Adopt and implement model approaches to improving parent and family engagement
- Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

NOTE TO THE SCHOOLS: *Describe how each discretionary item checked above will be implemented.*

School Parent and Family Engagement Plan/Policy: Innovative Example

Oak Elementary School Parent and Family Engagement Policy and Plan for Shared Student Success

6

2018–2019 School Year

Oak Elementary School
Dr. John Smiley, Principal
123 Tree Street
(123) 456-7890

www.sampleschoolwebsite.com

Plan Revised May 31, 2018

What is Title I?

1A

Oak Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family

engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.

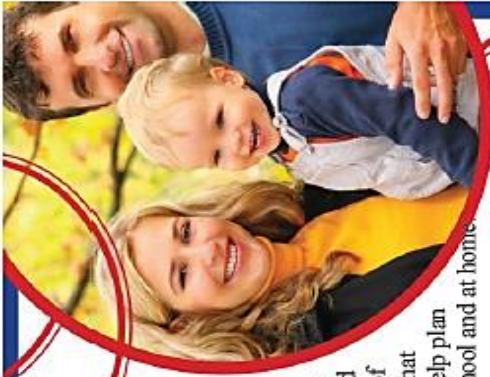


School Plan for Shared Student Achievement

1A

What is it?

This is a plan that describes how Oak Elementary will provide opportunities to improve family engagement to support student learning. Oak Elementary values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Oak Elementary will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.



How is it revised?

1B

Oak Elementary School invited all parents to attend our annual School Forum last spring to review and revise this parent and family engagement policy, as well as the schoolwide plan, our school-parent compact, and the family engagement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year including our annual Community Cares event.

2C

2B

Who is it for?

1A

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. Oak Elementary will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

Where is it available?

4A

At the beginning of the year, the plan is included in the student handbook that is given to all students. As a reminder, we will email the plan to all parents in August before the scheduled Open House event. The plan will also be posted on the school website and social media. Parents can also retrieve a copy of the plan in the Parent Resource Center.

2018–19 District Goals

All schools in the district will score in the 90th percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).

7A

2018–19 School Goals

On the 2018 CCRPI report, increase the CCRPI performance indicator in reading and mathematics by 5 percent.

The focus for reading is:

K–1: Beginning sounds and sight words

K–4: Vocabulary development

The focus for math is:

K–6: Place value and estimation

School-Parent Compacts

As part of this plan, Oak Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the

Community Cares event and the School Forum. The school-parent compacts also are shared with parents during parent-teacher conferences and kept with each child's teacher if parents need another copy.



Let's Get Together!

4C

Oak Elementary will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents and family members will be held twice during the day in the morning before school and in the evening at 7:00 pm.

3

Annual Title I Meeting – September 5, 2017 & September 6, 2018

We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.

Open House – September 13, 2018

Meet your child's teacher and our friendly and helpful school staff for the year.

7A

New Parent Breakfast – September 14, 2018

Learn helpful information to prepare for the school year.

Parent Math Night – October 10, 2018

Learn how to make math fun at home.

7B

Kindergarten Coffee House – November 8, 2018

Parents will enjoy hearing the latest writing samples and curriculum updates.

Parent-Teacher and Student Conferences – October 4, 2018 & February 15, 2019

7A

Scheduled updates on your child's progress.

Taste of Curriculum Night – October 19, 2018

Sample a little bite from the different areas of your child's academics.

Technology Talk – January 17, 2019

Catch up with the latest resources to help support your child's learning.

7A

Lunch n Learn – Monthly

Gain knowledge about topics relevant to your child's education.

7B

Community Cares Fair – March 15, 2019

Connect with the school and community to build a better school and review school plans.

7A

Parent Appreciation – April 4, 2019

A celebration of family engagement and the recognition of its impact on school and student success.

School Forum – May 2, 2019

A forum for parents and family members to participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parent and family engagement policy, school-parent compacts, and the family engagement budget.

2A

2C



7D

Parent Resource Center

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resources.

Monday – Friday, 7:30 am – 5:30 pm

Parent and Family Engagement

Oak Elementary believes that family engagement means the participation of parents and family members in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

4C

Oak Elementary is committed to helping our parents and families attend the family activities listed in this policy. Please call or email us if you need assistance with child care or transportation in order to participate in our programs.

Joe Smith
(123) 456-7890 or
email@address.com



7F

Oak Elementary is Branching Out!

Oak Elementary will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- ✓ **7E** Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school website, and included in the monthly school newsletter for all families. **4B**
- ✓ **7C** Provide monthly trainings for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement with reading and math activities for our students outside of the classroom. Staff will also share best practices during regularly scheduled faculty meetings.
- ✓ **7D** Partner with early childhood programs, middle and high schools, college and career ready resources or organizations, parent resource centers, or other programs (as applicable) to help prepare parents and their children for successful school transitioning.
- ✓ **7A** Share information in English and Spanish on the school blog and in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators. **7E**
- ✓ **2B** Communicate with all families and the community on a regular basis regarding schoolwide events and activities, through phone messages, social media, and flyers. **4A**
- ✓ **7F** Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- ✓ **7B** Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.

✓ **7F** Use our Partners in Education and School-Community Team to improve awareness of the activities and events listed in the school parent and family engagement policy.

✓ Offer literacy and computer classes for parents and family members to help further enhance their various educational levels.

✓ **7F** Collect feedback from parents and family members at all events, place input cards around the building and post a suggestion form on the school website in order to respond to parents' requests for additional support for parent and family engagement activities.



7F

Parent and Family Engagement Standards

Oak Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

2A

School Community Team

Oak Elementary invites all parents to join the School Community Team to share ideas and ways to involve other parents and family members to build partnerships with school, families, and the community. The team will meet four times during the school year, but parents and family members can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the principal at (123) 456-7890 or complete the

Interest form and leave it in the Main Office.



School Community Team

8

- Yes, I am interested and wish to join the School Community Team.
- Please contact me so I can learn more in joining the School Community Team.
- Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

2A

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office.

Name: (optional) _____

Telephone Number: (optional) _____

Section Four

Compacts

This section provides Title I schools and districts with a guide of specific criteria to assist them in understanding and meeting Title I School-Parent Compact requirements. Included in this section:

- School-Parent/Family Compacts (p. 74)
- School-Parent/Family Compact: Guide to Quality (p. 75)
- School-Parent/Family Compact: Traditional Template (p. 77)
- School-Parent/Family Compact: Innovative Template (p. 80)
- School-Parent/Family Compact: Innovative Example (p. 81)



School-Parent/Family Compacts

Each school that receives Title I funds must jointly develop and revise with parents a school-parent/family compact as part of the school-level family engagement policy. The school-parent/family compact is an agreement that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

To provide beneficial guidance and assistance for schools in the development of their school-parent/family compacts, the Department offers several different examples of school-parent/family compacts as well as various useful tools. The *Traditional Template* outlines the essential components that schools are required to include in the compact. Additionally, schools can use the different *Innovative Examples* designed for each school-level that also outline the required components, but highlight specific academic strategies for schools, families, and students in a family-friendly format. To best meet their academic goals, schools may choose to develop a compact for the entire school, specific grade levels, or different subject areas.

Schools are encouraged to use these samples in conjunction with the *School-Parent/Family Compact Guide to Quality* to ensure that their school-parent/family compacts are effectively designed to meet Title I family engagement requirements and support student academic achievement. It is recommended that each Title I school utilize these resources to develop their school-parent/family compact with staff, parents, and students so it is aligned with the individual goals and needs of the school.

School-Parent/Family Compact: Guide to Quality

School-Parent/Family Compact: Traditional Template

School-Parent/Family Compact: Innovative Template

School-Parent/Family Compact: Innovative Example

School-Parent/Family Compact: Guide to Quality

Title I, Part A School-Parent/Family Compact

Schools may use this guide to identify and match the requirements for their school-parent/family compact with the sample school-parent/family compacts provided by the Department. As a component of the school-level family engagement policy, each school receiving Title I funds must develop with parents of participating children a school-parent/family compact. Therefore, schools are encouraged to use this guide with the samples, in meaningful consultation with parents, to develop a school-parent/family compact that will outline the shared responsibility of the teacher/school, families, and students to improve student academic achievement. For example, this can be done at the school's first Title I meeting as a lesson activity. The *School-Parent/Family Compact Innovative Example* is labeled to demonstrate how each component of the example aligns with the school parent and family engagement policy requirements in ESSA.

	Does the school-parent/family compact*:	Section of Title I Law	Suggestion to make the policy more effective:
The Teacher/ School's Role	1. A Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.	1116(d)	<ul style="list-style-type: none"> • Link actions in the compact to goals in the school improvement plan. • Use academic achievement data to set specific goals. • Have teachers identify the most fundamental academic focus area(s) that will impact the identified goals.
The Teacher/ School's Role	1. B Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> • Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class. • Specify what evidence-based strategies/activities the teachers/ school will provide to families to support at home learning.
The Teacher/ School's Role	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is a best practice and not required.	<ul style="list-style-type: none"> • Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2. Describe specific tasks parents will be responsible for to support their children's learning that are aligned to the school goals	1116(d) 1116(d)(1)	<ul style="list-style-type: none"> • Connect home learning activities and strategies for students to what they are learning in class.
The Parent's Role	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is a best practice and not required	<ul style="list-style-type: none"> • Include high impact actions for each grade level, designed by grade-level teams with families, after asking students for input.

	Does the school-parent/family compact*:	Section of Title I Law	Suggestion to make the policy more effective:
The Student's Role	3. Describe specific ways students will be responsible for/contribute to their own learning that are aligned to the school goals.	1116(d)	<ul style="list-style-type: none"> • Connect activities/strategies for students to what they are learning in class.
The Student's Role	Provide information and actions specific to each grade level, tied to the school improvement plan.	This is a best practice and not required	<ul style="list-style-type: none"> • Include high impact actions for each grade level, designed by grade-level teams with families.
Develop Partnerships	4. Describe school activities that build partnerships with parents, including opportunities for parents to volunteer and participate in their child's class, observe classroom activities, and communicate with teachers.	1116(d) 1116(d)(2)(C)	<ul style="list-style-type: none"> • Provide both parents and teachers opportunities to develop skills for working together. • Offer activities based on identified parent needs. • Offer meetings at different days and times.
Jointly Developed	5. Describe how parents and family members are involved in developing and revising the compact.	1116(d) 1116(f)	<ul style="list-style-type: none"> • Provide resources to cover costs for families to take part, such as child care and transportation. • Give specifics about how families are involved. • Schedule meetings at accessible locations and at different days and times.
Communication About Student Progress	6. Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students' progress and can get regular tips on home learning.	1116(d)(1) 1116(d)(2)(A), (B), and (D)	<ul style="list-style-type: none"> • Include parent-teacher conferences at least once a year, at which the compact will be discussed. • Include follow-up steps to support families and students. • Consult with families on communication strategies that work best for them.
Family Friendly	7. Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language and format that are family-friendly.	1116(f)	<ul style="list-style-type: none"> • Work with families to identify and eliminate jargon and negative language. • Engage families/staff in the design process to create an attractive final product. • Communicate in the parent's preferred language.

*Numbers correspond to School-Parent/Family Compact: Innovative Example (Adapted from the Connecticut State Department of Education)

School-Parent/Family Compact: Traditional Template

Note to Schools: Schools may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1116(d) to be included in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent and family engagement and strengthen student academic achievement.

**INSERT YOUR
DISTRICT LOGO
HERE**

School-Parent/Family Compact
[Insert School Name]
[School Year XXXX – XXXX]
[Insert Revision Date MM/DD/YYYY]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

(Describe in family-friendly language how parents are involved in developing and revising the compact.)

For example: The parents, students, and staff of [Insert School Name] partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held [specify time of year] each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

[INSERT SCHOOL DISTRICT'S NAME] GOALS:

Describe in family-friendly language what your school district's overall goals are in core content areas (ELA, Math, Science, Social Studies). District goals are the same for all Title I school-parent compacts in the district.)

[INSERT SCHOOL'S NAME] GOALS:

(Describe in family-friendly language what your school's most critical goals are in core content areas as identified in the School Improvement Plan. It is recommended that a targeted, foundational grade-level skill to support academic achievement goals be included.)

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

[Insert School Name] will:

(Describe/List specific strategies/activities the school will provide to parents to build the parent's capacity to support their student's learning at home to improve student academic achievement. For grade level or individual learning targets, one to two specific strategies/activities should be provided for incremental progress demonstration.)

An example of the school responsibilities could include:

Teachers will provide families with a monthly newsletter that features games and activities the families can play to review vocabulary words being covered in class.

PARENT RESPONSIBILITIES:

We, as parents, will:

(Describe/List specific activities linked to learning targets that parents/families will implement to support their child's learning and progress toward mastery of the identified school academic goals.)

An example of the parent responsibilities could include:

Families will read the class newsletters and play the word games provided for vocabulary words.

STUDENT RESPONSIBILITIES:

(Describe/List specific academic strategies the student will complete to be responsible for their own learning.)

An example of the student responsibilities could include:

Students will bring home the class newsletter featuring vocabulary word games and will play these games at home with their families to gain practice using the vocabulary words.

COMMUNICATION ABOUT STUDENT LEARNING:

[Insert School Name] is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

(Describe/List several methods for regular teacher-parent communication so that parents/families are kept up-to-date on their students' progress and get regular tips on home learning. Contact information of the school representative whom the parent should contact regarding questions about their child's education should also be included in this section.)

An example of communication between teacher-parent could include two or more of the following:

- Class newsletters to parents*
- Parent Portal*
- Teacher websites or other web-based communication resource*
- Parent-Teacher conferences*
- Weekly folders*
- Emails to parents on student's progress*
- Text messaging*
- Phone calls*
- Other*

ACTIVITIES TO BUILD PARTNERSHIPS:

[Insert School Name] offers ongoing events and programs to build partnerships with families.

(Describe/List the opportunities for parents to volunteer, observe, and participate in school activities to build partnerships that will support student learning)

Partnership examples could include two or more of the following:

- *Parent-Teacher Conferences*
- *Parent Workshops*
- *Curriculum Nights*
- *Parent Resource Center*
- *Volunteering / Observing*
- *Open House*
- *Online/virtual activities (webinars, online chats)*
- *Multi-media activities (podcasts, teacher-created videos)*

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child’s teacher. We look forward to our school-parent partnership!

School Representative Signature:

Date:

Parent/Guardian Signature:

Date:

Student Signature:

Date:

School-Parent/Family Compact: Innovative Template

**What is a
School-Parent Compact?**

Jointly Developed

**Activities to Build
Partnerships**

**Communication about
Student Learning**

Cover

2018-2019

Revised XX/XX/XXXX

**Our Goals for Student
Achievement**

District goal(s)

*School goal(s) and
focus areas(s)*

Teachers, Parents, and Students—Together for Success

**Teacher/School
Responsibilities:**

*(List/Describe **specific** activities/strategies provided to parents to build the parent's capacity to support their student's learning at home.)*

**Family
Responsibilities**

*(List/Describe **specific** activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals.)*

Student Responsibilities

*(List/Describe **specific** academic strategies the student will complete to be responsible for their own learning.)*

School-Parent/Family Compact: Innovative Example

What is a School - Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
 - Focus on student learning
 - Share strategies that staff, parents, and students can use
 - Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed

parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their department teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help the school. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 123-456-0789 or visit our website, www.schoolwebsites.org, for more information on the school-parent compact.

4 Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your student through some of the following events and programs -

- Parent/Classroom Observation Days—2nd Friday each month
- Parent teacher mentor program
- Family Engagement Day—November 16, 2018
- Parent Tutor and Volunteer Program

6 Communication About Student Learning

Award County Middle School offers ongoing events and programs to provide parents and students with access to our staff—

- Fall and Spring Open House
- Parent-teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher Web sites/blogs
- Parent Resource Center—(M-F 9:00 am—6:00 pm)
- Grade Level Curriculum Night Potluck Dinners

Award County Middle School

2018-2019

SCHOOL-PARENT COMPACT

Revised July 1, 2018

123-456-0987

www.schoolwebsites.org

E-mail: school@emailaddress.org



7

Academic Achievement Goals 1A

District Goals

The Award County School District will increase the percentage of the students scoring at the Developing Learner level or above in mathematics on the Georgia Milestones End of Grade (EOG) Assessment.

School Goals

Award County Middle School will increase the percentage of students scoring at the Developing Learner level or above in math by five percentage points as measured by the spring 2018 Georgia Milestones End of Grade (EOG) Assessment.

Area of Emphasis

6th Grade Focus: Use concepts of ratio and rate to solve problems

7th Grade Focus: Use proportional relationships to solve multistep ratio problems

8th Grade Focus: Compare two different proportional relationships represented in different ways



As a school, we will...

- 1B Develop homework assignments that allow parent participation as well as provide sections for parents to send feedback to the teacher about the assignment.
- Conduct and post online monthly math seminars for students and parents to review lessons at school or online.
- Give parents a math packet with instructions for solving real world problems involving ratios and proportional relationships to solve with their student every six weeks.
- Post new ratio problems and explanations on the school website every week for students and parents and ensure the packet is completed every six weeks.

As parents, we will...

- 2 Use the interactive homework assignments to review problems that my student was unable to solve and send feedback to the teacher in the space provided.
- Attend or download online the monthly math seminars with my child to learn what is being taught in class.
- Review the math packet to work with my student on solving real-world problems
- Visit the school web site and other recommended web sites with my student to learn new math and science facts and problems with my student.



As students, we will...

- 3 Complete the homework assignments with my parent and mark the math and science problems that I do not understand to review with my teachers.
- Attend/download math seminars to receive extra assistance with math problems that I need help solving.
- Finish the math packet every six weeks at home including creating my own linear equations using variables that I observe.
- Use the Web sites my teachers share with me to complete science and math practice tests and activities.

MY GOALS

My own personal goal for MATH is:

My own personal goal for SCIENCE is:

My TEACHER can help me reach my goal by:

My FAMILY can help me reach my goal by:

Section Five

Building Capacity

This section provides a crosswalk of the PTA National Standards for Family-School Partnerships and the ESSA, Title I, Part A, Section 1116(e). Also included in this section:

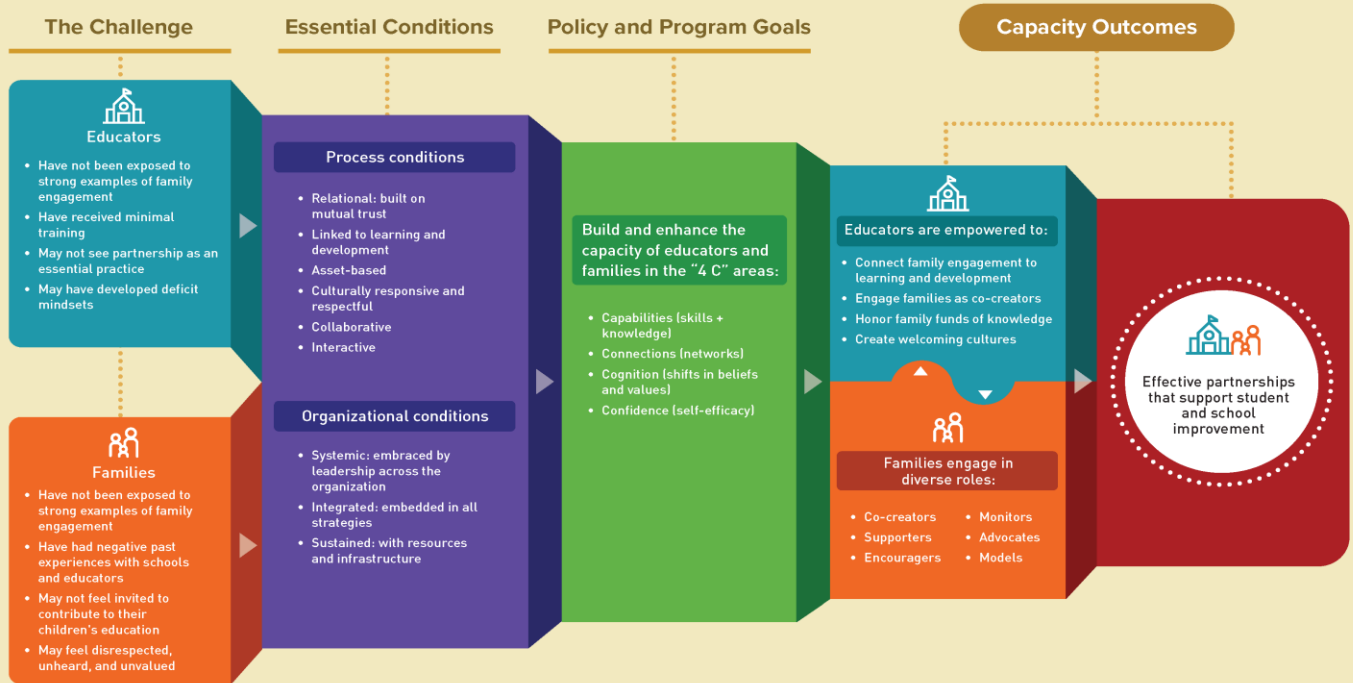
- A graphic of the Dual Capacity-Building Framework for Family-School Partnerships
- The National PTA Standards for Family-School Partnerships (adopted in 2015 by the Nevada State Board of Education as Nevada’s Parental Involvement and Family Engagement Policy)

The Dual Capacity-Building Framework for Family-School Partnerships, which the U.S. Department of Education originally published in 2013, is a “compass” to assist schools and families in charting “a path toward effective family engagement efforts that are linked to student achievement and school improvement.” The framework was updated in July 2019. On the following page is a graphic of the framework and an explanation of it. More information, including examples of how other school districts have used the framework can be found at dualcapacity.org.



The Dual Capacity-Building Framework for Family-School Partnerships

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

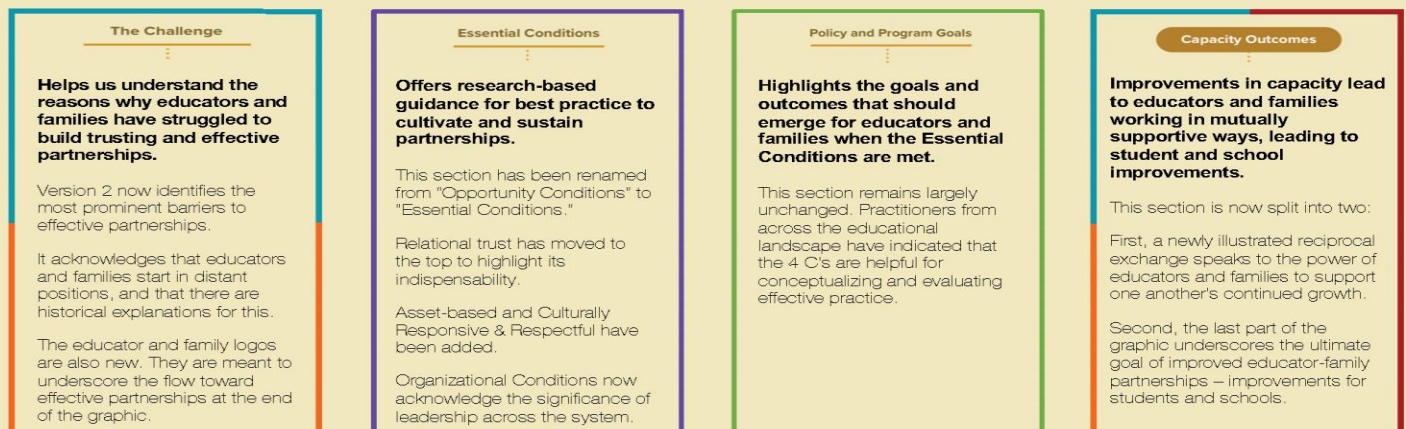
RATIONALE FOR THE REVISIONS

The original Dual Capacity-Building Framework (DCBF) for Family-School Partnerships received its official launch in April 2014 at the first annual IEL Family and Community Engagement Conference in Cincinnati, Ohio. The DCBF was authored by Karen L. Mapp with the help and support of the US Department of Education (USDOE) during her consultancy with the department. The publication, *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*, authored by Karen L. Mapp and Paul Kuttner, was published in 2013 by the Southwest Educational Development Lab in collaboration with the USDOE.^[1]

Over the past six years, numerous federal, state, and local policy, research and practice organizations have used the framework to guide their work on family-school partnerships. To learn about the usefulness of the framework, Dr. Mapp began collecting feedback from users, including a survey given to over 1000 participants at the June 2017 IEL Family and Community Engagement Conference in San Francisco. Version 2 of the DCBF incorporates themes that emerged about needed changes to the framework from the data collected and from advances in research. Dr. Mapp asked Eyal Bergman, doctoral candidate in Harvard's Educational Leadership Program, to work with her on the revision and to co-author a forthcoming report, which will be published by IEL. We are grateful to the team at Scholastic (Wook Jin Jung, VP of Design and Karen Baicker, Publisher/Family & Community Engagement) for their pro bono work on the new design.

SUBSTANTIVE CHANGES

The most fundamental change in Version 2 is reflected in the flow and direction of the graphic. The movement indicates a shift from ineffective to effective partnerships, and a coming together of families and educators for the benefit of students and schools. Additional changes to the sections are outlined below.



[1] Mapp, K. L., & Kuttner, P. J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

Building Capacity for Involvement

Title I, Part A, Section 1116(e) of the Every Student Succeeds Act describes the six “*shalls*” stated in the law under *Building Capacity for Involvement*. These are requirements that every school and school district receiving Title I, Part A funding must adhere to. The law provides eight additional “*mays*” (that are not required, but are allowable and encouraged) to ensure meaningful capacity building of families and school staff. State educational agencies have the option of making these eight “mays” requirements for their schools and school districts. Though the Department is not requiring those eight components right now, they may become requirements in the future and the Department will clearly communicate that out to schools and school districts. To ensure effective family engagement and to support a partnership among the school involved, families, and the community to improve student academic achievement, each school and local educational agency receiving Title I, Part A funding—

- (1) SHALL **provide assistance** to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
- (2) SHALL provide **materials** and **training** to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) SHALL **educate** teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the **value** and **utility** of contributions of **parents**, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) SHALL, to the extent feasible and appropriate, **coordinate** and **integrate parent involvement programs** and **activities** with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) SHALL **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, to the extent practicable, in a language the parents can understand;
- (14) SHALL **provide** such other **reasonable support** for parental involvement activities under this section as parents may request.

The National PTA Standards for Family-School Partnerships, which the Nevada State Board of Education adopted in 2015 as [Nevada’s Parental Involvement and Family Engagement Policy](#), provides an additional effective framework for carrying out the six *SHALLS*, the eight *MAYS* under the law, and a school or district’s Title I parent and family engagement policy/program. Therefore, the “*shalls*” are the **activities** to implement and the Standards for Family-School Partnerships are the **guiding principles** to help ensure effective parent and family engagement policy and plans.

Parent Teacher Association's (PTA) National Standards for Family-School Partnerships

Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: COMMUNICATING EFFECTIVELY: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: SUPPORTING STUDENT SUCCESS: Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: SPEAKING UP FOR EVERY CHILD: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: SHARING POWER: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: COLLABORATING WITH THE COMMUNITY: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Reference: National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from [webpage](#).

Building Capacity: A Crosswalk for Parent and Family Engagement

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build family capacity as required by the Every Student Succeeds Act (ESSA). The *Crosswalk for Parent and Family Engagement* tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “*shalls*” and eight “*mays*” stated in the law.

Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement	PTA National Standards for Family-School Partnerships
<i>BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –</i>	<i>FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what parents, schools, and communities can do together to support student success.</i>
<i>(1) SHALL provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</i>	<i>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</i>
<i>(2) SHALL provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.</i>	<i>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</i>
<i>(3) SHALL educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</i>	<i>Standard 1: Welcoming All Families Into the School Community – Families are active participants in the life of the school, and feel welcomed, and connected to each other, to school staff, and to what students are learning and doing in class.</i> <i>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</i>
<i>(4) SHALL, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</i>	<i>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</i>
<i>(5) SHALL 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, to the extent practicable, in a language the parents can understand;</i>	<i>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</i>

Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement	PTA National Standards for Family-School Partnerships
<i>(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</i>	<p>Standard 4: Speaking Up for Every Child – Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p> <p>Standard 5: Sharing Power – Families and school staff are equal partners in decisions that affect children and families and together, inform, influence, and create policies, practices, and programs.</p>
<i>(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</i>	Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
<i>(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;</i>	<p>Standard 1: Welcoming All Families Into the School Community – Families are active participants in the life of the school, and feel welcomed, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<i>(9) may train parents to enhance the involvement of other parents;</i>	Standard 4: Speaking Up for Every Child – Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
<i>(10) may 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</i>	<p>Standard 2: Communicating Effectively – Families and school staff engage in regular, two-way and meaningful communication about student learning.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<i>(11) may adopt and implement model approaches to improving parental involvement;</i>	<p>All Standards:</p> <p>Standard 1 – Welcoming All Families Into the School Community</p> <p>Standard 2 – Communicating Effectively</p> <p>Standard 3 – Supporting Student Success</p> <p>Standard 4 – Speaking Up for Every Child</p> <p>Standard 5 – Sharing Power</p> <p>Standard 6 – Collaborating with Community</p>
<i>(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;</i>	Standard 5: Sharing Power – Families and school staff are equal partners in decisions that affect children and families and together, inform, influence, and create policies, practices, and programs.

<i>Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement</i>	<i>PTA National Standards for Family-School Partnerships</i>
<i>(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and</i>	<i>Standard 6: Collaborating with Community – Families and school staff collaborate with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation.</i>
<i>(14) SHALL provide such other reasonable support for parental involvement activities under this section as parents may request.</i>	<i>Standard 3: Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</i> <i>Standard 5: Sharing Power – Families and school staff are equal partners in decisions that affect children and families and together, inform, influence, and create policies, practices, and programs.</i>

Section Six

Annual Title I Parent/Family Meeting

This section provides templates for conducting the Annual Title I Parent/Family Meeting to disseminate information.



Annual Title I Parent/Family Meeting

Each school that receives Title I funds must convene an annual parent/family meeting to inform participating parents about the school's Title I program and their rights to be involved. This meeting should be held in a timely manner at the beginning of the school year and should be a meeting to inform only and not seek formal input for the current year's family engagement policies, school-parent compacts, or family engagement budget [ESSA, Section 1116(c)(1)].

Additionally, under ESSA, Section 1116(c)(1), each Title I school shall involve families in an organized, ongoing, and timely way with the planning, review, and improvement of programs. This includes planning, review, improvement of the school family engagement policy and the joint development of the schoolwide program plan, except if a school already has in-place a process for engaging families in the joint planning and design of the school's programs, if such process includes an adequate representation of families of participating children.

Lastly, families should be provided:

- timely information about Title I programs;
- a description and explanation of 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; and
- if requested by families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating the education of their children and respond to any suggestions as soon as practicably possible.

*If the schoolwide Title I program is not satisfactory to families, the school shall submit any comments on the plan to the district.

To assist schools in their planning and facilitation of the annual Title I parent/family meeting, the Department offers examples of two different meeting formats that schools can utilize. Schools can use these sample agendas and meeting handouts to review the required components of the annual Title I parent/family meeting.

Annual Title I Parent/Family Meeting: Traditional Format

Annual Title I Parent/Family Meeting: Traditional Meeting Sample

Annual Title I Parent/Family Meeting: Facilitated Discussion Format

Annual Title I Parent/Family Meeting: Facilitated Discussion Meeting Example

You may want to do more than the law requires for this meeting to increase attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and families (by showing off a school project, incorporating student entertainment or a student-parent activity, highlighting community partners, etc.) Such activities should be held before or after the Annual Title I Meeting presentation. It is crucial that this meeting have as its central focus and be advertised and conducted as the Title I Annual Parent/Family Meeting.

Please Note: A district must retain a copy of their Annual Title I Parent/Family Meeting agenda, sign-in sheet, minutes/notes, and meeting materials (i.e. handouts, presentations) for Department monitoring purposes.

Annual Title I Parent/Family Meeting: Traditional Format

Length of the workshop: 1.5 hours*

WHAT YOU WILL NEED:

- Chart paper
- Chart markers
- 1 large group facilitator
- Time keeper
- Other key staff as needed
- Screen/projector/computer for presentation slides or visuals
- Evaluation
- Light refreshments/child care/transportation (optional)

GUIDE:

Follow the suggested agenda on the back of this page allowing time for welcoming comments as well as questions, and sharing of contact information at the end. It is suggested to spend about 20 minutes on agenda items 1–6, about 10 minutes on agenda item 7, about 10 minutes on agenda items 8–9, about 15 minutes on agenda item 9, about 5 minutes on agenda 10–11, and about 15 minutes on agenda items 12–13.

Facilitator Tip:

To make the delivery of information more interesting, include families and students as speakers or facilitators. Also, look for ways to provide opportunities for two-way communication, so the meeting does not appear just as a school lecture. Utilize technology resources such as video and audio to engage attendees, as appropriate. Hold the meeting in a central location within the school attendance zone to help with parent attendance.

Final Note:

You may want to do more than the law requires for this meeting to increase attendance at the meeting. Some schools do this by making the focus of the meeting more fun for students and parents (by showing off a school project, incorporating student entertainment or a student-family activity, highlighting community partners, etc.) However, it is crucial that this meeting have as its central focus and be advertised as the Annual Title I Parent Meeting. Furthermore, the Annual Title I Parent/Family Meeting may be conducted before or after a school event, but not embedded within the event in which parents were not aware that the purpose of the Annual Parent/Family Meeting was to learn about the Title I program.

****1.5 hours allows time on the front and back end of the meeting for families to mingle, ask questions and feel comfortable in the meeting environment. It should only take about 1–1.25 hours to deliver the content, but it is crucial for parents to feel a part of the school so do not rush the information or fail to take questions.***

Annual Title I Parent/Family Meeting: Traditional Meeting Sample

[Insert School Name]
[Insert Principal Name]
[Insert School Address]
[Insert City, State and Zip Code]
[Insert School Phone Number]

Title I Annual Parent/Family Meeting

[Insert Meeting Location]
[Insert Date of Meeting]
[Insert Time of Meeting]

Welcome family and community members!

We are glad to welcome you to our school's Title I Annual Parent/Family Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please get your child signed in before the meeting begins.

This morning/evening we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money?
3. How does our school participate in the Title I Program?
4. What are our school's Title I (schoolwide or targeted assistance) requirements?
5. [Insert school's name] Schoolwide Program – Past and Present
 - What are our schoolwide goals?
 - What programs/supports are in place to help my child?
 - List school programs and supports to discuss
6. What curriculum does our school use?
7. What tests will my child be taking?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
8. What is required by law for Parent and Family Engagement?
 - What is the district's Parent and Family Engagement Policy?
 - What is the school's Parent and Family Engagement Policy?
 - What is a School-Parent/Family Compact?
9. Does my child's teacher meet professional qualifications?
 - What is a parent's right to know?
10. How is Title I Parent and Family Engagement money spent?
11. What opportunities does the school provide for parent engagement?
 - List parent engagement opportunities offered for school or home
 - List volunteer opportunities
 - List parent decision making opportunities/meetings/councils
12. How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
13. Closing and evaluations

We welcome parent questions/input throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved

Thank you for coming! We hope to see you again soon!

Annual Title I Parent/Family Meeting: Facilitated Discussion Format

Length of the workshop: 2 hours*

What you will need:

- 5 round tables and chairs spread out across the room
- Chart paper or 3' sections of butcher paper
- Chart markers
- Screen/Projector/Computer for PowerPoint
- 1 large group facilitator/time keeper
- 5 facilitators (staff members or parent leaders)
- Printed out copies of questions for the 5 different Table Topics
- Bell or other alarm (optional)
- Evaluation
- Light Refreshments/Childcare/Transportation (optional)

Facilitator Tip: If you have more than 50 parents at your meeting, you may want to split up the topics and add more tables, or duplicate topics so there are two sets of tables for each topic. You want your parents to feel comfortable to ask questions and you may not want more than 10 parents in each group

Guide:

Welcome & Explanation of the Event (20 minutes)

Greet your parents and introduce yourself and staff members. Suggested language, “Good Evening (Morning), we’d like to welcome you to our Annual Title I Parent/Family Meeting and thank you for coming. We have childcare in Room #, if you haven’t taken your children there yet, you can do so after I finish explaining what we’re going to talk about tonight/this morning. There are a few refreshments in the back of the room, please help yourself. We want tonight/today to be casual and for you to leave with some great information about Title I as well as information parents should know about our school. Before we begin our small group discussion, I’d like to give you a little background information regarding Title I.”

(With the large group discuss: 1) Definition of Title I; 2) Title I school funds; 3) School’s participation in Title I; and 4) Title I requirements.

“We have a lot of information about Title I that we would like you to know, but we also want to give you a chance to ask questions and have small group conversations with our staff and parent leaders. As you can see, we have split the room into five sections. At each section you will discuss a different part of Title I.”

Introduce your facilitators and point to them:

Table #1 – “(Name) will discuss the Title I Schoolwide Plan and School-Parent/Family Compacts”

Table #2 – “(Name) will discuss Curriculum, Standards, Assessments, and Report Cards”

Table #3 – “(Name) will discuss Family Engagement Policies”

Table #4 – “(Name) will discuss Teacher Professional Qualifications” (Not all items may be applicable to your school)

Table #5 – “(Name) will discuss Title I Family Engagement Funding and Family Engagement Opportunities”

Facilitator Tip: Feel free to rearrange, change, add, or delete table topics as needed to fit your group’s needs as long as you still cover all the necessary Annual Title I Parent/Family Meeting requirements.

“You will have 14 minutes at every table. The staff person or parent leader I just pointed to will talk to you briefly about the topic at that table. We then want you to discuss the topic and ask questions. There are markers and paper at every table. Please feel free to write notes or questions on the paper. Be as creative as possible as we want this to be fun and interactive meeting. I will ring the bell after 14 minutes and then you will have 1 minute switch to the next table with your entire group. We’ll keep doing this until you get to all of the tables. Let’s number off.”

(Start with the first person and point, “You are #1,” next person and point, “You are #2”, repeat for 3,4,5 and then start at 1 again. All of the #1’s can you please go to that table, all of the #2’s can you please go to that table, etc.)

Small Group Discussions (90 minutes)* Time each section for 14 minutes, and give participants approximately 1 minute to switch tables. A lead facilitator, such as the Principal, with background knowledge on Title I should roam the room, listen to the feedback from parents and answer any questions that table facilitators cannot answer.

Facilitator Tip: Instruct your table facilitators to provide the information on the Table Topics succinctly, leaving time for discussion at each table. Each topic should not take more than 5 minutes to explain. Families will learn more if they can ask for clarification on topics they do not understand. Also, ask facilitators to keep their comments neutral, refraining from opinions. Provide facts and information, and explain challenges the school may have, but let families conclude their own opinions.

Closing (10 minutes)

“We’d like to thank you for coming tonight. We hope you found the information helpful and that you had a chance to meet our staff and other parents from the school. We have some flyers at the back of the room that will provide you with more information on some of the topics you discussed. Please feel free to ask us questions about Title I throughout the school year and know that staff is always available to help and support you and your children.

(Provide families with a contact information sheet for the school/district that provides them with who to contact when they have questions about particular topics. Also, provide contact information on the closing PowerPoint slide).

We also have an evaluation (copy on bright paper) that we’d like you to fill out to help us improve this event for parents in the future.

(Provide parents with a copy of the evaluation and make that their ticket out the door).

We hope that you feel welcomed to be a part of this school throughout the year and thanks again for coming.”

**If necessary, meeting could be shortened to about 1.5 hours if the table topics were limited to 10 minutes each instead of 14 minutes, while still allowing for the 1 minute transition between tables.*

Adapted From: Nevada State PIRC, *Annual Title I Meeting Toolkit for Schools*. Retrieved from [Nevada PIRC webpage](#).

Annual Title I Parent/Family Meeting: Facilitated Discussion Meeting Sample

[Insert School Name]
[Insert Principal Name]
[Insert School Address]
[Insert City, State and Zip Code]
[Insert School Phone Number]

Annual Title I Parent/Family Meeting

[Insert Meeting Location]
[Insert Date of Meeting]
[Insert Time of Meeting]

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent/Family Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, child care is available in room #. Please get your child signed in before the meeting begins.

This morning/evening we will be reviewing and discussing our school's Title I program. We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, and participate in more detailed discussions.

As a large group we will discuss:

- ❖ What is a Title I school?
- ❖ How does our school spend Title I money?
- ❖ How does our school participate in the Title I Program?
- ❖ What are our school's Title I (schoolwide or targeted assistance) requirements?

Then we will break into small groups and discuss the following items in more detail. You will have the opportunity to visit each table.

- ❖ Table #1 - Title I Schoolwide Plan and Goals and School-Parent/Family Compacts
- ❖ Table #2 - Curriculum, Standards, Assessments, and Report Cards
- ❖ Table #3 - School and District Family Engagement Policies
- ❖ Table #4 - Teacher Professional Qualifications
- ❖ Table #5 - Title I Family Engagement Funding and Family Engagement Opportunities

We will then end the meeting as a large group, once again, to address:

- ❖ How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
- ❖ Closing and evaluations

We encourage you to ask questions throughout the large group presentations and at the small group table discussions. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get engaged in your child's education.

Thank you for coming! We hope to see you again soon!

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