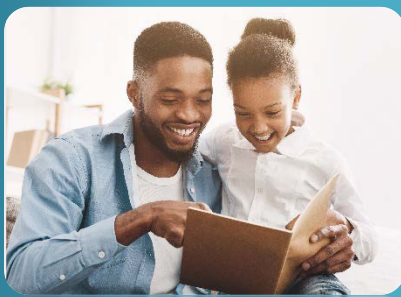


Supporting Nevada's Schools and Districts
to Meet Federal Title I Requirements

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 provide guidance and help answer many questions regarding Title I parent and family engagement requirements. Nevada Department of Education (NDE) staff will also still provide various methods of technical assistance throughout the year. Please feel free to contact NDE'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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NDE would like to acknowledge the following for their contributions toward the content of this handbook:

- The Georgia Department of Education;
- The Connecticut Department of Education; and
- The Texas Education Agency

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



Introduction

This handbook is designed to guide schools and districts through the process of developing and maintaining an effective Title I parent and family engagement program. The handbook explains and clarifies the requirements of the parent and family engagement provisions of Title I, Part A, Section 1116; Section 1112(e)(3)(C); and Section 1112(e)(4) of the Every Student Succeeds Act (ESSA).

While this handbook is based on the interpretation of ESSA and the regulations and guidance issued by the U.S. Department of Education (ED), the examples and templates included are not intended to be used in a one size fits all approach. These examples and templates are not required and, if used, should be adapted to each school or district's specific circumstance and setting. Prior to use, NDE highly encourages schools and districts to carefully review the examples and templates for their applicability to their specific situation. If there is any doubt as to the applicability of the examples and templates, NDE advises each district to consult legal counsel.

The research and evidence on the impact of family engagement is consistent, positive, and convincing. It is no secret that family engagement has a major impact on a child's learning and development throughout their life. When schools, districts, families, and community members work together to support a child's learning and development, children tend to do better in school, stay in school longer, and like school more.

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

- Improvement in school attendance;
- Increased social-emotional skills;
- Higher grades and test scores;
- Higher enrollment in advanced programs;
- Increased graduation rates; and
- Higher college enrollment rates.

[\(Henderson & Mapp, 2002\)](#)

Family engagement also is identified as one of the nine characteristics found most often in high-performing schools. High-performing schools intentionally link family engagement strategies to academic goals and make family engagement a part of their school improvement plan ([Shannon & Bylsma, 2007](#)).

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.

Handbook Sections

This handbook is organized into six 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 Title I schools and district an overview of the strong focus that ESSA has on parent and family engagement. Included in this section is the purpose of Title I, federal definitions, Nevada definition for family engagement, and the responsibilities of the State under ESSA.

Section Two

Stakeholder Feedback

This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section are summary and evaluation tools, a checklist for input, and annual evaluation materials.

Section Three

Policies

This section provides Title I schools and districts with guidance on specific criteria to assist them in understanding and meeting district and school parent and family engagement policy requirements. Included in this section are templates and examples districts and schools can use in their development of family engagement policies.

Section Four

Compacts

This section provides Title I schools and districts with guidance on specific criteria to assist them in understanding and meeting Title I school-parent compact requirements. Included in this section are templates and examples districts and schools can use in their development of school-parent compacts.

Section Five

Building Capacity

This section provides a crosswalk of the PTA National Standards for Family-School Partnerships and Section 1116(e) of ESSA, Title, Part A. Included in this section is a graphic of the Dual Capacity-Building Framework for Family-School Partnerships that was published by ED.

Section Six

Annual Title I Parent Meeting

This section provides Title I schools and districts with guidance for conducting the Annual Title I Parent Meeting. Included in this section are guides and templates districts and schools can use to meet the federal requirement.

Table of Contents

CONTACT INFORMATION	1
ACKNOWLEDGEMENTS AND SPECIAL THANKS	2
INTRODUCTION	3
HANDBOOK SECTIONS	4
SECTION ONE: THE EVERY STUDENT SUCCEEDS ACT, TITLE I, PART A, OVERVIEW	7
PURPOSE OF TITLE I	8
FEDERAL DEFINITIONS	9
NEVADA DEFINITION FOR FAMILY ENGAGEMENT	10
GENERAL STATE EDUCATIONAL AGENCY RESPONSIBILITIES (SEA) 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: STAKEHOLDER FEEDBACK	21
STAKEHOLDER FEEDBACK	22
SUMMARY OF EVALUATION METHODS	23
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 TEMPLATE	28
TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET SURVEY EXAMPLE	35
ASSESSING THE FINDINGS OF THE ANNUAL TITLE I PARENT AND FAMILY ENGAGEMENT EVALUATION	37
SECTION THREE: POLICIES	38
LOCAL EDUCATIONAL AGENCY (LEA) PARENT AND FAMILY ENGAGEMENT POLICY	39
LEA PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO QUALITY	40
LEA PARENT AND FAMILY ENGAGEMENT POLICY: TRADITIONAL TEMPLATE	43
LEA PARENT AND FAMILY ENGAGEMENT POLICY: INNOVATIVE EXAMPLE	47
SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY	52
SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY: GUIDE TO QUALITY	53
SCHOOL PARENT AND FAMILY ENGAGEMENT PLAN/POLICY: TRADITIONAL TEMPLATE	56

Table of Contents

SECTION FOUR: COMPACTS	64
SCHOOL-PARENT/FAMILY COMPACTS	65
SCHOOL-PARENT/FAMILY COMPACT: GUIDE TO QUALITY	66
SCHOOL-PARENT/FAMILY COMPACT: TRADITIONAL TEMPLATE	68
SCHOOL-PARENT/FAMILY COMPACT: INNOVATIVE TEMPLATE	71
SCHOOL-PARENT/FAMILY COMPACT: INNOVATIVE EXAMPLE	72
SECTION FIVE: BUILDING CAPACITY	75
THE DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS	76
BUILDING CAPACITY FOR INVOLVEMENT	77
PARENT TEACHER ASSOCIATION’S (PTA) NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS	78
BUILDING CAPACITY: A CROSSWALK FOR PARENT AND FAMILY ENGAGEMENT	79
SECTION SIX: ANNUAL TITLE I PARENT/FAMILY MEETING	82
ANNUAL TITLE I PARENT/FAMILY MEETING	83
ANNUAL TITLE I PARENT/FAMILY MEETING: TRADITIONAL FORMAT	84
ANNUAL TITLE I PARENT/FAMILY MEETING: TRADITIONAL MEETING EXAMPLE	85
ANNUAL TITLE I PARENT/FAMILY MEETING: FACILITATED DISCUSSION FORMAT	86
ANNUAL TITLE I PARENT/FAMILY MEETING: FACILITATED DISCUSSION MEETING EXAMPLE	88
REFERENCES	89

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); and
- 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 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, now more commonly referred to 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 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 engage families 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

Having a common definition for family engagement in Nevada gives everyone a shared understanding of what it means when we refer to or talk about family engagement. It allows everyone to be on the same page when discussing family engagement and puts us in a better position to make decisions going forward.

During the summer of 2019, the Family Engagement Framework Advisory Committee (Committee) and NDE engaged hundreds of stakeholders to help develop Nevada's definition for family engagement. Over 400 hundred families, educators, and community members shared their thoughts on what family engagement meant to them and what words or phrases Nevada's definition should include. The Committee and NDE then took all the feedback and crafted a common statewide definition.

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 and other stakeholders in the development of their plans for implementing federal law. NDE's ESSA plan was approved in August 2017 by the ED.

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.

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. 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

NDE'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; and
- Collaborating with districts and schools about their programs ensuring that instructional practices are evidence-based, data driven, and effective.

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

NDE'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; and
- Planning and implementing Nevada's Family Engagement Summit.

To learn more about NDE'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

Stakeholder Feedback

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

- Stakeholder Feedback (p. 22)
- Summary of Evaluation Methods (p.23);
- 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 Template (p. 28);
- Title I Parent and Family Engagement Budget Survey Example (p. 35); and
- Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation (p.37)



Stakeholder Feedback

Title I, Part A, Section 1116 of ESSA requires that all schools receiving Title I, Part A funds must provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the:

- LEA Parent and Family Engagement Policy/Plan;
- School Parent and Family Engagement Policy/Plan; and
- School-Parent Compacts.

Family input is also required when planning Title I, Part A family engagement budgets if LEAs receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement.

Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members.

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 Title I schools, including identifying possible barriers to greater participation of families in activities and programs. Additionally, LEAs 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, NDE provides several evaluation tools and different survey examples that can be adapted. 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.

Annual Title I Parent and Family Engagement Evaluation

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 their Title I family engagement program. Remember that using multiple methods will result in a better analysis. 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
Description	Focus groups are small groups of family members who come together in a confidential setting for a structured evaluation to gather data on family engagement policy and programs. This evaluation method can be adapted to a virtual option.	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. This evaluation method can be adapted to a virtual option.
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 family 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 is 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.

Annual Title I Parent and Family Engagement Evaluation

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
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. • The group could be dominated by only a few family members, which would result in only their opinions being heard. • 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. 	<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 to have access to an electronic device and the internet to participate. • 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. 	<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 ensure you allot time for a majority of families to comment. • 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 is held multiple times.

Focus Group Facilitation Template

A focus group provides the opportunity for several people to get together in a confidential setting and 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 strategies or 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 the 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 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 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.) What location or meeting platform is more convenient to conduct trainings, programs, meetings, and workshops?
- 7.) 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.
- 8.) 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.)
- 9.) 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 Template

Please Note: This template was originally developed by the State School Superintendent’s Parent Advisory Council (PAC) with assistance from the Georgia Department of Education’s Family-School Partnership Program. NDE has adapted this template for Nevada LEA and school use. LEAs and schools may use this template to guide them in meeting the compliance requirement of an annual evaluation, as described in Section 1116 of ESSA, particularly with consultation regarding the School Parent and Family Engagement Policy/Plan, the building staff capacity, and the 1% set aside. For input into the School-Parent Compacts, please see Section Four and Five. This sample survey may contain questions that are more or less suitable to address the needs of different LEAs and/or schools. It is highly encouraged that LEAs and schools review the survey questions and select the best questions to guide the development of a survey that is suited to individual objectives and needs. This survey can be adopted to be disseminated virtually as well.

[Insert LEA or School Logo]

Annual Evaluation Survey of the Title I Family Engagement Program

Dear Parents/Guardians and Family Members,

Our school conducts outreach to all parents and family members and supports successful school and family interactions. Your help in planning these family engagement efforts is appreciated. Please complete the following section to provide your recommendations into our efforts to help you support your child’s learning and educational success.

Tell Us About Your Child(ren)

Which school/schools does your child(ren) attend?

In which grade/grades is your child(ren)?

Family Engagement Budget

Our [District or school] system received \$ _____ in federal funds called “Title I, Part A” funds for Title I schools to engage parents and family members in their child’s education.

1. How would you prioritize the following items to spend these funds?

Last Year’s Budget Item	Budgeted Amount	Priority # (Order with #1 being the highest priority)	Was this effective?	Should we continue this next year?
Professional development for teachers and administrators about family engagement. For example: (Prepopulated by the LEA/school)	\$ _____ (Prepopulated by the LEA/school)		Yes or No	Yes or No

Last Year's Budget Item	Budgeted Amount	Priority # (#1 being the highest priority)	Was this effective?	Should we continue this next year?
Programs that reach parents and family members at home, in the community, and at school. For example: (Prepopulated by the LEA/school)	\$ _____ (Prepopulated by the LEA/school)		Yes or No	Yes or No
Distributing information about how best to engage all families in the education of their children. For example: (Prepopulated by the LEA/school)	\$ _____ (Prepopulated by the LEA/school)		Yes or No	Yes or No
Helping schools partner with community-based or other organizations or employers that support family engagement. For example: (Prepopulated by the LEA/school)	\$ _____ (Prepopulated by the LEA/school)		Yes or No	Yes or No
(Prepopulated by the LEA/school: Other activities and strategies that are identified as needed, appropriate, and consistent with the Parent and Family Engagement Policy/Plan.)	\$ _____ (Prepopulated by the LEA/school)		Yes or No	Yes or No

Other Comments:

What I Want School Staff to Know About Building Partnerships/Working with Families

2. What do you want teachers and staff to know about engaging families?

For My Child's Elementary School			
How can teachers and school staff build partnerships with parents and families to improve student achievement in elementary school?	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/activities/events	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/activities/events	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/activities/events

For My Child's Elementary School	Administrators	Teachers	Other School Staff
Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.			
Are you willing to take part in training school staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure

For My Child's Middle School	Administrators	Teachers	Other School Staff
How can teachers and school staff build partnerships with parents and families to improve student achievement in middle school?	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events
Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.			
Are you willing to take part in training school staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure

For My Child's High School	Administrators	Teachers	Other School Staff
How can teachers and school staff build partnerships with parents and families to improve student achievement in high school?	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal	<input type="checkbox"/> Value and use suggestions of families when making decisions <input type="checkbox"/> Reach out to, communicate with, and work with families as equal

For My Child's High School	Administrators	Teachers	Other School Staff
	partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events	partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events	partners <input type="checkbox"/> Implement and coordinate family engagement programs/ activities/ events
Please help the school develop professional learning activities for teachers, principals, other leaders, and other staff by writing your other ideas in the chart.			
Are you willing to take part in training school staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure

How I Want the School to Communicate With Me

3. What form(s) of communication do you prefer when it comes to information about your child's education? (Check all that apply)

Communication with My Child's School	Communication with the School District
<input type="checkbox"/> Personalized Email <input type="checkbox"/> Pre-recorded/Robo call <input type="checkbox"/> Mass Email <input type="checkbox"/> Notes or written messages sent home with student <input type="checkbox"/> Posting on website <input type="checkbox"/> Text message <input type="checkbox"/> Posting on website <input type="checkbox"/> Social Media (e.g. Facebook, Twitter) <input type="checkbox"/> Personal phone call <input type="checkbox"/> Education app (e.g., Class Dojo) <input type="checkbox"/> Infinite Campus <input type="checkbox"/> Other:	<input type="checkbox"/> Personalized Email <input type="checkbox"/> Pre-recorded/Robo call <input type="checkbox"/> Mass Email <input type="checkbox"/> Notes or written messages sent home with student <input type="checkbox"/> Posting on website <input type="checkbox"/> Text message <input type="checkbox"/> Posting on website <input type="checkbox"/> Social Media (e.g. Facebook, Twitter) <input type="checkbox"/> Personal phone call <input type="checkbox"/> Education app (e.g., Class Dojo) <input type="checkbox"/> Infinite Campus <input type="checkbox"/> Other:

4. Please complete the table for the following questions:

Question	Response
Communication with the school is provided, translated, or interpreted in a language I can understand.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure or Not applicable
The school offers meetings in different formats such as in person and online	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure or Not applicable
The school offers parent meetings at a convenient time of day / night.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure or Not applicable

5. When is the best time for you to attend a parent meeting?

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

6. What is the most likely reason you would not attend a family engagement event?

- Not aware of event taking place
- Events take place at inconvenient times/dates
- The location of the event is not convenient.
- I do not feel that events are relevant to me and my child(ren).
- Lack of transportation
- Lack of childcare
- Events are not in a language I can understand
- Other:

7. What would improve your participation in family engagement events/activities at your child(ren)'s school?

What I Need to Know to Help My Child Transition to Next Steps

8. Which transition service would you like the school to offer families (Check all that apply)

- Preschool to Kindergarten
- Elementary to Middle School
- Middle to High School
- High School to Career (Career Fairs, Career Cluster / Pathway)
- High School to College (Advanced Placement courses, college admission planning, college financial aid)
- Promotion / graduation requirements
- New student orientation for family members
- Other:

9. Which community-based organizations or businesses should the school work with to provide services to your child (e.g., PTA/PTO, Communities In Schools, business donations, work-based field trips)?

What I Need to Know to Help My Child Transition to Next Steps

10. Have you been provided the following information?

Information	Yes/No/Not Applicable	I would like additional information on this topic
Nevada State Assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
Other assessments used to evaluate	<input type="checkbox"/> Yes	

Information	Yes/No/Not Applicable	I would like additional information on this topic
by child's performance and progress	<input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
Alternate Assessments for students with special needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
State Academic Standards	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
Explanation of the curriculum or what my child is learning in class	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
How to support my child at home	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
How to contact my child(ren)'s teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
How to access my child's grades	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
Study and homework tips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
How to use technology to help my child	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
Information about the harms of copyright piracy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
The "Title I, Part A" Program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	

11. What should the school/teachers do to support you in helping children achieve success?

What I Know About the School's Plan to Engage Families

12. Answer the following questions.

Information	Yes/No/Not Applicable	Recommendations
My school asked me for feedback on the school parent and family engagement plan	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
The school makes the school parent and family engagement plan available to the local community	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	

Information	Yes/No/Not Applicable	Recommendations
The school updates, at least annually, the parent and family engagement plan to meet the changing needs of families and the school	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
If the Title I Schoolwide Plan is not satisfactory to families, the school submits any family comments to the district's Title I office	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
If requested by families, the school addresses opportunities for regular meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
The school explains what a School-Parent Compact is and how parents, the entire school staff, and students will share the responsibility for improved student academic achievement	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	
I feel like I have had an opportunity to provide feedback about and participate in decision-making about my child's education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure/Not Applicable	

13. The following is a list of family engagement activities that have previously been provided. Please rate, add comments, and make recommendations for each.

Activity/Event	Participation 0=Did not Participate 1=Not Helpful 2=Somewhat Helpful 3=Very Helpful	Comment	Recommendations
Annual Title I Parent/Family Meeting			
(School to repopulate the activity)			
(School to repopulate the activity)			

(LEA/School may add additional rows as needed.)

14. We greatly appreciate your participation in this survey. We look forward to reviewing your feedback and using that information to improve the quality of our school-family partnerships. Please add any additional comments, suggestions, or questions below. If you do have a question, please include contact information as to how to reach out to you.

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.

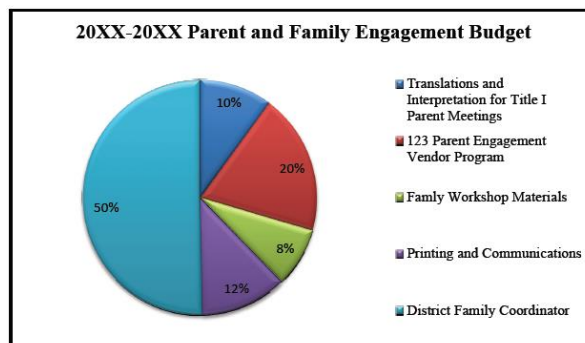
Parent and Family Engagement
Budget Survey
Nevada Elementary School
Nevada School District
April 15, 2021

Dear Parents and Family Members,

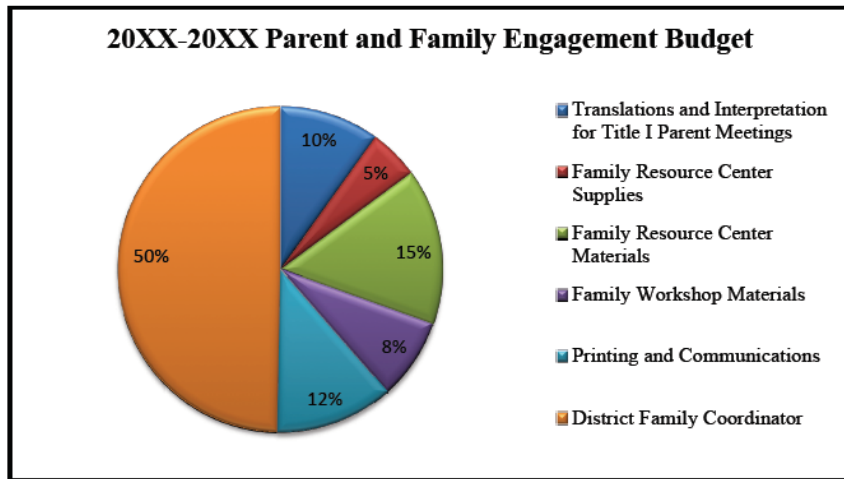
We value your input! As a parent of a child who receives Title I services in our school, you have the right to give input about how the school district budgets and spends its Title I parent and family engagement money. Over the last few weeks, our school held various meetings with parents and family 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. 39);
- LEA Parent and Family Engagement Policy: Guide to Quality (p. 40);
- LEA Parent and Family Engagement Policy: Traditional Template (p. 43);
- LEA Parent and Family Engagement Policy: Innovative Example (p. 47);
- School Parent and Family Engagement Policy (p. 52);
- School Parent and Family Engagement Policy: Guide to Quality (p. 53);
- School Parent and Family Engagement Plan/Policy: Traditional Template (p. 56); and
- School Parent and Family Engagement Plan/Policy: Innovative Example (p. 60)



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 policy shall be incorporated into the local educational agency's plan developed under Section 1112, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the agency will: 1116(a)(2)(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA 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.

The LEA will provide ongoing guidance and professional development to schools in planning and implementing effective parent and family engagement practices inclusive of school parents and family engagement policies/plans, school parent compacts, all Title I, Part A Section 1116 requirements, outreach to parents of English Learners (ELs) and the notice to parents of participating English Learners in supplemental language instruction programs as described in Section 1112(e)(3). Each district will develop written policies and procedures for its Title I Schools that describe its guidance and direction as to the requirements and expectations of its parent and family engagement program. This written guidance may include timelines, templates, and other materials that help ensure timely compliance with federal law and local expectations.

To better assist districts in the development of the LEA family engagement policy, NDE provides two different templates LEAs can 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. LEAs 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

LEAs may use the guide below to identify the requirements for the LEA family engagement policy and match these requirements with the policy examples provided by NDE. Title I, Section 1116 of 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. LEAs 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 LEA 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 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 LEA 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.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
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 LEA will establish an adequate budget for family engagement activities and programs.
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 LEA 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 LEA 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 LEA 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.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
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.
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 family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of ESSA:

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 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 NDE. Title I, Section 1116 of 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/Family Meetings at various times and in varying formats.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
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.
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.

	Does the LEA Parent and Family Engagement Policy:	Section of Title I Law	Suggestion to make the policy more effective:
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.
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 district.

[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 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 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 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 family engagement and will carry out programs, activities, and procedures in accordance with this definition:

- 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 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 only 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.

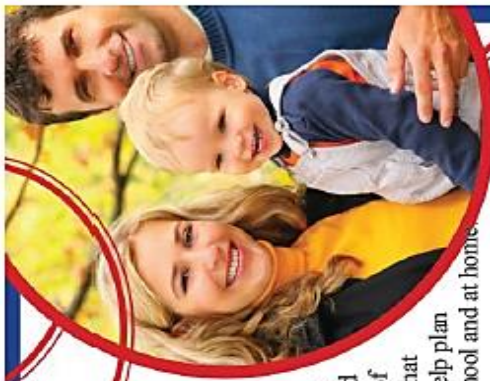


School Plan for Shared Student Achievement

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.

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

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.

Lunch n Learn – Monthly

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

Community Cares Fair – March 15, 2019

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

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





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** 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.
- ✓ **7F** 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. **7B**

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** 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.
- ✓ 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**

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. 65);
- School-Parent/Family Compact: Guide to Quality (p. 66);
- School-Parent/Family Compact: Traditional Template (p. 68);
- School-Parent/Family Compact: Innovative Template (p. 71); and
- School-Parent/Family Compact: Innovative Example (p. 72)



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 NDE. 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 families, 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.. 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:
Teacher/ School 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.
Teacher/ School 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 with families 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 families to support at home learning.
Teacher/ School 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.
Parent 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.
Parent 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:
Student 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.
Student 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 families and teachers opportunities to develop skills for working together. • Offer activities based on identified family 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 childcare 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 family’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 Family Member,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement as well as describes how the school and families 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: Families, students, and staff of [Insert School Name] partnered together to develop this school parent/family compact for achievement. Teachers suggested home learning strategies, families added input about the types of support they needed, and students told us what would help them learn. Families 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. Families are also encouraged to participate in the annual Title I survey that is also used as a tool to collect 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 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 parent 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 Podluck 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



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:

SIGNATURE SHEET

School-Parent/Family Compact

[Insert School Name]

[School Year XXXX - XXXX]

[Revision Date MM/DD/YYYY]

Dear Family Member,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement as well as describes how the school and families will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent/Family Compact.

Please sign and date below to acknowledge that you have received, read, and agree to this School-Parent/Family Compact. Once signed, please return the form to your child’s teacher and keep the School-Parent/Family Compact as a reminder of your commitment. The School-Parent/Family Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school.

We look forward to our school-parent partnership!

Teachers/School Representative Signature:

Date:

Parent/Guardian Signature:

Date:

Student Signature:

Date:

Section Five

Building Capacity

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

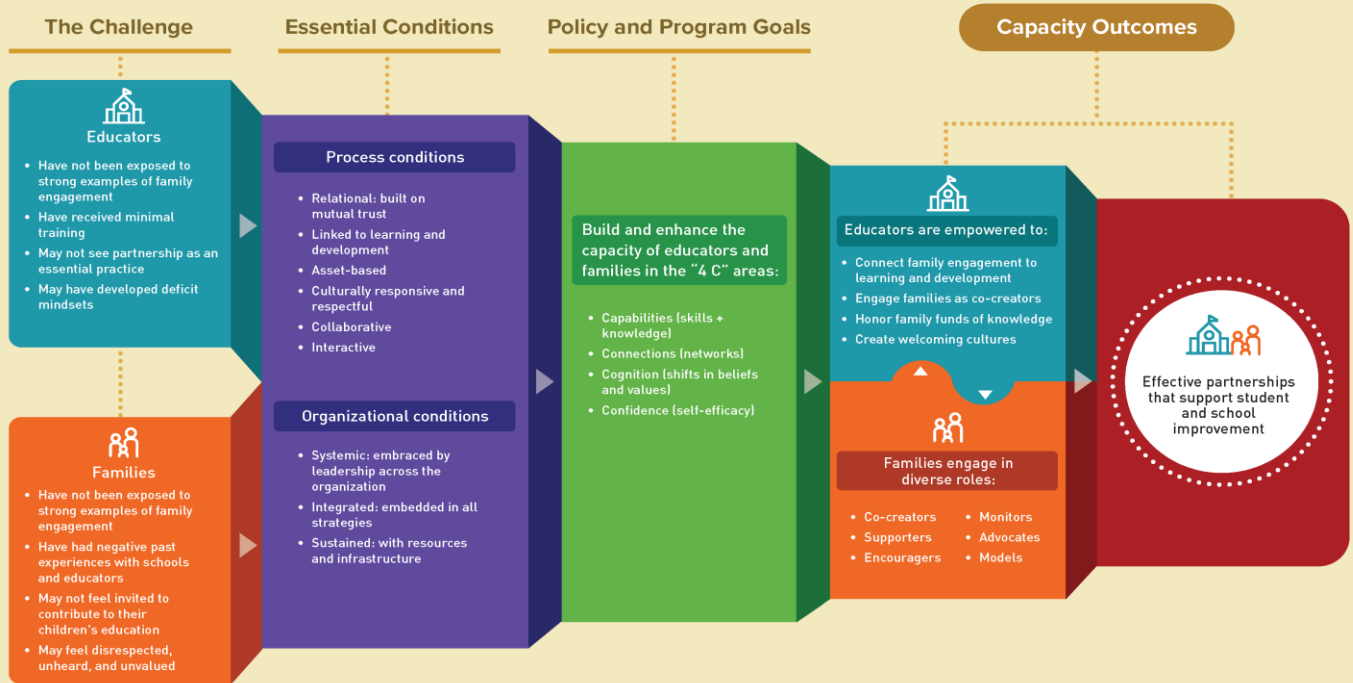
- A graphic of the Dual Capacity-Building Framework for Family-School Partnerships
- The National PTA Standards for Family-School Partnerships (adopted in 2015 by the Nevada State Board of Education as Nevada’s Parental Involvement and Family Engagement Policy)

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)

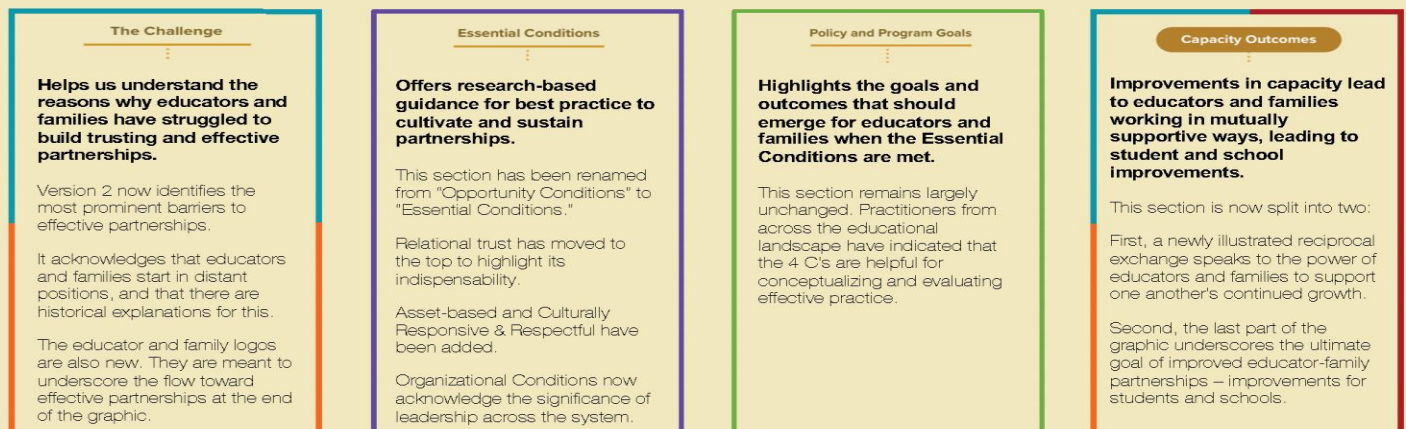
RATIONALE FOR THE REVISIONS

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 ESSA 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 highly 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 NDE is not requiring those eight components right now, they may become requirements in the future and NDE will clearly communicate that out to schools and districts. To ensure effective family engagement and to support a partnership among the school, families, and the community to improve student academic achievement, each school and LEA 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>	Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
<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>	Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
<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>	Standard 1: Welcoming All Families Into the School Community – Families are <i>active participants</i> 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. Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.
<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>	Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

<p>Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement</p>	<p>PTA National Standards for Family-School Partnerships</p>
<p>(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;</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p>
<p>(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</p>	<p>Standard 4: Speaking Up for Every Child – Families are <i>empowered</i> to be <i>advocates</i> for their own and other children, to ensure that students are treated fairly and have <i>access to learning opportunities</i> 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>
<p>(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;</p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>
<p>(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;</p>	<p>Standard 1: Welcoming All Families Into the School Community – Families are <i>active participants</i> in the life of the school, and feel <i>welcomed</i>, and <i>connected</i> 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 <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>
<p>(9) may train parents to enhance the involvement of other parents;</p>	<p>Standard 4: Speaking Up for Every Child – Families are <i>empowered</i> to be <i>advocates</i> for their own and other children, to ensure that students are treated fairly and have <i>access to learning opportunities</i> that will support their success.</p>
<p>(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</p>	<p>Standard 2: Communicating Effectively – Families and school staff engage in <i>regular, two-way and meaningful communication</i> about student learning.</p> <p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p>

<p>Title I Parental Involvement – Section 1116(e) 14 Activities to Build Capacity for Parent and Family Engagement</p>	<p>PTA National Standards for Family-School Partnerships</p>
<p><i>(11) may adopt and implement model approaches to improving parental involvement;</i></p>	<p>All Standards: Standard 1 – Welcoming All Families Into the School Community Standard 2 – Communicating Effectively Standard 3 – Supporting Student Success Standard 4 – Speaking Up for Every Child Standard 5 – Sharing Power Standard 6 – Collaborating with Community</p>
<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></p>	<p>Standard 5: Sharing Power – Families and school staff are <i>equal partners</i> in <i>decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>
<p><i>(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and</i></p>	<p>Standard 6: Collaborating with Community – Families and school staff <i>collaborate with community</i> members to <i>connect</i> students, families, and staff to expand learning opportunities, community services, and civic participation.</p>
<p><i>(14) SHALL provide such other reasonable support for parental involvement activities under this section as parents may request.</i></p>	<p>Standard 3: Supporting Student Success – Families and school staff continuously <i>collaborate to support students’ learning</i> and healthy development both at <i>home and at school</i>, and have regular opportunities to <i>strengthen their knowledge and skills</i> to do so effectively.</p> <p>Standard 5: Sharing Power – Families and school staff are <i>equal partners</i> in <i>decisions</i> that affect children and families and together, inform, influence, and <i>create policies, practices, and programs.</i></p>

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 families 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/family 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, NDE 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 Example

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 Example

[Insert School Name]

Title I Annual Parent/Family Meeting

[Insert Meeting Location]

[Insert Date and 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:

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 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/timekeeper
- 5 facilitators (staff members or family 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 family members 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 families to feel comfortable to ask questions and you may not want more than 10 family members in each group

Guide:

Welcome & Explanation of the Event (20 minutes)

Greet your families 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 have not taken your children there yet, you can do so after I finish explaining what we are going to talk about today. There are refreshments in the back of the room, please help yourself. We want today to be casual and for you to leave with some great information about Title I as well as information families should know about our school. Before we begin our small group discussion, I would 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*.

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

[Insert School Name]

Annual Title I Parent/Family Meeting

[Insert Meeting Location]

[Insert Date of Meeting]

[Insert Time of Meeting]

Welcome families 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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