*[Insert Your LEA Logo Here]*

**Checklist for Building Capacity of Parents**

Based on the Every Student Succeeds Act (ESSA), Title I, Part A, Section 1116 and Section 1112(e)

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The district office must use this or a district-developed checklist to include all required components for **each** meeting or communication for building parent capacity. For each activity, indicate which of the “six shalls” was met. Then provide supporting documentation of the meeting with the checklist. Title I Schools must meet all six shalls of Section 1116(e) as well as Section 1112(e)(3)(C) of the ESSA. All topics from the six shalls and Section 1112(e)(3)(C) must be covered at some point during the school year but the number of parent capacity sessions may vary. Certain activities or communications may meet some or all six shalls. (Note: Activities and communications should be linked to the Comprehensive Needs Assessment and School Improvement Plans.)

|  |
| --- |
| **Documentation** |
| * **Primary Method: In-Person or Online Parent Meetings**   Title of Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * **Invitation in 2 or more ways** * **ALL PARENTS were invited** * **Only PARENTS OF ELs were invited** (to a WIDA Assessment overview; to a Title I Meeting in another language)   **How were your parents invited?** (Indicate type of invitation on the lines below, e.g., flyer, social media post, calls)   * 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No * **Agenda with *date and time*** * **Sign-in sheets with *date and role*** *(e.g., parent, teacher, language interpreter)* * **Minutes / Notes / Summary / Handout / Presentation Slides** to document discussed topics:   **Shall #1**   * + Challenging State academic standards   + State and local academic assessments, including alternate assessments   + What is Title I and parent rights   + How to monitor a child’s progress   + Work with educators to improve the achievement of their children   **Shall #2**   * 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)   **Shall #3**  *See* [*Checklist for Building Capacity of School Staff*](https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx)  **Shall #4**   * Parent and family engagement programs and activities coordinated and integrated with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children   **Shall #5**   * To the extent practicable, information related to school and parent programs, meeting invitations, agenda, and other meeting materials were in a language and format parents can understand   **Shall #6**   * Other reasonable support for family engagement activities as parents may request: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Section 1112(e)(3)(C) - Evidence of effective means of outreach to parents of English Learners**   * To inform parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to * attain English proficiency * achieve at high levels within a well-rounded education * meet the challenging State academic standards expected of all students * To 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 Title I or Title III * **Feedback / Evaluation Form** * **Evidence that transportation / child care / interpreters / accommodations were provided, if applicable** * **Evidence that meeting was held at a convenient time for parents** based on surveys or feedback forms |
| * **Secondary Method: Continuous Communications**   Subject of Communication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date(s) Communication Sent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * **Copy of email / text message / social media posts / website / parent portal / newsletter / link to video / tip sheets / flyers / handout / brochure / other** communication with ***date*** and addressed to parents with topics such as:   **Shall #1**   * Challenging State academic standards * State and local academic assessments, including alternate assessments * What is Title I and parent rights * How to monitor a child’s progress * Work with educators to improve the achievement of their children   **Shall #2**   * 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)   **Shall #3**  *See* [*Checklist for Building School Staff Capacity*](https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx)  **Shall #4**   * Parent and family engagement programs and activities coordinated and integrated with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children   **Shall #5**   * To the extent practicable, the communication method was in a language and format parents can understand   **Shall #6**   * Other reasonable support for family engagement activities as parents may request: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Section 1112(e)(3)(C) - Evidence of effective means of outreach to parents of English Learners**   * To inform parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to * attain English proficiency * achieve at high levels within a well-rounded education * meet the challenging State academic standards expected of all students * To 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 Title I or Title III * **Logs of phone calls / emails / text messages / home visits** with ***date*** demonstrating two-way communication |
| **Why?**   * Each Title I school 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 *- Section 1116(e)(1)* * Each Title I school 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 *- Section 1116(e)(2)* * Each Title I school 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 *- Section 1116(e)(4)* * Each Title I school 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. – *Section 1116(e)(5) and Section 1112(e)(4)* * Each Title I school shall provide such other reasonable support for parental involvement activities under this section as parents may request. *- Section 1116(e)(14)* * Each Title I school shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students [and]… 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 [Title I] or Title III. – *Section 1112(e)(3)(C)* |

School Staff Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Office Staff Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signatures indicate documents were reviewed and meet Title I Parent and Family Engagement requirements.

*Title I schools in partnership with the Georgia Department of Education to implement Academic Parent-Teacher Teams (APTT) with fidelity will have met the requirements of building capacity for both school staff and parents. LEAs may use this checklist to monitor its APTT School’s documentation.*