

# TITLE I, PART A Overview



*This section provides an overview of the strong focus that the ESSA has on parent and family engagement. Included in this section is the purpose of Title I, federal definitions, the responsibilities of the Department's Family-School Partnership Program.*

# Purpose of Title I

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Title I, Part A is a federally funded program under the Every Student Succeeds Act (ESSA). The purpose of Title I under the ESSA is to ensure that all children have a fair, equal, 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 the ESSA has many requirements, there is a strong focus throughout the law on parent and family engagement notification and involvement, 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, parents, and administrators can measure progress against common expectations for student academic achievement.
- » Affording parents substantial and meaningful opportunities to participate in the education of their children.

# Federal Definitions

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

- » Build capacity to involve parents/stakeholders in an effective partnership with the school.
- » Share and support high student academic achievement.

Parental involvement has been a vital component of Title I in the Elementary and Secondary Education Act (ESEA) since it became law in 1965, but the term itself had never been defined until the 2001 reauthorization of the ESEA when amended by the No Child Left Behind (NCLB) Act. This amendment clarified the term parental involvement as well as lawfully established that parents are the key stakeholders in their children's education. The definition of parental involvement can be found in Section 8101(39) of the ESSA 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 and ensuring that:

- » Parents play an integral role in assisting their child's learning.
- » Parents are encouraged to be actively involved in their child's education at school.
- » Parents are full partners in their child's education and are included, when appropriate, in decision-making as well as being a part of the advisory committees to assist in the education of their child.
- » Other activities are carried out, such as those described in Section 1116.

This definition, in conjunction with other provisions in the ESSA, set the parameters by which State Educational Agencies (SEAs), LEAs, and schools must implement policies, programs, and procedures to involve parent(s) in Title I Programs (US ED, 2004).

In 2004, the US ED issued *Parental Involvement: Title I, Part A Non-Regulatory Guidance* to assist SEAs, LEAs, and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance is not intended to be all-inclusive; rather, it answers questions about and clarifies aspects of the law that were brought to the attention of the U.S. Department of Education. To learn more about Title I, Part A parental involvement and to read the non-regulatory guidance, please visit:

<http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

# General SEA Responsibilities Under ESSA

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The ESSA requires State Educational Agencies (SEAs) to involve parents and other stakeholders in the development of their plans for implementing federal law. The Department's plan was approved in January 2018 by the U.S. Department of Education.

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

Such parent and family engagement responsibilities fall into three general categories:

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

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

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

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

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



# Family-School Partnership Program

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The Georgia Department of Education’s Family-School Partnership Program ensures that Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions to build parent capacity to improve student achievement and promote academic success as mandated by the ESSA. Schools and districts must ensure that strong strategies are in place to both build capacity to involve parents/stakeholders in an effective partnership with the school and to share and support high student academic achievement. The Family-School Partnership Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement; therefore, the goal of the Family-School Partnership Program is to increase student achievement by engaging and empowering parents to become actively involved in their children’s education across all grade levels. To achieve this goal, the Family-School Partnership Program:

- » Works with partners in local school districts and throughout Georgia’s communities by supporting and providing effective and practical, research-based practices to equip parents with the best strategies and resources available to help their children succeed in school.
- » Develops and delivers communications to schools and school districts on the factors that influence student success.
- » Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to schools, districts, and families.
- » Provides technical assistance, trainings, materials, and professional development opportunities to district and school administrators, family engagement coordinators or liaisons, and other family engagement professionals on parent and family engagement compliance as mandated by law as well as on family engagement strategies.
- » Monitors Title I schools and districts to ensure that schools and districts receiving Title I, Part A funds are in compliance with parent and family engagement requirements by implementing programs, activities, and procedures designed to involve parents through policies and plans.
- » Collaborates and coordinates plans with other Department programs to ensure that parent and family engagement is the focus of various initiatives across the agency and that school districts are equipped with knowledge of these programs to share with parents and their children.

To learn more about the Department’s Family-School Partnership Program and to obtain needed resources, visit our website at: <http://partnerships.gadoe.org>

# Every Student Succeeds Act, Title I, Part A, Section 1116

The following is a comparison of the Elementary and Secondary Education Act, Title I, Part A (ESEA), and the Every Student Succeeds Act, Title I, Part A (ESSA). Text that is struck out in gray was removed from the old law. Green text was added to the new law. To read the full text of the ESSA, visit the US ED website at <http://www.ed.gov/essa>

## ~~PUBLIC LAW 107-110 SEC. 1118. PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT~~

### (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 **parental and family engagement involvement** 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 for parent and family involvement**, and describe how the agency will:

- ~~(A) Involve parents in the joint development of the plan under Section 1112 and the process of school review and improvement under Section 1116:~~
- (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 participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:~~
- (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) Build the schools' and parents' capacity for strong parental involvement as described in Subsection (e).~~
- (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) Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading Home Instruction Program for Preschool Youngsters, and state-run preschool 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) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies described in this section.~~
- (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.~~
- (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 not less than 1 percent of such agency’s allocation under Subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency’s allocation under Subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.~~

**(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) ~~PARENTAL 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 ~~95~~ 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 PARENTAL AND FAMILY ENGAGEMENT INVOLVEMENT 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 ~~parental and family engagement involvement~~ 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 ~~parental and family engagement involvement~~ 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 parental and family engagement involvement 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 parental and family engagement involvement policy and the joint development of the schoolwide program plan under Section 1114(b)(2), 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 proficiency levels students are expected to meet:~~ 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)(2) 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 parental and family engagement involvement 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 ~~state's student academic achievement standards~~ challenging State academic standards, and the ways in





- (3) Shall educate teachers, ~~pupil services personnel, principals,~~ **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 ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs;~~ **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 parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities 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 in a format and, to the extent practicable, in a language such parents understand.~~

**(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) **INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS** – In a state where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the state shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.~~

**(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 parental and family engagement involvement policies and practices to determine if the policies and practices meet the requirements of this section.

# Every Student Succeeds Act, Title I, Part A, Section 1112

The following is a comparison of the Elementary and Secondary Education Act (ESEA), Title I, Part A, and the Every Student Succeeds Act (ESSA), Title I, Part A. Text that is struck out in gray was removed from the old law. Green text was added to the new law. To read the full text of the ESSA, visit the US ED website at <http://www.ed.gov/essa>.

## Section 1112. LOCAL EDUCATIONAL AGENCY PLANS.

~~(g) PARENTAL NOTIFICATION-~~ **(e) PARENTS RIGHT-TO-KNOW.—**

~~(1) IN GENERAL-~~ **(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 in part C of title III~~ shall, not later than 30 days after the beginning of the school year, inform ~~a parent or parents of a limited an~~ English learner ~~proficient child~~ 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 ~~limited English proficient children~~ **English learners**, and the expected rate of graduation from ~~secondary high school~~ **secondary 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 ~~secondary high schools~~ **secondary 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 — ~~(aa)~~ **(I)** the right that parents have to have their child immediately removed from such program upon their request; ~~and~~

~~(bb)~~ **(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

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

~~(B) SEPARATE NOTIFICATION—In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.~~

~~(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.~~

~~(3)~~ **(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.**—For those children who have not been identified as ~~limited English learners proficient~~ 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 ~~within~~ **during** the first 2 weeks of the child being placed in a language instruction educational program consistent with ~~paragraphs (1) and (2)~~ **subparagraph (A)**.

~~(4)~~ **(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 ~~limited English learners proficient~~ students 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 ~~in core academic subjects~~ **within a well-rounded education**; and

**(cc)** meet challenging State academic ~~achievement~~ standards and State academic ~~content standards~~ expected of all students.

**(ii) REGULAR MEETINGS.**—~~Implementing an effective means of outreach to parents under clause (i) shall including~~ **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**.

~~(5)~~ **(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.

~~(2)~~ **(4) NOTICE AND FORMAT.**—The notice and information provided ~~in paragraph (1) to a parent or parents under this subsection~~ of a child identified for participation in a language instruction educational program for ~~limited English proficient children~~ shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.



# OVERARCHING REQUIREMENTS

Certain provisions of Title I, Part A parent and family engagement law must be addressed by both the local educational agency (LEA) and Title I schools, as they apply to requirements and programs at the district and school-levels. These overarching requirements can be found by reviewing the Compliance Implementation Rubric Rating System on the following pages. This rubric provides a comprehensive list of the parent and family engagement provisions that districts and schools are required to meet as part of their parent and family engagement programs as well as examples of innovative and exceptional practices. It serves as a tool that will help districts and schools review the requirements and monitor their progress and documentation in implementing parent and family engagement activities, programs, and procedures.

In addition, the Parent and Family Engagement Compliance Checklist is a tool to assist the LEA and Title I schools with meeting each of the parent and family engagement requirements found in Title I, Part A, Section 1116 of the ESSA as well as the other parent notifications required by federal law. The checklist may be downloaded from the Family-School Partnership Program’s website at: <http://partnerships.gadoe.org> under “Policies”. Both the checklist and the rubric are not used by the Georgia Department of Education (GaDOE) Cross-Functional Monitoring team and are optional tools for LEAs and Title I schools to examine their progress.

For the Cross-Functional Monitoring Indicators Document, visit the Federal Programs website at: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx> and click on “Federal Programs Monitoring”.

Districts and schools will find information regarding the parent and family engagement budget as part of this section because parent and family engagement funds are allocated at both the district and school-level. For questions about Title I parent and family engagement budgets, visit the Title I, Part A’s Other Resources webpage at: <http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx> or coordinate with your district’s Federal Programs Director to contact the designated GaDOE Title I Area Specialist.

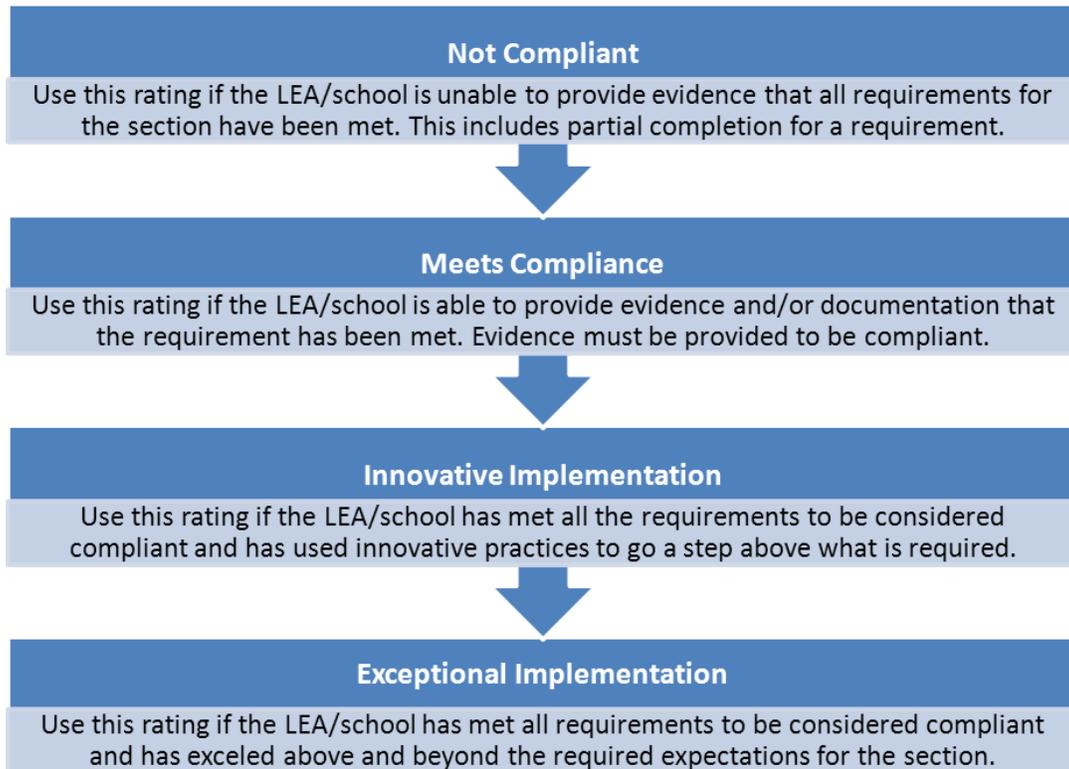
*Compliance Implementation Rubric Rating System  
Parent and Family Engagement Budget Survey Sample*

# Compliance Implementation Rubric Rating System

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These compliance implementation rubrics could be used by Georgia Title I schools and districts to assist them in understanding and meeting Title I parent and family engagement compliance monitoring requirements. In addition, the implementation rubrics will help schools carry out effective and strategic family engagement actions tied to compliance mandates to build parent leadership and capacity. To use:

- 1) Refer to the checked box at the top of each rubric to determine if the family engagement requirement should be completed at the district-level, school-level, or both.
- 2) Read the identified family engagement requirement, and review the listed compliance monitoring documentation – check the boxes for documentation that your program maintains.
- 3) Review the implementation rubric to determine your program’s level of implementation for the identified family engagement requirement.
- 4) Rate each family engagement requirement as Not Compliant, Meets Compliance, Innovative Implementation, or Exceptional Implementation.
- 5) Determine action steps to address each area that does not meet compliance, and enhance current family engagement plans to improve current compliance practices.





Please note that while the innovative and exceptional implementation ratings are reflective of strategic and effective family engagement actions, they are not all-inclusive. Schools and districts are encouraged to implement other innovative and exceptional family engagement actions as well. Use of the rubric on the following pages is optional.

*Adapted from New Jersey PIRC. (2010). Title I Parental Involvement A Self-Evaluation Tool for New Jersey Schools. Adapted from California Department of Education. (2011). Family Engagement Framework: A Tool for California School Districts.*

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(1) and Section 1116(a)(2)

## Local Educational Agency Parent and Family Engagement Policy - Policy Development



DISTRICT LEVEL



SCHOOL LEVEL

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 and family members of participating children.**

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 address Section 1116(a)(2)(A)-(F).

### Compliance Documentation

- Copy of LEA parent and family engagement policy with the revision date, month, and year
- Meeting agendas and sign-in sheets from LEA policy meetings (or other input opportunities) with parents
- Proof LEA parent and family engagement policy was distributed in multiple ways (signature sheets, postage receipts, website screen shots, pictures of where the policy is located for pickup, distribution on meeting agendas, etc.)
- Parent feedback in the form of minutes from the LEA policy meetings (or other input opportunities)
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the development and/or revision of the LEA policy.
- District procedures for how parents are able to provide input on the LEA parent and family engagement policy

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Conduct a meeting (offer other formal and informal opportunities) <b>jointly with parents of Title I programs to develop, discuss, revise, and agree</b> upon the LEA parent and family engagement policy.</li> <li>• Ensure all Title I parents have the <b>opportunity to provide input on the LEA parent and family engagement policy</b> by providing several attempts and ways to gather parent feedback.</li> <li>• <b>Distribute and make available</b> the revised LEA parent and family engagement policy to all parents in <b>multiple ways.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Establish school improvement efforts and student performance goals as the foundation for developing and revising the LEA parent and family engagement policy.</li> <li>• Utilize parent leaders to co-facilitate the LEA parent and family engagement policy revision meetings each year and then use them throughout the year to summarize and promote successes in student achievement as it relates to the LEA parent and family engagement policy.</li> <li>• Translate the LEA parent and family engagement policy into various languages based on family need.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a districtwide Title I Parent Advisory Council with parent membership from each Title I school in the district to guide and coordinate family engagement programs throughout the district as outlined in the LEA parent and family engagement policy.</li> <li>• Measure the impact of family engagement on student achievement in the LEA parent and family engagement policy by establishing a plan of work as well as parent-school communications plan with measurable goals.</li> </ul>

Compliance  
Implementation Rubrics

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(A)

## Local Educational Agency Parent and Family Engagement Policy - Written Jointly with Parents



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives Title I funds shall involve parents and family members in **jointly developing** the local educational agency plan under Section 1112 and the **development of support and improvement** under paragraphs (1) and (2) of Section 1111(d).

### Compliance Documentation

- Copy of LEA parental involvement policy stating how parents will be involved in the Comprehensive Local Educational Agency Improvement Plan (CLIP) and the school improvement plans
- Copy of the CLIP stating how parents are involved in the development of this plan and the school improvement plans
- Meeting agendas and sign-in sheets from the CLIP and school improvement plan meetings (or other input opportunities) with parents
- Parent feedback in the form of minutes from the CLIP and school improvement plan meetings (or other input opportunities)
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the development and/or revision of the CLIP and school improvement plans

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA parent and family engagement policy</b> stating how all parents of Title I eligible students <b>will be included in the joint development</b> of the CLIP and school improvement plans.</li> <li>• Conduct a meeting (or other formal and informal opportunities) <b>jointly with parents</b> of Title I programs to <b>develop and/or revise</b> the CLIP and school improvement plans.</li> <li>• Ensure all Title I parents have the <b>opportunity to provide input on the CLIP and school improvement plans</b> by providing several attempts and ways to gather parent feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute and make available the revised CLIP and school improvement plan to all parents in more than two ways.</li> <li>• Hold meetings at each individual school in the district with various standing parent groups, advisory councils, and focus groups (this particular meeting must be open for all Title I parents to attend) to receive feedback on the CLIP and school improvement plans. Present information in a concise and family-friendly manner to receive effective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a training for interested parents prior to the formal CLIP and/or school improvement development and review meetings on understanding of the CLIP and school improvement plan templates as well as the process for developing the plans. Coordinate with parent volunteers who will lead small group discussions during the review meetings. Also share strategies for monitoring the CLIP and school improvement goals/objectives on an ongoing basis.</li> </ul>

Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(B)

## Local Educational Agency Parent and Family Engagement Policy – Technical Assistance

DISTRICT LEVEL       SCHOOL LEVEL

Each LEA that receives Title I funds shall provide the **coordination, technical assistance, and other support necessary** to assist and build the capacity of all participating 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 employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

### Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will support schools in planning and implementing effective family engagement activities that improve student achievement
- Guidance and communications to schools from the LEA on family engagement requirements, school parent and family engagement policies, school-parent compacts, and family engagement strategies
- Meeting agendas and sign-in sheets from professional development sessions or technical assistance on effective family engagement strategies
- Communication materials and resources provided to schools on effective family engagement strategies
- Presentations or training materials used to provide professional development sessions or technical assistance to schools on effective family engagement strategies

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA parent and family engagement policy</b> stating how the LEA will support schools <b>in planning and implementing effective parent and family engagement activities</b> that improve student academic achievement.</li> <li>• Provide <b>ongoing guidance, professional development and/or technical assistance</b> to schools on effective parent and family engagement practices, school parent and family engagement plans, and school-parent compacts.</li> <li>• Ensure support provided to schools is linked to planning and implementing effective parent and family engagement activities as it relates to <b>increasing student academic achievement</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize parent participation in the training of school staff on effective family engagement activities and strategies. Parent participation can be in the form of parents as trainers, guest speakers, or part of open-table discussions/forums on how to increase family engagement in the school.</li> <li>• Hold regular or periodic staff trainings on parent and family engagement strategies at staff meetings or professional development days on topics such as creating welcoming school environments, effective two-way, home-school communication, and involving parents in the homework process.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an evaluation of school staff to gauge their understanding of the link between parent and family engagement and student achievement. Then use the data to customize webinars, professional development trainings, teaching tip sheets, or other communications to help school staff improve their understanding and abilities to implement effective parent and family engagement academics linked to learning.</li> </ul>

Compliance  
Implementation Rubrics

Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(C)

## Local Educational Agency Parent and Family Engagement Policy – Coordination and Integration of Programs



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives Title I funds shall **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.

### Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will coordinate and integrate parent and family engagement strategies with programs as described in Section 1116(a)(2)(C)
- Dated meeting agendas and minutes indicating the collaboration and planning processes
- Dated sign-in sheets (indicating person’s title and/or role) from partnership meetings
- Partnership agreements with approved organizations describing goals and strategies
- Correspondence (email, letters) between the school and participating programs
- Notification of meetings, such as invitations and flyers encouraging staff and parent attendance
- Written procedures describing the coordination and integration of parent and family engagement programs

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA parent and family engagement policy</b> describing the procedures the LEA will follow to <b>coordinate and integrate</b> parent and family engagement strategies and activities with these required programs.</li> <li>• <b>Distribute and share information</b> with these programs concerning school events and activities for parents that <b>help support student learning and promote academic achievement.</b></li> <li>• <b>Integrate with identified programs,</b> as stated in the law, by inviting parents of these children to participate in school programs and events focused on <b>improving school transitions for students and families.</b></li> <li>• <b>Coordinate with the corresponding organizations</b> to strengthen communication and enhance potential opportunities for parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Open school facility space, and invite parent groups from these programs to utilize available space to conduct meetings and activities.</li> <li>• Provide information and resources that support school orientation for parents and students to assist the school transition process.</li> <li>• Establish a school transition team to design and implement academic programs and activities that will determine and improve parents’ and students’ level of academic preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare families for a new school year by creating a school orientation video explaining the school and class requirements and educational differences that students and parents can expect to experience.</li> <li>• Allow parents of upcoming students to participate in a guided tour and follow a sample student day.</li> <li>• Deliver educational materials with the help of school staff to the parents and family members of children participating in these programs to provide resources that will academically prepare students and families.</li> </ul>

- Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

**Every Student Succeeds Act (ESSA), Title I, Part A  
Section 1116(a)(2)(D) and Section 1116(a)(2)(E)**

**Local Educational Agency Parent and Family Engagement Policy -  
Annual Evaluation**



**DISTRICT LEVEL**



**SCHOOL LEVEL**

The LEA must 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 the schools served under this part**, including identifying 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**); the needs of parents and family members **to assist with the learning of their children, including engaging with school personnel and teachers**; strategies to support successful school and family interactions; and **use the findings of such evaluation 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.

**Compliance Documentation**

- Copy of LEA parent and family engagement policy stating how the LEA will conduct an annual evaluation of the content and effectiveness of the LEA parent and family engagement policy
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the evaluation of the Title I parent and family engagement policy
- Meeting agendas, minutes, and sign-in sheets from evaluation meetings
- Copy of annual Title I parent and family engagement survey with summary of results
- Parent feedback from LEA/school parent evaluation meetings (focus groups, open discussion forums, etc.)

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<ul style="list-style-type: none"> <li>• Include a section of the <b>LEA parent and family engagement policy</b> stating how the district will <b>complete an annual evaluation</b> to <b>review the effectiveness</b> of the parent and family engagement policy.</li> <li>• Survey families or collect other evaluation data annually to evaluate the <b>content and effectiveness</b> of the parent and family engagement policy, inclusive of hard-to-reach or diverse parents.</li> <li>• Use the findings of the evaluations to design more <b>effective</b> parent and family engagement strategies and <b>inform</b> school leadership and decision-makers in the revision of the parent and family engagement policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents to participate in reviewing evaluation results and action planning.</li> <li>• Expand the collection of evaluation feedback to include feedback from all members of the school community throughout the year — inclusive of teachers, students, administrators, and community members. Share these results with parents and family members.</li> <li>• Evaluation assessments or meetings are provided in a format and language that is transparent and easy for all parents to understand.</li> <li>• In addition to addressing barriers, acknowledge successes in the parent and family engagement policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide all evaluation results to the school community, highlighting successes as well as how concerns will be addressed.</li> <li>• Conduct various combinations of evaluation methods — surveys, focus groups, and open discussion forums — to provide parents with multiple ways to provide feedback on the parent and family engagement policy.</li> <li>• Include program evaluation within the parent and family engagement policy.</li> </ul>

**Compliance  
Implementation Rubrics**

**Not Compliant**     
  **Meets Compliance**     
  **Innovative**     
  **Exceptional**

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(2)(F)

## Local Educational Agency Parent and Family Engagement Policy – Involvement of Parents



DISTRICT LEVEL



SCHOOL LEVEL

Each LEA that receives funds under this part shall **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.

### Compliance Documentation

- Copy of LEA parent and family engagement policy stating how the LEA will involve parents and family members in the activities of the Title I schools.
- Copy of the school parent and family engagement policy explaining how parents and family members will be involved in the activities of the Title I schools.

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA parent and family engagement policy</b> stating how the LEA will involve parents in the parent and family engagement activities of the school.</li> <li>• Ensure that all <b>Title I schools involve parents and family members in the parent and family engagement activities and requirements</b> under the law.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a plan of work for the LEA to utilize throughout the year to provide ongoing and meaningful assistance to schools to ensure schools are utilizing the most up-to-date and relevant strategies to involve parents and family members in the activities of the Title I schools.</li> <li>• Establish 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a districtwide Parent Leadership Academy that trains parents from each Title I school in the district. Implement a curriculum that helps these parents develop their leadership skills to assist the schools in recruiting active involvement of other parents in the parent and family engagement activities of their individual schools.</li> </ul>

Compliance Implementation Rubrics

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

**Every Student Succeeds Act (ESSA), Title I, Part A  
Section 1116(a)(3)(A), Section 1116(a)(3)(C), and Section 1116(a)(3)(D)**

**Title I Parent and Family Engagement Funding Allocations**



**DISTRICT LEVEL**



**SCHOOL LEVEL**

Each local educational agency shall **reserve at least 1 percent of Title I funds** 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. **Not less 90 percent of the funds reserved shall be distributed to participating Title I schools, with priority given to high-need schools.**

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.**

*(NOTE: Local educational agencies with a Title I, Part A allocation of \$500,000 or less must carry out the provisions of Section 1116 but are not required to reserve any specific amount from their Title I, Part A allocation to do so.)*

**Compliance Documentation**

- Approved Title I budget
- Evidence that 1 percent of the Title I budget is set aside for parent and family engagement
- Formula by which 90 percent of the funds were determined and distributed to all Title I schools
- Parent and family engagement set-aside tab on the consolidated application
- Districtwide Parent Activity Project Assurance form

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<ul style="list-style-type: none"> <li>• <b>Dedicate at least 1 percent</b> of Title I funds for <b>parent and family engagement activities</b>, unless the district’s Title I, Part A allocation is \$500,000 or less.</li> </ul>	<ul style="list-style-type: none"> <li>• Reserve greater than 1 percent of the Title I allocation for parent and family engagement activities.</li> <li>• Set and expend an adequate budget for parent and family engagement programs and activities utilizing the meaningful suggestions and input provided by parents and families for students receiving Title I services.</li> </ul>	<ul style="list-style-type: none"> <li>• Make additional funds available throughout the year for parent and family engagement activities (with approved budget amendments) at the request of parents and school staff when funding is available.</li> </ul>

*(Continued on next page)*

<ul style="list-style-type: none"> <li>• <b>Distribute 90 percent of the Title I parent and family engagement 1 percent set-aside directly to participating Title I schools.</b> (Title I principals may agree to pool all or part of their school parent and family engagement allocation for a district level parent and family engagement activity/project. If so, Title I principals must sign the Districtwide Parent Activity Project Assurance form validating that they choose to pool all or a part of their school parent and family engagement allocation for district level use without coercion.)</li> </ul>	<ul style="list-style-type: none"> <li>• Educate district and school administrators as well as school staff on the funding set aside for parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Hire a full-time family engagement coordinator with part of its parent and family engagement set-aside who is responsible for carrying out Title I, Part A parent and family engagement regulations while implementing evidence-based parent and family engagement strategies to build parent and school staff capacity.</li> </ul>
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<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(a)(3)(B)

## Parent Input into the 1 Percent Parent and Family Engagement Set-Aside



DISTRICT LEVEL



SCHOOL LEVEL

Parents and family members of children receiving Title I services shall **be involved in the decisions** regarding how funds reserved for Title I parent and family engagement are **allotted for parental involvement activities**.

### Compliance Documentation

- Evidence that all parents of children receiving Title I services have the opportunity to provide input into how parent and family engagement funds are spent
- Detailed meeting agendas and sign-in sheets from meetings where parents provided input into the parent and family engagement budget
- Title I parent and family engagement survey questions and responses about the parent and family engagement budget
- Detailed minutes and evaluations with parent feedback regarding the use of funds for parent and family engagement
- Handouts or comment cards advertising and/or soliciting parent feedback on the use of funds for parent and family engagement
- Flyers, website announcements, social media, message recordings, or other meeting advertisements showing that all parents and family members of children receiving Title I services had the opportunity to provide input into how involvement funds are spent
- Pictures, presentation slides, videos, or handouts used to share information about the parent and family engagement budget and to engage parents and family members in meaningful conversation about the budget.

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include <b>all parents and family members</b> of children receiving Title I services in the opportunity to <b>be involved in making decisions regarding how funds are allotted</b> as well as the <b>development of programs for parent and family engagement activities</b>.</li> <li>• Ensure <b>all parents and family members</b> of children receiving Title I services are <b>informed of when they have opportunities</b> to be involved and <b>their right</b> to be involved in the <b>budgeting and use of parent and family engagement funding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively promote and dedicate time at various parent meetings to explain the parent and family engagement budget, the reasoning for why things are done, and ask/guide parents and family members through engaging questions on what they would or would not like to see in the meeting to capture meaningful feedback.</li> <li>• Consider all parent ideas or requests regarding the parent and family engagement budget, and take time to explain to all parents and families why or why not their requests for the parent and family engagement budget can or cannot be incorporated.</li> <li>• Provide various times, places, and ways for parents to provide input on the parent and family engagement budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a video using parents and family members of students receiving Title I services to explain the importance of Title I funds, what Title I parent and family engagement funds are used for, and ways parents can share their thoughts and ideas on the Title I parent and family engagement budget after viewing or listening to the presentation. Post the video on the school website and show it at parent meetings.</li> <li>• Invite all parents and family members to roundtable discussions on the parent and family engagement budget. Utilize community events regularly attended by parents of children receiving Title I services to solicit parent input into the parent and family engagement budget.</li> </ul>

*(Continued on next page)*

Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> <li>• Create comment cards on the parent and family engagement budget that help guide parents and families on the type of meaningful input sought. Use these cards at various parent meetings to guide conversation.</li> </ul>

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(b)(1)

## School Parent and Family Engagement Policy – Written Policy Development



DISTRICT LEVEL



SCHOOL LEVEL

Each school that receives Title I funds shall **develop jointly** 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.

### Compliance Documentation

- Copy of school-level parent and family engagement policy with the revision month, date, and year
- Meeting agendas and sign-in sheets from school policy meetings or other opportunities provided to collect parent input and feedback on the school-level parent and family engagement policy
- Proof that school-level parent and family engagement policy was distributed in multiple ways
- Parent feedback in the form of minutes from the school policy meetings
- Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the opportunity to participate in the development, review, and approval of the school policy
- School procedures for parents to provide input on the school parent and family engagement policy

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Conduct a meeting (or offer other formal and informal opportunities) for <b>parents and family members of children in Title I programs to develop, discuss, revise, and agree</b> upon the school parent and family engagement policy on an annual basis.</li> <li>• Ensure all Title I parents and family members have the <b>opportunity to provide input on the school parent and family engagement policy</b> by offering several attempts and ways to gather parent feedback.</li> <li>• <b>Distribute and make available</b> the revised school parent and family engagement policy to all parents in <b>multiple ways annually</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold smaller parent and community meetings, gatherings, or retreats, and invite the whole family to discuss academic progress at the school level in relation to school goals and the school parent and family engagement policy.</li> <li>• Bridge the parent and family engagement gap in the school by strategically reaching out to underrepresented families to obtain their feedback and suggestions on the school parent and family engagement policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble a school community team comprised of parent, community, and school leaders to guide and coordinate parent and family engagement programs as outlined in the school parent and family engagement policy.</li> <li>• Measure the impact of parent and family engagement on student achievement in the school parent and family engagement policy by connecting the planned activities and goals of the program with the intended schoolwide change.</li> </ul>

Compliance  
Implementation Rubrics

 Not Compliant

 Meets Compliance

 Innovative

 Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(1)

## School-Level Policy Involvement – Annual Title I Parent Meeting

DISTRICT LEVEL       SCHOOL LEVEL

Each school served under this part shall 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 that requirements of this part**, and the **right of parents to be involved**.

### Compliance Documentation

- Copy of the school parent and family engagement policy describing how the school will convene an annual meeting, at a convenient time, for all Title I parents to learn about the requirements listed in Section 1116(c)(1)
- Evidence that parents were informed of the Title I plan and Title I requirements as well as their rights to be involved in the school
- Detailed meeting agendas and sign-in sheets from Annual Title I Parent meeting(s)
- Evidence that transportation or child care was provided for the meeting if determined necessary by school’s parent and family engagement evaluations/surveys.
- Title I Annual Meeting minutes and evaluations with parent feedback
- Evidence that the school holds the Annual Title I Parent Meeting separately or before/after other meetings
- Evidence that the Annual Title I Parent Meeting was held at a convenient time for parents.
- Flyers, website announcements, message recordings, or other Annual Title I Parent Meeting advertisements
- Pictures, presentation slides, or handouts provided at Annual Title I Parent Meeting

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> describing how the school will <b>convene an annual meeting</b> for all Title I parents.</li> <li>• Have each Title I school hold an <b>Annual Title I Parent Meeting</b> for <b>all parents</b> of participating students to <b>inform parents about the Title I plan</b> and <b>explain the Title I requirements</b>. (For a detailed list of all Annual Title I Parent Meeting topic requirements, please reference the Georgia Department of Education’s traditional meeting sample agenda.)</li> <li>• Ensure the Annual Title I Parent Meeting is held <b>separately</b> from or before/after other school meetings at a <b>convenient time</b> and is <b>advertised as such</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve parents in the training, design, and delivery of the Title I Annual Parent Meeting.</li> <li>• Include parents, students, other key staff, or community partners in the advertising or delivery of the Title I Annual Parent Meeting.</li> <li>• Offer a Title I Annual Parent Meeting in a central location outside of school, such as a community or faith-based organization or neighborhood center.</li> <li>• Hold a flexible number of Title I Annual Parent Meetings at various times and in varying formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an online Annual Title I Parent Meeting training or information session. Deliver it via the school website by video or webcast.</li> <li>• Develop a detailed Title I Parent Guide to share with parents at the Annual Title I Parent Meeting. Reference the guide often and in other Title I parent meetings throughout the year.</li> </ul>

Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(2)

## School-Level Policy Involvement - Flexible Meetings



DISTRICT LEVEL



SCHOOL LEVEL

Each school served under this part shall **offer a number of flexible 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.

### Compliance Documentation

- Copy of school parent and family engagement policy describing the various parent meetings that the school will offer and, if applicable, the services provided by the school to increase parent attendance
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person's title and/or role)
- Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the different meetings and activities provided by the school
- Materials, resources, or copies of presentations used during meetings
- Parent feedback from the school policy meeting and/or other evaluations from parent meetings and activities

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> describing how the school will <b>offer various meetings</b> and <b>provide services</b> to allow parent attendance and participation.</li> <li>• <b>Convene various meetings</b> for parents throughout the school year that will enable parents to provide input on the development of parent and family engagement programs and participate in parent and family engagement activities.</li> <li>• Determine the appropriate use of funds to <b>offer transportation services, child care assistance, or home visits</b> as different measures to further improve parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and publish a yearlong calendar that describes the different in-person and online parent meetings and events the school will plan and design to meet the needs of the parents and the requirements described in the school parent and family engagement policy.</li> <li>• Remove possible barriers to participation by coordinating with district offices to operate transportation services for families to attend parent and family engagement activities and meetings.</li> <li>• Plan to hold the same meeting on different days or scheduled at multiple times to provide parents with the best option for them to attend at the most convenient time.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with community groups and organizations to conduct combined meetings with parents intended to build effective partnerships between the school, community, and families.</li> <li>• Create a mobile outreach team designed and trained to complete informational parent meetings with families in their homes.</li> <li>• Establish a schoolwide Parent Advisory Council to implement and coordinate parent and family engagement programs and meetings.</li> </ul>

Compliance  
Implementation Rubrics

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(3)

## School-Level Policy Involvement – School Parent and Family Engagement Plan and Schoolwide Plan

DISTRICT LEVEL       SCHOOL LEVEL

Each school that receives Title I funds shall **involve parents**, in an **organized, ongoing, and timely way**, in 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 that if a school has a process in place that involves 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 the parents of participating children.

### Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will involve parents in the development, review, and improvement of Title I programs and plans
- Meeting agendas and sign-in sheets from meetings and events scheduled to gather parent input and recommendations on the Title I programs and plans
- Proof that school-level parent and family engagement policy was distributed in multiple ways to parents
- Meeting minutes describing parent feedback received on the parent and family engagement policy and schoolwide plan
- Flyers, website announcements, message recordings, or other meeting advertisements letting all parents about the opportunities to be engaged in the development and/or revision of the policies and plans
- Procedures for parents to provide input on the school parent and family engagement policy and schoolwide plan

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> describing how the school will involve all parents in the <b>development, review, and improvement</b> of the Title I programs and plans.</li> <li>• Invite all parents to participate in the <b>development, review, and improvement</b> of the <b>school parent and family engagement policy</b> and the <b>schoolwide plan</b>.</li> <li>• Provide parents with the opportunity to <b>evaluate</b> and <b>provide feedback</b> on all parent and family engagement programs and activities.</li> <li>• Share the school parent and family engagement policy and schoolwide plan with all parents and the community in <b>multiple ways</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the school parent and family engagement policy and schoolwide plan available during all parent activities and events to demonstrate the connection between the plans, actions, and strategies described in the plans.</li> <li>• Provide routine updates for parents and school staff during meetings or through written correspondence about the progress made toward implementing and executing the expectations outlined in the school parental involvement policy and Title I schoolwide plan.</li> <li>• Plan breakout sessions or activity stations during larger school events on various parts of the school parent and family engagement policy and Title I schoolwide plan to encourage parent feedback through more manageable groups and interactive conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a clear written description of all the different roles and opportunities for parents to be engaged and participate in the school, including concrete definitions and examples of the various ways parents can help support the school and their children.</li> <li>• Partner with local businesses and community organizations to provide resources and advertisement to promote parent and family engagement activities.</li> <li>• Notify parents and family members of their child’s achievements as well as schoolwide successes related to the schoolwide program and the school parent and family engagement policy.</li> </ul>

Not Compliant       Meets Compliance       Innovative       Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(4)(A)

## School-Level Policy Involvement - Timely Information

DISTRICT LEVEL       SCHOOL LEVEL

Each school that receives Title I funds shall **provide parents** of participating children **timely information** about programs under this part.

### Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will provide all parents and family members information about the Title I programs and meetings
- Newsletters, flyers, letters to parents, invitations indicating that parents were given information about programs, meetings, or other events in a timely manner
- Information posted on school website as a resource for parents and family members
- Dated meeting agendas and minutes indicating opportunities for parent and family engagement
- School calendars given or available online to parents describing important dates and events

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> stating how the school will <b>provide all parents with timely information</b> about Title I programs.</li> <li>• Ensure that parent information required by Title I are sent in a <b>timely manner at the beginning of the school year (prior to November 1<sup>st</sup>)</b> and additional school information for parents is distributed in timely manner to allow for sufficient notification and preparation for all parents.</li> <li>• Ensure that <b>the necessary information is received by parents</b> by providing updates, notices, information, policies, and other correspondence in <b>multiple ways</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a school newsletter that is made available to parents in multiple ways informing them about upcoming events and parent activities.</li> <li>• Create a school communications team comprised of school members and community representatives that is capable of ensuring all schoolwide information is released in the most appropriate manner to all audiences.</li> <li>• Survey all parents at the beginning of year asking about their preferred method of communication. Throughout the school year deliver information to them accordingly to their preferred communication method.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize social media and online initiatives to communicate more effectively and consistently with parents and community groups.</li> <li>• Partner with local media outlets to cover school and parent activities to enhance the participation of families and community organizations.</li> <li>• Educate staff on the different ways to share information with parents and proven methods to increase communication with parents and family members.</li> </ul>

Compliance Implementation Rubrics

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(4)(B)

## School-Level Policy Involvement - Description of Curriculum, Assessments, and Achievement Levels



DISTRICT LEVEL



SCHOOL LEVEL

Each school served under this part shall provide parents of participating children 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.

### Compliance Documentation

- Copy of school-level parent and family engagement policy describing how the school will provide all parents with information about the curriculum, the forms of academic assessments, and the achievement levels of the challenging State academic standards
- Dated meeting agendas and minutes illustrating opportunities for parents to learn about the curriculum and achievement levels
- Dated sign-in sheets (indicating person’s title and/or role) demonstrating parent participation in meetings or activities that were held to provide parents with the information required in Section 1116(c)(4)(B)
- Presentations used during workshops or other activities to explain the school curriculum, assessments, and achievement levels
- Flyers, newsletters, invitations, and other announcements telling parents about the opportunities to obtain information about the school curriculum, assessments, and achievement levels
- Brochures created by the school or district to share with parents as a resource
- School website directing parents to additional resources and information about curriculum, assessments, and achievement levels

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> describing how the school will provide parents with information about the <b>curriculum, assessments, and the achievement levels of the challenging State academic standards</b>.</li> <li>• <b>Share information</b> with all parents of children in Title I programs about the school <b>curriculum, assessments, and the challenging State academic standards</b> students are expected to meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a series of parent classes designed to provide parents with an opportunity to experience the same curriculum being taught to their children, including sample test questions and classroom activities aligned with the State academic standards.</li> <li>• Publish periodic reports for parents on the progress of their children to communicate the combined effort toward reaching student academic achievement goals.</li> <li>• Develop an informative presentation to share with parents at appropriate meetings, and make it available online to help parents better understand the school curriculum and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule various showcase events throughout the year, such as “Curriculum Competitions” or student performances, to display examples of student work representative of the school curriculum that demonstrates student progress.</li> <li>• Train staff on the benefits and strategies to develop homework assignments and lessons for students that will encourage parent participation at home to increase awareness of classroom instruction and test preparation.</li> </ul>

Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> <li>• Create a family-friendly document, such as a brochure or pamphlet, or a video that explains the school curriculum, assessments, and the achievement levels of the State academic standards that all students are expected to meet.</li> </ul>

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(c)(4)(C)

## School-Level Policy Involvement - Opportunity for Regular Meetings

DISTRICT LEVEL

SCHOOL LEVEL

Each school that receives Title I funds shall provide parents of participating children, 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.

### Compliance Documentation

- Copy of the school-level parent and family engagement policy describing the procedures the school will follow to provide parents with the opportunity to request meetings and respond to parent suggestions
- Dated minutes from meetings with parents demonstrating the opportunity for parents to formulate suggestions and participate in decisions relating to their child’s education
- Dated sign-in sheets indicating person’s title and/or role from parent meetings
- Letters to parents informing them of the process and opportunity to request meetings with the school
- Evaluations from parent meetings, workshops, and other events indicating parent suggestions and feedback
- Flyers, invitations, notices, letters and other notifications used to inform parents of the process and to request meetings with the school

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school parent and family engagement policy</b> stating how the school will <b>establish procedures and opportunities for parents to request meetings</b>.</li> <li>• Notify parents of their rights to request opportunities for <b>regular meetings to formulate suggestions and make decisions</b> relating to the education of their children.</li> <li>• Provide parents with <b>required notifications of parents’ rights</b> to participate in the <b>development and review</b> of parent and family engagement policies and programs.</li> <li>• <b>Respond</b> to parents’ concerns and requests in a <b>timely and appropriate manner</b> reflective of the method of communication in which the concern or request was received.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and advertise a regular schoolwide meeting time with the necessary school personnel that is convenient for parents to attend and to offer input on the school’s plans and progress.</li> <li>• Maintain regular communication with all parents through the school website, email, phone messages, and newsletters so parents are well informed about upcoming events and current opportunities to be involved.</li> <li>• Advertise and offer different dates and times for parent and family engagement meetings and events to encourage parent and family engagement and increase opportunities for parents and family members to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a schoolwide comment form for parents to be used at all appropriate school meetings and events that is also available on the school website to solicit parent feedback and opinions on a regular basis.</li> <li>• Follow up with parents who attend a school meeting or event by email, phone call, or text message to determine their level of satisfaction and encourage future engagement.</li> <li>• Develop multiple ways such as phone conferences, online chat sessions, and regular meetings for parents to provide input and ask questions.</li> </ul>

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Elementary and Secondary Education Act (ESSA), Title I, Part A Section 1116(d)(1) and Section 1116(d)(2)(A)-(D)

## Shared Responsibilities for High Student Academic Achievement – School–Parent Compact



DISTRICT LEVEL



SCHOOL LEVEL

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 child’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) Addresses 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**.
  - (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.

### Compliance Documentation

- Copy of school parent and family engagement policies describing how the school, parents, and students will jointly develop a school-parent compact for improved student academic achievement
- Copy of school-parent compact with all necessary compact requirements (see above)
- Evidence that the school-parent compact was developed jointly with parents (e.g. meeting agendas, meeting minutes, sign-in sheets, correspondences)
- Evidence that the school-parent compact was shared and utilized as a tool with all Title I parents
- Flyers, website announcements, message recordings, or other school-parent compact parent meeting advertisements/feedback opportunities
- Pictures, presentation slides, or handouts from school-parent compact meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>school-level parent and family engagement policy</b> describing how the school, parents, and students will <b>jointly develop</b> the school-parent compact.</li> <li>• Have a school-parent compact <b>uniquely developed</b> for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the school-parent compact as a tool throughout the school year to evaluate the compact process and remind parents, students, and the school of their commitment to assist students in meeting district and school academic achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a school-parent compact for each grade level or content area (for high school students) that is linked to student learning and success.</li> </ul>

*(Continued on next page)*

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Ensure each school-parent compact addresses the <b>necessary requirements</b> (please refer to the school-parent compact checklist for a full list of requirements).</li> <li>• Develop a <b>school-parent compact jointly with parents</b> (all parents of participating Title I students must have the opportunity to provide input/feedback), <b>students</b>, and <b>school faculty and staff</b>.</li> <li>• Distribute school-parent compacts to <b>parents, students, and school representatives</b> for <b>signatures and review</b>.</li> <li>• Ensure each school-parent compact is <b>signed and dated</b> from <b>each parent, student, and school representative</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with parents to evaluate commitments, and determine how successful each party was throughout the school year in honoring the compact.</li> <li>• Provide parents with a copy of the compact once all signatures have been obtained.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve community members in the development of the school-parent compact.</li> <li>• Develop videos and other tools that demonstrate what meaningful compact relationships and meetings entail.</li> </ul>

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(1)

## Building Capacity for Involvement – Providing Information to Parents



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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.

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how parents will receive assistance in understanding the topics required in Section 1116(e)(1)
- Dated agendas and meeting minutes focused on educating parents about the different topics as described in Section 1116(e)(1)
- Dated sign-sheets (indicating person’s title and/or role) demonstrating parent participation
- Newsletters, flyers, invitations, website announcements, or other advertisements letting all Title I parents know about the opportunities to learn about the topics outlined in Section 1116(e)(1)
- Copies of handouts, brochures, and other materials and resources given to parents
- Schedule of parent education activities, trainings, classes, workshops, or other events offered by the school

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b> describing how parents will receive <b>assistance in understanding the state academic standards, academic assessments, and how to monitor a child’s progress.</b></li> <li>• <b>Provide parents with information</b> about the state-adopted standards.</li> <li>• Offer opportunities for parents to learn about <b>state and local academic assessments.</b></li> <li>• Educate parents about <b>how to monitor their child’s progress</b> and <b>how to work with educators.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Engage parents in the development of educational classes for each grade level designed to help parents understand the corresponding subjects and assessments.</li> <li>• Gather feedback from parents to determine their specific understanding of the state academic standards and school curriculum, so the school can provide necessary resources and materials.</li> <li>• Conduct staff training on different ways district and school personnel can effectively share school information with parents and communicate with parents about their child’s progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and encourage parent leaders who have received the training to teach the classes to other parents to learn more about the required academic topics.</li> <li>• Coordinate events, such as “Student for a Day” or a “Parent Walk Through”, to allow parents the opportunity to appreciate and learn what their children are learning during the school day.</li> <li>• Create a schoolwide performance and showcase event highlighting and displaying student work and progress with parents in relationship to the academic standards and school curriculum.</li> </ul>

Compliance Implementation Rubrics

*(Continued on next page)*

Meets Compliance	Innovative Implementation	Exceptional Implementation
		<ul style="list-style-type: none"> <li>Hold group parent-teacher conferences either by grade level, subject area, or upcoming assessment that shares data with parents about their child's academic achievement and provides them with concrete tasks on key academic focus areas that they can work with their child on to improve their academic achievement.</li> </ul>

<input type="checkbox"/> Not Compliant	<input type="checkbox"/> Meets Compliance	<input type="checkbox"/> Innovative	<input type="checkbox"/> Exceptional
Notes:			

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(2)

## Building Capacity for Involvement – Providing Materials and Training for Parents



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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.

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies stating how parents will be provided with the materials and training to help work with their children to improve academic achievement
- Dated agendas and meeting minutes demonstrating activities to provide parents with support and assistance
- Dated sign-in sheets (indicating person’s title and/or role) illustrating parent participation
- Flyers, invitations, announcements, and other notices letting all Title I parents know about the available resources to help them assist their children academically
- Newsletters providing parents with information to help them work with their children at home
- Handouts, training materials, and resources distributed to parents
- Record of parent feedback used to determine most effective content curriculum for workshops or classes

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family policies</b> stating how parents will be provided with the <b>materials and training</b> to help work with their children.</li> <li>• <b>Provide materials</b> for parents to learn how to work with their children to improve their children’s academic achievement.</li> <li>• Plan <b>classes or other trainings</b> that will educate parents and give them the knowledge to further support their children’s education.</li> <li>• Offer classes, such as <b>literacy training</b>, understanding the <b>use of technology</b>, and the harms of copyright piracy for parents to gain the necessary knowledge and skills to work with their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop educational classes for students and parents to attend together that will provide them with information to continue the learning process at home.</li> <li>• Help schools establish accessible and convenient resource centers that parents can visit to obtain resources and materials that will help them to improve their children’s academic achievement.</li> <li>• Coordinate with different community organizations and groups to advertise and offer the necessary parent classes in various locations throughout the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Create parent guides that align with the classroom instruction to bridge student learning at school with the parent support at home.</li> <li>• Train teachers on the development of interactive homework and assignments that allow and encourage parent support and participation outside of school.</li> <li>• Design an online library of resources, links, and materials for schools and parents to easily access and learn the latest information and strategies to promote student success.</li> </ul>

Compliance Implementation Rubrics

- Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(3)

## Building Capacity for Involvement – Staff Training



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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**.

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how faculty and staff will receive the training education about the parent and family engagement requirements described in Section 1116(e)(3)
- Dated meeting agendas and minutes indicating staff development conducted to explain the requirements listed in Section 1116(e)(3)
- Dated sign-in sheets (indicating person’s title and/or role) documenting school faculty and staff participation
- Copy of professional development materials about family engagement used by the district and schools
- Communication to faculty and staff discussing materials and resources on effective family engagement
- Emails, letters, memos, flyers, handouts, and other methods of communication between faculty and staff
- Evidence how the district and schools implement professional development activities/staff assignments
- Parent and staff evaluations and feedback used to improve and revise trainings

Compliance Rubrics Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b> stating how <b>faculty and staff will be educated</b> on the parent and family engagement requirements outlined in Section 1116(e)(3).</li> <li>• Provide staff with in-service training on <b>communicating and working with parents as partners to implement and coordinate parent programs</b>.</li> <li>• Develop, <b>with the assistance of parents</b>, professional development materials and resources to educate staff about parent and family engagement.</li> <li>• Encourage and train staff on the <b>value and utility</b> of parents to build ties between parents and the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents to speak with school staff and faculty to share a parent perspective and personal experiences on successful methods to develop effective school and parent partnerships.</li> <li>• Build regularly scheduled, at least quarterly, staff development classes highlighting different ways the district, schools, and parents can work together to obtain goals.</li> <li>• Encourage communication between the district and schools to consistently share, in multiple ways, best practices and ideas on how to effectively reach out to parents in a meaningful and productive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with parents to develop educational videos that document the different cultures and lifestyles of families, so faculty and staff can gain a better understanding of the school community.</li> <li>• Include effective parent and family engagement practices as strategies the district and school use to achieve district and school improvement goals.</li> <li>• Conduct community field trips for school members to visit families in their neighborhoods and develop relationships.</li> </ul>

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(4)

## Building Capacity for Involvement – Coordination and Integration of Programs



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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.**

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how the school will coordinate and integrate parent and family engagement strategies with programs described in Section 1116(e)(4)
- Dated agendas and meeting minutes from activities, collaboration, and planning processes
- Dated sign-in sheets (indicating person's title and/or role) documenting meeting attendance
- Partnership agreements with approved organizations describing goals and strategies
- Notification of meetings between schools and programs listed in Section 1116(e)(4)
- Written procedures describing the coordination and integration of Parent and Family Engagement Programs
- Parent sign-in sheet recording use of the parent resource center
- List of available resources and other advertisements including hours of operation for parent resource center

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b> describing how the school will coordinate and integrate parent and family engagement activities with programs listed in Section 1116(e)(4).</li> <li>• <b>Distribute and share information</b> with these programs concerning school events and activities for parents that <b>help support student learning and promote academic achievement.</b></li> <li>• <b>Integrate with identified programs</b> as stated in the law by inviting parents of these children to participate in school programs and events focused on <b>improving school transitions for students and families.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Open school and district facility space and invite parent groups from these programs to utilize available space to conduct meetings and activities.</li> <li>• Provide information and resources to support school orientation for parents and students to assist in successful student transitions to school.</li> <li>• Establish a school transition team to design and implement programs and activities that create a welcoming and supportive environment and prepare students and families for transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare families for a new school year by creating a school orientation video explaining the school and class requirements and educational differences that students and parents can expect to experience.</li> <li>• Allow parents of upcoming students to participate in a guided tour and follow a sample student day.</li> <li>• Deliver educational materials with the help of district and school staff to the parents of children participating in these programs to provide resources that will prepare students and parents academically.</li> </ul>

*(Continued on next page)*

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• <b>Coordinate with the corresponding organizations</b> to strengthen communication and enhance potential opportunities for parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and utilize a parent resource center that provides parents with educational materials and resources as well as provides a gathering place at the school for parents to meet and volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>• Transform an old school bus into a parent resource center on wheels to provide parents with educational materials to assist their children in their own community.</li> </ul>

Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(5)

## Building Capacity for Involvement - Appropriate Language and Format of Materials



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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**.

### Compliance Documentation

- Copy of the LEA and school parent and family engagement policies indicating how information will be provided to parents in a format and a language that parents can understand.
- List of translation and/or interpretation services and contact information used to help communicate with families
- Copy of handbook, school policy, flyers, newsletters, or other correspondence to parents that have been translated to respective languages, where applicable, and in a language free of educational jargon
- Materials for meetings, programs, and events that are translated in appropriate languages and written in a family-friendly format
- Parent surveys that are translated in respective languages according to the school population
- Invoice for payment of translation and/or interpretation services

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b> stating how information will be provided in <b>appropriate languages and understandable format</b>.</li> <li>• <b>Provide all parents</b> with materials, correspondence, and information in appropriate languages, according to the school population, and a format that is family-friendly.</li> <li>• Advertise and offer <b>interpretation services</b> for parents, so they may fully participate in school events and activities that are provided for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey all parents to evaluate their ability to understand the information that is sent by the school related to parent programs and events.</li> <li>• Determine, in advance, the communication needs of parents who are planning to attend or participate in school events or meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Reach out to community organizations that represent a large number of families who speak a language other than English to coordinate information and services.</li> <li>• Involve parents in the development of school-related materials and information to ensure all communication is provided in an understandable format.</li> </ul>

Compliance  
Implementation Rubrics

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(6)

## Building Capacity for Involvement – Involving Parents In Staff Training



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds may **involve parents** in the **development of training for teachers, principals, and other educators** to improve the effectiveness of such training.

### Compliance Documentation

- Dated faculty agendas and minutes from meetings developed with parent assistance
- Dated sign-in sheets (indicating person’s title and/or role) document faculty and staff attendance
- Letters, emails, and invitations letting all Title I parents know about their opportunities to be involved in the trainings
- Parent surveys encouraging parents to provide information for professional development
- Training materials that are created with the assistance of parents
- Training development and planning session minutes from meetings with parents

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Invite and encourage parents to partner with the school leadership team to identify areas of need where staff development and training will be most beneficial.</li> <li>• Collaborate with parents to gather their input and suggestions towards the development and improvement of training for district administrators as well as school staff and faculty.</li> <li>• Notify parents of the opportunity to participate in the development of training for teachers, principals, and other educators.</li> <li>• Hold district and school events as well as trainings for parents and educators together.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the different types of skills, knowledge, and backgrounds that parents possess to better understand what areas they might be comfortable offering assistance.</li> <li>• Create a culture of collaboration by designing teams of administrators, teachers, students, and parents responsible for developing new activities to support student learning through parent and family engagement.</li> <li>• Allow and build opportunities into faculty meetings for parents and community members to share information and provide updates from different parent groups or community organizations.</li> </ul>

Compliance Implementation Rubrics

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(7)

## Building Capacity for Involvement - Literacy Training



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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.

### Compliance Documentation

- Dated agendas and minutes from parent workshops or other type of literacy trainings
- Dated sign-in sheets (indicating person's title and/or role) documenting parent attendance
- Letters, emails, invitations, flyers, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to participate in parent classes or workshops
- Training materials provided for parents during classes

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Provide materials and appropriate training for parents to learn how to work with their children to improve academic achievement.</li> <li>• Evaluate the need to offer literacy training for parents through in-person surveys or other forms of feedback to determine the associated cost required.</li> <li>• Complete a needs assessment of all parents to determine the areas where particular parent education classes will be most beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with local businesses to provide resources necessary to implement and support the development of effective parent classes.</li> <li>• Work with local colleges and universities to explore a possible partnership that will provide added assistance and support with parent classes.</li> <li>• Collaborate with local community groups to host literacy classes at convenient locations for parents outside of the school to increase attendance and reduce the burden of travel for parents.</li> </ul>

Compliance  
Implementation Rubrics

- Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

**Every Student Succeeds Act (ESSA), Title I, Part A  
Section 1116(e)(8)**

**Building Capacity for Involvement -  
Title I Funds for Transportation and Child Care Cost**



**DISTRICT LEVEL**



**SCHOOL LEVEL**

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 that receives Title I funds 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**.

**Compliance Documentation**

- Calendar of events or other notification documenting a schedule of parent meeting and trainings
- Newsletters, flyers, website announcements, letters, or other advertisements letting parents know about the availability of funds or services to assist to attend school meetings and trainings
- Dated meeting agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person’s title and/or role) documenting parent attendance
- Records of expenditures or funds for transportation and/or child care services

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Develop district procedures that will allow the school to reimburse parents within reason for their costs associated with travel in order to attend school meetings.</li> <li>• Notify parents of the availability of child care services for those parents who may not otherwise be able to attend school meetings.</li> <li>• Coordinate with district transportation offices to determine the most appropriate methods of transportation for those parents who need assistance to participate in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with neighboring child care providers to develop a plan to assist parents with child care services while attending school meetings.</li> <li>• Schedule meetings at convenient locations or at local community organizations who provide child care services.</li> <li>• Conduct an assessment of parents to determine the potential barriers that prevent parents from being able to attend school activities and meetings.</li> </ul>

Compliance Implementation Rubrics

- Not Compliant**    
  **Meets Compliance**    
  **Innovative**    
  **Exceptional**

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(9)

## Building Capacity for Involvement – Training Parents to Involve Other Parents



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds may **train parents to enhance the involvement of other parents**.

### Compliance Documentation

- Dated meeting agendas and minutes submitted from completed parent training classes
- Dated sign-in sheets (indicating person's title and/or role) indicating parents' attendance
- Letters, emails, phone messages, website announcement or other advertisements notifying all Title I parents about their opportunities to participate in trainings
- Training materials and handouts used during classes for parents and given to parents for future trainings
- Presentations developed to train parents to enhance the engagement of other parents

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p style="text-align: center;"><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Promote parent classes by formally recognizing those parents as certified trainers upon successful completion of the courses.</li> <li>• Create multiple lessons for parents to teach other parents about school related information.</li> <li>• Provide parents with training materials, presentations, and other necessary resources required to redeliver appropriate lessons.</li> <li>• Use trained parents in the classrooms to provide extra support and assistance with educational activities and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign groups of parents to schedule and plan classes for other parents to attend in order to continue the flow of information and growth of the classes.</li> <li>• Ask parent leaders to create teams of parents to partner with teachers throughout the school to increase parent and teacher collaboration and communication.</li> <li>• Develop a parent leadership institute to build parent leadership skills to assist them in reaching out to other parents to increase their involvement at the school and in children's education.</li> </ul>

Compliance  
Implementation Rubrics

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(10)

## Building Capacity for Involvement – Flexible Meetings



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds 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 with parents who are unable to attend such conferences at school, to **maximize parental involvement and participation**.

### Compliance Documentation

- Calendar of events or other notification documenting a schedule of parent meetings and trainings
- Newsletters, flyers, website announcements, letters, or other advertisements letting all Title I parents know about the flexibility of meetings and possibility of in-home conferences
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person’s title and/or role) documenting parent attendance
- Home visitation records indicating person completing visits, dates, purpose, and outcomes

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Schedule smaller meetings with individual teachers and parents of children enrolled in the teacher’s class.</li> <li>• Convene various school meetings at different times to provide multiple opportunities for parents to attend.</li> <li>• Conduct in-home conferences between teachers or other educators who work directly with the students.</li> <li>• Plan to hold the same meeting on different days or scheduled at multiple times to provide parents with the best option for them to attend at the most convenient time.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact families who were unable to attend specific school conferences to offer the possibility of in-home conferences.</li> <li>• Offer a variety of opportunities for teacher and parents to meet in-person such as parent-teacher conferences, classroom visits, and parent meetings.</li> <li>• Communicate with parents in advance of meeting to determine their availability and discuss possible solutions to overcome attendance barriers.</li> <li>• Create a mobile outreach team designed and trained to complete informational parent meetings with families in their homes.</li> </ul>

Compliance Implementation Rubrics

- Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(11)

## Building Capacity for Involvement – Model Approaches for Parental Involvement

DISTRICT LEVEL       SCHOOL LEVEL

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 that receives Title I funds may **adopt and implement model approaches to improving parental involvement.**

### Compliance Documentation

- Documentation of research and evidence supporting adopted model approach
- Articles, literature, publications, or other resources used to determine the best approach to improve parent and family engagement to meet the needs of the school
- Implementation evidence of model approaches with parents to increase parent and family engagement
- Flyers, newsletters, letters, website announcements, and other advertisements informing all Title I parents about the adoption and implementation of model approach
- Handouts, activity sheets, and other materials used during parent and family engagement meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parent involvement. If implemented however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Research and identify an effective parent and family engagement process that is capable of measuring the impact of family engagement on student achievement.</li> <li>• Request input and feedback from parents before deciding on the best parent and family engagement standards to meet the needs of the school.</li> <li>• Elect to utilize evidence-based standards to guide the school's and/or district's parent and family engagement strategies and objectives.</li> <li>• Publish and share adopted model approach to improve parent and family engagement with parents and staff at various meetings and school functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate evidence-based activities and trainings supporting effective parent and family engagement strategies into staff professional development.</li> <li>• Educate staff and parents about the different types and definitions of family engagement to recognize that various opportunities exist at school and at home.</li> <li>• Include information and evidence supporting the effectiveness and benefits of the school's adopted model approach to improve parent and family engagement with school as well as district materials and publications.</li> </ul>

Compliance  
Implementation Rubrics

Not Compliant       Meets Compliance       Innovative       Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(12)

## Building Capacity for Involvement – Parent Advisory Council

DISTRICT LEVEL       SCHOOL LEVEL

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 that receives Title I funds may establish a **districtwide parent advisory council** to provide **advice on all matters related to parental involvement in programs** supported under this section.

### Compliance Documentation

- Dated agendas and minutes from parent advisory council meetings
- Dated sign-in sheets (indicating person’s title and/or role) indicating parent attendance and involvement
- Flyers, letters, website announcements, invitations, and other methods of communicating with all Title I parents the opportunity to serve as a member of the parent advisory council
- Newspaper articles and media announcements sharing the accomplishments and purpose of the parent advisory council
- List of advisory council members documenting parent representation

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools’ and parents’ capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Allow the parent advisory council the flexibility and authority to establish plans and set goals to improve parent and family engagement programs.</li> <li>• Develop a schoolwide parent advisory council that elects a representative to serve on a districtwide Parent Advisory Council ensuring equal representation of all Title I schools in the district.</li> <li>• Ensure the parent representation reflects the composition of the student body, and recruit future members through effective networking, support, and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate a leadership conference to provide the parent advisory council with additional skill-building opportunities and strategy planning.</li> <li>• Address an area of need in the district by assigning the parent advisory council an annual project that will focus on improving an identified concern or further advancement of parent and family engagement.</li> <li>• Convene regular meetings structured around well-defined goals and objectives aligned with district and schoolwide plans.</li> </ul>

Compliance Implementation Rubrics

Not Compliant       Meets Compliance       Innovative       Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(13)

## Building Capacity for Involvement – Community-Based Organizations and Businesses



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds may develop **appropriate roles for community-based organizations and businesses** in parent involvement activities.

### Compliance Documentation

- Dated agendas and meeting minutes indicating school and community planning and partnerships
- Dated sign-in sheets (indicating person's title and/or role) documenting community and business partnerships
- Flyers, invitations, letters, and emails communicating with businesses and/or faith-based organizations about the opportunities to collaboratively develop plans, programs, and events
- Log of phone calls to community-based business partners
- Signed partnership plans with dates indicating responsibilities and expectations
- Newsletters, flyers, pictures, and other documentation of collaborative events for parents

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116(e) under building schools' and parents' capacity for strong parental involvement. If implemented, however, compliance documentation will still be required. Please refer to the compliance documentation examples listed above.</p>	<ul style="list-style-type: none"> <li>• Encourage involved parents to share flyers, brochures, and other school literature with their respective community groups or businesses outside of the school.</li> <li>• Share information with community organizations about the educational opportunities and partnerships available with the school and the ways in which these partnerships can strengthen the educational environment.</li> <li>• Invite and encourage various community groups and businesses to attend school functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate community events that bring together the resources, information, and people of the school community to strengthen the connection between families and the school.</li> <li>• Develop ways for school faculty and staff to work with community organizations through shared resources to reach common goals to improve the community.</li> <li>• Create opportunities for local business owners and representatives from community organizations to participate in school activities and serve on planning committees.</li> </ul>

Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(e)(14)

## Building Capacity for Involvement – Other Reasonable Support



DISTRICT LEVEL



SCHOOL LEVEL

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 that receives Title I funds shall provide such other **reasonable support for parental involvement activities** under this section as parents may request. To further provide additional reasonable support, LEAs may use Title I funds to support key areas of reform in schoolwide Title I programs to improve student growth and school progress. Based on an analysis of school data and an evaluation of the school’s needs assessment, Title I funds may also be used to support state-developed differentiated recognition, accountability and support, college and career-ready standards and assessments, effective instruction and leadership, and positive school climate.

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies stating how parents are provided with other reasonable support for parent and family engagement activities
- Dated agendas and minutes from various meetings and activities for parents
- Dated sign-in sheets (indicating person’s title and/or role) documenting parents’ attendance
- Survey responses from parents indicating areas of improvement for parent and family engagement
- Parent feedback forms providing the district and schools with suggestions
- School plan reflecting revisions based on parent feedback and requests
- Written procedures on how the school addresses parent requests for parent and family engagement activities
- Additional parent and family engagement activities scheduled according parent feedback

Compliance Implementation Rubrics

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b> stating how parents are provided with other reasonable support for parent and family engagement activities.</li> <li>• Conduct a thorough <b>analysis of school performance data and individual student data</b> to identify possible <b>adverse trends and achievement gaps</b>.</li> <li>• Utilize the <b>discretionary items</b> described in Section 1116 to develop strategies and ideas to improve parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for parents to request additional support and offer suggestions and input on the improvement of parent and family engagement programs.</li> <li>• Implement a supplemental evidence-based program that is proven to impact student achievement by addressing a schoolwide need, such as improving school safety, enhancing school climate, or building career academies.</li> <li>• Share resources and materials with parents to ensure that all parents are aware of the abilities, the rights, and the opportunities afforded to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Designate a family engagement team responsible for evaluating the needs of families and developing ways to strengthen parent and family engagement.</li> <li>• Build evaluation tools into all parent materials, workshops, meetings, and events to assess areas of weakness and design methods of improvement.</li> <li>• Engage in meaningful and productive conversations with family members, community leaders, and other stakeholders to determine areas of need to enhance student learning.</li> </ul>

Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

# Every Student Succeeds Act (ESSA), Title I, Part A Section 1116(f)

## Accessibility



DISTRICT LEVEL



SCHOOL LEVEL

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.

### Compliance Documentation

- Copy of LEA and school parent and family engagement policies describing how accessibility for all parents will be provided and communicated
- List of translators/interpreters contact information utilized during school meetings and activities
- Flyers, newsletters, invitations, and other correspondence to parents translated in respective languages and in a family-friendly language
- Emails, memos, and other school communication with English to Speakers of Other Languages (ESOL), special education, or migrant program personnel

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Include a section in the <b>LEA and school parent and family engagement policies</b>, as to how <b>accessibility</b> for all parents will be provided.</li> <li>• Provide school reports, information, and materials for all parents in a <b>language and format</b> in which they can understand.</li> <li>• Coordinate resources and plans with <b>ESOL, special education, and migrant program</b> school staff to strengthen parent and family engagement.</li> <li>• Arrange necessary <b>services and accommodations</b>, according to the needs of parents represented in the school, for them to fully participate and attend meetings and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with appropriate translation service or interpreter, a school staff member, or community member to develop and promote various types of classes for parents who speak other languages than English.</li> <li>• Collaborate with the migrant education program to encourage and invite parents and family members of migrant children to attend and participate in school events and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek specific input from parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children to determine how the school can provide the best possible opportunities for all parents and family members to be involved.</li> <li>• Educate staff, with the assistance of parents, about the various cultures, needs, and backgrounds that are represented by parents and family members in the school and community.</li> </ul>

Compliance Implementation Rubrics

Not Compliant    
  Meets Compliance    
  Innovative    
  Exceptional

Notes:

## Rubric Self-Evaluation Summary Table

NC: Not Compliant      MC: Meets Compliance      I: Innovative      E: Exceptional

ESSA: Title I, Part A: Section Heading		NC	MC	I	E
Section 1116(a)(1) and Section 1116(a)(2)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Policy Development</i></b>				
Section 1116(a)(2)(A)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Written Jointly with Parents</i></b>				
Section 1116(a)(2)(B)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Technical Assistance</i></b>				
Section 1116(a)(2)(C)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Coordination and Integration of Programs</i></b>				
Section 1116(a)(2)(D) and Section 1116(a)(2)(E)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Annual Evaluation</i></b>				
Section 1116(a)(2)(F)	<b>Local Educational Agency Parent and Family Engagement Policy –<i>Involvement of Parents</i></b>				
Section 1116(a)(3)(A), (a)(3)(C), and (a)(3)(D)	<b>Title I Parent and Family Engagement Funding Allocations</b>				
Section 1116(a)(3)(B)	<b>Parent Input into the 1 Percent Parent and Family Engagement Set-Aside</b>				
Section 1116(b)(1)	<b>School Parent &amp; Family Engagement Policy –<i>Written Policy Involvement</i></b>				
Section 1116(c)(1)	<b>School-Level Policy Involvement –<i>Annual Title I Parent Meeting</i></b>				
Section 1116(c)(2)	<b>School-Level Policy Involvement –<i>Flexible Meetings</i></b>				
Section 1116(c)(3)	<b>School-Level Policy Involvement –<i>School Parent and Family Engagement Plan and Schoolwide Plan</i></b>				
Section 1116(c)(4)(A)	<b>School-Level Policy Involvement –<i>Timely Information</i></b>				
Section 1116(c)(4)(B)	<b>School-Level Policy Involvement –<i>Description of Curriculum, Assessment, and Achievement Levels</i></b>				
Section 1116(c)(4)(C)	<b>School-Level Policy Involvement –<i>Opportunity for Regular Meetings</i></b>				

Compliance Implementation Rubrics

## Rubric Self-Evaluation Summary Table

NC: Not Compliant    MC: Meets Compliance    I: Innovative    E: Exceptional					
ESSA: Title I, Part A: Section Heading		NC	MC	I	E
Section 1116(d)(1) and Section 1116(d)(2) (A)-(D)	<b>Shared Responsibilities for High Student Academic Achievement – School-Parent Compacts</b>				
Section 1116(e)(1)	<b>Building Capacity for Involvement – Providing Information to Parents</b>				
Section 1116(e)(2)	<b>Building Capacity for Involvement – Providing Materials and Training for Parents</b>				
Section 1116(e)(3)	<b>Building Capacity for Involvement – Staff Training</b>				
Section 1116(e)(4)	<b>Building Capacity for Involvement – Coordination and Integration of Programs</b>				
Section 1116(e)(5)	<b>Building Capacity for Involvement – Appropriate Language and Format of Materials</b>				
Section 1116(e)(6)	<b>Building Capacity for Involvement – Involving Parents in Staff Training</b>				
Section 1116(e)(7)	<b>Building Capacity for Involvement – Literacy Training</b>				
Section 1116(e)(8)	<b>Building Capacity for Involvement – Title I Funds for Transportation and Child care Costs</b>				
Section 1116(e)(9)	<b>Building Capacity for Involvement – Training Parents to Involve Other Parents</b>				
Section 1116(e)(10)	<b>Building Capacity for Involvement – Flexible Meetings</b>				
Section 1116(e)(11)	<b>Building Capacity for Involvement – Model Approaches for Parental Involvement</b>				
Section 1116(e)(12)	<b>Building Capacity for Involvement – Parent Advisory Council</b>				
Section 1116(e)(13)	<b>Building Capacity for Involvement – Community-Based Organizations and Businesses</b>				
Section 1116(e)(14)	<b>Building Capacity for Involvement – Other Reasonable Support</b>				
Section 1116(f)	<b>Accessibility</b>				

# Parent and Family Engagement Budget Survey Sample

**Parent and Family Engagement Budget Survey**  
**Achieve Elementary School**  
**Georgia School District**  
**April 15, 2018**

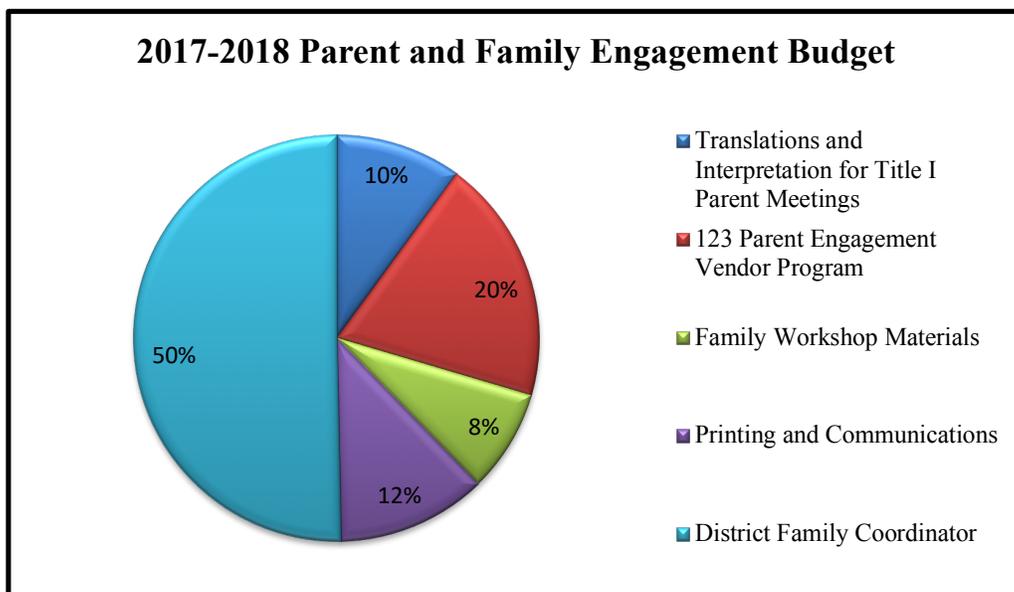
**SAMPLE** – This is an example tool for school/district personnel to use in gathering input from parents and family members and on how Title I Parent and Family Engagement money should be spent. Ideally, the parent and family engagement budget and the parent and family engagement policy should be revised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

Dear Parents and Family Members,

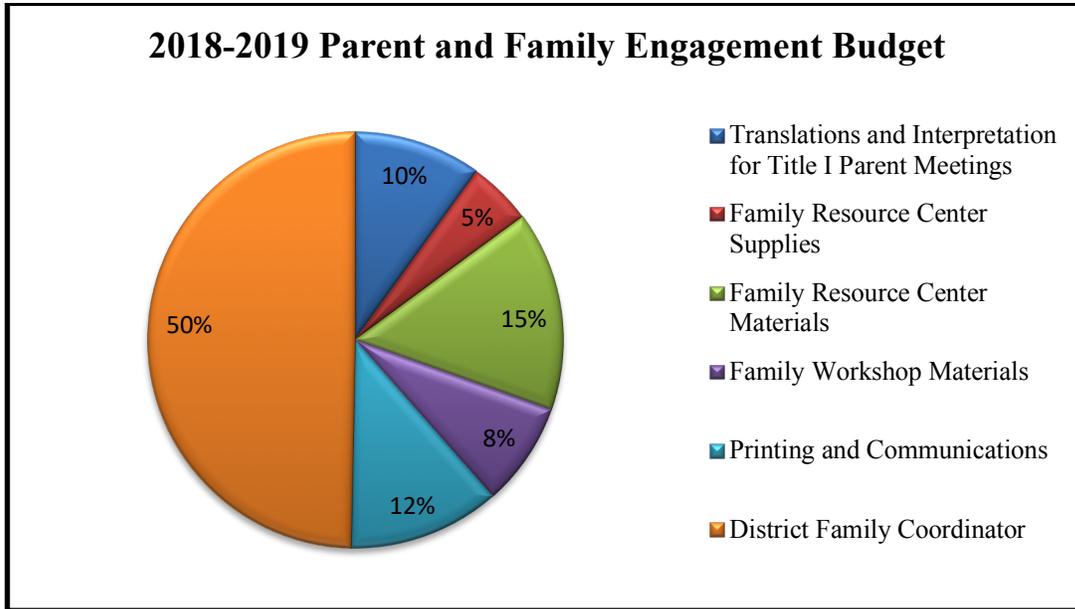
We value your input! As a parent of a child who receives Title I services in our school, you have the right to give input about how the school district budgets and spends its Title I Parent and Family Engagement money. Over the last few weeks, our school held various meetings with parents and family members to revise our school’s Parent and Family Engagement policy for 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. Parents 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.

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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 Sandra Smith, Georgia School District’s Family Coordinator, at (222) 222-2222 or [ssmith@gaschools.us](mailto:ssmith@gaschools.us).

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