

# **Title I, Part A Parent and Family Engagement Handbook**



**A Comprehensive Guide to  
Implementing an Effective  
Title I, Part A  
Parent and Family Engagement Program**

**ESSA Public Law 114-95, Section 1116**



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## *Preface*

Educators are busy. Whether it is teaching students, developing curriculum, addressing discipline, training staff, managing budgets, overseeing transportation or extracurricular activities or food service, or responding to family and community inquiries, educators are busy. Although establishing meaningful rapport with families is vital, parental involvement requirements can fall through the cracks.

This electronic handbook (LiveBinder) is a resource to assist the busy educator and administrator. It points the way; you provide the passion. It addresses the requirements; you bring in the key stakeholders. It gives tools and templates; you make it relevant to your school community.

Experienced educators as well as “newbies” will benefit from this LiveBinder. The most crucial elements of the Title I, Part A parent and family engagement requirements are clearly addressed by topic. Within each section a brief description of the requirement is printed, a legal reference is provided, and links are added.

- *Many of the sections have printable handouts and work sheets. Use these tools to make your tasks easier.*
- *Many sections also have a variety of links. The links will lead you to more detailed information and other practical resources. Take some time to check the links and discover new sources for parent and family engagement training and strategies.*
- *The concluding section, Resources, provides many links directing you to important and practical sites for parent and family engagement. These sites include PowerPoints, ready-made training materials, usable templates, and other documents that will be a rich resource for the busy educator.*

Many educators know that family engagement can be a game changer that can result in student success. Unfortunately, the urgent tasks for today frequently sideline the strategies, including parental involvement activities that will produce lasting results. This LiveBinder will assist educators to execute the game plan where parents are not only spectators but integral partners.

*Please Note: The regulations regarding the implementation of Every Student Succeeds Act (ESSA) are still being determined. As soon as new information is received and processed, materials and resources included in this handbook will be updated and posted on our website..*



## *Introduction*

This electronic handbook (LiveBinder) is designed principally for district and school staff to implement and maintain an effective parent and family engagement program. From an organizational perspective, family engagement is most successful when it is systemic, integrated, and sustainable. District staff (superintendents, federal programs and Title I coordinators, and parental involvement coordinators) and school staff (principals, parental involvement liaisons, teachers, and counselors) are expected to remain compliant regarding the statutory requirements and to work with families and the community in a collegial manner. Yet the questions arise, “How?” “What is required?” “Where do we begin?”

Although this handbook is based upon the ESSA statutory requirements and in particular Public Law 114-95 Section 1116, each district and campus must determine how to best utilize the referenced information. This is intended to be a very user-friendly handbook providing ready access to needed tools such as templates, surveys, sign-in sheets, training tools, etc.

According to research, “When home and school work together for student learning, students do better in school, stay in school longer, and enjoy school more.” The ultimate objective for family engagement is improving student performance and equipping students to meet the state academic assessment standards. When educators and families work together as partners students win.

This handbook will answer many questions regarding the Title I Part A family engagement requirements; however, the Texas Education Agency and the Title I Statewide School Support and Family and Community Engagement Initiative will continue to post updates as new ESSA information is provided and will also provide various methods of technical assistance throughout the year. Please feel free to contact the Agency or the Initiative with any questions or feedback you may have.



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# Section 1

Current ESSA Statute,  
Public Law 114-95,  
Section 1116







**Every Student Succeeds Act (ESSA)**  
**Public Law 114-95**  
**Section 1116. PARENT AND FAMILY ENGAGEMENT**

**(a) LOCAL EDUCATIONAL AGENCY POLICY-**

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

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



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

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

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

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

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and  
(iii) strategies to support successful school and family interactions;  
(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and  
(F) involve parents in the activities of the schools served under this part, which **may** include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—

### (3) RESERVATION-

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

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

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

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

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

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

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

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

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

**(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-**

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

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

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

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

**(c) POLICY INVOLVEMENT-** Each school served under this part **shall**

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

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

(3) involve parents, in an organized, ongoing, and timely way, 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 in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the

education of their children, and respond to any such suggestions as soon as practicably possible; and  
(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency

**(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC**

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

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

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

- (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.



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

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

(2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology

(including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

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

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

(5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(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, with parents who are unable to attend such conferences at school, in order 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 parent involvement activities; and

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

**(f) ACCESSIBILITY.**—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, **shall** provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

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

**(h) REVIEW-** The State educational agency **shall** review the local educational agency's parent-and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

## SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) IN GENERAL.—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(A) ELIGIBILITY.—A local educational agency **MAY** consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION.—A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, **MAY** operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED.—

(A) IN GENERAL.—No school participating in a schoolwide program shall be required to identify—

- (i) particular children under this part as eligible to participate in a schoolwide program; or
- (ii) individual services as supplementary.

(B) SUPPLEMENTAL FUNDS.—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program **SHALL** use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS.—

(A) EXEMPTION.—Except as provided in paragraph (2), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))),

or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS.—A school that chooses to use funds from such other programs **SHALL NOT BE RELIEVED** of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS.—A school that chooses to consolidate and use funds from different Federal programs under this section **SHALL NOT BE REQUIRED** to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program **SHALL** develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the



challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies **WILL**—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which **MAY** include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **MAY** include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) **PRESCHOOL PROGRAMS.**—A school that operates a schoolwide program under this section **MAY** use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) **DELIVERY OF SERVICES.**—The services of a schoolwide program under this section **MAY** be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section **MAY** use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) **MAY** use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

## SEC. 1115. TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school **MAY** use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

(b) TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section **SHALL**—

(1) determine which students will be served;

(2) serve participating students identified as eligible children under subsection (c), including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which **MAY** include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which **MAY** include—

(i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(C) coordinating with and supporting the regular education program, which **MAY** include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

- (G) provide to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;
  - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
  - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE.—Funds received under this part **MAY NOT** be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but **MAY** be used to coordinate or supplement such services.

(d) **INTEGRATION OF PROFESSIONAL DEVELOPMENT.**—To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part **MAY**—

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) **SPECIAL RULES.**—

(1) **SIMULTANEOUS SERVICE.**—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) **COMPREHENSIVE SERVICES.**—If—

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part **MAY** be used as a last resort to provide such services, including—

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator;

(iii) family support and engagement services;

(iv) integrated student supports; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(f) **USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.**—A secondary school operating a targeted assistance program under this section **MAY** use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

(g) **PROHIBITION.**—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to require a local educational agency or school to submit the results of a comprehensive needs assessment or plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) **DELIVERY OF SERVICES.**—The services of a targeted assistance program under this section **MAY** be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.



# Section 2

## Overview of Parent and Family Engagement Under ESSA







# Overview of Parent and Family Engagement Under ESSA

The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Parent and family engagement and consultation have always been a key piece of the law, focused on the low-income parents of “Title I-participating” children. We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students – parents, families, and communities – are driving decision-making.



## QUICK REVIEW OF THE EVERY STUDENT SUCCEEDS ACT (ESSA): WHAT'S IN IT FOR PARENTS?

The most important thing to know is that the major requirements of districts and schools to engage parents and families are the same in the new law, including:

1. The School District must offer programs and activities to involve parents and family members, and seek meaningful consultation with parents.
  - Develop with parents a written parent and family engagement policy
  - Build schools' capacity to engage families
  - Evaluate its family engagement policy and practices, with meaningful input from families
  - Involve families in the activities of Title I schools
  - Reserve at least 1% of its Title I funds to support parent and family engagement activities; involve parents in deciding how to use these funds.
2. Title I schools must:
  - Develop with parents a written policy, agreed on by parents, that describes how the school will carry out its required family engagement activities
  - Hold an annual meeting for families to explain the program and the rights of parents to be involved and offer other meetings, at flexible times
  - Involve parents in the planning, review and improvement of the Title I program
  - Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and that describes how parents and teachers will communicate.
3. The school district and Title schools must build capacity for involvement:
  - Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement
  - Provide materials and training to help parents work with their children
  - Educate teachers and other school staff, including school leaders, in how to engage families effectively
  - Coordinate with other federal and state programs, including preschool programs
  - Give parents information in a format and language they can understand
  - Provide reasonable support that parents may request.

### What's New?

- Statewide Family Engagement Centers replace Parental Information Resource Centers (PIRCs) in the new legislation, with \$10 million allocated; until PIRCs were defunded in 2011 they regularly received in the area of \$40 million, but received no funds between 2012 and 2015.
- Of the 1% of Title I funds mandated to fund family engagement, the school district now must send 90% of funds directly to the school; previously it was 95%
- In many places the law uses the term "parent and family engagement" rather than parental involvement.
  - In the district policy, the district must establish its expectations and objectives for meaningful parent and family engagement.
  - Schools may establish a parent advisory board to represent families in developing and evaluating the school policy.
  - The district must carry out **at least one** of the following strategies to engage families effectively: professional development for school staff (and may include parents); home-based programs; information dissemination; collaboration with community organizations; and other related activities.

## RESOURCES:

- What's in it For Parents:  
<http://nafsce.org/wp-content/uploads/2015/12/ESSA-Review.pdf>
- Quick Brief on Family Engagement in Every Student Succeeds Act  
<http://ra.nea.org/wp-content/uploads/2016/06/FCE-in-ESSA-in-Brief.pdf>
- Parent and Family Engagement Provisions in the Every Student Succeeds Act  
<http://civilrightsdocs.info/pdf/education/ESSA-Parent-Family-Engagement.pdf>





# Section 3

USDE,

## A Dual Capacity-Building Framework for Family-School Partnerships





# *Dual Capacity-Building Framework for Family-School Partnerships*

## **DESCRIPTION:**

The Dual Capacity Framework was formulated using the research on effective family engagement and home-school partnership strategies, and practices, adult learning and motivation, and leadership development. The Dual Capacity-Building Framework components include:

1. A description of the capacity challenges that must be addressed to support the cultivation of effective home-school partnerships;
2. An articulation of the conditions integral to the success of family-school partnership initiatives;
3. An identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the federal, state, and local level; and
4. A description of the capacity-building outcomes for school and program staff as well as for parents and families.

## **RESOURCES:**

- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships  
<http://www2.ed.gov/documents/family-community/partners-education.pdf>
- Navigating the Dual Capacity-Building Framework for Family-School Partnerships  
<http://teacher.scholastic.com/products/face/framework.html>
- USDE's Dual Capacity-Building Framework  
<http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>
- Building Capacity for Family Engagement  
<https://www.gse.harvard.edu/news/uk/14/11/building-capacity-family-engagement>



## USDE

# The Dual Capacity Building Framework for Family-School Partnerships

### The Challenge

Many states, districts, and schools struggle with how to execute partnerships and cultivate and sustain positive relationships with families. A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures, and to develop stronger partnerships of shared responsibility for children's outcomes between home and school, but that they do not know how to accomplish this.

If effective cradle-to-career educational partnerships between home and school are to be implemented with fidelity and sustained, engagement initiatives must include a concerted focus on developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities. When effectively implemented, such opportunities build and enhance the skills, knowledge, and dispositions of stakeholders to engage in effective partnerships that support student achievement and development and the improvement of schools.

### Opportunity Conditions

There are many types of effective capacity-building *opportunities* for LEA staff and families. Research on promising practice suggests that there are certain *process* conditions that must be met in order for adult participants to come away from a learning experience with not only new knowledge but with the ability and desire to apply what they have learned. Research also suggests important *organizational* conditions that must be met in order to sustain and scale these opportunity efforts across districts and groups of schools.

### **Process Conditions**

The term *process* here refers to the series of actions, operations, and procedures that are part of any activity or initiative. These conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement. Initiatives must be:

- ♦ *Linked to Learning: Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for the students.*
- ♦ *Relational: A major focus of the initiative is on building respectful and trusting relationships between home and school.*
- ♦ *Developmental: The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.*



- ♦ *Collective/Collaborative: Learning is conducted in group versus individual settings and is focused on building networks and learning communities.*
- ♦ *Interactive: Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.*

### **Organizational Conditions**

Research on the conditions necessary for educational entities to successfully implement and sustain family engagement identifies the following organizational conditions that support fidelity and sustainability.<sup>1</sup> Initiatives must be:

- ♦ *Systemic: Purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.*
- ♦ *Integrated: Embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration.*
- ♦ *Sustained: Operating with adequate resources and infrastructure support.*

### **Policy and Program Goals**

The goals of policy and programming directed at improving family engagement efforts must include a dual focus on building of the *capacity* of staff and families to engage in partnerships.

We break down this capacity into four components — the “4-C’s”<sup>ii</sup>:

- ♦ *Capabilities: Human Capital, Skills and Knowledge*
- ♦ *Connections: Important Relationships and Networks — Social Capital*
- ♦ *Confidence: Individual Level of Self-Efficacy*
- ♦ *Cognition: a person’s assumptions, beliefs, and worldview*

### **Staff and Family Partnership Outcomes**

Once staff and families have built the requisite capabilities, connections, confidence, and cognition, they will be able to engage in partnerships that will support student achievement and student learning.

Staff prepared to engage in partnerships with families can:

- Honor and recognize families’ existing knowledge, skill, and forms of engagement

- Create and sustain school and district cultures that welcome, invite and promote family engagement and development
- Develop and connect all family engagement initiatives to student learning

Families, regardless of their race/ethnicity, educational background, gender, disability or socioeconomic status, are prepared to engage in partnerships with school and districts can engage in diverse roles such as:

- *Supporters* of their children’s learning and development
- *Encouragers* of an achievement identity, a positive self-image, and a “can do” spirit in their children
- *Monitors* of their children’s time, behavior, boundaries and resources
- *Models* of lifelong learning and enthusiasm for education
- *Advocates/Activists* for improved learning opportunities for their children and at their schools
- *Decision-makers/choosers* of educational options for their children, the school, and community
- *Collaborators* with school staff and members of the community on issues of school improvement and reform

As a result of this enhanced capacity on the part of district and school staff and families, districts and schools are able to cultivate and sustain at scale active, respectful, and effective partnerships with families that are linked to learning and support children’s learning and development and school improvement.

[Refer to figure 2 on the next page]



**Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships**



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<sup>i</sup> Weiss, H. B., Lopez, M. E., Rosenberg, H. (2011). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. Cambridge, MA: Harvard Family Research Project. Retrieved from [Footnote: Beyond Random Acts: Family, school, and community engagement as an integral part of educators reform](#)

<sup>ii</sup> Higgins, M.C. (2005). *Career imprints: Creating Leaders across an industry*. San Francisco: Jossey-Bass



# Section 4

## ESSA State Plan





*Texas Education Agency  
Parent and Family Engagement State Plan*

This section will be updated when the Texas Every Student Succeeds Act (ESSA) State Plan is submitted and approved.

Each state is responsible for submitting a plan to USDE.







# Section 5

Family Engagement, School  
Year Compliance Calendar  
2017-18







## Family Engagement Compliance Calendar 2017-2018



**NOTE: The items identified on this calendar are NOT exhaustive for an effective parent and family engagement program. Many of the items are referenced by statute. Additional items are included for your information and convenience.**

### August 2017

- Texas Parents' Day (2<sup>nd</sup> Sunday of the month).
- Complete Home Language Survey (at registration).
- Notify parents, at least 14 days prior to the beginning of school and at the time of enrollment for new students, of Persistently Dangerous Schools and the option to transfer to a safe public school within the LEA including a public charter school.
- Notify parents of their right to request and receive information regarding the professional qualifications of the student's classroom teachers. *P.L. 114-95 Section 1112 (e)(1)(A)*
- Consult with parents and families to jointly develop or revise and agree upon and distribute the District and Campus Parental Involvement Policies. *P.L. 114-95 Section 1116 (a)(2)*
- Consult with parents and families to develop or revise and agree upon the School-Parent Compact. *P.L. 114-95 Section 1116 (d)*
- Each Title I, Part A campus has a school-parent compact that outlines how the parents, the entire school staff, and the students share responsibility for improved student achievement and by the means the school and parents will build and develop a partnership to help children achieve the State's high standards. *P.L. 114-95 Section 1116 (d)*
- Schedule fall Title I, Part A Annual Parent Meeting (usually convene meeting in September). *P.L. 114-95 Section 1116 (c)(1)*
- Shall provide assistance to parents in understanding the challenging State standards, State and local assessments, and how monitor a child's progress. (This can be provided at a time other than August.) *P.L. 114-95 Section 1116 (e)(1)*
- Shall provide materials and training to help parents to work with their children to improve their children's achievement. (This can be provided as an ongoing task through the school year.) *P.L. 114-95 Section 1116 (e)(2)*
- Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. (The training could be at a time other than August.) *P.L. 114-95 Section 1116 (e)(3)*
- Consult with parents and families to establish a Migrant Districtwide Parent Advisory Council (PAC), Title I, Part C. (If this cannot be done in August do so as soon as practicable). *P.L. 114-95 Section 1304 (c)(3)*
- Outreach to parents and families of LEP/Immigrant students and inform them how they can be involved in the education of their children and assist their children attain English proficiency, not later than 20 days after the beginning of the school year or within first two weeks of child being placed in language instruction program when the child was not

identified prior to the beginning of the school year, Title III, Part A. *P.L. 114-95 Section 1112 (e)(3)(A)*

- The LEA homeless liaison will inform parents/guardians of homeless students the educational opportunities and other services available to the child (Identification of homeless students usually occurs at registration but can occur at any time during the school year as family situations change).
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- Complete NCLB Consolidated Federal Grant Application

### **September**

- If allowed by your LEA or campus administrators, register and attend the Advancing Improvement in Education (AIE) Conference, San Antonio Convention Center, September 26-27
- NCLB Consolidated Federal Grant Application, due around September 5
- Conduct Parent-Teacher Conferences where school-parent compacts are discussed (required at the elementary level). *P.L. 114-95 Section 1116 (d)(2)(A)*
- Convene and document the Title I, Part A Annual Parent Meetings for each Title I, Part A Campus. *P.L. 114-95 Section 1116 (d)(2)(A)*: explain the program requirements, inform parents of their right to be involved, and explain the Reservation of Funds for parental involvement and the parents' role in deciding the use of the funds (for schools receiving \$500,000 or more Title I, Part A funds)
- Provide communications about the Title I, Part A program in a format, and the extent practicable, in a language parents understand. (Provide information to parents in a format and language they understand is practiced throughout the school year). *P.L. 114-95 Section 1116 (b)(1) & (e)(5)*
- If this has not been done already, distribute the District and Campus Parental Involvement Policies to parents and families. *P.L. 114-95 Section 1116 (a)(2) & (b)(1)*
- If this has not been done already, distribute the School-Parent Compacts to parents and families. *P.L. 114-95 Section 1116 (d)*
- The Schoolwide Plan/Campus Improvement Plan shall be available to parents and families. *P.L. 114-95 Section 1114 (b)(2) & (4)*
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

## **October**

- If this has not been done already, conduct Parent-Teacher Conferences where school-parent compacts are discussed (required at the elementary level). *P.L. 114-95 Section 1116 (d)(2)(A)*
- If allowed by your LEA or campus administrators, register for the Title I Statewide Parental Involvement Conference at Crowne Plaza Near Reliant, Houston, Nov 30 – Dec 2.
- If allowed by your LEA or campus administrators, register and attend the Association for Compensatory Educators of Texas (ACET) Conference, Westin Galleria, Houston, October 23-24.
- Promote parental and community participation in programs for LEP, Title III, Part A. *P.L. 114-95 Section 3115 (d)(6)(B) & (e)(1)(A) AND P.L. 114-95 Section 1112 (e)(3)(C)*
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

## **November**

- If allowed by your LEA or campus administrators, register for the Title I Statewide Parental Involvement Conference at Crowne Plaza Near Reliant, Houston, Nov 30 – Dec 2
- National Parent Involvement Day (3rd Thursday of the month)
- Texas Academic Performance Reports (TAPR) released on (or about) November 21
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

## **December**

- If allowed by your LEA or campus administrators, register for the Learning for a “Change” Summit at Austin Crowne Plaza, February 5-6, 2018. (TENTATIVE)
- If allowed by your LEA or campus administrators, register for the National Title I Conference, Philadelphia, PA, February 8-11.
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- Notification to parents and families of LEP/Immigrant students if LEA fails to meet annual measurable achievement objectives, notification must occur within 30 days, Title III, Part A. (This requirement is not tied to December but must be reported at the appropriate time in the district process)
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

## **January 2018**

- If allowed by your LEA or campus administrators, register for the Learning for a “Change” Summit at Austin Crowne Plaza, February 5-6. (TENTATIVE)
- Disseminate Annual State Report Card and Annual LEA Report Card results to parents, usually early in the new calendar year but not later than early March depending upon the availability of relevant data. *P.L. 114-95 Section 1111 (h)(1)(B) and (h)(2)(B)*
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- If allowed by your LEA or campus administrators, register for the National Title I Conference, Philadelphia, PA, February 8-11.
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*
- Shall provide assistance to parents in understanding the challenging State standards, State and local assessments, and how monitor a child’s progress. (This can be provided throughout the school year.) *P.L. 114-95 Section 1116 (e)(1)*
- Shall provide materials and training to help parents to work with their children to improve their children’s achievement. (This can be provided as an ongoing task through the school year.) *P.L. 114-95 Section 1116 (e)(2)*
- Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. (The training can be provided throughout the school year.) *P.L. 114-95 Section 1116 (e)(3)*

## **February**

- If allowed by your LEA or campus administrators, register and attend the Learning for a “Change” Summit, Austin Crowne Plaza, February 5-6. (TENTATIVE)
- Disseminate Annual State Report Card and Annual LEA Report Card results to parents, but not later than early March depending upon the availability of relevant data. *P.L. 114-95 Section 1111 (h)(1)(B) and (h)(2)(B)*
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

## **March**

- Promote parental and community participation in programs for LEP, Title III, Part A
- Comprehensive Needs Assessment, annual evaluation of the content and effectiveness of the parent and family engagement policy and program in improving the academic quality of the schools. *P.L. 114-95 Section 1116 (a)(2)(D)*
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall

provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

### **April**

- Schedule, consult, and conduct with parents and families an annual evaluation of the content and effectiveness of the parent and family engagement policy and program toward improving the academic quality of the schools. *P.L. 114-95 Section 1116 (a)(2)(D)*
- Consult with parents and families in the development, review or revision, and evaluation of the Schoolwide Plan/Campus Improvement Plan and the District Improvement Plan. *P.L. 114-95 Section 1114 (b)(2)*
- If allowed by your LEA or campus administrators, register and attend the Association for Compensatory Educators of Texas (ACET) Conference, Renaissance Hotel, Austin, April 10-12.
- Public School Volunteer Week (3<sup>rd</sup> week of the month).
- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

### **May**

- Provide frequent reports on Student Progress. *P.L. 114-95 Section 1116 (d)(2)(B)*
- Provide to parents information about the level of achievement of the child in each of the required state academic assessments. (If this cannot be completed before the school year concludes do this as soon as practicable) *P.L. 114-95 Section 1112 (e)(1)(B)*
- A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. *P.L. 114-95 Section 1112 (e)(1)(B)*

### **June**

- Provide to parents information about the level of achievement of the child in each of the required state academic assessments (If this cannot be completed before the school year concludes do this as soon as practicable) *P.L. 114-95 Section 1112 (e)(1)(B)*
- Prepare and submit ESSA Consolidated Federal Grant Application, if applicable.
- Prepare and submit ESSA Consolidated Compliance Report, due around Aug 1.

### **July**

- Submit ESSA Consolidated Federal Grant Application, if applicable (strive to submit on or before July 1 for July 1 stamp-in date).
- Prepare and submit NCLB Consolidated Compliance Report, due around Aug 1.
- National Parents' Day. (4<sup>th</sup> Sunday of the month).

**REVISED May 2017**





# Section 6

## Building Capacity





## *Building Capacity*

### DESCRIPTION:

Although the outcome is student success, the process includes participation by parents and families. A partnership between school and home is an essential piece contributing to student improvement and academic achievement. Some parents are highly engaged, while others display limited participation due to lack of time, cultural barriers, or fear of the unknown. These families need persistent, yet gracious encouragement. Schools need to build up their capacity to be more involved at their child's school.

Building capacity includes both "musts" and "mays."

#### **A district and school MUST:**

- Provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics 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;
- 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;
- 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;
- 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 Provide assistance to parents to understand the State's academic content standards, the State and local assessment, and how to work with educators to improve their child's achievement;
- 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;
- Provide reasonable support for family engagement activities.

#### **A district and school MAY:**

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- 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;

- 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;
- Train parents to enhance the involvement of other parents;
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- Adopt and implement model approaches to improving parental involvement;
- Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

STATUTE:

Public Law 114-95 Section 1116(e)(1-14)

RESOURCES: new resources will be added as available

- Constructing a Parent Engagement Program to Build Parent Capacity  
<http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Building%20Parent%20Capacity%20Presentation.pdf>  
*this resource is based on PL 107-110, Section 1118 but the information is still beneficial and informational*



**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>• 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>• Involve 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>

*(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>

Not Compliant     
 Meets Compliance     
 Innovative     
 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 engagement 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> and understanding the <b>use of technology</b> 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>

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

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

**Building Capacity for Involvement –  
Personnel 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** 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 and education about the parent involvement 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 parental involvement used by the district and schools
- Communication to faculty and staff discussing materials and resources on effective parental involvement
- 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
- Staff evaluations and feedback used to improve and revise trainings

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<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 parental involvement requirements outlined in Section 1116 (e)(3).</li> <li>• Provide staff with in-service training on <b>communicating and working</b> with parents as partners to <b>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 parental involvement.</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 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 Early Childhood 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 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 early education 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 parental involvement 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> <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 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> <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>• 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> <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 translator and/or interpreter 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
- 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 translator and/or interpreter 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>interpreter 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>

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 Personnel 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 development of 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

<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)(6) 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 toward 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 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>

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 **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 style="text-align: center;"><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116 (e)(7) 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 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>

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 Childcare 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

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116 (e)(8) 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>

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 receiving 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 involvement of other parents

<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)(9) 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 the 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 continue the flow of information and growth of the classes.</li> <li>• Ask the 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>

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 parent and family engagement 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)(10) 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>

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 parent and family engagement**.

**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 parental involvement to meet the needs of the school
- Implementation evidence of model approaches with parents to increase parental involvement
- 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 parental involvement meetings

Meets Compliance	Innovative Implementation	Exceptional Implementation
<p><b>OPTIONAL</b></p> <p>This is a discretionary item listed in Section 1116 (e)(11) 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 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 involvement 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 involvement strategies and objectives.</li> <li>• Publish and share adopted model approach to improve parent involvement with parents and staff at various meetings and school functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate research based activities and trainings supporting effective parent engagement strategies into staff professional development.</li> <li>• Educate staff and parents about the different types and definitions of parental involvement 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 parental involvement with school as well as district materials and publications.</li> </ul>

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)(12) 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 parental involvement 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 parental involvement.</li> <li>• Convene regular meetings structured around well-defined goals and objectives aligned with district and schoolwide plans.</li> </ul>

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 parental 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

<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)(13) 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 parent and family engagement 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 parental involvement
- 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 engagement activities scheduled according parent feedback

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 parental involvement 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 parental involvement.</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 parental involvement 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 parental involvement.</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:



# Section 7

## Language and Format





## *Language and Format*

### DESCRIPTION:

To maintain regular, meaningful, two-way communication the message delivered by the sender (the district and school) needs to be understood by the receiver (the parents and family). Districts and schools send a lot of information to families: the student handbook, the parental involvement policy, the school-parent compact, the school report card, various notifications, surveys, notes from teachers, etc. Some families reply promptly. Other families ignore the information. Yet, many parents and families are unable to respond either due to limited literacy or possessing a home language other than English. As a result, it is essential to provide information to families in a format, and to the extent practicable, in a language they can understand.

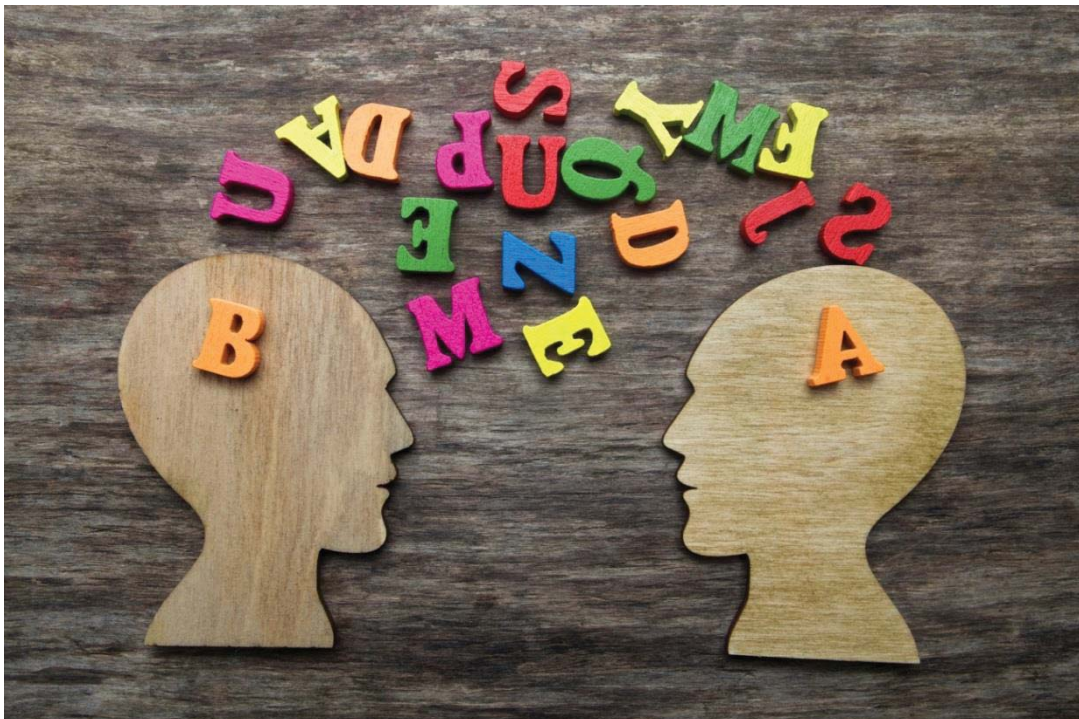
### STATUTE:

Public Law 114-95 Section 1111(b)(2)(B), Section 1111(h)(1)(A-B), and Section 1116(b)(1), Section 1116(e)(5)

### EXAMPLES:

Provide print materials, to the extent practicable, in the home language of the families in the district and school. Most importantly: the student handbook, the district parental involvement policy, the campus parental involvement policy, the school-parent compact, notification to parents to request teacher and paraprofessional qualifications, notification to parents regarding the status of teacher certification, and reports on student progress and achievement should be given to parents in their home language.

If it is not practicable to provide the information in print, ask a parent translator to read the notification in the home language to the family. If necessary, record the translation and make it available as a pod-cast or on a CD or a DVD.



**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, Part A 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 translator and/or interpreter 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
- 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 translator and/or interpreter 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>interpreter 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>

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:



# Elementary and Secondary Education Act (ESEA), Title 1, Part A Section 1116 (f)

## Accessibility

District Level                       School Level

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 informed participation of **parents and families 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.

### 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 contact information for translators/interpreters 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 ESL, 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>ESL, special education, and migrant program</b> school staff to strengthen parent 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 translator or a school staff 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 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 with limited English proficiency, parents with disabilities, and parents of migratory children to determine how the school can provide the best possible opportunities for all parents to be involved.</li> <li>• Educate staff, with the assistance of parents, about the various cultures, needs, and backgrounds that are represented by parents in the school and community.</li> </ul>

Not Compliant     
  Meets Compliance     
  Innovative     
  Exceptional

Notes:



# Section 8

## Funding





## *Title I, Part A Reservation of Funds*

### DESCRIPTION:

A district with a Title I, Part A allocation of more than \$500,000 is required to spend at least **one (1) percent** of its allocation for district and school-level parental involvement activities. Districts are allowed to reserve more than 1 percent for parent and family engagement.

Districts with allocations of \$500,000 or less are also responsible for implementing parental involvement activities, although no minimum allocation is required.

The district **shall involve parents and families** of Title I, Part A participating children in decisions about how funds reserved for parent and family engagement are allotted for parental involvement activities with priority given to high need schools.

- The involvement of parents should be in a manner consistent with the definition of parent and family engagement.
- A district may choose to use its district-wide parent advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to Title I, Part A programs.

### **May districts reserve funds for district level parental involvement activities?**

- Not less than 90 percent of the funds reserved shall be **distributed to schools** served under this part.
- Only ten (10) percent of the set-aside may be allotted for district use.

**Use of Funds:** funds reserved for parent and family engagement **shall be** used to carry out activities and strategies consistent with the Local Education Agency's parent and family engagement policy. Not less than one of the following **shall be** implemented:

- Supporting schools and nonprofit organizations in providing professional development for local education agency and school personnel regarding parent and family engagement strategies;
- Supporting programs that reach parents and family members at home, in the community, and at school;
- Disseminating information on best practices focused on parent and family engagement, especially addressing economically disadvantaged parents and family members;
- Collaborate with community-based organizations or employers with a record of success for improving parent and family engagement;
- Engage in other activities and strategies that the local education agency determines are appropriate to fulfill the local education agency's parent and family engagement policy.

### STATUTE:

Public Law 114-95, Section 1116 (a)(3)

### RESOURCES:

- A Toolkit for Title I Parental Involvement  
<http://www.sedl.org/connections/toolkit/index.html>



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

**Title I Parental Involvement Funding Allocations**

District Level

School Level

Each local educational agency shall reserve not less than 1 percent of Title I funds for parent and family engagement activities. At least 90 percent of the funds reserved must be distributed to participating Title I schools. (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
- Parental involvement set-aside tab on the consolidated application

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• <b>Dedicate not less than 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> <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 parental involvement activity/project.)</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> <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>• 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> <li>• Hire a full-time parent involvement coordinator with part of its parent and family engagement set-aside who is responsible for carrying out Title I, Part A parental involvement regulations while implementing parent and family engagement strategies to build parent capacity.</li> </ul>

Not Compliant

Meets Compliance

Innovative

Exceptional

Notes:

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

**Parent Input into the 1 Percent Parental Involvement Set-Aside**

- District Level                       School Level

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

**Compliance Documentation**

- Evidence, (for example: Flyers, Website announcements, social media, message recordings, or other meeting advertisements), showing 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
- Pictures, PowerPoint presentations, videos, or handouts used to share information about the parent and family engagement budget and to engage parents in meaningful conversation about the budget.

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<ul style="list-style-type: none"> <li>• Include <b>all parents</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</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 families 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 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 and family meetings.</li> <li>• Invite all parents and families to roundtable discussions on the parent and family engagement budget. Utilize community events regularly attended by parents and families of children receiving Title I services to solicit parent input into the parent and family engagement budget.</li> </ul>

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 on the type of meaningful input sought. Use these cards at various parent meetings to guide conversation.</li> </ul>

Not Compliant     
 Meets Compliance     
 Innovative     
 Exceptional

Notes:



# Section 9

Title I, Part A

Schoolwide Programs

&

Targeted Assistance Schools





## *Title I, Part A Schoolwide Program*

### DESCRIPTION:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I campus. Its primary goal is to ensure that all students, particularly the lowest-achieving, demonstrate proficient and advanced levels of achievement on the challenging Texas standardized assessments.

The schoolwide reform strategy requires that a school:

- Conduct a comprehensive needs assessment;
- Prepare a comprehensive schoolwide plan; and
- Conduct an annual evaluation of the schoolwide plan and revise the plan as necessary.

The benefits in campuses with schoolwide programs are two-fold: to serve all students, particularly those children who are failing or at-risk of failing, and consolidate Federal, State, and local funds, as allowed, to better address the needs of students in the school. Schoolwide programs maximize the impact of Title I.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest-achieving.

### STATUTE:

Public Law 114-95 Section 1114

### RESOURCES:

- Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulatory Guidance, September 2016  
<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

## *Title I, Part A Targeted Assistance Program*

### DESCRIPTION:

A targeted assistance school, primarily addressed in [section 1115 of Title I, Part A](#), is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I schoolwide program. The term "targeted assistance" signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the challenging State academic standards. Like schoolwide program schools, the goal of a targeted assistance school is to improve teaching and learning to enable participating students to meet the challenging State performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participating children; use methods and instructional strategies that strengthen the academic program of the school, provide accelerated, high-quality curriculum, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; and implement strategies to increase parental involvement.

A targeted assistance school differs from a schoolwide program school in several significant respects:

- Part A funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance.
- Part A funds must be used for services that supplement, and do not supplant, the services that would be provided, in the absence of the Part A funds, from non-Federal sources.
- Records must be maintained that document that Part A funds are spent on activities and services for only Part A participating students.

**Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards.**

- **A targeted assistance school** generally identifies eligible children within the school on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.
- Children who are economically disadvantaged, children with disabilities, migrant children or English learners are eligible for Part A services on the same basis as other children that are selected for services. **Thus, schools are no longer required to demonstrate that the needs of EL students stem from educational deprivation and not solely from their limited English proficiency. Similarly, schools are no longer required to demonstrate that the needs of children with disabilities stem from educational deprivation and not solely from their disabilities.**
- Children from preschool through grade two must be selected solely on the basis of criteria, including objective criteria, established by the LEA and supplemented by the school that determine which children are failing, or most at risk of failing, to meet the challenging State standards.

**Certain children are considered at risk of failing to meet the State's student performance standards and are thus eligible for Part A services by virtue of their status:**

- Children who participated in a Head Start program at any time in the two preceding years.
- Children who were identified as a "migrant" student and received services at any time in the two preceding years.
- Children who received services in a local institution for neglected or delinquent children and youth or attended a community day program for such children.
- Homeless children attending any school in the LEA.

STATUTE:

Public Law 114-95, Section 1115

RESOURCES:



## SEC. 1115. TARGETED ASSISTANCE SCHOOLS.

(a) IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school **MAY** use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

(b) TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section **SHALL**—

(1) determine which students will be served;

(2) serve participating students identified as eligible children under subsection (c), including by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which **MAY** include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which **MAY** include—

(i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(C) coordinating with and supporting the regular education program, which **MAY** include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

(F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

- (G) provide to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;
  - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
  - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

(3) SPECIAL RULE.—Funds received under this part **MAY NOT** be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but **MAY** be used to coordinate or supplement such services.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT.—To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part **MAY**—

(1) participate in general professional development and school planning activities; and

(2) assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

(e) SPECIAL RULES.—

(1) SIMULTANEOUS SERVICE.—Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES.—If—

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part **MAY** be used as a last resort to provide such services, including—

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator;

(iii) family support and engagement services;

(iv) integrated student supports; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—A secondary school operating a targeted assistance program under this section **MAY** use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

(g) PROHIBITION.—Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to require a local educational agency or school to submit the results of a comprehensive needs assessment or plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) DELIVERY OF SERVICES.—The services of a targeted assistance program under this section **MAY** be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.



## SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) IN GENERAL.—

(1) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS.—

(A) ELIGIBILITY.—A local educational agency **MAY** consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION.—A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, **MAY** operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED.—

(A) IN GENERAL.—No school participating in a schoolwide program shall be required to identify—

- (i) particular children under this part as eligible to participate in a schoolwide program; or
- (ii) individual services as supplementary.

(B) SUPPLEMENTAL FUNDS.—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program **SHALL** use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

(3) EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS.—

(A) EXEMPTION.—Except as provided in paragraph (2), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))),

or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS.—A school that chooses to use funds from such other programs **SHALL NOT BE RELIEVED** of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS.—A school that chooses to consolidate and use funds from different Federal programs under this section **SHALL NOT BE REQUIRED** to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program **SHALL** develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the

challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies **WILL**—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which **MAY** include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **MAY** include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) **PRESCHOOL PROGRAMS.**—A school that operates a schoolwide program under this section **MAY** use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) **DELIVERY OF SERVICES.**—The services of a schoolwide program under this section **MAY** be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section **MAY** use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) **MAY** use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

## Requirements of a Title I, Part A Schoolwide Program Plan

The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students.

### 1. Eligibility and Identification

- a. A LEA may consolidate and use funds together with Federal, State, and local funds, in order to upgrade the entire educational program of the school that serves and eligible school attendance area in which not less than 40% of the children are from low-income families, or not less than 40% of the children enrolled in the school are from such families.
- b. ***If a school serves eligible students from an attendance area that is less than 40% from low-income families or less than 40% enrolled from low-income families, the school may receive a waiver from the SEA to provide a schoolwide program.***  
(NEW)
- c. No school participating in a schoolwide program is required to identify particular children.
- d. A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-federal sources for the school.

### 2. Per the *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulatory Guidance, September 2016* every schoolwide program must:

- a. Develop a comprehensive needs assessment
- b. Develop a schoolwide program plan
- c. Annually evaluate the program plan

### 3. Develop a Comprehensive Schoolwide Program Plan

- a. **SHALL** be developed with the involvement of parents and other members of the community and individual who will carry out the plan, including school personnel. PL 114-95 Section 1114 (b)(2)
- b. **SHALL** be regularly monitored and revised as necessary based on student needs. PL 114-95 Section 1114 (b)(3)
- c. **SHALL** be available to the LEA, parents, and the public, and the information shall be in an understandable and uniform format and, to the extent practicable, provided in a language the parents understand. PL 114-95 Section 1114 (b)(4)
- d. If appropriate and applicable, **SHALL** be developed in coordination and integration with other Federal, State, and local services, resources, and programs such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement as well as targeted support and improvement activities. PL 114-95 Section 1114 (b)(5)

- e. **SHALL** develop a comprehensive needs assessment and must be based on a comprehensive needs assessment of the entire school. PL 114-95 Section 1114 (b)(6)
  - i. Assess the entire school and accounting for the academic achievement of children, especially those ***who are failing or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.*** (NEW)
  - ii. Include other factors as determined by the LEA.
- f. **SHALL** include a description of strategies that the school will implement to address school needs. PL 114-95 Section 1114 (b)(7)
  - i. **Must** provide opportunities for all children, including the subgroups, to meet the challenging Texas academic standards. PL 114-95 Section 1114 (b)(7)(A)(i)
  - ii. **Must** use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and ***courses necessary to provide a well-rounded education.*** (NEW)  
PL 114-95 Section 1114 (b)(7)(A)(ii)
  - iii. **Must** address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging Texas academic standards. PL 114-95 Section 1114 (b)(7)(A)(iii) Activities to address the variety of needs **MAY** include... PL 114-95 Section 1116 (b)(7)(A)(iii)(I-V)
    - 1. Counseling
    - 2. ***School-based mental health programs*** (NEW)
    - 3. ***Specialized instruction and support services*** (NEW)
    - 4. Mentoring services
    - 5. ***Other strategies to improve students' skills outside the academic subject areas*** (NEW)
    - 6. Preparation for and awareness of opportunities for postsecondary education and the workforce
    - 7. Career and technical education programs
    - 8. ***Broadening secondary school coursework to earn postsecondary credit while in high school*** (NEW)
    - 9. ***Implementation of a schoolwide tiered model to prevent and address problem behavior*** (NEW)
    - 10. Professional development and other activities for teachers, paraprofessionals and other school personnel ***to improve instruction and use data from academic assessments*** (NEW)
    - 11. Recruit and retain effective teachers, particularly in high need subjects
    - 12. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

#### 4. Consolidation of Funds

- a. ***Plan SHALL specify the SEA and LEA and Federal program funds that are being consolidated for the schoolwide program.*** (NEW) PL 114-95 Section 1114 (b)(7)(B)

## 5. Preschool Programs

- a. A schoolwide program **MAY** use funds to establish or enhance a preschool program for children who are under six years of age. PL 114-95 Section 1114 (c)

## 6. Delivery of Services

- a. *The services of a schoolwide program MAY be delivered by nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement.* (NEW) PL 114-95 Section 1114 (d)

## 7. Use of Funds for Dual or Concurrent Enrollment

- a. *Funds may be used to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the State academic standards. Funds may be used for the costs associated with the program including – training for teachers, tuition and fees, books, required instructional materials, and transportation...* (NEW) PL 114-95 Section 1114 (e)

### RESOURCE:

Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulatory Guidance, September 2016

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

Although this document clearly references the statute, this is a **DRAFT** document until vetted by TEA or further non-regulatory guidance is provided.

# Target Assistance VS Schoolwide Programming

## Target Assistance

### Target Assistance Schoolwide Eligibility

A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.

### Allowable Expenditures

A targeted assistance school uses Title I funds to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.

### Student Selection

A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.

### Schoolwide Plan

### Responsibility

The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.

## Schoolwide Programming

A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding.

A schoolwide program uses Title I funds to upgrade the entire educational program of the school. Title I funds can be used to serve all children.

A schoolwide program is not required to identify particular children as eligible for Title I services.

No comparable provisions. A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.

No comparable provisions because there are no distinctions between staff that may be paid with Title I funds and those who are not. **All staff supports the schoolwide project.** There is no one labeled a "Title I Teacher."



## **Target Assistance**

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### **Student Services Supplement - Not Supplant**

A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.

### **Annual Review**

A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I children meet the State's standards.

### **Program Coordination**

The Title I program should coordinate Title I, Part A resources with other resources.

### **Parental Involvement**

Targeted assistance schools must comply with Title I requirements for parental involvement.

## **Schoolwide Programming**

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A schoolwide program may use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school.

A schoolwide program; however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school). Overall, services must be extra to ALL students.

A schoolwide program must review the progress of its schoolwide plan on an ongoing basis. The plan must be reviewed and revised in order to help ALL children at the school meet the State's standards.

Schoolwide program must coordinate its resources with other programs and is also given the option to combine its federal funds.

Schoolwide schools must comply with Title I requirements for parental involvement.

## Requirements of a Title I, Part A Targeted Assistance Program

**Targeted Assistance School Program:** to assist targeted assistance schools and LEAs to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each target assistance program **SHALL**...

1. **SHALL** determine which students will be served. PL 114-95 Section 1115 (b)(1)
2. **SHALL** serve participating students identified as eligible children. PL 114-95 Section (b)(2)
  - a. **SHALL** use resources under this part to help eligible children meet the State academic standards which may include *programs, activities, and academic courses necessary to provide a well-rounded education*. (NEW) PL 114-95 Section 1115 (b)(2)(A)
  - b. **SHALL** use methods and instructional strategies to strengthen the academic program of the school which **MAY** include... PL 114-95 Section 1115(b)(2)(B)
    - i. **MAY** expand learning time, before and afterschool programs, and summer programs
    - ii. **MAY** implement a *schoolwide tiered model to prevent and address behavior problems, and early intervening services* (NEW)
  - c. **SHALL** coordinate with and support the regular education program which **MAY** include... PL 114-95 Section 1115 (b)(2)(C)
    - i. **MAY** provide services to assist preschool children in the transition from early childhood education programs to elementary school programs
  - d. **SHALL** provide professional development with resources under this part and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. PL 114-95 Section 1115 (b)(2)(D)
  - e. **SHALL** implement strategies to increase the involvement of parents. PL 114-95 Section 1115 (b)(2)(E)
  - f. If appropriate and applicable, **SHALL** coordinate and integrate Federal, State, and local services and programs such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities. PL 114-95 Section 1115 (b)(2)(F)
  - g. **SHALL** provide the LEA assurances that the school will... PL 114-95 Section 1115 (b)(2)(G)
    - i. Help provide an accelerated, high-quality curriculum
    - ii. Minimize the removal of children from the regular classroom during regular school hours for instruction

- iii. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable children to meet the State academic standards.

### **Targeted Assistance Eligible Children**

1. Children not older than age 21 who are entitled to a public education through grade 12. Public Law 114-95 Section 1115 (c)(1)(A)(i)
2. Children who are not yet at a grade level at which the LEA provides free public education. Public Law 114-95 Section 1115 (c)(1)(A)(ii)
3. Eligible children are identified as failing or most at risk of failing to meet the State academic standards on the basis of multiple, educationally related, objective criteria. Public Law 114-95 Section 1115 (c)(1)(A)(i)(B)
4. Eligible children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria. Public Law 114-95 Section 1115 (c)(1)(A)(i)(B)
5. Eligible children include those who are economically disadvantaged, with disabilities, migrant children, or English learners. Public Law 114-95 Section 1115 (c)(2)(A)
6. Eligible children include those who participated in Head Start, or the literacy program under Title II Part B subpart 2, or a Title I Part A preschool program within the two years prior to selection. Public Law 114-95 Section 1115 (c)(2)(B)
7. Eligible children include those who received services under Title I Part c within the two years prior to selection. Public Law 114-95 Section 1115 (c)(2)(C)
8. Eligible children include those who were in an institution for neglected or delinquent children or attended a community day program for such children. Public Law 114-95 Section 1115 (c)(2)(D)
9. Eligible children include those who are homeless and are attending a school within the LEA. Public Law 114-95 Section 1115 (c)(2)(E)

### **Targeted Assistance Integration of Professional Development**

Public school personnel who are paid with funds received under this part **MAY**:

1. Participate in general professional development and school planning activities. Public Law 114-95 Section 1115 (d)(1)
2. Assume limited duties that are assigned to similar personnel who are not so paid... Public Law 114-95 Section 1115 (d)(2)

### **Targeted Assistance Comprehensive Services**

**IF** health, nutrition, and other social services are not otherwise available to eligible targeted assistance children, and such school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and **IF** funds are not reasonably available from other private and public sources, then a portion of the funds **MAY** be used as a last resort: Public Law 114-95 Section 1115 (e)(2)

1. Basic medical equipment such as eyeglasses and hearing aids
2. Compensation of a coordinator
3. **Family support and engagement services (NEW)**

4. *Integrated student supports* (NEW)
5. Professional development for school personnel and parents

**Targeted Assistance Use of Funds for Dual or Concurrent Enrollment Programs**

*A secondary school operating a targeted assistance program MAY use funds to provide dual or concurrent enrollment program services to eligible children who are identified as having the greatest need for special assistance.* (NEW)

Public Law 114-95 Section 1115 (f)

**Targeted Assistance Delivery of Services**

*The services of a schoolwide program MAY be delivered by nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement.* (NEW) Public Law 114-95 Section 1115 (h)

Although this document clearly references the statute, this is a **DRAFT** document until vetted by TEA or further non-regulatory guidance is provided.

# Section 10

## Annual Meeting

### Title I, Part A





## *Annual Meeting*

### DESCRIPTION:

Each school receiving Title I Part A funds, schoolwide and targeted assistance, is required to convene an annual meeting. The purpose of this meeting is to inform parents and families of their school's participation in the Title I Part A program and the right of the parents to be involved. Although many schools incorporate this into their "Back to School Night," the annual meeting should be offered on another day and different time to meet the needs of the parents and families.

The annual meeting should address, at a minimum:

- An explanation of the Title I Part A program
- The Title I Part A 1% set-aside and the parents role in determining the distribution of funds
- The school parental involvement policy
- The school-parent compact
- Parent-Teacher conferences
- The right of parents to be involved and how they can support their child's learning
- The annual evaluation of the parental involvement policy

The annual meeting for TARGETED ASSISTANCE will address the parents and families of the children identified to receive Title I Part A services.

### STATUTE:

Public Law 114-95 Section 1116(c)(1)

### RESOURCES:

- Annual Meeting PowerPoints and forms, <http://www.esc16.net/preview.aspx?name=title1swi. Annual TI Meeting>
- Title I, Part A Parental Involvement Guidance <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Involvement-Compliance-Documents.aspx>



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

**School-Level Parental Involvement Policy –  
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 childcare was provided for the meeting if determined necessary by school’s parental involvement evaluations/surveys.
- Title I Annual Meeting minutes and evaluations with parent feedback
- 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, PowerPoint presentation, or handouts provided at Annual Title I Parent Meeting

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<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>.</li> <li>• Ensure the Annual Title I Parent Meeting is held 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:



**Agenda**  
**Fall Parent Involvement Annual Meeting**  
**Title I and Other Federal Programs**  
**Sample I.S.D.**  
**[Location]**  
**[Date]**  
**[Time]**

Audience:

- All personnel
- Parents
- Administrators
- Students (Grades 9-12 participating)
- Representatives of participating agencies

- A. Review for Parent and Family Engagement Policy
  
- B. Disseminate information on Title I Part A program(s) (including previous years evaluation results) and obtain parent input
  
- C. Explain funding, programs, and activities
  
- D. Parent training including materials and techniques for promoting student education at home
  
- E. Individual parent conference
  
- F. Present and explain School-Parent Compact
  
- G. Conduct an annual evaluation of the effectiveness of the policy and its programs (a district requirement usually conducted in the spring)

**Agenda**  
**Spring Parent Involvement Meeting**  
**Title I and Other Federal Programs**  
**Sample I.S.D.**  
**[Location]**  
**[Date]**  
**[Time]**

Audience:

- All personnel
- Parents
- Administrators
- Students (Grades 9-12 participating)
- Representatives of participating agencies

A. Consultation: Explain funding programs and activities, and parental involvement requirements. Allow for input of all attendees for the planning, design and implementation of programs for the next year.

B. Evaluation: Parents must be involved in evaluation of the district parent and family engagement policy and program.

C. Review of programs

D. Parent training including materials and techniques for promoting student's education at home.

E. Individual parent conference

F. School-Parent Compact:

- Review
- Update
- Discussion
- Revisions

G. PI Policy

- Review/Evaluation
- Revisions

**Sign-In Sheet**  
**Title I Parent Involvement Fall Meeting**  
**Sample ISD**  
**[Location]**  
**[Date]**  
**[Time]**

Parent's Name	Child's Name	Phone	Request Conference

<b>Staff Member's Name</b>	<b>Position</b>
Interpreter	Position







## EXAMPLE

### Parent Notification Compliance with P.L. 114-95, Section 1112(e)(1)(A)

To: All Parents  
From: [Insert school district name]  
Date: [Insert date]  
**Subject: Notification to Parents of Teacher Qualifications**

As a parent of a student at [Insert school name], you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you this information in a timely matter if you request it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please call [insert name] at [Insert telephone number].

## EXAMPLE

### Notificación a los Padres Cumplimiento de la Ley Publica 114-95, Seccion 1112(e)(1)(A)

A: Todos los padres de familia  
De: ***[Insert name of school district]***  
Fecha: ***[Insert date]***  
Materia: **Notificación a los padres de familia sobre calificaciones de maestros**

Como padre de un alumno en ***[Insert name of school]***, Vd. tiene el derecho de conocer las calificaciones profesionales de los maestros que enseñan a su hijo, y la ley federal requiere que el distrito escolar le facilite esta información oportunamente si Vd. la pide.

Específicamente, Vd. tiene el derecho de pedir la siguiente información acerca de cada uno de los maestros de su hijo:

- Si el maestro satisface las calificaciones y criterios de certificación estatales para los grados y materias que enseña.
- Si el maestro está enseñando bajo condiciones provisionales o de emergencia debido a circunstancias especiales.
- El campo de especialidad del bachillerato del maestro, si el maestro tiene algún título de posgrado, y en tal caso, el campo de materia de dicho título o certificación.
- Si paraprofesionales ofrecen servicios a su hijo, y en tal caso, cuáles son sus calificaciones.

Si Vd. quiere recibir esta información, sírvase comunicar con ***[Insert name of contact person]*** al ***[Insert telephone number]***.



# Section 11

## Surveys

*Awesome!!*

EXCELLENT

GOOD

AVERAGE

POOR





# Surveys

## DESCRIPTION:

We would all like to be mind-readers when it comes to our students, parents, families, and community. It would make our jobs easier and our students more successful. But sadly, we're not mind-readers so we have to look for the various signals that our stakeholders give us in order to find out what they are thinking. There is one simple thing that we can do to help us tap into their thoughts, questions, and concerns and to find out vital information – use surveys effectively. Asking your stakeholders a set of simple questions can provide insights that need to be addressed.

Programs that are especially effective at engaging families often conduct surveys to gather information from families. Surveys can assist in building strong bridges with all stakeholders, because it lets them know you value their input and ideas; it helps to create valuable partnerships.

## Surveys of programs can:

- promote shared decision-making by asking for family input on program-specific practices and policies;
- assess family needs, wants, and program satisfaction to guide program quality improvements;
- learn about family expectations for their child's learning, for parent-teacher conferences, and other aspects of the program; and
- learn whether families are taking advantage of the opportunities the program provides.

## RESOURCES:

- Sample Surveys  
<http://www.esc16.net/preview.aspx?name=title1swi.3> Surveys
- Creating Effective Surveys  
<https://www.campussuite.com/secret-to-building-an-effective-parent-survey/>
- Kansas Parent Involvement Resource Center, Family Engagement Surveys  
[https://www.education.ne.gov/FAMILY/Educators/Policy/Family Engagement Surveys.pdf](https://www.education.ne.gov/FAMILY/Educators/Policy/Family%20Engagement%20Surveys.pdf)



# IT'S TIME TO SURVEY

## SOME SURVEY TIPS



- Keep the questions simple and straight forward.
- Begin with a staff survey; annually conduct a survey to record changes and set priorities.
- Surveys need to be completed individually and without names.
- Have completed surveys returned in 48 hours.
- Tabulate the return rate for each survey.
- Participants should be able to respond easily.
- Balance the number of multiple-choice responses with some opinion questions. The person responding will be able to answer more quickly and still have an opportunity to share their opinions. This mix will be easier to tabulate.
- Keep open-ended responses to a minimum.
- Beware of timing of survey (elections, religious holidays). Be aware of local issues that may influence survey results
- Accept the good and the not-so-good results. *Results are just perceptions, but we need to know they exist.*
- Keep surveys short, manageable, and useful.
- Share the results with ALL stakeholders.
- Make no assumptions. If the questions are objective, the responses will be more reliable.

# Checklist for Effective Title I Parent and Family Engagement Surveys

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*Consider the following dos and don'ts when writing and formatting your Title I parental involvement surveys:*

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

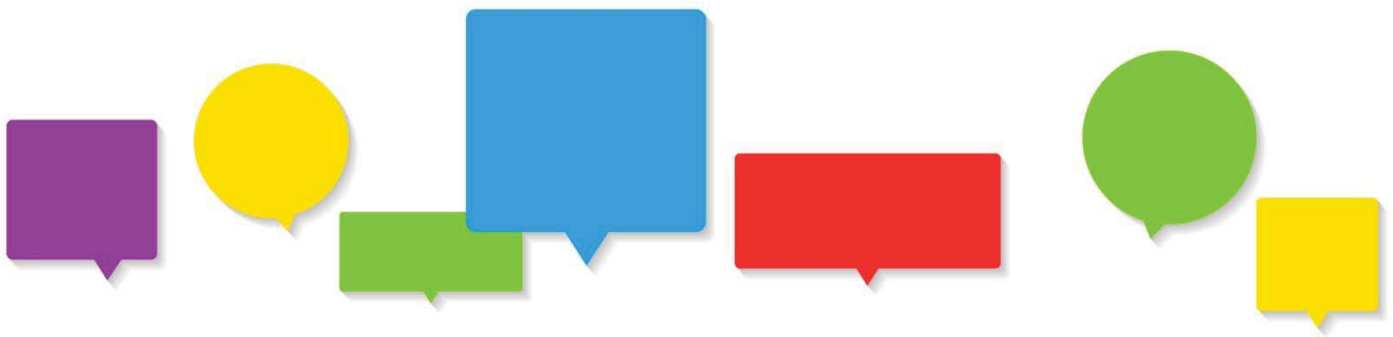
Adapted from: University of Wisconsin System Board of Regents, (2010). *Survey Fundamentals: A Guide to Designing and Implementing Surveys*.



# Section 12

Title I, Part A

Annual Evaluation







# *Annual Evaluation of Parent and Family Engagement Policy*

## DESCRIPTION:

According to the current ESSA statute every LEA receiving Title I Part A funds is required to evaluate annually the effectiveness of their parent and family engagement policy and its programs. Specifically, the evaluation should attempt to identify the success of the parent and family engagement policy, or lack thereof, in improving the academic quality of the schools. The emphasis is clearly upon affirming the connection between student improvement and effective home-school communication and partnership. The emphasis is not how many parents and families attended events or how many programs the schools provided for parents and families. The evaluation should identify the strengths and weaknesses of the strategies in the parent and family engagement policy for advancing student achievement. The evaluation is also expected to identify barriers to greater participation by parents, the needs of parents and families to assist with the learning of their children, and strategies to support successful school and home interactions.

Although the LEA is required to provide an annual evaluation of the parent and family engagement policy, the statute does not stipulate how the evaluation will be conducted. Many districts use a variety of paper and electronic surveys. It may be valuable to have Focus Group conversations and Open Discussion forums as a means to gather more detailed insights. The content of a Blog may also provide useful indications about the current parent and family engagement policy and strategies.

## STATUTE:

Public Law 114-95 Section 1116(a)(2)(D) & (E)

## RESOURCES:

- Sample Surveys  
<http://www.esc16.net/preview.aspx?name=title1swi.3> Surveys
- Creating Effective Surveys  
<https://www.campussuite.com/secret-to-building-an-effective-parent-survey/>
- Kansas Parent Involvement Resource Center, Family Engagement Surveys  
[https://www.education.ne.gov/FAMILY/Educators/Policy/Family Engagement Surveys.pdf](https://www.education.ne.gov/FAMILY/Educators/Policy/Family_Engagement_Surveys.pdf)

# Focus Group Facilitation Template

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

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

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

# Open Discussion Forum Template

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

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

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



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

**Local Educational Agency Parental Involvement Policy –  
Annual Evaluation**

District Level                       School Level

The LEA must conduct, with the meaningful involvement of parents, **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**, which includes 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 family members to assist with the learning of their children, and (iii) strategies to support successful school and family interactions. Then **use the findings of such evaluation to design evidence-based strategies for more effective parent and family engagement**, and to revise, if necessary, the parental involvement 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 parental involvement 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 parental involvement plan
- Meeting agendas, minutes, and sign-in sheets from evaluation meetings
- Copy of annual Title I parental involvement 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 to review the effectiveness</b> of the parental involvement policy.</li> <li>• Survey families or collect other evaluation data annually to evaluate the <b>content and effectiveness</b> of the parental involvement policy.</li> <li>• Identify <b>barriers</b> to greater family participation, 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 annually.</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.</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 plan.</li> </ul>

Not Compliant       Meets Compliance       Innovative       Exceptional

**Notes:**

# Elementary School Title I Parent and Family Engagement Survey

Dear Parent/Guardian,

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

All surveys may be returned to (faculty/staff member) in the (location), mailed to (school name and address), or completed online at (Web site).

## ***SCHOOL PLANNING***

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

- Notwell*       *Minimally well*       *Quite well*       *Extremely well*

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

- Yes*       *No*       *Unsure*

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

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4. How would you like to see the parental involvement funds used at your child's school? (check all that apply)

- Parent involvement coordinator*       *Educational materials for parent use*  
 *Parent workshops*       *Parent resource center*  
 *Technology resources*       *Other: \_\_\_\_\_*

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

- Yes*       *No*       *Unsure*

6. How well does the school encourage you to play a role in the school improvement planning

- Notwell*       *Minimally well*       *Quite well*       *Extremely well*

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

- More encouragement from the school to get involved*
- More information on how to get involved*
- More information about school issues to be addressed*
- More opportunities to share my opinion about school issues*
- More confidence in my abilities to help*
- More time in my schedule*
- Other (please explain)*

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

	<b>Yes, I participated</b>	<b>No, I did not participate</b>	<b>I was not informed</b>	<b>I do not know</b>
<i>Parental involvement activities</i>				
<i>Parental Involvement Plan</i>				
<i>Use of Parental Involvement Funds</i>				
<i>School-Parent Compact</i>				
<i>Title I Program Services</i>				
<i>Campus Improvement Plan</i>				

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

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**SCHOOL-HOME COMMUNICATION**

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

- Not well*
- Minimally well*
- Quite well*
- Extremely well*

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

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

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

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

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

- Yes*
- No*

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

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**HELPING YOUR CHILD WITH SCHOOL**

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

- Yes*                       *No*

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

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

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

- Not well*                       *Minimally well*                       *Quite well*                       *Extremely well*

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

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

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

- Never*                       *Once or Twice*                       *Every few months*                       *Weekly or more*

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

	<b>Received and very helpful</b>	<b>Received, but not helpful</b>	<b>Definitely did not receive</b>	<b>Uncertain</b>
<i>Information about what the school teaches your child</i>				
<i>Information on the TX state assessments</i>				
<i>Information on how your child scored on the TX state assessments</i>				
<i>What a score on the TX state assessments means</i>				
<i>How to keep track of your child’s progress</i>				
<i>Information used to determine whether your child moves to the next grade or repeats the</i>				
<i>How you can work with teachers to help your child in school</i>				

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

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

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

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

23. How often do you have conversations with your child about what his or her class is learning at school?  
 *Never*                       *Minimally*                       *Sometimes*                       *Frequently*                       *Almost all the time*

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

**PARENT PARTICIPATION**

25. How frequently do you participate in activities at your child’s school?  
 *Never*                       *Once or twice a year*                       *Every few months*                       *Weekly or more*

26. Are you aware of the opportunities to volunteer at your child’s school?  
 *Yes*                       *No*

27. How well do you feel the school creates a welcoming environment for parents?  
 *Notwell*                       *Minimally well*                       *Quite well*                       *Extremely well*

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

<input type="checkbox"/> <i>Childcare assistance</i>	<input type="checkbox"/> <i>Access to information online</i>
<input type="checkbox"/> <i>Transportation assistance</i>	<input type="checkbox"/> <i>Other (please explain)</i>
<input type="checkbox"/> <i>Morning meetings (9:00 a.m. – 12:00 p.m.)</i>	_____
<input type="checkbox"/> <i>Evening meetings (6:00 p.m. – 8:00 p.m.)</i>	_____

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

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

Other suggestions for parent activities: \_\_\_\_\_

30. How often do you work with other parents at your child’s school to plan and carry out school activities?  
 *Never*                       *Once or twice a year*                       *Every few months*                       *Weekly or more*

31. What ways can the school help parents to be involved in school activities and programs?  
 \_\_\_\_\_



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

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

**Contact Information (OPTIONAL)**

Parent/Guardian Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Child's name: \_\_\_\_\_

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

# Middle School Title I Parent and Family Engagement Survey

Dear Parent/Guardian,

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

## ***SCHOOL ENVIRONMENT***

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

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

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

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

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

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

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

- Transportation provided*  
 *Child care provided*  
 *Event/Meeting reminders one week before the event*  
 *Meetings/Activities offered more than once*  
 *Meetings/Activities offered at various times*

\_\_\_ Meetings/Activities held in community locations other than the school

\_\_\_ Other (Please describe): \_\_\_\_\_

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

\_\_\_ Before school (M-F)

\_\_\_ During school, after lunch (M-F)

\_\_\_ Evenings (M-F)

\_\_\_ Preferred day/time (please indicate):

\_\_\_ During school, before lunch (M-F)

\_\_\_\_\_

\_\_\_ Saturday

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

Not at all

Minimally

Quite a bit

A tremendous amount

### COMMUNICATION

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

Not at all

Minimally

Quite a bit

A tremendous amount

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

Never

Once or twice

Every few months

Monthly

Weekly or more

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

Never

Once or twice

Every few months

Monthly

Weekly or more

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

Never

Once or twice

Every few months

Monthly

Weekly or more

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

	<i>Not Effective</i>	<i>Effective</i>	<i>Very Effective</i>
<i>Parent meetings (open house, curriculum night, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parent/Teacher Conferences</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Newsletters (link on schools Web site)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Automated calls from the school</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Email</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>School Web site</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Flyers sent home with your child</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What are the best ways for you to provide input regarding your child's school?

(Please check all that apply)

\_\_\_ *Attend meetings*

\_\_\_ *Complete and return a paper survey*

\_\_\_ *Complete Survey Online*

\_\_\_ *Email*

\_\_\_ *Phone Call*

\_\_\_ *Send a note to the school*

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

	<b>YES</b>	<b>NO</b>
<i>Understanding school policies</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accessing the school Web page</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accessing the Parent Portal (if applicable)</i>	<input type="checkbox"/>	<input type="checkbox"/>

*If yes, please provide specifics:* \_\_\_\_\_

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

- 0-5*       *6-10*       *10 or more*

### **STUDENT ACHIEVEMENT**

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

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

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

- 0-5*       *6-10*       *10 or more*

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

- 0-5*       *6-10*       *10 or more*

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

- |  |  |
|--|--|
| ___ <i>Homework help workshop</i>        | ___ <i>Social Studies Night</i>                              |
| ___ <i>Math-Science Night</i>            | ___ <i>Understanding what my child is learning in school</i> |
| ___ <i>Reading Night</i>                 | ___ <i>Organization and Study skills Workshop</i>            |
| ___ <i>Understanding Career Pathways</i> |  |

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

- |   |   |
|---|---|
| ___ <i>Lunch n learn sessions</i>           | ___ <i>Educational parent workshops or classes</i>        |
| ___ <i>Mentoring</i>                        | ___ <i>Online parent classes or webinar presentations</i> |
| ___ <i>Parent meetings or presentations</i> | ___ <i>School decision making meetings/councils</i>       |
| ___ <i>Family fun learning nights</i>       | ___ <i>Volunteering</i>                                   |

**ADVOCACY**

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

- Not at all*       *Minimally*       *Quite a bit*       *A tremendous amount*

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

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

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

- |  |  |
|--|--|
| ___ <i>Title I program planning and evaluation</i> | ___ <i>Development of flexible learning program</i>        |
| ___ <i>Parent advisory committees/councils</i>     | ___ <i>Development of school parental involvement plan</i> |
| ___ <i>Parent-Teacher conferences</i>              | ___ <i>Development of school-parent compact</i>            |

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

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If you did not participate in any, why not?

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Would you be interested in participating in the future?

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

- Not well at all*       *Mildly well*                       *Fairly well*                       *Quite well*                       *Extremely well*
- At home?     *Yes*                       *No*
- At school?    *Yes*                       *No*

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

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

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

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

33. What grade is your child in? \_\_\_\_\_

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

35. What is your relationship to your child? \_\_\_\_\_

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

**Contact Information (OPTIONAL)**

Parent/Guardian Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Child's name: \_\_\_\_\_

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

# High School Title I Parent and Family Engagement Survey

Dear Parent/Guardian,

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

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

- |                        |   |
|------------------------|---|
| <i>a) Phone call</i>   | <i>e) Web site</i>                              |
| <i>b) Email</i>        | <i>f) Letters/flyers sent home with student</i> |
| <i>c) Text message</i> | <i>g) Social media</i>                          |
| <i>d) Mail</i>         |   |

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

- |              |              |
|--------------|--------------|
| <i>a) 9</i>  | <i>c) 11</i> |
| <i>b) 10</i> | <i>d) 12</i> |

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

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

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

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

5. To what extent do you know how your child is doing academically at school?
- a) *Not at all*
  - b) *A little bit*
  - c) *Quite a bit*
  - d) *A tremendous amount*
6. How often do you participate in decisions regarding your child's high school course selection?
- a) *Never*
  - b) *Once in a while*
  - c) *Frequently*
  - d) *Almost all the time*
7. How often do you work with your child on classwork assignments?
- a) *Never*
  - b) *Once in a while*
  - c) *Sometimes*
  - d) *Frequently*
  - e) *Almost all the time*
8. Would you be interested in receiving more information from the school regarding ways parents can help their children academically?
- Yes (please provide name and email address/phone number): \_\_\_\_\_*
  - No*
9. Do you feel informed to make decisions about your child's schooling?
- Yes*
  - No*
10. Please indicate your level of understanding of the following  
(1 = none, 2 = heard of it, 3 = pretty good, 4 = excellent)

	<i>1-4</i>	<i>Would you like to receive more information? (Y/N)</i>	<i>Best way to receive information? email, mail, meeting, or other</i>
<i>Texas High School Graduation Tests</i>			
<i>End of Course Tests</i>			
<i>Graduation/Promotion requirements</i>			
<i>Dual Enrollment/Advanced Placement</i>			
<i>College and career information</i>			

11. How well do you know the curriculum that is being used at your child's school?
- a) *Not well at all*
  - b) *Minimally well*
  - c) *Quite well*
  - d) *Extremely well*



12. How well do you know what courses your child is expected to take each year?
- a) Not well at all
  - b) Minimally well
  - c) Quite well
  - d) Extremely well
13. In the past year, how often did you participate in a parental involvement activity, event, or program at your child's school?
- a) *Never*
  - b) *Once or twice*
  - c) *Every few months*
  - d) *Monthly*
  - e) *Weekly or more*
14. How often do you communicate with your child's teachers?
- a) *Never*
  - b) *Once or twice a school year*
  - c) *Every few months*
  - d) *Monthly*
  - e) *Weekly or more*
15. In the past year, how often did you visit your child's school?
- a) *Never*
  - b) *Once or twice*
  - c) *Every few months*
  - d) *Monthly*
  - e) *Weekly or more*
16. Please rank the following from 1 (Not Well) to 4 (Extremely Well) according to how well your child's school supports each area:
- |   |  |
|---|--|
| <p>___ <i>Creating a family-friendly school climate</i></p> <p>___ <i>Involving parents</i></p> | <p>___ <i>Establishing home-school communication</i></p> <p>___ <i>Building community partnerships</i></p> |
|---|--|
17. Overall, how much do you feel your child's school values parent input?
- a) *Not at all*
  - b) *A little bit*
  - c) *Quite a bit*
  - d) *A tremendous amount*
18. What is the best way for you to provide input regarding your child's school?
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a) <i>Attend meetings</i></li> <li>b) <i>Complete a survey online</i></li> <li>c) <i>Complete and return a paper survey</i></li> </ul> | <ul style="list-style-type: none"> <li>d) <i>Phone calls</i></li> <li>e) <i>Focus groups</i></li> <li>f) <i>Other: _____</i></li> </ul> |
|---|---|
19. How well do you know your rights as a parent as it relates to your child's school and education?
- a) *Not well at all*
  - b) *Minimally well*
  - c) *Quite well*
  - d) *Extremely well*

20. How would you like to see parental involvement funds used?
- a) *Provide academic materials for parents*
  - b) *Fund a Parent Resource Center*
  - c) *Provide transportation assistance for parents to attend Title I events at the school*
  - d) *Fund technology resources at the school to support parental involvement*
  - e) *Other (please provide suggestions):* \_\_\_\_\_
21. Which of the following prevent you from being able to participate in school functions, activities and planning events?
- a) *Transportation*
  - b) *Child care*
  - c) *Communication*
  - d) *Family schedule*
  - e) *Time of events*
  - f) *Other (please indicate):* \_\_\_\_\_
22. How much information does your child's school provide about parental involvement opportunities?
- a) *None*
  - b) *A little bit*
  - c) *Quite a bit*
  - d) *A tremendous amount*
23. Regarding which of the following topics would you like to receive more information?  
(Choose all that apply)
- |  |  |
|--|--|
| <input type="checkbox"/> <i>School policies and procedures</i>       | <input type="checkbox"/> <i>Helping your child succeed in school</i> |
| <input type="checkbox"/> <i>Understanding high school curriculum</i> | <input type="checkbox"/> <i>Other (please indicate):</i> _____       |
24. How well do you feel your child's school provides you with information to support your child's learning outside of school?
- a) *Not well at all*
  - b) *Minimally well*
  - c) *Quite well*
  - d) *Extremely well*
25. When is the best time for you to attend a school event for parents?
- a) *Before school (M-F)*
  - b) *During school, before lunch (M-F)*
  - c) *During school, after lunch (M-F)*
  - d) *Immediately after school (M-F)*
  - e) *Evenings (M-F)*
  - f) *Saturday*
  - g) *Preferred day/time (please indicate):* \_\_\_\_\_
26. What is the primary language spoken in your home? \_\_\_\_\_
27. How well do you feel the school's parental involvement policy and plan provides opportunities for effective involvement of parents to support student academic achievement?

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

28. What ways can parental involvement be strengthened at your child's school?

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

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

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

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

**Contact Information (OPTIONAL)**

Parent/Guardian Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Child's name: \_\_\_\_\_

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

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

## *GUIDING QUESTIONS TO ASSIST IN DESIGNING STRATEGIES FOR MORE EFFECTIVE PARENTAL INVOLVEMENT AND REVISING THE DISTRICT AND SCHOOL TITLE I PARENT AND FAMILY ENGAGEMENT POLICY*

After compiling and categorizing the results from your annual Title I parental involvement evaluation(s), consider the following questions to enhance your programming and to revise your local educational agency (LEA) Title I Parent and Family Engagement Policy. While the law requires the evaluation for the LEA, Title I schools should also revise their plans yearly to ensure they are meeting their families' needs and that their school-level policies remain in accordance with the LEA's revised policy.

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

### **Adapted from Pell City School District:**

Annual Evaluation of the Content and Effectiveness of LEA Parental Involvement Plan 2009 from Pell City Schools

# District Title I Parent and Family Engagement Survey

As we continuously seek to improve the \_\_\_\_\_ ISD, we want to know how you, as a parent or guardian, feel the schools and the district are doing to meet your needs. The information that you provide will help us evaluate and improve how our schools, families and parents work together to help all students achieve academically. All information provided is confidential and will be used to assist us with future planning for parental involvement activities and events in the district and schools. Your opinions and suggestions are very valuable, and we thank you for your time to complete this survey.

All surveys may be returned to (faculty/staff member) in the (location), mailed to (school name and address), or completed online at (Web site). If you have children who attend different schools in the school district, we ask that you complete separate surveys for each school that your children attend.

1. What school does your child attend?

*(LEAs may provide option of listing all schools in the district)*

2. In what grade is your child enrolled?

*(LEAs may provide option of listing all the grades available for school-level selected)*

3. What is your relationship to your child?

*(LEAs may provide option of listing various parent/caregiver roles)*

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

*Not well*                       *Minimally well*                       *Fairly well*

*Quite well*                       *Extremely well*

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

*Not well*                       *Minimally well*                       *Fairly well*

*Quite well*                       *Extremely well*

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

*Never*                       *Once or twice a year*                       *Once a month*                       *Weekly or more*

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

- Not confident at all*     *Slightly confident*     *Rather confident*     *Very confident*

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

- Yes*     *No*

*If not, please explain:* \_\_\_\_\_

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

- Yes*     *No*

*If not, please explain:* \_\_\_\_\_

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

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

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

- Very dissatisfied*     *Dissatisfied*     *Satisfied*     *Very satisfied*

12.

13. Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?

- Yes*     *No*

14. Would you like to participate in the planning and implementation of the parental involvement program at your child's school?

- Yes*     *No*

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

\_\_\_ *School Title I program planning and evaluation*

\_\_\_ *Development of school written par inv policy*

\_\_\_ *District Title I program planning and evaluation*

\_\_\_ *Development of district written par inv policy*

\_\_\_ *Development of school-parent compact*

\_\_\_ *School Parent Advisory Council/committees*

\_\_\_ *Parent-Teacher conferences*

\_\_\_ *District Parent Advisory Council/committees*

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

- Never*     *Sometimes*     *Most of the time*     *Always*

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

- Very dissatisfied*     *Dissatisfied*     *Satisfied*     *Very satisfied*

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

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

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

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

20. In the past year, how often did you participate in a parental involvement activity, event, or program held by your child's school?

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

21. In the past year, how often did you participate in a parental involvement activity, event, or program held by the school district?

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

22. Do you have internet access?

- Yes*       *No*

23. How often do you visit your child's school Web site?

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

24. How often do you visit the school district Web site?

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

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

	<i>Least effective</i>	<i>Somewhat effective</i>	<i>Rather effective</i>	<i>Most effective</i>
<i>Your child</i>				
<i>Classroom teacher</i>				
<i>School newsletter</i>				
<i>School Web site</i>				
<i>District Web site</i>				
<i>Automated phone call</i>				
<i>Newspaper</i>				
<i>Mail</i>				

Other: \_\_\_\_\_

26. How would you like to see parental involvement funds used?

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

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

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> <i>School policies and procedures</i>   | <input type="checkbox"/> <i>Social studies curriculum</i>            |
| <input type="checkbox"/> <i>Helping my child with math</i>       | <input type="checkbox"/> <i>Helping your child succeed in school</i> |
| <input type="checkbox"/> <i>Advanced placement (AP) courses</i>  | <input type="checkbox"/> <i>High school graduation requirements</i>  |
| <input type="checkbox"/> <i>College admission planning</i>       | <input type="checkbox"/> <i>Using technology in education</i>        |
| <input type="checkbox"/> <i>College financial aid</i>            | <input type="checkbox"/> <i>Improving my child's reading skills</i>  |
| <input type="checkbox"/> <i>Test-taking skills</i>               | <input type="checkbox"/> <i>Study and homework tips</i>              |
| <input type="checkbox"/> <i>Math curriculum</i>                  | <input type="checkbox"/> <i>Understanding test scores</i>            |
| <input type="checkbox"/> <i>Science curriculum</i>               | <input type="checkbox"/> <i>End of course exams</i>                  |
| <input type="checkbox"/> <i>English/Language arts curriculum</i> | <input type="checkbox"/> <i>Texas Career Cluster/Pathway courses</i> |
| <input type="checkbox"/> <i>Other (please indicate):</i> _____   |  |

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

- Yes*       *No*

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

- English*
- Spanish*
- Vietnamese*
- Chinese*
- Other (please indicate):* \_\_\_\_\_



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

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

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

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

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

- Yes*
- No*

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

35. What ways can parent engagement be strengthened within the school district?

36. What ways can parent engagement be strengthened at your child's school?

37. How can the school improve on actively involving parents and the community in the activities of the school?

**Contact Information (OPTIONAL)**

Parent/Guardian Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Child's name: \_\_\_\_\_

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

# Summary of Evaluation Methods

There are three evaluation methods that can be considered by local educational agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I parent and family engagement policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Policy and programs. Refer to the chart below for a summary of three evaluation processes.

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
Target Audience	Title I Parents	Title I Parents	Title I Parents
Description	Focus groups are small groups of parents who come together in a confidential setting for structured evaluation to gather data on parental involvement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parental involvement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents the opportunity to provide feedback on parental involvement policy and programs.
Time Consumption	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all parents have the opportunity to participate and provide feedback.  (Most Time Consuming)	Surveys are easy to administer but can consume large amounts of time during the data collection process.  (Less Time Consuming)	Open Discussion Forums are the least time consuming because they capture large amounts of parent input in a limited time period.  (Least Time Consuming)
Advantages	<ul style="list-style-type: none"> <li>• Allows you to observe and hear parent expressions firsthand.</li> <li>• Fosters an open and safe environment that encourages parents to engage in discussion and interact among themselves.</li> <li>• People are willing to talk longer face-to-face versus filling out a form or talking on the phone.</li> <li>• Schools/Districts can implement a focus group without the need for excessive costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows parents and families to respond at their leisure rather than in the moment they are contacted or while in a group setting.</li> <li>• Commonly viewed as less intrusive and more private than other evaluation methods.</li> <li>• One of the most effective ways to give all parents an opportunity to be part of the evaluation process.</li> <li>• You will get more accurate answers to sensitive questions because it's confidential.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time.</li> <li>• Allows for a large audience or group of parents to participate.</li> <li>• Multiple meetings can be held to accommodate various schedules.</li> <li>• Provides the opportunity to get direct feedback.</li> </ul>

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
Target Audience	Title I Parents	Title I Parents	Title I Parents
Disadvantages	<ul style="list-style-type: none"> <li>• Limits the number of opinions at one time that could come from having a larger or wider audience.</li> <li>• Group conversation may be dominated by only a few parents.</li> <li>• The group could be dominated by only a few parents, which would result in only their opinions being heard.</li> <li>• The facilitator would have to find a centralized location to have the meetings, send out notices about the focus group and make arrangements for parents without transportation to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all parents may be able to participate due to low literacy levels.</li> <li>• Requires persistence with follow-up and tracking to ensure high response rate.</li> <li>• Some surveys require parents to have access to a computer to participate.</li> <li>• Mailing surveys can get expensive with the costs associated with postage, labels, copies and envelopes.</li> <li>• You cannot engage in face to face interaction to gauge the conversation and determine sincerity.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding a centralized location to host a large meeting outside of the school due to uncertainty about the size of your audience.</li> <li>• Leading the meeting may be difficult to facilitate and ensure you allot time for a majority of parents to comment.</li> <li>• It could be hard to regain control of the group once it is lost.</li> <li>• The cost of transportation and childcare can cause this cost-effective meeting to become expensive if it's held multiple times.</li> </ul>



# Section 13

## Written Parent and Family Engagement Policy, District and School





## *Written Parent and Family Engagement Policies, District and School*

### DESCRIPTION:

Every district receiving Title I Part A funds and every campus receiving Title I Part A funds, schoolwide and targeted assistance, is required to develop a written parent and family engagement policy. The policy shall be developed jointly with parents and families, and agreed upon by parents and families, and distributed to parents and families. The policy is a statement that describes the family engagement program for the school year. The emphasis should be upon the unique roles of home and school and how this partnership enhances student success.

The district policy should address, at a minimum:

- Involving parents in the development of the district improvement plan,
- Assisting schools to implement family engagement activities to improve student performance;
- Assist the schools and parents to build capacity;
- Coordination of parent and family engagement strategies;
- Conduct, with meaningful involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools; and
- Involving parents in the activities of the school, which may include establishing a parent advisory board

The school policy should address, at a minimum:

- Convene an annual meeting to describe the school's participation in a Title I Part A program and the right of the parents to be involved;
- Offer a flexible number of meetings;
- Include parents in the planning, review, and improvement of the school parent and family engagement policy and programs;
- Timely information about parent activities, a description and explanation of the school curriculum and forms of academic assessment and expected achievement levels; and
- The school-parent compact which addresses the importance of communication between school and home

The school policy for targeted assistance campuses will be distributed to parents and families of the children identified to receive Title I Part A services.

### STATUTE:

Public Law 114-95 Section 1116(a)(2)(A-F), Section 1116(b)(1-4), Section 1116(c)(1-5), Section 1116(d)(1-2), Section 1116(e)(1-14), and Section 1116(f)

RESOURCES: *(these resources are from ESEA, but all can be used because there were so few changes to the parent and family engagement policy – we will update with new resources when available.)*

- Checklist for District and School Policy,  
[http://www.esc16.net/preview.aspx?name=title1swi.compliance\\_policy](http://www.esc16.net/preview.aspx?name=title1swi.compliance_policy)
- USDE Template for District and School Policy,

- District:  
<http://www.esc16.net/users/0020/docs/USDE%20Template%20for%20District%20Par%20Inv%20Policy.pdf>
- School:  
[http://www.esc16.net/users/0020/docs/USDE%20template%20school\\_parental\\_involvement\\_policy.pdf](http://www.esc16.net/users/0020/docs/USDE%20template%20school_parental_involvement_policy.pdf)
- Samples of District and School Policy,  
[http://www.esc16.net/preview.aspx?name=title1swi.compliance\\_policy](http://www.esc16.net/preview.aspx?name=title1swi.compliance_policy)
- Publication, *Developing a Written Parental Involvement Policy*,  
[http://www.esc16.net/users/0020/Publications/1Developing%20a%20Written%20PI%20Policy\\_final.pdf](http://www.esc16.net/users/0020/Publications/1Developing%20a%20Written%20PI%20Policy_final.pdf)





**Every Student Succeeds Act (ESSA), Title I, Part A  
Section 1116 (a)(1)&(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 implements programs, activities, and procedures for the involvement of parents 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 families 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 families 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 for parent and family engagement, 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, 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 parental involvement policy

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<ul style="list-style-type: none"> <li>• Conduct a meeting (offer other formal and informal opportunities) <b>jointly with parents of Title I programs annually 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 policy to all parents in <b>multiple ways annually</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 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 Board with parent membership from each Title I school in the district to guide and coordinate parental involvement programs throughout the district as outlined in the LEA parent and family engagement policy.</li> <li>• Measure the impact of parent and family engagement on student achievement in the LEA policy by establishing a plan of work as well as a parent-school communications plan with measurable goals.</li> </ul>

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 in the **joint development** of the plan under Section 1112 and the development and support of improvement plans of section 1111(d) (1-2).

**Compliance Documentation**

- Copy of LEA parent and family engagement policy stating how parents will be involved in the development of the local education plans (District Improvement Plan “DIP” and Campus Improvement Plan “CIP”)
- Meeting agendas and sign-in sheets from DIP/CIP meetings with parents
- Parent feedback in the form of minutes from the DIP/CIP meetings
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I Parents and families know about their opportunities to be involved in the development and/or revision of the DIP/CIP

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 and annual revision</b> of the DIP/CIP.</li> <li>• Conduct a meeting (or other formal and informal opportunities) <b>jointly with parents</b> of Title I programs annually to <b>develop and/or revise</b> the DIP/CIP.</li> <li>• Ensure all Title I parents have the <b>opportunity to provide input on the DIP/CIP</b> by providing several attempts and ways to gather parent and family feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute and make available the revised DIP/CIP to all parents and families in multiple ways.</li> <li>• Hold meetings at each individual school in the district with various standing parent groups and focus groups (this particular meeting must be open for all Title I parents and families to attend) to receive feedback on the DIP/CIP. 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 DIP/CIP development and review meetings on understanding of the DIP/CIP templates as well as the process for developing the plans. Also share strategies for monitoring the DIP/CIP 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 involvement activities to improve student academic achievement and school performance**, which may include consultation with community organizations and local businesses.

**Compliance Documentation**

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

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<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 and plans, including 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 parent and 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 parent and 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>

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 –  
Building Capacity for Involvement**

District Level                       School Level

Each LEA that receives Title I funds shall **build the capacity of all participating schools** as described in Subsection (e).

**Compliance Documentation**

- Copy of LEA parent and family engagement policy stating how the LEA will build the schools’ capacity to implement effective parent and family involvement as described in Section 1116 (e)
- Meeting agendas and sign-in sheets for training activities to build the capacity in all schools to improve student academic achievement
- Calendar records and meeting notes and partnership agreements regarding consultation with employers, business leaders, philanthropic organizations, or individuals with expertise to effectively engage parents and families
- Presentations or other training materials used for parent and family engagement activities
- Other compliance documentation as mentioned in this compliance implementation rubric for Section 1116 (e) (1-14)

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> <li>• Please refer to the Section 1116 (e) (1-14) in the compliance implementation rubrics to determine what will meet compliance or will be considered innovative or exceptional implementation. This section in the law is applicable to both the LEA parent and family engagement policy and the school parent and family engagement policy.</li> <li>• Also see Section 8, Building Capacity</li> </ul>		

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 Early Childhood Programs**

District Level                       School Level

Each LEA that receives Title I funds shall **coordinate and integrate parental involvement 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 parental involvement 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 parental involvement programs

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> parental involvement strategies and activities with other 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> by inviting parents of these children to participate in school programs and events focused on <b>academic achievement.</b></li> <li>• <b>Coordinate with the corresponding organizations</b> to strengthen communication and enhance potential opportunities for parent and family engagement.</li> <li>• Also see Section 8, Building Capacity</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 of children participating in these programs to provide resources that will academically prepare students and parents.</li> </ul>

Not Compliant       Meets Compliance       Innovative       Exceptional

Notes:

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

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

District Level

School Level

The LEA must conduct, with the involvement of parents, **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, (iii) strategies to support successful school and family interactions; and **use the findings of such evaluation to design strategies for more effective parent and family engagement**, 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 parental involvement 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 parental involvement plan
- 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.)

Meets Compliance	Innovative Implementation	Exceptional Implementation
<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 to review the effectiveness</b> of the parental involvement policy.</li> <li>• Survey families or collect other evaluation data annually to evaluate the <b>content and effectiveness</b> of the parental involvement policy.</li> <li>• Identify <b>barriers</b> to greater family participation, inclusive of hard-to-reach or diverse parents as well as <b>needs and strategies</b>.</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/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.</li> <li>• Evaluation assessments or meetings are provided in a format and language that is 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 plan.</li> </ul>

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 to adequately represent the needs of the population served by the local education agency.

**Compliance Documentation**

- Copy of LEA parent and family engagement policy stating how the LEA will involve parents in the activities of the Title I schools.
- Copy of the school parent and family engagement policy explaining how parents will be involved in the activities of the Title I schools.
- Document that describes how a parent advisory board is developed, how members are selected, and the role of the parent advisory board.
- Agenda and minutes of parent advisory board meetings, and a list of parent advisory board members.

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 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 in the activities of the Title I schools.</li> <li>• Develop a district-wide parent advisory board that represents the demographic of the Title I student population</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>

Not Compliant             Meets Compliance             Innovative             Exceptional

Notes:



# District Parent and Family Engagement Policy Checklist



In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by PL 114-95 Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your District Parental Involvement Policy:

Yes	No	
		Does the LEA have a current year district parent and family engagement policy? PL 114-95 Section 1116 (a)(2)
		Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the district parent and family engagement policy jointly developed with and agreed on with parents? PL 114-95 Section 1116 (a)(2)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the district parent and family engagement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) PL 114-95 Section 1116 (a)(2)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>



Yes	No	
		Does the district policy describe how the LEA will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan? PL 114-95 Section 1116 (a)(2)(A)
		Does the district policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance? PL 114-95 Section 1116(a)(2)(B)
		<b>Building Capacity Requirements</b>
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. PL 114-95 Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, 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 the parents and the school. PL 114-95 Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public public preschool programs, and conduct other activities such as parent resource centers. PL 114-95 Section 1118 (a)(2)(C) and
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e)(5)

Yes	No	
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. PL 114-95 Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>
		Does the district policy describe how the LEA will build the schools' capacity for parental involvement in the following ways... <b>(Building Capacity Options)</b>
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. PL 114-95 Section 1116(e)(6) Optional
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. PL 114-95 Section 1116 (e)(7) Optional
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. PL 114-95 Section 1116 (e)(8) Optional
		4. May train parents to enhance the involvement of other parents. PL 114-95 Section 1116 (e)(9) Optional
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. PL 114-95 Section 1116 (e)(10) Optional
		6. May adopt and implement model approaches to improving parental involvement. PL 114-95 Section 1116 (e)(11) Optional
		7. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section. PL 114-95 Section 1116 (e)(12) Optional

Yes	No	
		8. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 114-95 Section 1116 (e)(13) Optional
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>
		Does the district policy describe how the LEA will coordinate and integrate parental involvement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? PL 114-95 Section 1118 (a)(2)(C)
		Does the district policy describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? PL 114-95 Section 1116 (a)(2)(D)
		Does the district policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families 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) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? PL107-110 Section 1118 (a)(2)(D)(i - iii)
		Does the district policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (district and school) policies? PL 114-95 Section 1116 (a)(2)(E)
		<i>Retain documentation of surveys and other evaluation tools</i>
		<i>Maintain sign-in sheets and records of interviews</i>
		<i>Sign-in sheet for meetings</i>
		<i>Agenda of meeting to discuss evaluation data</i>
		<i>Minutes of meetings</i>

		Does the district policy describe how to involve parents in the activities of the schools, which may include establishing a parent advisory board? PL 114-95 Section 1116 (a)(2)(F)
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**Every Student Succeeds Act (ESSA), Title I, Part A  
Section 1116 (C)**

**School-Level Parental Involvement Policy –  
Policy Development**

District Level       School Level

Each school that receives Title I funds shall **develop jointly** with and **distribute to** parents 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 the 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 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 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 parental involvement 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 and plan.</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 parental involvement programs as outlined in the school parent and family engagement policy.</li> <li>• Measure the impact of parental involvement 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>

Not Compliant       Meets Compliance       Innovative       Exceptional

**Notes:**

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

**School-Level Parental Involvement Policy –  
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 1118 (c)(1)
- Evidence that parents were informed of the Campus Improvement Plan (CIP) 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 childcare 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 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, PowerPoint presentation, or handouts provided at Annual Title I Parent Meeting

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 CIP</b> and <b>explain the Title I requirements</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 Parent and Family Engagement Policy –  
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 parent and family engagement.

**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/family 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 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 Board to implement and coordinate parent and family engagement programs and meetings.</li> </ul>

Not Compliant       Meets Compliance       Innovative       Exceptional

**Notes:**

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

**School-Level Parental Involvement Policy –  
School Parental Involvement 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)(2), 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 identified in the Campus Improvement Plan “CIP”
- Meeting agendas and sign-in sheets from meetings and events scheduled to gather parent input and recommendations on the Title I programs and plans in the CIP
- 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 CIP
- Flyers, website announcements, message recordings, or other meeting advertisements letting all parents know about the opportunities to be involved in the development and/or revision of the policy and plan
- Procedures for parents to provide input on the school parent and family engagement policy and CIP

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<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 in the CIP.</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 CIP.</li> <li>• Provide parents with the opportunity to <b>evaluate</b> and <b>provide feedback</b> on all parental involvement programs and activities.</li> <li>• Share the school parent and family engagement policy and plan with all parents and the community in <b>multiple ways</b> and <b>update it periodically</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the school parent and family engagement policy and CIP 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 parent and family engagement policy and CIP.</li> <li>• Plan breakout sessions or activity stations during larger school events on various parts of the school parent and family engagement policy and CIP 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 involved 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 engagement activities.</li> <li>• Notify parents 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 Parental Involvement Policy –  
Timely Information**

District Level                       School Level

Each school that receives Title I funds shall **provide parents** of participating children with **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 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
- Dated meeting agendas and minutes indicating opportunities for parent and family engagement
- School calendars given or available to parents describing important dates and events

<b>Meets Compliance</b>	<b>Innovative Implementation</b>	<b>Exceptional Implementation</b>
<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</b> at the <b>beginning of the school year</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 according 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.</li> </ul>

Not Compliant       Meets Compliance       Innovative       Exceptional

**Notes:**

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

**School-Level Parental Involvement Policy –  
Description of Curriculum, Assessments and Proficiency Levels**

District Level                       School Level

Each school served under this part shall provide parents of participating children with a **description and explanation** of the **curriculum** in-use at the school, the **forms of academic assessment** used to measure student progress, and the **achievement levels** of the challenging State academic standards.

**Compliance Documentation**

- Copy of school-level parent and family engagement policy describing how the school will provide all parents with information about the curriculum, academic assessments, and student proficiency levels
- Dated meeting agendas and minutes illustrating opportunities for parents to learn about the curriculum, academic assessments, and expected student proficiency 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 and assessments
- Flyers, newsletters, invitations, and other announcements telling parents about the opportunities to obtain information about the school curriculum and assessments
- 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 and assessments

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, academic assessments, and student proficiency levels</b>.</li> <li>• <b>Share information</b> with all parents of children in Title I programs about the school <b>curriculum, assessments, and the proficiency levels</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.</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>

*(Continued on next page)*

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

Not Compliant     
 Meets Compliance     
 Innovative     
 Exceptional

**Notes:**

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

**School-Level Parental Involvement Policy –  
Opportunity for Regular Meetings**

District Level                       School Level

Each school that receives Title I funds shall provide parents of participating children with, 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 opportunity to request meetings with the school

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>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 plans 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 or Targeted Assistance 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 involvement meetings and events to encourage parent and family engagement and increase opportunities for parents to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a schoolwide or Targeted Assistance 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 or phone call to determine their level of satisfaction and encourage future involvement.</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:**



## School Parent and Family Engagement Policy Checklist



In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental Involvement Policy:

Yes	No	
		Does the school have a current year school parent and family engagement policy? PL 114-95 Section 1116 (b)(1)
		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the school parent and family engagement policy jointly developed with and agreed on with parents? PL 114-95 Section 1116 (b)(1)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) PL 114-95 Section 1116 (b)(1)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>
		Was the school parent and family engagement policy made available to the local community? PL 114-95 Section 1116 (b)(1)
		<i>Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.</i>

Yes	No	
		Does the school policy describe there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? PL 114-95 Section 1116 (c)(1)
		<i>Provide documentation for the annual meeting...</i>
		<i>How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc.</i>
		<i>Agenda for the meeting including handouts that may be provided</i>
		<i>Sign-in sheets including name and title/position</i>
		<i>Minutes of meeting</i>
		Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? PL 114-95 Section 1116 (c)(2)
		Does the school policy describe how parents will be involved 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? PL 114-95 Section 1116 (c)(3)
		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan (campus improvement plan)? PL 114-95 Section 1116 (c)(3)
		Does the school policy address how parents/families will be provided timely information about school programs under this part? PL 114-95 Section 1116 (c)(4)(A)
		Does the school policy address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? PL 114-95 Section 1116 (c)(4)(B)
		Does the school policy address how parents/families, when requested, will have 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? PL 114-95 Section 1116 (c)(4)(C)

Yes	No	
		Does the school policy advise if the schoolwide program plan (campus improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? PL 107-110 Section 1118 (c)(5)
		Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways... <b>(Building Capacity Requirements)</b>
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. PL 114-95 Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, 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 the parents and the school. PL 114-95 Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. PL 114-95 Section 1116 (a)(2)(C) and (e)(4)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e)(5)
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. PL 114-95 Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

Yes	No	
		Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways... ( <b>Building Capacity Options</b> )
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. PL 114-95 Section 1116 (e)(6) <b>Optional</b>
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. PL 114-95 Section 1116 (e)(7) <b>Optional</b>
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. PL 114-95 Section 1116 (e)(8) <b>Optional</b>
		4. May train parents to enhance the involvement of other parents. PL 114-95 Section 1116 (e)(9) <b>Optional</b>
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. PL 114-95 Section 1116 (e)(10) <b>Optional</b>
		6. May adopt and implement model approaches to improving parental involvement. PL 114-95 Section 1116 (e)(11) <b>Optional</b>
		7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 114-95 Section 1116 (e)(13) <b>Optional</b>
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

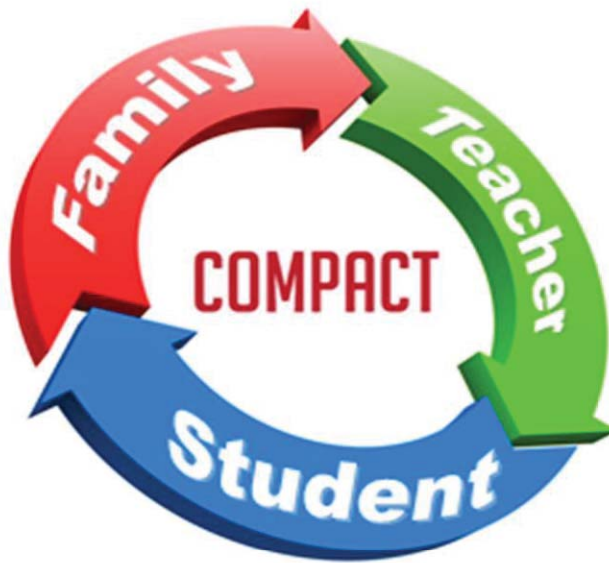


# Section 14

Title I, Part A

School-Parent Compact

**FIVE STEPS TO SUCCESS  
FOR DEVELOPING  
SCHOOL-PARENT COMPACTS**





## *School-Parent Compact*

### DESCRIPTION:

Every campus receiving Title I, Part A funds, schoolwide and targeted assistance, is required to develop a written school-parent compact. The compact shall be developed jointly with parents and families, and agreed upon by parents and families, and distributed to parents and families. The compact is written in print. It is like a compass pointing toward the destination “student success.” The compact serves as a reminder of shared responsibility for school and home to work together to improve student achievement. It is a document that explains what families and schools can do to help children reach high academic standards of excellence.



The school-parent compact should address, at a minimum:

- The school's responsibility to provide high-quality curriculum and instruction
- Meeting the state's student academic achievement standards
- Ways in which parents will be responsible to support their child's learning
- The importance of frequent two-way communication
- The value of annual parent-teacher conferences, required in elementary schools
- Frequent reports of student progress
- Reasonable access to school staff, which includes opportunities for parents to observe and volunteer in their child's class

The school-parent compact in TARGETED ASSISTANCE schools will be distributed to the parents and families of the children identified to receive Title I Part A services.

### STATUTE:

Public Law 114-95 Section 1116(d)

RESOURCES: *(these resources are from ESEA, but all can be used because there were so few changes to the compact – we will update with new resources when available.)*

- Checklist for School-Parent Compact, [http://www.esc16.net/preview.aspx?name=title1swi.compliance\\_compact](http://www.esc16.net/preview.aspx?name=title1swi.compliance_compact)
- USDE Template for School-Parent Compact,

- [http://www.esc16.net/users/0020/Compliance\\_Policy\\_Compact/USDE%20template%20for%20school%20parent%20compact.pdf](http://www.esc16.net/users/0020/Compliance_Policy_Compact/USDE%20template%20for%20school%20parent%20compact.pdf)
- Samples of School-Parent Compact, [http://www.esc16.net/preview.aspx?name=title1swi.compliance\\_compact](http://www.esc16.net/preview.aspx?name=title1swi.compliance_compact)
- Publication, Developing a School-Parent Compact, [http://www.esc16.net/users/0020/Publications/Developing%20a%20School-Parent%20Compact\\_2014.pdf](http://www.esc16.net/users/0020/Publications/Developing%20a%20School-Parent%20Compact_2014.pdf)



Every Student Succeeds Act (ESSA), Title 1, Part A  
Section 1116 (d)(1)(2)(A)(B)(C)(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 their child's learning**, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child 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 **child'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 policy 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, agendas, 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, PowerPoint presentation, 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>.</li> <li>• Have a school-parent compact <b>uniquely developed</b> for the school.</li> <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</b> jointly <b>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 review.</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> <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.</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> <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>

Not Compliant     
 Meets Compliance     
 Innovative     
 Exceptional

Notes:

# Six Tips on Compacts

As you move through this process in launching the Compact, keep these six ideas in mind:

- 1. Compacts are both a requirement and an opportunity.**  
Compacts are a requirement for schools serving Title I children, but a good idea for all schools. They keep the focus on high standards and academic success for every child. They provide a way for school policies, parent beliefs, and national goals to work together.
- 2. Compacts define responsibilities.**  
Compacts make sure that everyone “owns” the responsibility of helping children achieve high academic standards. Compacts specify roles that schools and families play in helping children learn. Compacts also set expectations for others throughout the community who have a stake in children’s academic success.
- 3. Compacts share a vision for teaching and learning.**  
A meaningful compact links responsibilities to a consistent philosophy of what children need to learn and how they spend their learning time at school and at home.
- 4. A compact depends on many people believing in it.**  
A compact represents the ideas of the whole school community. Compacts can become powerful documents when many individuals and stakeholders agree on educational goals and fulfill their personal commitment to children’s learning.
- 5. A compact is more than a piece of paper.**  
The piece of paper that lists responsibilities needs ongoing school/family/community interactions. The compact isn’t the end goal. The compact is a practical tool for better communication and productive relationships between schools and families.
- 6. A compact needs to be used.**  
A compact is a “tool” that can be used to clarify expectations, solve problems, keep the focus on teaching and learning, and help clarify choices about how teachers, parents, and students spend their time. The compact’s important function is to continually broaden the circle of people who become invested in education. Ultimately, the compact’s - and school’s – success depends on broad-based commitment to children’s learning.

*Source: RMC*

From the upcoming handbook, *Joining Together to Help Our Children Achieve*, US Department of Education



# School-Parent Compact Checklist



Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact:

Yes	No	
		Does the school have a current year school-parent compact? PL 114-95 section 1116 (d)
		Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the school-parent compact jointly developed with parents/families? PL114-95 Section 1116 (d)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agenda for meeting?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) PL 114-95 Section 1116 (b)(1)
		<i>Student Handbook?</i>
		<i>School or district website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at "back to school" event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>



		Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? PL 114-95 Section 1116 (d)
		Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? PL 114-95 Section 1116 (d)
		Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)
		Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? PL 114-95 Section 1116 (d)(1)
		Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? PL 114-95 Section 1116 (d)(1)
		Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand ? PL 114-95 Section 1116 (d)(2)(D)
		Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? PL 114-95 Section 1116 (d)(2)(A)
		<i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i>
		Does the school provide frequent reports to families on their child's progress? PL 114-95 Section 1116 (d)(2)(B)
		<i>What types of reports?</i>
		<i>How frequently?</i>
		<i>Telephone logs?</i>
		<i>E-mail history?</i>
		<i>Home visits?</i>

		<i>Other?</i>
		Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? 114-95 Section 1116 (d)(2)(C)
		PL
		<i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i>
		Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school-parent compact (at least annually)? PL 114-95 Section 1116 (c)(3)
		<i>What tools were used to receive parent input? (surveys, interviews, etc.)</i>
		<i>Invitation to parents to review the findings?</i>
		<i>Agenda of meetings?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		<i>Final product, a school-parent compact?</i>

# Section 15

## Title I Statewide SS/FACE Initiative Publications





## *Title I Statewide SS/FACE Initiative Publications*

### DESCRIPTION:

The Title I Statewide School Support and Family and Community Engagement Initiative (Initiative) is a decentralized function of the Texas Education Agency (TEA) and provides services through Region 16 Education Service Center. This Initiative is charged by TEA to maintain an extensive website and to develop various publications that address parental involvement compliance requirements and program strategies.

To access the Initiative website go to...

- [www.esc16.net](http://www.esc16.net)
- Scroll down and click on the icon
- This will direct you to the Initiative homepage with loads of resources



At the Initiative homepage a variety of publications are available. The publications can be accessed by either scrolling down the left column and click on “Publications,” or click on the icon that says “Publications.”



The publications are in a LiveBinder format. This allows you to print either one section, or to print the entire document “Print Copy.” When printed the copy can be hole-punched and placed in a real binder for easy use.

**All of the publications listed below are still ESEA/NCLB Compliant. They are currently being updated to be in compliance with Every Student Succeeds Act (ESSA). Please watch our website for updates.**

*Five Steps to Success for Developing School-Parent Compacts*

<http://www.esc16.net/upload/page/0351/docs/5%20%20Steps%20for%20Success%20%20Final.pdf>

*Developing a Written Parental Involvement Policy*

<http://www.livebinders.com/play/play?id=1745124>

*An Administrators Checklist to ESSA – Parent and Family Engagement*

<https://www.livebinders.com/play/play?id=1663046>

*An Administrator’s Guide to ESSA – Parent and Family Engagement*

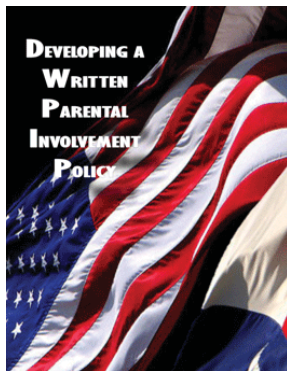
<http://www.livebinders.com/play/play?id=1666287>

*Title I Part A Parent and Family Engagement Handbook*

<http://www.livebinders.com/play/play?id=2017239>

# Statewide School Parent and Family Engagement Initiative (PFE) Publications

## Developing a Written Parental Involvement Policy



Developing a Written Parental Involvement Policy describes the requirements and contents for a parental involvement policy. The document provides district and campus checklists, and additional online resources, including sample policies, sample templates, parental involvement policy FAQs, policy guidance, and PowerPoints. The online resources are available at [www.esc16.net](http://www.esc16.net). (Under the Parents tab, then click on Title I Statewide

Initiative icon, then click on Requested Materials.)

<http://www.livebinders.com/play/play?id=1745124>

## Five Steps to Success for Developing School-Parent Compacts

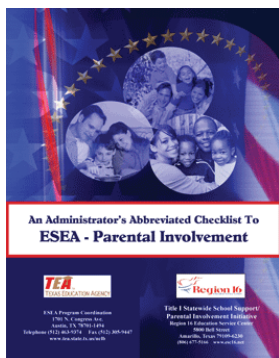


*Five Steps to Success for Developing School-Parent Compacts*

Available only on LiveBinders

<http://www.livebinders.com/play/play?id=1666289>

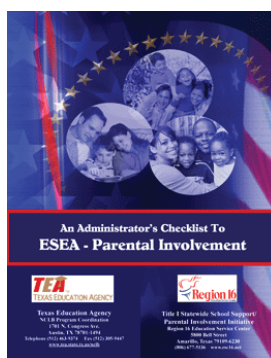
## An Administrator's Abbreviated Checklist to NCLB-Parental Involvement



An Administrator's Abbreviated Checklist provides parental involvement requirements and pertinent information without detailed explanation, referencing: 1) The Statute, 2) Title programs, 3) Who must comply, 4) When the requirement should be completed, 5) Allowable form of documentation, and 6) Date of completion.

<http://www.livebinders.com/play/play?id=1663046>

## An Administrator's Guide to NCLB - Parental Involvement



An Administrator's Guide provides expanded information about each NCLB Federal program as it relates to Parental Involvement addressing: 1) Intent and purpose, and 2) Allowable uses of funds. The Checklist features the same columns as the Abbreviated Checklist, but includes an expanded explanation of parental involvement requirements as mandated by NCLB.

<http://www.livebinders.com/play/play?id=1666287>

# Section 16

## Adult Learners







## *Adult Learners*

### DESCRIPTION:

As almost all school- or community-based educators will admit, one of the biggest challenges they face is that of engaging parents or other adult caregivers meaningfully and consistently in their children's learning. Despite this challenge, educators deeply desire that parents and families become more involved in their children's education, as research clearly shows that there is a strong positive relationship between a student's success in school and the level of engagement by his or her parents with the school.

As a teacher, you realize the importance of making the classroom experience meaningful for all students, and you strive to ensure that each one has the opportunity to feel and be successful as a result of being in your classroom. It is the same for adults, but the approach you use may need to be a little different. Adult learners face unique challenges -- work, family, and the numerous responsibilities and obligations that they must juggle while trying to attend parental involvement training.

### RESOURCES:

- 8 Important Characteristics of Adult Learners  
<http://elearningindustry.com/8-important-characteristics-of-adult-learners>
- Characteristics of Adult Learners  
[http://www.ode.state.or.us/wma/teachlearn/testing/resources/essentialskillreading\\_hs\\_level3\\_characteristicsadultlearners.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/essentialskillreading_hs_level3_characteristicsadultlearners.pdf)
- 10 Characteristics of Adult Learners  
[http://ctle.hccs.edu/facultyportal/tlp/seminars/tl1071SupportiveResources/Ten\\_Characteristics\\_Adults-Learners.pdf](http://ctle.hccs.edu/facultyportal/tlp/seminars/tl1071SupportiveResources/Ten_Characteristics_Adults-Learners.pdf)
- Training Wheels  
<http://store.training-wheels.com/tifortr.html>





## 8 Characteristics Of Adult Learners

*Adults are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multi-tasking, purposeful, self-directed, experienced, and less open-minded and receptive to change. All these traits affect their motivation, as well as their ability to learn. So let's see the adult learners' cognitive and social characteristics, and what instructional designers need to know in order to create the right course content and structure, and adjust their attitude.*

### 1. **Self-direction**

**Adults** feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their **learning**. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

### 2. **Practical and results-oriented**

**Adult learners** are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

### 3. **Less open-minded** and therefore more resistant to change.

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, **instructional designers** need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

### 4. **Slower learning, yet more integrative knowledge**

Aging does affect learning. **Adults** tend to **learn** less rapidly with age. However, the depth of **learning tends** to increase over time, navigating knowledge and skills to unprecedented personal levels.

### 5. **Use personal experience as a resource**

**Adults** have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with **adults** that have similar life experience

levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

6. **Motivation**

**Learning in adulthood** is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

7. **Multi-level responsibilities**

**Adult learners** have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

8. **High expectations**

**Adult learners** have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

# Characteristics of Adult Learners

## Adult Learners

- **Problem-centered**; seek educational solutions to where they are
- Results-oriented; **have specific results in mind for education** - will drop out if education does not lead to those results because their participation is usually voluntary
- **Self-directed**; typically not dependent on others for direction
- **Often skeptical about new information**; prefer to try it out before accepting it
- **Seek education that relates or applies directly to their perceived needs**, that is timely and appropriate for their current lives
- **Accept responsibility for their own learning** if learning is perceived as **timely and appropriate**

In summary, adult learners usually approach learning differently than younger learners:

- they are more self-guided in their learning
- they bring more to a learning situation because of their wider experience - and can take more away
- they require learning "to make sense" - they will not perform a learning activity just because the instructor said to

## Teaching Strategies for Adult Learners

Adult Learner Characteristics	Teaching Strategies
Adults have years of experience and a wealth of knowledge	Use your adult students as resources; use open-ended questions to <b>draw out students' knowledge and experiences; provide many opportunities for dialogue among students</b>
Adults have established values, beliefs, and opinions	Take time to clarify student expectations; permit debate and challenge of ideas; be careful to protect minority opinions within the class
Adults expect to be treated as adults	Treat questions and comments <b>with respect; acknowledge the contributions</b> parents make in their child's life
Adults need to feel self-directed	Engage parents in designing the learning process; want <b>more than one mode for learning and to want control over the learning</b>
Adults often have a problem centered approach to learning	<b>Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques</b>
Adults tend to be less interested in survey types of courses and more interested in straight-forward how-to	Focus on theories and concepts within the context of their applications to relevant problems; <b>orient the course content toward direct applications rather toward theory</b>
Adults have increased variation in learning styles	<b>Use a variety of teaching materials and methods</b> to take into account differences in style, time, types, and pace of learning

# Tips for Trainers

1. First hour after lunch is the hardest time to learn. You have to digest your food, so your respiration system, learning, etc., slows down.

2. Adults who do not summarize new learning lose it within one hour!

3. The adult mind vs. the adult body:

The adult's body wears out before the brain.

After age 35:            Uses the restroom more often  
                                 Fine motor skills start to deteriorate  
                                 Noises become annoying  
                                 The less caffeine, the better  
                                 Bran muffins instead of doughnuts

4. Adults must have immediate relevancy to the new learning. (WIIFM)

5. Adults formulate their impressions of a learning situation within the first 90 seconds. #1 turn off – “It’s time to begin.”

6. Adults suffer from brain chaos – speed with which we learn slows down with age.

7. Adult learners are reluctant to accept and try new ideas. (You’ve got about 5 minutes to convince a learner that your stuff is important.)

8. Adult learners fear failure and struggle with risk taking. (A participant who participates in front of the group within 30 minutes of the start of the presentation is 40% more likely to be an active participant.

9. The average adult: forgets 25% within one hour; forgets 85% within one week. It takes 21 attempts at something new for an adult to establish a pattern and 100 times for something to become automatic. (Child – 10 attempts; 85 routine)

10. Repeat and associate; 30 minutes new info then 15 minutes of review and associate.

11. The most difficult life transitions for females are ages 28 – 33.  
The most difficult life transitions for males are ages 40 – 47.
12. Adults are creatures of nature – use odd # of minutes for breaks.
13. Post info where they don't expect to see it – in the bathroom or on the floor.  
(Restrooms are the best place to get feedback.)
14. 60% of the male population suffers from color blindness; starts at about the age of 40.
15. In 1 hour of training:
  - 5 minutes to UNCOVER – arouse curiosity
  - 30 minutes to DISCOVER – (new learning)
    - Remember: a TV sitcom is 18-22 minutes with commercial breaks
  - 15 minutes to RECOVER – let them know that they know the material
  - 5-10 minutes to recuperate
16. Adults dislike repetitious reporting of group work. Instead, consider one of the following:
  - Gallery walks
  - Posing the question, “What would you like to share with the whole group?”
17. There will always be rigid/difficult participants. Avoid allowing them to take precious time to vent their concerns. Consider responses such as “I understand your feelings about this. I would like to continue this discussion during break.”
18. When grouping, you will get the best work from adults if groups are no larger than six persons, no smaller than three persons.
19. Adults like choices. Allow them to choose how they will participant in some learning. (You may write your responses on chart tablets or transparencies, etc.)
20. Remember that adults have various learning styles just like children and adolescents.
21. Room arrangement has much to do with the climate.

22. We tend to teach to our right. Make an effort to teach to the left also. You might even want to place easels on the left as a reminder.
23. Adults need a break, energizer, or change about every 50-60 minutes; they need their elbow to be elevated above their heart.
24. Plan for “fresh air” about every 6-8 minutes.

change colors

analogies

walk around

war stories

affirmations

change sitting arrangements

tell a story

energizer

hands-on

cartoons

talk about...

change tone of voice

quotes

ask a question

state change





# Section 17

## Communication





NOTE

SUCCESS

LETTERS

family

care

STORIES I HEARD

Communication is . . .

An on-going,  
two-way method  
of sharing  
information  
and meaning  
with others.

THEY SAID

smile

FAMILY

care

POSTCARD

family

LEARN

## *Communication*

### DESCRIPTION:

Communication is crucial to ensure you form an ongoing relationship with your child and is one of the most critical steps of healthy parenting.

Young children begin their life fascinated by language and communication. To the small child, a mother's or father's words are important, comforting, and soothing. Use this to your advantage. Start intimate communication early on about everything and you will have a greater chance of continuing this communication into the teen years.

Remember, communicating thoughts and ideas is not a skill you or your children are born with. The art of self-expression must be learned. Give kids ways to talk about how they feel. Let them know how important they are and that you want to hear what they have to say. Honesty and openness must be commended. Include your children in family discussions when appropriate. When talking is part of the daily routine, it becomes easier to deal with difficult subjects.

There are many benefits to regularly sharing your thoughts and ideas with your children, and giving them an opportunity to voice their opinions.

### RESOURCES:

- The Importance of Communication in Building a Positive Family Culture  
[http://www.the-positive-parenting-centre.com/importance\\_of\\_communication.html](http://www.the-positive-parenting-centre.com/importance_of_communication.html)
- The Importance of Communicating With Your Child  
<http://www.kumon.co.uk/blog/the-importance-of-communicating-with-your-child/>
- Communicating With Your Children  
<http://www.pta.org/programs/content.cfm?ItemNumber=1761&RDtoken=4247&userID=>
- Guidelines for Parent/Child Communication  
<http://childdevelopmentinfo.com/how-to-be-a-parent/communication/>
- Title I Statewide SS/FACE Initiative Website  
<http://www.esc16.net/default.aspx?name=title1swi.home>



# 10 Steps to Effective Listening

## Step 1: Face the speaker and maintain eye contact.

Talking to someone while they scan the room, study a computer screen, or gaze out the window is like trying to hit a moving target. In most Western cultures, eye contact is considered a basic ingredient of effective communication. When we talk, we look each other in the eye. That doesn't mean that you can't carry on a conversation from across the room, or from another room, but if the conversation continues for any length of time, you (or the other person) will get up and move. The desire for better communication pulls you together.

Do your conversational partners the courtesy of turning to face them. Put aside papers, books, the phone and other distractions. Look at them, even if they don't look at you. Shyness, uncertainty, shame, guilt, or other emotions, along with cultural taboos, can inhibit eye contact in some people under some circumstances. Excuse the other guy, but stay focused yourself.

## Step 2: Be attentive, but relaxed.

Now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person. The important thing is to be attentive. The dictionary says that to "attend" another person means to:

- be present
- give attention
- apply or direct yourself
- pay attention
- remain ready to serve
- Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker's accent or speech mannerisms to the point where they become distractions. Finally, don't be distracted by your own thoughts, feelings, or biases.

## Step 3: Keep an open mind.

Listen without judging the other person or mentally criticizing the things she tells you. If what she says alarms you, go ahead and feel alarmed, but don't say to yourself, "Well, that was a stupid move." As soon as you indulge in judgmental bemusements, you've compromised your effectiveness as a listener.



Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside her brain. You don't know what those thoughts and feelings are and the only way you'll find out is by listening.

#### **Step 4: Listen to the words and try to picture what the speaker is saying.**

Allow your mind to create a mental model of the information being communicated. Whether a literal picture, or an arrangement of abstract concepts, your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases.

When it's your turn to listen, don't spend the time planning what to say next. You can't rehearse and listen at the same time. Think only about what the other person is saying.

#### **Step 5: Don't interrupt and don't impose your "solutions."**

Children used to be taught that it's rude to interrupt. I'm not sure that message is getting across anymore. Certainly the opposite is being modeled on the majority of talk shows and reality programs, where loud, aggressive, in-your-face behavior is condoned, if not encouraged.

Interrupting sends a variety of messages. It says:

- "I'm more important than you are."
- "What I have to say is more interesting, accurate or relevant."
- "I don't really care what you think."
- "I don't have time for your opinion."
- "This isn't a conversation, it's a contest, and I'm going to win."

We all think and speak at different rates. If you are a quick thinker and an agile talker, the burden is on *you* to relax your pace for the slower, more thoughtful communicator—or for the guy who has trouble expressing himself.

#### **Step 6: Wait for the speaker to pause to ask clarifying questions.**

When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about..."

#### **Step 7: Ask questions only to ensure understanding.**

At lunch, a colleague is excitedly telling you about her trip to Vermont and all the wonderful things she did and saw. In the course of this chronicle, she mentions that she spent some time with a mutual friend. You jump in with, "Oh, I haven't heard from Alice in ages. How is she?" and, just like that, discussion shifts to Alice and her divorce, and the poor kids, which leads to a comparison of custody laws, and before you know it an hour is gone and Vermont is a distant memory.

This particular conversational affront happens all the time. Our questions lead people in directions that have nothing to do with where *they* thought they were going. Sometimes we work our way back to the original topic, but very often we don't.

When you notice that your question has led the speaker astray, take responsibility for getting the conversation back on track by saying something like, "It was great to hear about Alice, but tell me more about your adventure in Vermont."

### **Step 8: Try to feel what the speaker is feeling.**

If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears—and convey those feelings through your facial expressions and words—then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.

To experience empathy, you have to put yourself in the other person's place and allow yourself to feel what it is like to *be her* at that moment. This is not an easy thing to do. It takes energy and concentration. But it is a generous and helpful thing to do, and it facilitates communication like nothing else does.

### **Step 9: Give the speaker regular feedback.**

Show that you understand where the speaker is coming from by reflecting the speaker's feelings. "You must be thrilled!" "What a terrible ordeal for you." "I can see that you are confused." If the speaker's feelings are hidden or unclear, then occasionally paraphrase the content of the message. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed "hmmm" or "uh huh."

### **Step 10: Avoid seeming judgmental.**

In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values or opinions. However, you do need to set aside your judgement and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.

# Nonverbal Communication

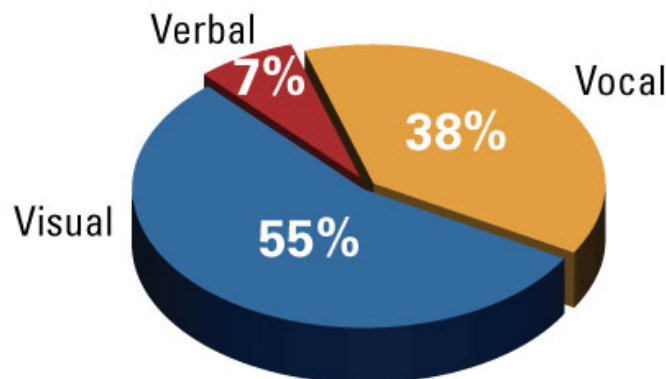


When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviors—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

Oftentimes, what comes out of our mouths and what we communicate through our body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or nonverbal message, and, in most cases, they're going to choose the nonverbal because it's a natural, unconscious language that broadcasts our true feelings and intentions in any given moment.

The words we use are only a small percentage of communication.

- Only about 7% of all communication is verbal ;
- Of the remaining 93% ,
  - 38% is vocal
  - And 55% is facial



\* Based on research by Albert Mehrabian, Ph.D., Professor Emeritus, UCLA. See his book, *Silent Messages*.



## Why nonverbal communication matters

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

## Nonverbal communication cues can play five roles:

- **Repetition:** they can repeat the message the person is making verbally.
- **Contradiction:** they can contradict a message the individual is trying to convey.
- **Substitution:** they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words do.
- **Complementing:** they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
- **Accenting:** they may accent or underline a verbal message. Pounding the table, for example, can underline a message.

## Types of nonverbal communication and body language

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.

### Facial expressions

The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

### Body movements and posture

Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

### Gestures

Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

## Eye contact

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

## Touch

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on your arm.

## Space

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

## Voice

It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

## Nonverbal communication can't be faked

You may be familiar with advice on how to sit a certain way, steeple your fingers, or shake hands just so in order to appear confident or assert dominance. But the truth is that such tricks aren't likely to work (unless you truly feel confident and in charge). That's because you can't control all of the signals you're constantly sending off about what you're really thinking and feeling. And the harder you try, the more unnatural your signals are likely to come across.

## Setting the stage for effective nonverbal communication

Nonverbal communication is a rapidly flowing back-and-forth process requiring your full concentration and attention. If you are planning what you're going to say next, daydreaming, or thinking about something else, you are almost certain to miss nonverbal cues and other subtleties in the conversation. You need to stay focused on the moment-to-moment experience in order to fully understand what's going on.

## To improve nonverbal communication, learn to manage stress

Learning how to manage stress in the heat of the moment is one of the most important things you can do to improve your nonverbal communication. Stress compromises your ability to communicate. When you're stressed out, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior. Furthermore, emotions are contagious. You being upset is very likely to trigger others to be upset, making a bad situation worse.

If you're feeling overwhelmed by stress, it's best to take a time out. Take a moment to calm down before you jump back into the conversation. Once you've regained your emotional equilibrium, you'll be better equipped to deal with the situation in a positive way.

## How emotional awareness strengthens nonverbal communication

In order to send accurate nonverbal cues, you need to be aware of your emotions and how they influence you. You also need to be able to recognize the emotions of others and the true feelings behind the cues they are sending. This is where emotional awareness comes in.

Emotional awareness enables you to:

- Accurately read other people, including the emotions they're feeling and the unspoken messages they're sending.
- Create trust in relationships by sending nonverbal signals that match up with your words.
- Respond in ways that show others that you understand, notice, and care.
- Know if the relationship is meeting your emotional needs, giving you the option to either repair the relationship or move on.

## Tips for reading body language and nonverbal communication

Once you've developed your abilities to manage stress and recognize emotions, you'll naturally become better at reading the nonverbal signals sent by others.

- **Pay attention to inconsistencies.** Nonverbal communication should reinforce what is being said. Is the person saying one thing, and their body language something else? For example, are they telling you "yes" while shaking their head no?
- **Look at nonverbal communication signals as a group.** Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you are receiving, from eye contact to tone of voice and body language. Taken together, are their nonverbal cues consistent—or inconsistent—with what their words are saying?
- **Trust your instincts.** Don't dismiss your gut feelings. If you get the sense that someone isn't being honest or that something isn't adding up, you may be picking up on a mismatch between verbal and nonverbal cues.

## Evaluating nonverbal signals

<b>Eye contact</b>	Is eye contact being made? If so, is it overly intense or just right?
<b>Facial expression</b>	What is their face showing? Is it masklike and unexpressive, or emotionally present and filled with interest?
<b>Tone of voice</b>	Does their voice project warmth, confidence, and interest, or is it strained and blocked?
<b>Posture and gesture</b>	Are their bodies relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?
<b>Touch</b>	Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?
<b>Intensity</b>	Do they seem flat, cool, and disinterested, or over-the-top and melodramatic?
<b>Timing and pace</b>	Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?
<b>Sounds</b>	Do you hear sounds that indicate caring or concern?

As you continue to pay attention to the nonverbal cues and signals you send and receive, your ability to communicate will improve.



## Resources and references

### General information about nonverbal communication

- [About Nonverbal Communications](#) – Overview of the different categories of nonverbal communication, along with a detailed list of signals. (Adam Blatner, M.D.)
- [Body Language: Understanding Nonverbal Communication](#) – Guide to body language and nonverbal communication, particularly as it applies to the workplace. (MindTools)
- [Using Body Language](#) – Learn about various nonverbal message clusters that indicate things such as aggression, attention, boredom, defensiveness, and attraction. (Changing Minds)
- [The Power of Nonverbal Communication](#) – Explore an MIT professor’s insights into nonverbal communication cues, and what it means in the work world. (The Wall Street Journal)
- [Who Are You \(And What Do You Think of Me?\)](#) – Tips for reading the nonverbal signals in a job interview situation, when meeting someone new, and on a date. (Psychology Today)
- [The Importance of Nonverbal Communication \(PDF\)](#) – Piece by Edward G. Wertheim, Ph.D. about the communication process and how managers can make constructive and effective feedback to workers. (Northeastern University)
- [Uses of Nonverbal Communication](#) – Covers a variety of nonverbal communication methods, including signals used to control conversation and convey personality and status. (Changing Minds)

## Communicating with the School

- Make every effort to attend conferences, orientation sessions, open houses, and other school functions.
- Get to know your child's teachers.
- Share with the teachers what you see as your child's strengths and weaknesses.
- Let teachers know how important they are to you and your child and let teachers know that you want your child to do well and ask how you can help.
- Volunteer to assist; volunteering can be in the school setting or even a take-home project.
- Become acquainted with school and classroom policies and support them.
- Inform teachers of any stressful situations or changes in the home that might affect learning for your child.
- Let teachers know when and where you can be reached during the day.
- Try writing short notes as an effective way of communicating information to teachers.
- When you wish to conference with teachers, call in advance to schedule a convenient time.
- If you are angry with the school or a particular individual, gain composure before contacting them.
- Start a conversation or conference with a positive statement, and then state your concern in a non-accusatory way.
- Maintain an attitude of "I want to work with you," rather than blaming.
- At the conclusion of the conference or conversation, agree on a plan of action and inform your child of that plan.
- Talk with the teacher or school personnel with whom you have a concern before going over his or her head.
- Remember, schools need to hear from parents, but not be besieged by them.
- Don't criticize teachers of the school in front of your child.
- Aim for an extended family relationship with the school.

# Section 18

## Keys to Successful Partnerships

### The Six Slices of Parental Involvement™



parenting



volunteering



learning @ home



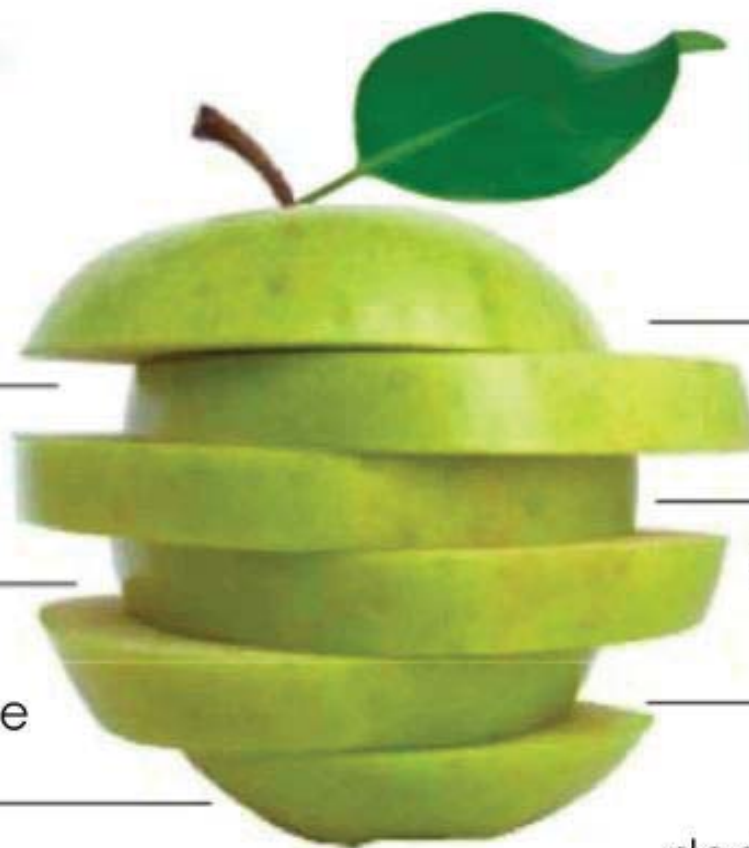
communicating



collaborating with community



decision making

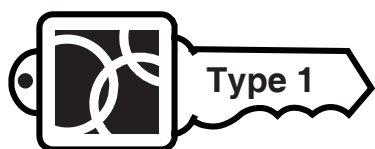






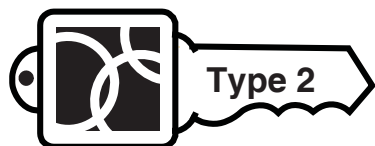
# THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

## Epstein's Six Types of Involvement



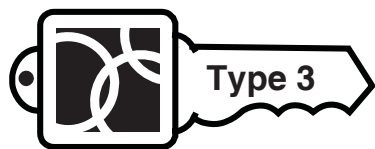
### **Parenting:**

Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.



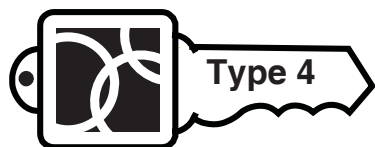
### **Communicating:**

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



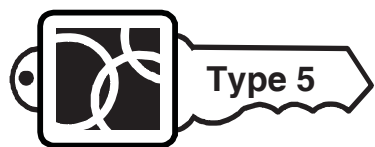
### **Volunteering:**

Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.



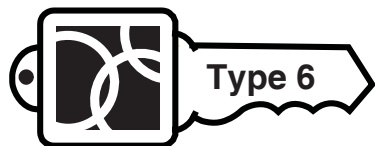
### **Learning at Home:**

Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.



### **Decision Making:**

Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.



### **Collaborating With the Community:**

Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

# 4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

## Partnership School

## Open-Door School

## Come-if-We-Call School

## Fortress School

<p>All families &amp; communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</p>	<p>Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.</p>	<p>Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.</p>	<p>Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.</p>
<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Family center is always open, full of interesting materials to borrow</li> <li>Home visits are made to every new family</li> <li>Activities honor families' contributions</li> <li>Building is open to community use &amp; social services are available to families</li> </ul> <p><b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>All family activities connect to what students are learning</li> <li>Parents &amp; teachers look at student work &amp; test results together</li> <li>Community groups offer tutoring &amp; homework programs at the school</li> <li>Students work goes home every week, with a scoring guide</li> </ul> <p><b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>Translators are readily available</li> <li>Teachers use books &amp; materials about families' cultures</li> <li>PTA/PTO includes all families</li> <li>Local groups help staff reach families</li> </ul> <p><b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>There is a clear, open process for resolving problems</li> <li>Teachers contact families each month to discuss student progress</li> <li>Student-led parent-teacher conferences are held 3 times a year for 30 minutes</li> </ul> <p><b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Parents &amp; teachers research issues such as prejudice &amp; tracking</li> <li>Parent group is focused on improving student achievement</li> <li>Families are involved in all major decisions</li> <li>Parents can use the school's phone, copier, fax, &amp; computers</li> <li>Staff work with local organizers to improve the school &amp; the neighborhood</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Teachers contact families once a year</li> <li>Parent coordinator is available if families have questions or need help</li> <li>Office staff are friendly</li> <li>Staff contact community agencies &amp; organizations when help is needed</li> </ul> <p><b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Teachers explain test scores if asked</li> <li>Folders of student work go home occasionally</li> <li>School holds curriculum nights 3 or 4 times a year</li> <li>Staff let families know about out-of-school classes in the community</li> </ul> <p><b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>Office staff will find a translator if parents ask in advance</li> <li>Multicultural nights are held once a year</li> <li>"Minority" parents have their own group</li> </ul> <p><b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>Principal will meet with parents to discuss a problem</li> <li>Regular progress reports go to parents, but test data can be hard to understand</li> <li>Parent-teacher conferences are held twice a year</li> </ul> <p><b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Parents can raise issues at PTA/PTO meetings or see the principal</li> <li>Parent group sets its own agenda &amp; raises money for the school</li> <li>Resource center for low-income families is housed in a portable classroom next to the school</li> <li>PTA/PTO officers can use the school office</li> <li>A community representative sits on the school council</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Better-educated parents are more involved</li> <li>"Many immigrant parents don't have time to come or contribute"</li> <li>Staff are very selective about who comes into the school</li> </ul> <p><b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Parents are told what students will be learning at the fall open house</li> <li>Parents can call the office to get teacher-recorded messages about homework</li> <li>Workshops are offered on parenting</li> </ul> <p><b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>"We can't deal with 20 different languages"</li> <li>"Parents can bring a translator with them"</li> <li>"This school just isn't the same as it used to be"</li> </ul> <p><b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>School calls families when children have problems</li> <li>Families visit school on report card pick up day &amp; can see a teacher if they call first</li> </ul> <p><b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Principal sets agenda for parent meetings</li> <li>PTA/PTO gets the school's message out</li> <li>"Parents are not experts in education"</li> <li>Community groups can address the school board if they have concerns</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Families do not "bother" school staff</li> <li>"Minority families don't value education"</li> <li>Parents need security clearance to come in</li> <li>It is important to keep community influences out of the school</li> </ul> <p><b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Curriculum &amp; standards are considered too complex for parents to understand</li> <li>"If parents want more information, they can ask for it"</li> <li>"We're teachers, not social workers"</li> </ul> <p><b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>"Those parents need to learn English"</li> <li>"We teach about our country—that's what those parents need to know"</li> <li>"This neighborhood is going downhill"</li> </ul> <p><b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>Parents don't come to conferences</li> <li>Problems are dealt with by the professional staff</li> <li>Teachers don't feel safe with parents</li> </ul> <p><b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Principal picks a small group of "cooperative parents" to help out</li> <li>Families are afraid to complain. "They might take it out on my kid"</li> <li>Community groups should mind their own business; they don't know about education."</li> </ul>



## **SUMMARY TYPE 1–PARENTING**

Information and activities that assist families with responsibilities for

- Housing, health, nutrition, clothing, safety.
- Understanding child and adolescent development.
- Home conditions that support children as students at all grade levels.

And assist schools in

- Understanding family backgrounds, cultures, and goals for their children.

### **CHALLENGES**

Provide information to all families who want it and need it, not just to the few who attend workshops or meetings at the school building.

Enable families to share information with schools about their backgrounds, cultures, children's talents, goals, and needs.

### **REDEFINITIONS**

“Workshops” are not only meetings on topics held at the school building but also the content of the meetings to be viewed, heard, or read at convenient times and varied locations by those who could not attend.

### **RESULTS FOR STUDENTS**

- Balanced time spent on chores, homework, and other activities
- Regular attendance
- Awareness of family supervision and importance of school

### **RESULTS FOR PARENTS**

- Self-confidence about parenting as children proceed through school
- Knowledge of child and adolescent development

### **RESULTS FOR TEACHERS AND ADMINISTRATORS**

- Understanding of families' goals and concerns for children
- Respect for families' strengths and efforts



# **SUMMARY TYPE 2–COMMUNICATING**

## **SCHOOL-TO-HOME COMMUNICATIONS**

- Memos, notices, report cards, conferences, newsletters, phone calls, emails, Web sites
- Information on school programs, state tests, report cards, and children's progress
- Information about choosing or changing schools, courses, programs, or activities

## **HOME-TO-SCHOOL COMMUNICATIONS**

- Two-way channels of communication for questions, suggestions, and interactions

## **CHALLENGES**

Make all memos and other print and nonprint communications clear and understandable for ALL families.

Obtain ideas from families to improve the design and content of communications, such as newsletters, report cards, and conference schedules.

## **REDEFINITIONS**

Communications about school programs and student progress go not only from school to home but also from home to school and within the community.

## **RESULTS FOR STUDENTS**

- Awareness of own progress in subjects and skills
- Knowledge of actions needed to maintain or improve grades
- Awareness of own role as courier and communicator in partnerships

## **RESULTS FOR PARENTS**

- Understanding of school programs and policies
- Support for child's progress and responses to solve problems
- Ease of interactions and communications with school and teachers
- High rating of school quality

## **RESULTS FOR TEACHERS AND ADMINISTRATORS**

- Ability to communicate clearly
- Use of parents' networks to communicate with all families



# SUMMARY

## TYPE 3–VOLUNTEERING

### INVOLVEMENT AT AND FOR THE SCHOOL

- IN schools or classrooms: Assist administrators, teachers, and students as aides, tutors, coaches, lecturers, chaperones, boosters, and mentors, and assist in other ways.
- FOR schools or classrooms: Assist school programs and student activities from any location at any time.
- AS AUDIENCES: Attend assemblies, performances, sports events, recognition and award ceremonies, celebrations, and other student activities.

### CHALLENGES

Recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued.

### REDEFINITIONS

“Volunteer” not only means someone who comes to school during the school day but also anyone who supports school goals and children's learning and development in any way, at any place, and at any time.

### RESULTS FOR STUDENTS

- Skills that are tutored or taught by volunteers
- Skills in communicating with adults

### RESULTS FOR PARENTS

- Understanding of the teacher's job
- Self-confidence about ability to work in school and with children
- Enrollment in programs to improve own education

### RESULTS FOR TEACHERS AND ADMINISTRATORS

- Readiness to involve all families in new ways, not only as volunteers
- More individual attention to students because of help from volunteers



## **SUMMARY**

# **TYPE 4—LEARNING AT HOME**

### **INVOLVEMENT IN ACADEMIC ACTIVITIES**

- Ways to help at home with homework
- Required skills to pass each subject
- Curriculum-related decisions by and for the student
- Development of student's other skills and talents

### **CHALLENGES**

Design and implement interactive homework on a regular schedule that guides students to demonstrate skills and discuss ideas with their families.

Involve families with their children in important curriculum-related decisions in a timely way.

### **REDEFINITIONS**

“Homework” not only means work that students do alone but also interactive activities that students share and discuss with others at home and in the community to link schoolwork to real-life experiences.

“Help” at home means how families encourage, listen, praise, guide, monitor, and discuss schoolwork with their children, not whether or how they “teach” school subjects.

### **RESULTS FOR STUDENTS**

- Skills, abilities, and test scores linked to classwork
- Homework completion
- View of parent as more similar to teacher and home as similar to school
- Self-confidence in ability as learner and positive attitude about school

### **RESULTS FOR PARENTS**

- Discussions with child about school, classwork, homework, and future plans
- Understanding of curriculum, what child is learning, and how to help each year
- Appreciation of teacher's work and skills

### **RESULTS FOR TEACHERS AND ADMINISTRATORS**

- Respect for family time
- Satisfaction with family involvement and support
- Recognition that single-parent, dual-income, and low-income families and families of all racial and ethnic backgrounds can motivate their children and reinforce student learning.



# SUMMARY

## TYPE 5–DECISION MAKING

### PARENT PARTICIPATION AND SHARED LEADERSHIP ON

- School Council or School Improvement Team
- Action Team for Partnerships (ATP), a committee of the School Council
- PTA/PTO membership, participation, leadership, representation
- Title I advisory and other committees
- Independent advisory and advocacy groups

### CHALLENGES

Include parent leaders from all racial, ethnic, socioeconomic, and other groups on advisory councils, teams, and committees.

Offer training for parent leaders to develop leadership skills and to represent other parents.

Include student representatives in high schools along with parents on committees.

### REDEFINITIONS

“Decision making” in schools means a process of partnership — sharing views, solving problems, and taking action toward shared goals for excellent education and student success — not a power struggle of conflicting ideas.

“Parent leader” means a representative who shares information with and obtains ideas from other families, not just a parent who attends school meetings.

### RESULTS FOR STUDENTS

- Awareness that families' views are represented in school decisions
- Specific benefits linked to policies enacted by parent organizations and committees

### RESULTS FOR PARENTS

- Awareness of and input to policies that affect children's education
- Development of participation and leadership skills in responsibilities for activities and in representation of other parents.

### RESULTS FOR TEACHERS AND ADMINISTRATORS

- Awareness of families' perspectives in policies and school decisions
- Recognition of equality of family representatives on school committees



## SUMMARY

# TYPE 6—COLLABORATING WITH THE COMMUNITY

- COMMUNITY CONTRIBUTES TO SCHOOLS, STUDENTS, AND FAMILIES Business partners, cultural organizations, health services, recreation centers, senior citizens, faith-based programs, governmental agencies, and other groups
- SCHOOLS, STUDENTS, AND FAMILIES CONTRIBUTE TO COMMUNITY Service learning and special projects to share talents and solve local problems

### CHALLENGES

Prevent or solve problems among partners of turf, goals, responsibilities, and funds.

Inform all families and students about community programs and services, and ensure equal opportunities for participation and for services.

### REDEFINITIONS

Community includes not only families with children in the schools but also others who are interested in and affected by the quality of students' education.

Communities are rated not only on economic qualities but also on the strengths and talents of people and organizations who may support students, families, and schools.

### RESULTS FOR STUDENTS

- Knowledge, skills, and talents from enriched curricular and extracurricular experiences and explorations of careers
- Self-confidence and feeling valued by and belonging to the community

### RESULTS FOR PARENTS

- Knowledge and use of local resources to increase skills and to obtain needed family services
- Participation with others to strengthen the community and to build a sense of community

### RESULTS FOR TEACHERS AND ADMINISTRATORS

- Knowledge and use of community resources to enrich the curriculum, instruction, and students' experiences
- Knowledge of referral processes for families and children with needs for special services



# Reaching Results for Students

Studies show that each type of involvement promotes *different* results.

<b>Type 1–Parenting</b>	→	<b>Students improve attendance when families are informed of policies and involved in meeting attendance goals.</b>
<b>Type 2–Communicating</b>	→	<b>Students increase awareness of own progress in subjects and skills with good two-way communications on classwork.</b>
<b>Type 3–Volunteering</b>	→	<b>Students gain academic skills that are tutored or taught by volunteers.</b>
<b>Type 4–Learning at Home</b>	→	<b>Students complete more homework in specific subjects.</b>
<b>Type 5–Decision Making</b>	→	<b>Students benefit from policies and projects conducted and supported by parent organizations.</b>
<b>Type 6–Collaborating With the Community</b>	→	<b>Students gain skills and talents in curricular and extracurricular projects with community partners.</b>







# Diversity

## DESCRIPTION:

Students from around the world go to school in America. As the United States becomes a more culturally and ethnically diverse nation, public schools are becoming more diverse, too.

The Census Bureau projects that by the year 2100, the U.S. minority population will become the majority with non-Hispanic whites making up only 40% of the U.S. population. No doubt schools and communities will need to learn how to interact in a diverse environment.

Change has to start with educators before it can realistically begin to take place with parents and students. Schools and communities must work to build the *cultural competence* of all educators and community members. Cultural competence is the ability to form authentic and effective relationships across differences.

One of my most important functions as a school leader is to transform political jargon like ‘every student succeeds act – ESSA’ into a moral imperative that inspires teachers to work toward justice, not mere compliance.

Schools must embrace the fact that parents, regardless of their race, ethnicity, or socio-economic status, want the best for their children when it comes to education.

When working in unison, schools and families can make a tremendous impact on the optimal academic learning and even the social-emotional well-being of students. By working to unite schools and families together in support of students, everyone wins.

What does effective family engagement look like in action?

- Schools invite families to participate in decision-making and goal-setting
- Teachers and staff engage families in two-way communication
- Schools celebrate the different cultures and demonstrate a positive attitude of new cultures
- Schools provide learning activities for the home and in the community
- Schools implement a comprehensive program-level system of family engagement
- Schools work to create effective family partnerships and family resources

## RESOURCES:

- The State of Racial Diversity in the Educator Workforce  
<http://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>
- Beyond the Bake Sale: The Essential Guide to Family/School Partnerships by Anne T. Henderson
- As Diversity Grows, So Must We  
<http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/As-Diversity-Grows,-So-Must-We.aspx>
- Culturally Responsive Parent Involvement  
[www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf](http://www.pacer.org/mpc/pdf/CulturallyResponsivePI.pdf)
- Culturally Responsive Parental Involvement, Region 16 ESC PPT  
<http://www.esc16.net/users/0020/DIVERSITY/FINAL%20Diversity.pdf>

# How Well is Your School Bridging Racial, Class and Cultural Differences?

**Directions:** As a team, review and rate the following items, then complete the reflection questions at the end of the checklist to help you design a plan for bridging racial, class and cultural differences at your school.

Promoting Understanding of Different Cultures		Check one for each question			
1. The school's racial and cultural diversity is recognized and openly discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
2. The school's curriculum reflects cultures of families, and there are books and materials about families' cultures in classrooms and the library/media centers.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
3. Families' cultural traditions, values, and practices are discussed in class.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
4. Activities and events honor all the cultures in the school.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
Recognizing & Addressing Class and Language Differences		Check one for each question			
5. The PTA/PTO is not dominated by any one group of parents, and its officers reflect the school's diversity.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
6. Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
7. School activities and events are planned with parents and respond to their interests.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
8. Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school's major languages.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
9. English-speaking staff and families make an effort to mix with families who speak other languages.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
Addressing Issues of Race and Racism		Check one for each question			
10. School Staff and families use books and stories about different groups' experiences, including African Americans, to stimulate discussions about their own backgrounds and values.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
11. Teachers and other staff use "teachable moments" and stories from local media to comment on and discuss racially motivated incidents.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
12. Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
Welcoming and Respecting All Families		Check one for each question			
13. Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
14. The school has a system for helping staff and students learn how to pronounce all students' first and last names correctly.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	
15. Front office staff is warm and welcoming to all families and visitors and compliment family members on their contributions.	<input type="checkbox"/> <i>Already Doing this</i>	<input type="checkbox"/> <i>Could do this easily</i>	<input type="checkbox"/> <i>This will take time</i>	<input type="checkbox"/> <i>This will be hard</i>	

*Use the following questions to reflect on the answers from your checklist*

In which areas are you doing well?

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Which areas need more work?

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How are parents and the parent organization involved in addressing differences?

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What are your concerns?

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What steps could you take to address differences of culture, race, and class?

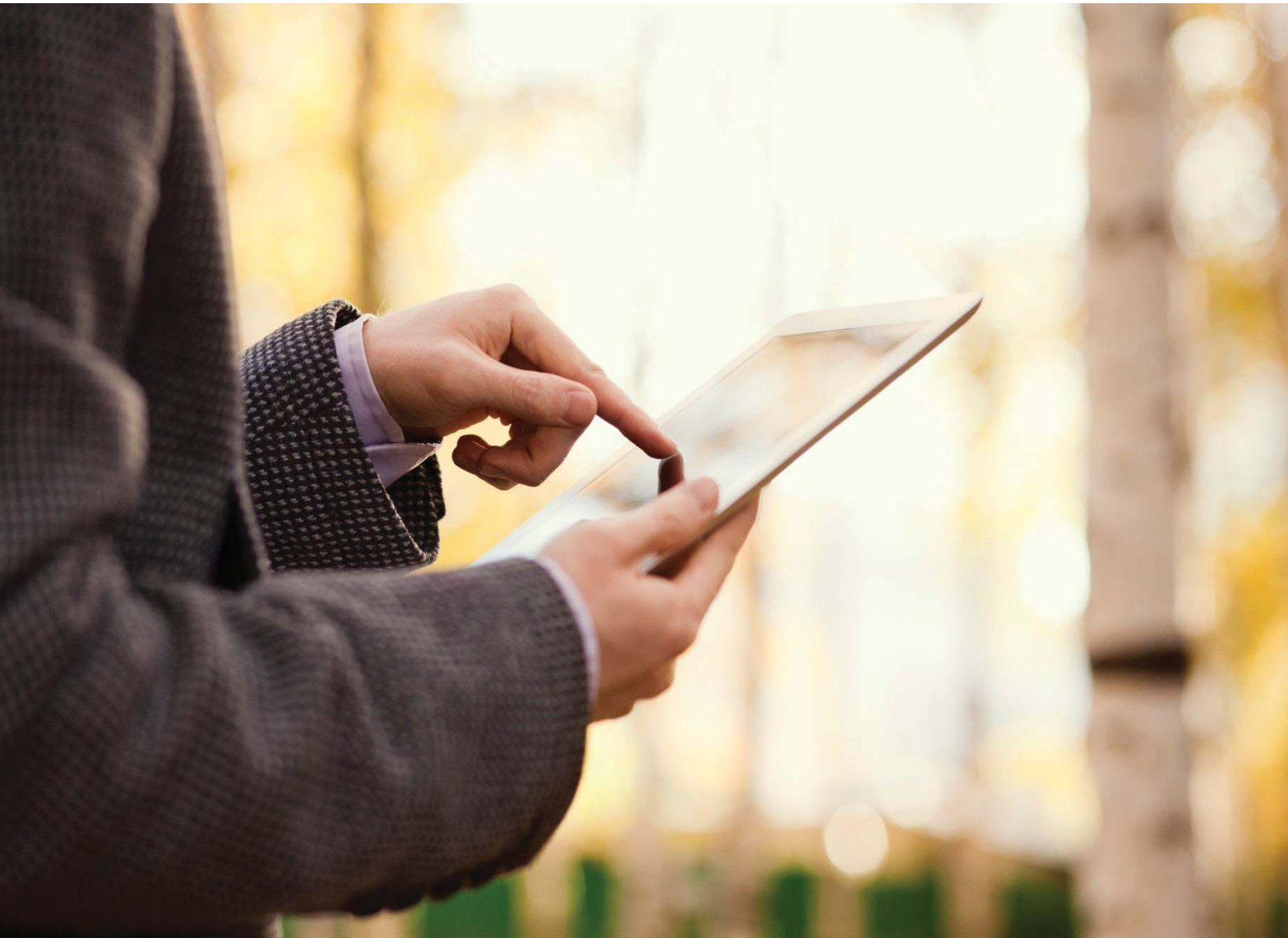
<i>Right now?</i>	<i>Over the long term?</i>





# Section 20

## Additional Resources





## *Additional Resources*

- Every Child Succeeds Act (ESSA) Updates  
[A New Era For ESSA](#)  
[Transitioning to the Every Student Succeeds Act \(ESSA\)](#)  
[Advancing Policy Webinar - ESSA: A NAFSCE Town Hall Conversation](#)
- ESSA Statute, Public Law 114-95  
<https://www.gpo.gov/fdsys/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program  
<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>
- United States Department of Education: Family and Community Engagement  
<http://www.ed.gov/parent-and-family-engagement>
- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships  
<http://www2.ed.gov/documents/family-community/partners-education.pdf>
- Title I Statewide School Support & Family and Community Engagement Initiative  
<http://www.esc16.net/default.aspx?name=title1swi.home>
- Handbook for Family and Community Engagement  
<http://www.schoolcommunitynetwork.org/downloads/facehandbook.pdf>
- Toolkit for Title I Parental Involvement  
<http://www.sedl.org/connections/toolkit/toolkit-title1-parent-inv.pdf>
- Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Title I Parental Involvement Program  
<http://tinyurl.com/ho2tuvo>
- Compliance Publications  
<http://tinyurl.com/pobjr6m>
- Beyond the Bake Sale: The Essential Guide to Family-School Partnerships  
<http://tinyurl.com/7u7w9yc>

- Home-School Partnerships

<http://tinyurl.com/jxxlpn5>

- Poverty

<https://www2.ed.gov/programs/slcp/2012thematicmtg/studentpovty.pdf>

## ESSA 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)(2)	<b>Local Educational Agency Parent and Family Engagement Policy – Written Policy Development</b>				
Section 1116(a)(2)(A)	<b>Local Educational Agency Parent and Family Engagement Policy – Written Jointly with Parents</b>				
Section 1116(a)(2)(B)	<b>Local Educational Agency Parent and Family Engagement Policy – Technical Assistance</b>				
Section 1116(a)(2)(B)	<b>Local Educational Agency Parent and Family Engagement Policy – Building Capacity for Involvement</b>				
Section 1116(a)(2)(C)	<b>Local Educational Agency Parent and Family Engagement Policy – Coordination and Integration of Early Childhood Programs</b>				
Section 1116(a)(2)(E)	<b>Local Educational Agency Parent and Family Engagement Policy – Annual Evaluation</b>				
Section 1116(a)(2)(F)	<b>Local Educational Agency Parent and Family Engagement Policy – Involvement of Parents</b>				
Section 1116(a)(3)(A) and (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 Level Parent and Family Engagement Policy – Written Policy Involvement</b>				
Section 1116(c)(1)	<b>School Level Policy Involvement – Annual Title I Parent Meeting</b>				
Section 1116(c)(2)	<b>School Level Policy Involvement – Flexible Meetings</b>				
Section 1116(c)(3)	<b>School Level Policy Involvement – School Parent and Family Engagement Plan and Schoolwide Plan</b>				
Section 1116(c)(4)(A)	<b>School Level Policy Involvement – Timely Information</b>				
Section 1116(c)(4)(B)	<b>School Level Policy Involvement – Description of Curriculum, Assessments, and Achievement Levels</b>				
Section 1116(c)(4)(C)	<b>School Level Policy Involvement – Opportunity for Regular Meetings</b>				

## 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)(2)(A)(B)(C)	<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 Early Childhood Education 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 Childcare 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 Parent and Family Engagement</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>						





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