



Title I Local Education Agency and School Parent and Family Engagement Policy Checklist

LEA Name: _____ **School Name:** _____

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA. The ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

LEA CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The policy states how the LEA involves parents and family members in the joint development of the Title I Plan (Title I Application) (<i>ESSA, Section 1116(a)(2)(A)</i>).		
2) The policy states how the LEA involves parents and family members in the process of school review and improvement (<i>ESSA, Section 1116(a)(2)(A)</i>).		
3) The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance (<i>ESSA, Section 1116(a)(2)(B)</i>).		
4) The policy states how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (<i>ESSA, Section 1116(a)(2)(C)</i>).		
5) The policy states how the LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, including identifying		

• barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and • strategies to support successful school and family interactions (<i>ESSA Section 1116(a)(2)(D)(i-iii)</i>).		
6) The policy states how the LEA will use the findings of the annual evaluation to design evidence based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy (<i>ESSA , Section 1116(a)(2)(E)</i>).		
7) The policy states how the LEA involves parents and family members in the activities of the school, 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 to the population; revising; and reviewing the Parent and Family Engagement Policy (<i>ESSA, Section 1116(a)(2)(F)</i>).		

USE OF FUNDS (only applies to those LEAs that receive \$500,000 or more in Title I funds)	Yes	No
If the LEA reserves \$500,000 or more and are required to set aside 1%, funds shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:		
1) Supporting schools and nonprofit organizations in providing professional development for LEA 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 (<i>ESSA, Section 1116(3)(D)(i)</i>).		
2) Supporting programs that reach parents and family members at home, in the community, and at school. (<i>ESSA, Section 1116(3)(D)(ii)</i>).		
3) 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		

(ESSA, Section 1116(3)(D)(iii)).		
4) 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 (ESSA, Section 1116(3)(D)(iv)).		
5) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy (ESSA, Section 1116(3)(D)(v)).		

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ☐ developed jointly with and agreed upon by parents and family members of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents and family members of Title I children;
- ☐ made available to the local community; and
- ☐ updated annually to meet the changing needs of parents, family members and the school.

SCHOOL CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The policy describes how parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy (ESSA, Section 1116(b)(1)).		
2) The policy states that the school will convene an annual meeting, at a convenient time; • which all parents and family members of participating children shall be invited, and encouraged to attend; • to inform parents of their schools' participation as a Title I school; and • to explain the requirements, and the rights for parents to be involved (ESSA, Section 1116(c)(1)).		
3) The policy states that the school will offer a flexible number of meetings, in the morning and/or the evening (ESSA, Section 1116(c)(2)).		
4) The policy states that the school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program,		

including the planning, review, and improvement of the school's parent and family engagement program (<i>ESSA, Section 1116(c)(3)</i>).		
5) The policy describes how the school will provide parents of participating children with timely information about the Title I program (<i>ESSA, Section 1116(c)(4)(A)</i>).		
6) The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (<i>ESSA, Section 1116(c)(4)(B)</i>).		
7) The policy states that the school will provide, 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 (<i>ESSA, Section 1116(c)(4)(C)</i>).		
8). The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (<i>ESSA, Section 1116(5)</i>). Applies only to Title I schools operating a Schoolwide Program.		
9).The policy states that a school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact shall – • 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 (<i>ESSA, Section (d)(1)</i>); and • address the importance of communication between teachers and parents on an ongoing basis through, at a minimum— ○ 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; ○ frequent reports to parents on their children's progress; ○ reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ○ 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 (<i>ESSA, Section 1116(d)(2)(A-D)</i>).		
11) The policy states how the school will provide assistance to parents and family members in understanding the challenging State academic standards, State and		

local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (<i>ESSA, Section 1116(6)(e)(1)</i>).		
12) The policy states how the school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement (<i>ESSA, Section 1116(6)(e)(1)</i>).		
13) The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (<i>ESSA, Section 1116(6)(e)(3)</i>).		
14) The policy states how the school will, 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, that encourage and support parents and family members in more fully participating in the education of their children (<i>ESSA, Section 1116(6)(e)(4)</i>).		
15) The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (<i>ESSA, Section 1116(6)(e)(5)</i>).		
16) The policy states how the school, to the extent practicable, will 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) (<i>ESSA, Section 1116(7)(f)</i>).		