



Title I Parent and Family Engagement Policies Checklist

Title I, Part A of the Every Student Succeeds Act (ESSA) requires local education agencies (LEAs) to develop a written parent and family engagement policy and support the development of school-level parent involvement policies and programs. These policies describe the means for carrying out the activities required by ESSA to involve families in the academic achievement of their students.

Single-site LEAs may combine their LEA- and school-level policies or LEAs may have multiple schools adopt the LEA-level policy as the school policy; however, all required components of both policies must be included in the single document to be compliant.

The LEA-wide parent and family engagement must include the following:	Included
<p>1. How parents and families contribute to the design of the parent involvement activities in the Title I LEA Plan</p> <p>Describe how parents and family members are involved in the planning, review and improvement of the LEA’s parent and family engagement expectations and objectives as incorporated into the Title I LEA Plan. <i>(ESSA Section 1116(a)(2)(A))</i></p>	
<p>2. How the Title I parent and family engagement activities coordinated with other grants</p> <p>State how the LEA coordinates and integrates parent and family engagement strategies with other federal, state, and local laws and programs. <i>(ESSA Section 1116(a)(2)(C))</i></p>	
<p>3. How the LEA trains school staff on how to plan and implement school-level engagement activities that are related to student achievement</p> <p>State 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></p>	
<p>4. What the LEA does to connect parents and families to the school-level engagement activities</p> <p>State how the LEA involves parents and family members in the activities of the schools, which may include establishing a parent advisory board for the purpose of developing, revising and reviewing the parent and family engagement policy. <i>(ESSA Section 1116(a)(2)(F))</i></p>	

<p>5. How the engagement program is evaluated, with parents, for effectiveness?</p> <p>The evaluation must determine if the engagement policy and activities named in the policy are helping families participate in their children’s academic success, and what could be added or changed to improve parental involvement. The evaluation process must identify what is keeping parents from participating, what they need to participate, and strategies to support more participation. <i>(ESSA Section 1116(a)(2)(D)(i-iii))</i></p> <p><u>To be identified in the evaluation process:</u></p> <ul style="list-style-type: none"> a. 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; b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and c. Strategies to support successful school and family interactions. 	
<p>6. How the results of the policy evaluation are used to improve engagement</p> <p>State how the LEA uses 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></p>	

The school-level parent and family engagement policy must include:	Included
<p>1. How parents can be involved in designing the school-level policy Describe how parents and family members will be involved in the planning, review and improvement of the school's parent and family engagement policy. <i>(ESSA Section 1116(c)(3))</i></p>	
<p>2. Offering multiple meetings and activities at flexible times with assistance for parents to attend Indicate that the school will offer a flexible number of parent and family meetings and that Title I funds may be used to pay for transportation, childcare, or home visit expenses to enable parent involvement. <i>(ESSA Section 1116(c)(2))</i></p>	
<p>3. Annual Title I Meetings at the schools Indicate that an annual meeting will be held by the school to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. <i>(ESSA Section 1116(c)(1))</i></p>	
<p>4. Informing parents of the educational program of the school Describe how the school will provide parents and family members of participating children:</p> <ol style="list-style-type: none"> a. timely information about the Title I program (ESSA Section 1116(c)(4)(A)); and b. descriptions and explanation of: the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)(B)); and c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C)) 	
<p>5. Ensuring participation of families with limited English proficiency State how LEAs and schools 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) by providing information and school reports required under Section 1111 in a format and language the parties can understand. <i>(ESSA Section 1116(f))</i></p>	
<p>6. Parent involvement in the schoolwide program planning process For schools operating a schoolwide Title I program, describe how the school involves parents and family members in the joint development of the schoolwide program plan. <i>(ESSA Section 1116(c)(3))</i></p>	
<p>7. Parent opinions of the schoolwide program and plan For schools operating a schoolwide Title I program, state how parents of participating students may comment on the schoolwide plan if the plan is not satisfactory. <i>(ESSA Section 1116(c)(5))</i></p>	

Components of the schoolwide policy required for DCPS (optional for charter LEAs)	Included
<p>8. School-Parent Compacts State that a school-parent compact was jointly developed with family members to (1) outline how parents, school staff and students share in the responsibility for improved student achievement and (2) describe how the school and parents will build and develop a partnership to help children achieve DC’s standards.</p>	
<p>School commitments (ESSA Section 1116(d)(1)) Describe the school’s responsibility to provide:</p> <ol style="list-style-type: none"> a. High-quality curriculum and instruction; and b. A supportive and effective learning environment 	
<p>Opportunities for parents (ESSA Section 1116(d)(1)) Describe the ways parents can support their children’s learning:</p> <ol style="list-style-type: none"> a. Volunteering in their child’s classroom; and b. Participating in decisions relating to the education of their children and positive use of extracurricular time 	
<p>Communication with Parents (ESSA Section 1116(d)(2)) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:</p>	
<ol style="list-style-type: none"> i. 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; 	
<ol style="list-style-type: none"> ii. Frequent reports to parents on their children’s progress; 	
<ol style="list-style-type: none"> iii. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and 	
<ol style="list-style-type: none"> iv. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. 	
<p>9. Building Capacity for Involvement (ESSA Section 1116(e)(1-5 and 14)) State that each school, with the LEA’s support, shall:</p>	
<ol style="list-style-type: none"> a. Provide assistance to parents in understanding: <ul style="list-style-type: none"> • The District’s academic standards, • The District’s academic assessments • The requirements of Title I-A for schools and LEAs • How to monitor their child’s progress • How to work with educators to improve the achievement of their children 	
<ol style="list-style-type: none"> b. 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 	

<p>c. Educate school staff, with the assistance of parents:</p> <ul style="list-style-type: none"> • In the value and utility of contributions of parents • In how to reach out to, communicate with, and work with parents as equal partners, • In how to implement and coordinate parent programs • How to build ties between parents and the school 	
<p>d. Coordinate and integrate parent involvement programs with other federal, state, and local programs, including preschool programs</p>	
<p>e. Conduct other activities to support parents in more fully participating in the education of their children (i.e., parent resource centers)</p>	
<p>f. Ensure that information related to parent programs is sent to the parents of participating children in a format and language the parents can understand</p>	
<p>g. Provide such other reasonable support for parental involvement activities as parents may request.</p>	