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Parent and Family Engagement

Title I, Part A of the Elementary and
Secondary Education Act of 1965 Act

Non-Regulatory Guidance

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Parent and Family Engagement under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act

Non-Regulatory Guidance

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PARENT AND FAMILY ENGAGEMENT

INTRODUCTION

Under section 1001 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), the purpose of the Title I, Part A program (Title I, Part A) is to provide all children significant opportunity to receive a fair, equitable, and high-quality education as well as to close educational achievement gaps. The Title I, Part A parent and family engagement requirements in ESEA section 1116 support this critical purpose.

This guidance is divided into five major sections. The first deals with general issues related to parent and family engagement, the second addresses the parent and family engagement responsibilities of State educational agencies (SEAs), the third describes responsibilities of local educational agencies (LEAs), the fourth describes the responsibilities of schools, and the fifth describes the responsibilities of LEAs and schools to build parents' capacity for becoming involved in improving their child's academic achievement. Included in the appendices are key Title I, Part A parental notice requirements (Appendix A), a sample template that might be used for the development of a district-wide parent and family engagement policy (Appendix B), and a sample template for a school-parent compact (Appendix C).

SEAs and LEAs must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II), the Age Discrimination Act of 1975, and the Equal Educational Opportunities Act of 1974.

PURPOSE

The purpose of this guidance is to assist SEAs, LEAs, and schools in administering the parent and family engagement provisions of Title I, Part A of the ESEA. This guidance is not intended to be all-inclusive; rather, it answers questions about and clarifies aspects of the law that have been brought to the attention of the U.S. Department of Education (Department). This guidance may be supplemented in the future as other issues arise. The questions are primarily based on issues raised by State and local school officials and staff, education leaders, technical assistance providers, parents, parent advocacy organizations, parent and family engagement coordinators/liaisons, and others who are actively engaged in working with parents to improve student achievement and learning.

This version of the guidance consists of technical updates to the Department's guidance entitled *Parental Involvement: Title I, Part A*, originally issued on April 23, 2004, to address changes that the Every Student Succeeds Act made to the ESEA's Title I, Part A parent and family engagement requirements. This version of the guidance supersedes the April 2004 version.

If you are interested in commenting further on this document, please email us your comment at OESE.TitleI-a@ed.gov.

For further information about the Department's guidance processes, please visit <https://www.ed.gov/about/ed-offices/ogc/significant-guidance-at-the-department-of-education>.

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NOTICE TO LIMITED ENGLISH PROFICIENT PERSONS

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), email us at Ed.Language.Assistance@ed.gov, or write to U.S. Department of Education, Information Resource Center, 400 Maryland Ave., SW, Washington, DC 20202.

A. GENERAL INFORMATION

A-1. What is parent and family engagement under the ESEA?

Parent and family engagement always has been a centerpiece of Title I, Part A. The statute defines “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement). (ESEA section 8101(39)).

A-2. What is the significance of the statutory definition?

The definition of “parental involvement” sets the parameters, in conjunction with other sections of the law, by which SEAs, LEAs, and schools will implement programs, activities, and procedures to involve parents in Title I, Part A programs.

A-3. Who is a parent for the purposes of Title I, Part A?

The term “parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). (ESEA section 8101(38)).

A-4. Why is parent and family engagement important?

A synthesis of the research concluded that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”¹

A-5. What does the research show about how parent and family engagement in children’s education affects student achievement?

Studies have found that students with involved parents, no matter what their income or background, are more likely to—

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education.²

¹ Henderson, Anne. T. and Mapp, Karen L., *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, 2002, p.7.

² Ibid.

A-6. What are the key Title I, Part A parental notice requirements?

The key parental notice requirements for SEAs, LEAs, and schools are set forth in Appendix A to this guidance.

A-7. What are the parent and family engagement provisions in section 1116 of the ESEA?

Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the State and local plan, and in carrying out the LEA and school support improvement provisions. Section 1116 contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their children’s education. It is this section that identifies critical points in the process of improving teaching and learning where parents and the community can intervene and assist in school improvement. Although section 1116 is extensive in scope and has many requirements for LEAs and schools, the intent is not to be burdensome. These provisions reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.

A-8. How must SEAs, LEAs, and schools communicate with parents in general?

Because regular communication is the foundation of effective parent and family engagement, SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents can understand. (See, for example, a school’s notification to parents of the written parent and family engagement policy (ESEA section 1116(b)(1)), and LEA and school notifications to parents of information related to parent programs, meetings, and other activities (ESEA section 1116(e)(5))

A-9. What is meant by providing information to parents with limited English proficiency, “to the extent practicable,” in a language parents can understand?

This means that, whenever practicable, written translations of printed information must be provided to parents with limited English proficiency in a language they understand. However, if written translations are not practicable, it is practicable to provide information to limited English proficient parents orally in a language that they understand. SEAs and LEAs have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents.

A-10. How must an SEA, LEA, or school communicate with parents with disabilities to ensure meaningful participation in Title I, Part A programs?

SEAs, LEAs, and schools must take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents. Those steps include that SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parent and family engagement provisions.

SEAs, LEAs, and schools must provide an opportunity to parents with disabilities to request the auxiliary aids and services of their choice (such as sign language interpreters and large print or materials in Braille) to ensure meaningful participation in the different types of programs or activities carried out to implement the Title I, Part A provisions. The SEA, LEA, or school must give primary consideration to the expressed choice of a parent with disabilities by honoring that choice, unless the SEA, LEA, or school can demonstrate that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. (28 CFR §§ 35.104 and 35.160-164, and Appendix A to Part 35 of Title 28 of the Code of Federal Regulations implementing subtitle A of title II of the Americans with Disabilities Act of 1990).

A-11. What Federal civil rights provisions are applicable to parent and family engagement activities?

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

A-12. What are Statewide Family Engagement Centers?

Statewide Family Engagement Centers (SFECs), authorized by Title IV, Part E of the ESEA, provide financial support to organizations that provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities. This discretionary grant program is intended to lead to improvements in student development and academic achievement. The Secretary is authorized to award grants to statewide organizations (or consortia of such organizations) to establish statewide family engagement centers that:

- Carry out parent education and family engagement in education programs, and
- Provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such organizations that carry out such programs.

For more information or to contact an SFEC, see: <https://www.ed.gov/grants-and-programs/grants-birth-grade-12/school-community-improvement/statewide-family-engagement-centers-program>.

A-13. What other resources and research are available to help improve parent and family engagement?

Specific resources and research include:

- The “**What Works Clearinghouse**” (WWC), a central source for scientific evidence on education programs, products, practices, and policies (available at: <https://ies.ed.gov/ncee/wwc/FWW>).
- **Comprehensive Center Network**, which features technical assistance centers that offer no-cost services and products to support capacity-building in SEAs and LEAs (available at: [Welcome to Comprehensive Center Network | Comprehensive Center Network \(compcenternetwork.org\)](http://Welcome%20to%20Comprehensive%20Center%20Network%20|%20Comprehensive%20Center%20Network%20(compcenternetwork.org))).

- **Resources for Parents and Families webpage** on the Department’s website with tools and resources to empower parents in helping children succeed in and out of the classroom (available at: [Resources for Parents and Families | U.S. Department of Education](#)). Resources include:
 - **Resources for Parents and Families webpage**, which includes at-home learning supports for parents and families (available at: [Resources for Parents and Families - Office of Elementary and Secondary Education](#)).
 - **Family Engagement Learning Series Briefs**, which highlight family engagement practices between school and home (available at: [Family Engagement Learning Series Briefs | U.S. Department of Education](#)).
- **The Center for Parent Information and Resources**, which maintains a wide variety of information and materials for parents and professionals regarding IDEA (available at [Center for Parent Information and Resources](#)).
- **Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools**, which provides resources for parents and families on the rights of students with disabilities under Section 504 (available at: [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)).
- **English Learner Family Toolkit**, which provides resources to help families of English learners choose education services that meet their child’s needs (available at: [Family Toolkit | NCELA - English Language Acquisition & Language Instruction Educational Programs](#)).
- **Protecting Student Privacy**, which provides information on student privacy laws such as the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendments (PPRA) and provides technical assistance to help schools and school districts safeguard information about students (available at: [Home | Protecting Student Privacy](#)).

B. SEA RESPONSIBILITIES

General SEA Responsibilities for Parent and Family Engagement

B-1. Must an SEA provide notice to the public, including parents and families, and an opportunity to comment when proposing amendments to its ESEA consolidated State plan?

Yes. An SEA must provide notice and a reasonable opportunity to comment to the public prior to submitting a proposed amendment to its State plan to the Department, consistent with the assurances it made when submitting its ESEA consolidated State plan in June 2017. (ESEA section 8304).

B-2. What responsibility does an SEA have with respect to the parent and family engagement provisions in local plans?

An SEA must review each LEA’s plan to determine if the LEA describes the activities the LEA will use to implement effective parent and family engagement under section 1116. (ESEA section 1112(b)(7)).

B-3. May an SEA use the Title I, Part A funds it reserves for State administration to meet its parent and family engagement responsibilities?

Yes, this is permitted. (ESEA section 1004).

Information Dissemination and Technical Assistance

B-4. What information about LEA and school performance must an SEA disseminate to parents?

State and local report cards must include a variety of information on student and school performance, accountability and school identification, educator qualification, and school spending, and must include data from all LEAs and schools in the State. A description of each of the data elements (e.g., assessments, accountability, educator qualifications) for State and local report cards, including information for each school in the LEA, is included in the Opportunities and Responsibilities for State and Local Report Cards under the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act, Non-Regulatory Informational Document (Title I Report Card Guidance), available on the [Department's Title I, Part A Resources page](#).

State and local report cards must be widely accessible to the public and made available on a single webpage of the SEA's website. The information in the report cards must be in an understandable and uniform format and, "to the extent practicable," in a language that parents understand. (ESEA Section 1111(h)(1)(B) and (h)(2)(B)).

B-5. What information about individual student academic assessment must SEAs provide to parents?

SEAs must produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and school leaders to understand and address the specific academic needs of each student, and that include information regarding achievement on academic assessments in reading/language arts, mathematics, and science that are aligned with each State's challenging State academic standards under ESEA section 1111. SEAs must provide these reports to parents, teachers, and school leaders of all public schools as soon as practicable after the assessments are given. The information must be provided to parents in an understandable and uniform format, including alternative formats upon request (see A-8 and A-10), and, to the extent practicable, in a language that parents can understand (see A-9 and A-10). (ESEA section 1111(b)(2)(B)(x)).

C. LEA RESPONSIBILITIES

General

C-1. What parent and family engagement requirements in section 1116 of the ESEA apply to LEAs?

An LEA may receive funds under Title I, Part A only if the LEA conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA section 1116. LEAs must plan and implement these programs, activities, and procedures with meaningful consultation with parents and families of children participating in Title I, Part A programs. (ESEA section 1116(a)).

C-2. What is the written parent and family engagement policy requirement under Title I, Part A for LEAs?

Each LEA that receives Title I, Part A funds must develop a written parent and family engagement policy that establishes the LEA's expectations and objectives for meaningful parent and family engagement. The

policy must be developed jointly with, and agreed upon with, the parents and family members of children participating in Title I, Part A programs and distributed to parents and family members of all children participating in Title I, Part A programs. (ESEA section 1116(a)(2)).

If the LEA already has a district-level parent and family engagement policy that applies to all parents, the LEA may amend that existing policy, if necessary, to meet the requirements of section 1116. (ESEA section 1116(b)(3)).

C-3. What specific information must an LEA’s written parent and family engagement policy contain?

An LEA’s written parent and family engagement policy must establish the LEA’s expectations for parent and family engagement, and describe how the LEA will—

- Involve parents and family members in jointly developing the LEA’s plan under ESEA section 1112, and support and improvement plans under ESEA section 1111(d)(1)-(2), if applicable;
- Provide the coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- Coordinate and integrate parent and family engagement strategies under Title I, Part A, with parent and family engagement strategies under other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate;
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served with Title I, Part A funds, including identifying—
 - Barriers to greater participation by parents in activities under ESEA section 1116, 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;
- Use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies under ESEA section 1116; and
- Involve parents in the activities of Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy. (For more detailed information see Appendix B for a sample template of a district-wide parent and family engagement policy). (ESEA section 1116(a)(2)).

C-4. What is the relationship between the local plan an LEA submits to its SEA and the LEA’s written parent and family engagement policy?

An LEA must incorporate its written parent and family engagement policy (developed in accordance with section 1116 of the ESEA) into its local plan (developed under section 1112 of the ESEA), which is submitted to its SEA. (ESEA section 1116(a)(2)).

If the LEA’s plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments, along with the LEA’s plan, to the SEA. (ESEA section 1116(b)(4)).

C-5. What information must LEAs provide parents about the teachers and paraprofessionals who work with their children?

At the beginning of each school year, LEAs must notify parents of each student attending a Title I, Part A school of their right to request information regarding the professional qualifications of the student’s classroom teachers (and that the LEA will provide them the requested information in a timely manner), including at a minimum, the following:

- 1) Whether the student’s teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.

- 2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(ESEA section 1112(e)(1)) (See questions A-8, A-9, and A-10 for additional information on communicating with parents; see Appendix A for a list of the key notification requirements; and for related information on paraprofessionals in Title I, Part A programs, see question C-7a in the ESSA transition FAQs: <https://www.ed.gov/sites/ed/files/2020/02/essatransitionfaqs11817.pdf>.)

C-6. What information must LEAs provide to parents in the LEA report card about the performance of their child’s school to assist parents in making decisions about their children’s education?

Similar to State report cards, LEA report cards must include a variety of information on student and school performance, accountability, educator qualifications, and school spending as it applies to the LEA as a whole and each school served by the LEA. Individual school report cards are not required, but information about each school must be included in the LEA report card. For more information on the required assessment data elements at the LEA and school level, refer to the Title I Report Card Guidance available on the [Department’s Title I, Part A Resources page](#).

The information in the report cards must be in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents understand. (ESEA section 1111(h)(2)(B)).

C-7. What information must all LEAs receiving Title I, Part A funds provide to parents of English learners?

LEAs receiving Title I, Part A funds must implement effective means of outreach to parents of English learners to inform those parents of how the parents –

- can be involved in the education of their children; and
- be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

LEAs' outreach to parents of English learners must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (ESEA section 1112(e)(3)(C)).

C-8. What notice and information must LEAs with Title I, Part A-funded language instruction educational programs provide to parents of English learners?

LEAs using Title I, Part A funds to provide a language instruction educational program (as defined ESEA section 3201(7)) must provide the following information to a parent or parents of English learners identified for participation or participating in such a program (ESEA section 1112(e)(3)-(4)):

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is or will be participating will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if Title I, Part A funds are used for children in high schools;
- in the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA); and
- information pertaining to parental rights, including written guidance—
 - detailing the option that parents have a right to decline enrollment in a language instructional program and to choose another program or method of instruction if available,
 - detailing the right that parents have to remove their child immediately from the program upon the parents' request, and
 - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

These notice and information requirements also apply to a language instruction educational program funded under Title III, Part A of the ESEA. (ESEA section 1112(e)(3)(A)). The information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1112(e)(4)).

LEAs must provide the above information to parents not later than 30 days after the beginning of the school year for those children identified as English learners before the beginning of the school year. For children identified as English learners after the beginning of the school year LEAs must provide the above information to parents within the first 2 weeks of the child being placed in a language instruction educational program. (ESEA section 1112(e)(3)(A)-(B)).

C-9. What information must LEAs provide to parents of a child with a disability who is in a language instruction educational program?

In the case of a child with a disability who is in a language instruction educational program, parents must be notified, not later than 30 days after the beginning of the school year, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA. (ESEA section 1112(e)(3)(A)(vii)).

C-10. Do parents of private school children in Title I, Part A programs have the right to equitable participation in parent and family engagement activities?

Yes. An LEA must ensure that teachers, parents, and families of children participate, on an equitable basis, in services and activities developed pursuant to ESEA section 1116. (ESEA section 1117(a)(1)(B)). Activities for parents and families of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and families. Examples of parent and family engagement include parent meetings; parent-teacher conferences; communication between the Title I teachers and parents on students' academic progress; parent education; parent training activities on how to work at home with children on content and skills; reasonable access to Title I staff to receive information about their child's progress; and private school parent representation on a district-wide private school working group. As appropriate, these activities may include light refreshments for parents and families at Title I meetings in order to facilitate attendance at those meetings. See C-15 and the Department's Title I, Part A equitable services guidance (available at: <https://www.ed.gov/sites/ed/files/2023/05/Title-I-ES-guidance-revised-5-2023.pdf>), especially B-7, C-34, and C-35.

C-11. What responsibilities do LEAs have to parents with respect to complaint procedures relating to violations of Title I, Part A requirements?

SEAs must adopt written procedures, consistent with State law, for receiving and resolving any complaint from an organization or individual that the SEA, LEA, or other agency, or consortium of agencies, is violating a Federal statute or regulation that applies to the Title I, Part A program, such as the school accountability or parent and family engagement provisions. The SEA's procedures must contain a requirement that LEAs disseminate, free of charge, adequate information about the complaint procedures to parents of students and appropriate private school officials or representatives. (34 CFR § 299.13 – 299.17).

LEA Funding for Parent and Family Engagement

C-12. What funds must an LEA reserve for parent and family engagement activities under ESEA section 1116?

An LEA that receives a Title I, Part A allocation of greater than \$500,000 must reserve at least one percent of its Title I, Part A allocation to carry out ESEA section 1116. The percentage reserved for parent and family engagement must be calculated on the basis of the LEA's total Title I, Part A allocation. (ESEA section 1116(a)(3)(A)).

C-13. Do the parent and family engagement requirements in ESEA section 1116 apply to LEAs with a Title I, Part A allocation of \$500,000 or less?

Yes. LEAs with a Title I, Part A allocation of \$500,000 or less must carry out the provisions of ESEA section 1116 but are not required to reserve at least one percent of their Title I, Part A allocation to do so. (ESEA section 1116(a)(3)).

C-14. How does an LEA determine the amount of funds to be used for parent and family engagement activities for parents of private school children participating in Title I, Part A activities?

ESEA section 1116(a)(3)(A) requires an LEA to reserve and spend at least one percent of its Title I allocation to carry out mandatory Title I parent and family engagement activities if the LEA's Title I allocation exceeds \$500,000. This means that the ESEA requires such an LEA to reserve at least one percent from the proportional share allocated for equitable services and at least one percent of the total remaining amount for Title I activities in public schools. For example, an LEA's total Title I allocation is \$1,000,000. From that amount, \$100,000 (10 percent) is allocated for all Title I equitable services activities and \$900,000 (90 percent) for all Title I activities in public schools. Therefore, with respect to equitable services, the LEA must spend at least one percent (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).

If an LEA's Title I allocation does not exceed \$500,000, the LEA may still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the LEA would be based on timely and meaningful consultation with private school officials.

C-15. What amount of funds must an LEA with a Title I allocation that exceeds \$500,000 allocate to public schools for parent and family engagement activities under ESEA section 1116?

From the total one percent available for engagement activities for parents and family members of participating public school students, the LEA must distribute at least 90 percent to its Title I schools, giving priority to high-need schools. (ESEA section 1116(a)(3)(C)). Using the example from question C-14 above, the LEA must reserve at least \$9,000 (one percent of \$900,000) from the amount available for all Title I parent and family engagement activities in public schools and allocate \$8,100 of this amount (90 percent) to Title I schools, prioritizing high-need schools.

C-16. How may an LEA give priority to high-need schools in allocating funds under ESEA section 1116(a)(3)(C)?

An LEA has discretion to define what “high need” means for this purpose. For example, an LEA might identify a Title I school as high need if the school is implementing a comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement plan (CSI, TSI, or ATSI, respectively) under ESEA section 1111; has lower academic performance for all students or certain subgroups of students relative to other Title I schools in the LEA; or a has a greater concentration of students from low-income families compared to other Title I schools in the LEA.

C-17. What input do parents have in how an LEA allots to schools the funds the LEA has reserved for parent and family engagement?

The LEA must involve parents of Title I, Part A participating children in decisions about how it allots to schools the funds the LEA has reserved for parent and family engagement activities. The involvement of parents should be in a manner consistent with the definition of “parental involvement” (see question A-1). In terms of process and representation, an LEA 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. (ESEA section 1116(a)(3)(B)).

C-18. If an LEA reserves more than the required one percent of its Title I, Part A funds for parental involvement, must 90 percent of the entire amount reserved be distributed to schools served under Title I, Part A?

No. The LEA may retain for district-wide parental involvement activities the full amount of any Title I, Part A funds reserved for that purpose in excess of the required one percent.

C-19. What are the requirements for an LEA that reserves Title I, Part A funds to carry out parent and family engagement activities and strategies?

Under ESEA section 1116(a)(3)(D), an LEA that reserves Title I funds to carry out parent and family engagement activities must ensure that activities and strategies used with such funds are consistent with the LEA’s parent and family engagement policy. In addition, under ESEA section 1116(a)(3)(D)(A)(i)-(v), an LEA must ensure that funds reserved for parent and family engagement activities and strategies include at least one of the following:

- 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.
- 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 best practices for increasing the engagement of economically disadvantaged parents and family members.
- 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.

- Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's parent and family engagement policy.

D. SCHOOL RESPONSIBILITIES

School-level Parent and Family Engagement

D-1. What written parent and family engagement policies must Title I, Part A schools develop?

Each school must develop, jointly with parents of children participating in Title I, Part A services, a written school parent and family engagement policy that describes how the school will carry out the requirements in ESEA section 1116(c)-(f), including the development of a school-parent compact. If the school already has a parent and family engagement policy that applies to all parents, the school may amend that existing policy, if necessary, to meet the requirements of ESEA section 1116(b). Schools must update these policies periodically to meet the changing needs of parents and the school. (See Appendix B for a sample template of a district-wide parent and family engagement policy). (ESEA section 1116(b)(1)-(3)).

D-2. What notification and dissemination requirements apply for school parent and family engagement policies?

Each school served under Title I, Part A must notify parents of its written parent and family engagement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand. In addition, each school must make its written parent and family engagement policy available to the local community. (See questions A-8, A-9, and A-10 for additional information about language requirements and alternative formats). (ESEA section 1116(b)(1)).

D-3. What information do the parents' "right-to-know" provisions require schools to provide parents?

Each school that receives funds under Title I, Part A must provide to each individual parent of a child who is a student in that school:

- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under Title I, Part A (ESEA section 1112(e)(1)(B)(i)).
- Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned (ESEA section 1112(e)(1)(B)(ii)).
- Timely notice that the parents may request, and the LEA will provide the parents on request, information regarding any State or LEA policy regarding student participation in any assessments required under ESEA section 1111(b)(2) and by the State or LEA, including a policy, procedure, or parental right to opt the child out of such assessment, where applicable (ESEA section 1112(e)(2)(A)).

D-4. How must schools involve parents to improve Title I, Part A programs?

Schools served under Title I, Part A must involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including—

- The planning, review, and improvement of the school parent and family engagement policy; and
- The joint development of any schoolwide program plan under ESEA section 1114(b)(2). (ESEA section 1116(c)(3)).

If a school already 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 so long as it includes an adequate representation of parents of children participating in Title I, Part A programs. (ESEA section 1116(c)(3)).

D-5. What meetings must schools hold to inform parents about Title I, Part A programs and parent and family engagement?

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. (ESEA section 1116(c)(1)-(2)).

D-6. What information and opportunities must schools provide parents of children participating in Title I, Part A programs?

Schools served under Title I, Part A must provide to parents of participating children, in a timely manner, information about the programs funded by Title I, Part A. That information must include—

- A description and explanation of the school's curriculum;
- Information on the forms of academic assessment used to measure student progress; and
- Information on the achievement levels of the challenging State academic standards.

Upon the request of parents, schools must provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

The school must respond to any such suggestions as soon as practicably possible. (ESEA section 1116(c)(4)).

D-7. Which parents and family members are eligible to participate in parent involvement activities in a schoolwide program school?

The purpose of a schoolwide program is to improve academic achievement throughout a high-poverty school (one in which at least 40 percent of the students are from low-income families) so that all students, but particularly the lowest-achieving students, demonstrate proficiency related to the challenging State academic standards. (34 CFR § 200.25(a)(1)). In other words, a schoolwide program is an alternative to a targeted assistance program under Title I to raise the achievement of the lowest-achieving students. (ESEA section 1114).

Parent involvement is very important in a schoolwide program. In fact, one of the requirements of a schoolwide program is that it be developed with the involvement of parents. (ESEA section 1114(b)(2)). Consistent with the purpose stated above, all parents in a schoolwide program school are eligible to participate in parent involvement activities. However, given that the focus of a schoolwide program is to raise the achievement of the lowest-achieving students, a schoolwide program school should ensure that its parent involvement activities include the parents of the lowest-achieving students in order that they may better assist in the education of their child.

Shared Responsibility for High Student Academic Achievement

D-8. What is a “school-parent” compact?

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 parent and family engagement 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 standards. (ESEA section 1116(d)). (See Appendix C for a sample template of a school-parent compact).

D-9. What must a school-parent compact include?

The school-parent compact must describe—

- The school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the challenging State academic standards;
- Ways in which parents 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
- 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 will be discussed as it relates to the individual child’s achievement;
 - Frequent reports to parents on their child’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. (ESEA section 1116(d)(1)-(2)).

D-10. What information must a school provide to parents about their child’s level of achievement on the State academic assessment?

Each year a school that receives Title I, Part A funds must provide parents with an individual student report that: informs them on their child’s level of achievement on the State’s assessments in at least reading/language arts, mathematics, and science and allows parents, teachers, principals, and other school

leaders to understand and address the specific academic needs of students. The report must be provided to parents, teachers, and school leaders as soon as is practicable after the assessment is given, in an understandable and uniform format and, to the extent practicable, in a language that parents can understand. (ESEA section 1111(b)(2)(B)(x)).

This report may be covered by the SEA reports on individual student academic assessments described in question B-5.

E. LEA AND SCHOOL RESPONSIBILITIES TO BUILD PARENT CAPACITY

Basic Requirement

E-1. How do LEAs and schools build parents' capacity for involvement?

Each school and LEA receiving assistance under Title I, Part A must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. (ESEA section 1116(e)).

Providing Assistance and Training

E-2. On what topics must schools and LEAs provide parents with assistance and training?

It is the responsibility of schools and LEAs to help parents understand topics that will help them become equal partners with educators in improving their children's academic achievement. Schools and LEAs must help parents understand such things as—

- Challenging State academic standards;
- State and local academic assessments, including alternative assessments;
- The parent and family engagement requirements of section 1116; and
- How to monitor their child's progress and work with educators to improve the achievement of their child. (ESEA section 1116(e)(1)).

E-3. What assistance do schools and LEAs provide to help parents work with their children?

Schools and LEAs must provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training for parents, if necessary, and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. (ESEA section 1116(e)(2)).

E-4. Is volunteering in a child's classroom an activity in which parents can engage to help share the responsibility for student learning?

Yes. Volunteering and observing in their child's classroom is an important activity for parents' shared responsibility in supporting students to meet the challenging State academic standards and is also one that helps both the school and parents build and develop a partnership to help children achieve the challenging State's academic standards. (ESEA section 1116(d)(1)).

E-5. What school staff training must schools and LEAs provide related to parent and family engagement?

Schools and LEAs must educate their staffs in how to work with parents as equal partners. Specifically, with the assistance of parents, schools and LEAs must educate teachers, specialized instructional support personnel, principals, and other staff in the value and utility of the contributions of parents and in how to reach out to, communicate with, and work with parents, implement and coordinate parent programs, and build ties between parents and the school. Schools and LEAs may involve parents in developing this training, to improve its effectiveness. (ESEA section 1116(e)(3) and (6)).

Activities to Strengthen Parent and Family Engagement

E-6. How can schools and LEAs maximize parent and family engagement and participation in school meetings, conferences, and activities?

Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. Schools and LEAs should also arrange school meetings at a variety of times. In addition, for parents who are unable to attend conferences at school, schools may arrange for and conduct in-home conferences between teachers or other educators who work directly with participating children and the children's parents. Schools may also provide training to parents in how to enhance the involvement of other parents. (ESEA section 1116(e)(8)-(10)).

E-7. May Title I, Part A funds be used to support parents' attendance at workshops and conferences?

The Department strongly encourages parents to attend local or regionally based training opportunities, such as workshops or conferences, when they are the same or similar as those being held out-of-State. Upon return from any workshop or conference that is not available to all other interested parents, attendees should provide information and, if possible, training on the conference topics to other parents of children enrolled in Title I, Part A programs. Title I, Part A funds may be used for costs that are reasonable and necessary to support the attendance of parents of participating children at these workshops and conferences to enable them to participate more effectively in the local program or to conduct home-based educational activities. Paying travel and other costs associated with attendance at out-of-State conferences and workshops may be allowable in some special cases.

E-8. May Title I schools use their share(s) of the one percent reservation for parent and family engagement under section 1116(a)(3)(C) to support a district-level parent resource center or some other district-level activity for parents?

Schools and LEAs may establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in programs supported under ESEA section 1116(e)(12).

The ESEA stipulates that no less than 90 percent of the one percent of Title I, Part A allocation the LEA reserves for parent and family engagement under section 1116 must be distributed among the LEA's schools (with priority given to high-need schools), and that the parents of children attending those schools must be involved both in deciding how those funds will be allotted and, once allotted, how they will be spent. Parents of children receiving Title I, Part A services, LEAs, and school officials may decide at the

school level to pool their individual resources to pay for district-level parent and family engagement activities, such as a parent resource center, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4) and (12)).

Coordination with Other Programs and Community Involvement

E-9. How should schools and LEAs coordinate and conduct parent and family engagement activities?

To the extent feasible and appropriate, schools and LEAs must 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. (ESEA section 1116(e)(4)).

E-10. How can schools and LEAs involve the community to help ensure the effective involvement of parents?

The Department encourages schools and LEAs to develop appropriate roles for community-based organizations and businesses in parent and family engagement activities. These organizations should form partnerships among the school involved, the parents, and the community to improve student academic achievement. (ESEA section 1116(e)(13)).

APPENDIX A: Key Title I, Part A Parental Notice Requirements³

Key Title I, Part A Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, educator qualifications, and other required information). (ESEA section 1111(h)(1) and (2)). Guidance, B-4 (SEA) and C-6 (LEA).	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and school leaders in <u>all</u> schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student’s achievement on academic assessments aligned with challenging State academic standards). (ESEA section 1111(b)(2)(B)(x)). Guidance, B-5.	As soon as practicable after the assessment is given	✓		
Written parent and family engagement policies (LEAs notify parents of Title I, Part A children of district-level written parent and family engagement policy; schools notify parents and community of school’s written parent and family engagement policy). (ESEA section 1116(a)(2) and (b)(1)). Guidance, C-2 and C-3 (LEA), and D-1 and D-2 (school).	Determined by LEA		✓ (LEA policy)	✓ (School policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA’s written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation	Determined by SEA		✓	

³ This table includes key Title I, Part A statutory and regulatory requirements for notice or information given or disseminated to parents of students participating in Title I, Part A programs. It is not intended to be an exhaustive list, and does not include consultation, collaboration, technical assistance, training, or other types of requirements. Except where otherwise indicated, the terms “LEAs” and “schools” refer to local educational agencies (LEAs) and schools with programs funded under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).

Key Title I, Part A Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
that applies to Title I, Part A programs) (34 CFR § 299.12(d)). Guidance, C-11.				
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child). (ESEA section 1112(e)(1)(A)). Guidance, C-5.	Annually, at beginning of school year		✓	
Parents' right to know – student achievement (schools provide to each individual parent information on the level of achievement of the parent's child on each of the State academic assessments). (ESEA section 1112(e)(1)(B)(i)). Guidance, D-3 and D-10. NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA			✓
Parents' right to know – assessment participation (upon request by parents, LEAs must provide information regarding any State or LEA policy regarding student participation in any assessments required under ESEA section 1111(b)(2) and by the State or LEA, including any policy, procedure, or parental right to opt the child out of such assessment, where applicable) (ESEA section 1112(e)(2)(A)).Guidance, D-3.	Annual		✓	
Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). (ESEA section 1116(c)(1)). Guidance, D-5.	Annual			✓
Title I, Part A information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). (ESEA section 1116(c)(4)(C)). Guidance, D-6.	Timely			✓
English learners- general (LEAs implement effective outreach to inform	Regular		✓	

Key Title I, Part A Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
parents of English learners of how those parents can be involved in their children’s education and active participants in helping their children attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards, including notice of opportunities for and holding regular meetings). (ESEA section 1112(e)(3)(C)). Guidance, C-7.	(meetings)			
English learners- language instruction educational programs (LEAs inform parents of English learners identified for participation or participating in a Title I, Part A- or Title III-funded language instruction educational program of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child’s individualized educational program (IEP)). (ESEA section 1112(e)(3)(A)). Guidance, C-8.	Annually, not later than 30 days after the beginning of school year for children identified before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.		✓	

Key Title I, Part A Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
<p>Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate assessments aligned with alternate academic achievement standards must ensure that parents of these students are clearly informed, as part of the process for developing the individualized education program (as defined in section 614(d)(1)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)))—</p> <ul style="list-style-type: none"> • That their child’s academic achievement will be measured based on such alternate standards; and • How participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. <p>(ESEA section 1111(b)(2)(D)(i)(II)); 34 CFR § 200.6(d)(3).</p>	Determined by SEA	✓		

APPENDIX B: District-Wide Parent and Family Engagement Policy

SAMPLE TEMPLATE⁴

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) 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 section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA) (district-wide parent and family engagement policy). The policy establishes the LEA's expectations for parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parent and family engagement and include all of the components listed under "Description of How District Will Implement Required District-wide Parent and Family Engagement Policy Components" below, they will have incorporated the information that ESEA section 1116(a)(2) requires be in the district-wide parent and family engagement policy. In addition, school districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-Wide Parent and Family Engagement Policy must establish the district's expectations for parent and family engagement. [ESEA section 1116(a)(2).] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.

⁴ This sample template of a District-Wide Parent and Family Engagement Policy is not an official U.S. Department of Education document. It is provided only as an example.

- The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools 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, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of “parent and family engagement,” and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
 - (B) that parents are encouraged to be actively involved in their child’s education at school;
 - (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1116 of the ESEA.
- [*For States where a Parental Resource Center is established*] The school district will inform parents and parental organizations of the purpose and existence of the Parental Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICTS WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS (Sample Template)

[NOTE: The District-Wide Parent and Family Engagement Policy must include a description of how the district will implement or accomplish each of the following components. [ESEA section 1116(a)(2).] This is

a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The name of school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1116 of the ESEA:

(List actions.)

2. The name of school district will take the following actions to involve parents and family members in developing the local educational agency plan under section 1112 of the ESEA, and support and improvement plans under section 1111(d)(1)-(2) of the ESEA:

(List actions.)

3. The name of school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

(List activities.)

4. The name of school district will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies of the following other relevant Federal, State, and local programs: [Insert program name[s]].

(List activities.)

5. The name of school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (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. The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidenced-based strategies for more effective parent and family engagement and to revise, if necessary (and with the involvement of parents), its parent and family engagement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

6. The name of school district will build the schools’ and parent’s capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State’s challenging State academic standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child’s progress, and
- how to work with educators:

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:

(List activities.)

C. The school district will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local 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, by:

(List activities.)

E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

PART III. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS (Sample Template)

NOTE: The District-wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses

to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1116(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parent and family engagement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- providing other reasonable support for parent and family engagement activities under section 1116 as parents may request.]

* * * * *

PART IV. ADOPTION (Sample Template)

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

APPENDIX C: School-Parent Compact

SAMPLE TEMPLATE⁵

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parent and family engagement policy developed by the school and parents under section 1116(b) of the ESEA. The compact must outline 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1116(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent and family engagement and strengthen student academic achievement.

* * * * *

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The _____ name of school _____ will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s challenging State academic standards as follows:**

⁵ This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

6. **Ensure regular two-way, meaningful communication between family members and school staff that is, to the extent practicable, in a language that family members can understand,** as follows:

[Describe how the school will ensure two-way, meaningful communication is happening regularly between parents and families and school staff, including how such communication is presented in a language that parents and families can understand.]

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

[Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team, or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The name of school will:

1. Involve parents in the planning, review, and improvement of the school’s parent and family engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.
8. Provide each parent timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parent and family engagement activities in section 1116 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)