



General Family Engagement Requirements Under Title I, Part A of the Elementary and Secondary Education Act

LEA Parent and Family Engagement Policy

ESEA References	Responsibilities of LEAs receiving Title I
Sec. 1116(a)(1)	LEAs conduct outreach to all parents and family members and implements programs, activities, and procedures in meaningful consultation with families.
Sec. 1116(a)(2)	Jointly develop a written Parent and Family Engagement (PFE) policy <ul style="list-style-type: none"> • Sample PFE policy (WI) • Sample PFE policy (CA)
Sec. 1116(a)(2)(A)	Involve parents in the development of the LEA Title I plan
Sec. 1116(a)(2)(B)	Build capacity of participating Title I schools for parent and family engagement, which may include meaningful consultation with outside organizations, experts, and/or employers
Sec. 1116(a)(2)(C)	Coordinate and integrate parent and family engagement strategies with other laws and programs
Sec. 1116(a)(2)(D)	Annually evaluate content and effectiveness of the LEA Parent and Family Engagement Policy, by identifying: <ul style="list-style-type: none"> • Barriers to greater participation by parents in Title I activities • Needs of parents and family members to assist with the learning • Strategies to support school and family interactions Sample Evaluation Resource
Sec. 1116(a)(2)(E)	Design evidence-based strategies and revise PFE policies according to the annual evaluation
Sec. 1116(a)(2)(F)	Involve parents in the activities of the schools, which may include an LEA-level Parent Advisory Board responsible for developing, revising, and reviewing the parent and family engagement policy

LEA Reservation of Title I Funds for Parent and Family Engagement

References	LEA Responsibilities
Sec. 1116(a)(3)(A) and (B)	The LEAs that receive at least \$500,000 for their Title I, Part A allocation must reserve at least 1 percent to assist schools in conducting parental involvement activities.
Sec. 1116(a)(3)(C)	At least 90 percent of the reserved funds shall be distributed to Title I, Part A schools, with priority for high-need schools.
Sec. 1116(a)(3)(D)	The full 1 percent reservation of funds must be used to carry out activities consistent with PFE policy for at least one the following activities:
Sec. 1116(a)(3)(D)(i)	<ul style="list-style-type: none"> • Support schools and nonprofit organizations in providing professional development to LEAs and schools regarding PFE

Sec. 1116(a)(3)(D)(ii)	<ul style="list-style-type: none"> Support programs that reach parents and family members at home, in the community, and at school
Sec. 1116(a)(3)(D)(iii)	<ul style="list-style-type: none"> Disseminate information on best practices for increasing engagement of parents, especially from economically disadvantaged backgrounds
Sec. 1116(a)(3)(D)(iv)	<ul style="list-style-type: none"> Collaborate or provide subgrants to schools to enable schools to collaborate with community-based or other organizations or employers with a record of success in improving PFE
Sec. 1116(a)(3)(D)(v)	<ul style="list-style-type: none"> Engage in other PFE activities and strategies as deemed appropriate

School Parent and Family Engagement Policy

ESEA References	Responsibilities of schools receiving Title I
Sec. 1116(b)(1)	Jointly develop and distribute a school-level written PFE policy
Sec. 1116(b)(1)	Notify parents of the PFE policy in an understandable format and language
Sec. 1116(b)(1)	Update the PFE policy periodically
Sec. 1116(b)(2)-(3)	Alternatively, may amend an existing school or LEA PFE policy that applies to all parents and families
Sec. 1116(b)(4)	Submit parent comments on the LEA Title I plan if the plan is not satisfactory to parents of Title I participating students. Such comments must be submitted by the LEA when the LEA plan is submitted to the state.
Sec. 1116(c)(1), 1116 (c)(4)(A)	<p>Convene an annual parent meeting to inform them about requirements related to funds. Parents are invited and encouraged to attend, to:</p> <ul style="list-style-type: none"> Inform parents that their school receives Title I funds Highlight that these funds come with requirements Emphasize that parents have a right to be involved <p>Research-based strategies on parent outreach</p>
Sec 1116(c)(2)	Offer meetings at flexible times for families and may provide transportation, childcare, or home visits.
Sec 1116(c)(4)(A)	Provide timely information about Title I-A programs
Sec. 1116(c)(4)(B)	<p>Provide the following information to parents:</p> <ul style="list-style-type: none"> Description and explanation of the curriculum in use at the school Forms of academic assessment used to measure student progress Achievement levels of the challenging state academic standards
Sec. 1116(c)(4)(C)	If requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, if appropriate, in decisions related to their children's education, and response to any such suggestions as soon as practicably possible.
Sec. 1116(d)	<p>Each LEA school served under Title I shall jointly develop a school-parent compact. The compact must:</p> <p>(1) Describe shared responsibilities of the school and the parent</p> <ul style="list-style-type: none"> School will provide high-quality curriculum and instruction and a conducive environment for students to meet state standards

	<ul style="list-style-type: none"> Parents' responsibilities are to support their children's learning, volunteer as appropriate, and participate in decisions about the education of their children <p>(2) Describe parent-teacher communications:</p> <ul style="list-style-type: none"> School shall facilitate parent-teacher conferences, at least annually, in elementary schools, during which the compact must be discussed School shall provide frequent reports to parents on their children's progress School shall facilitate reasonable parent access to staff and opportunities to participate or observe their child's class School shall ensure regular two-way, meaningful communication between family members and school staff, in a language that family members can understand <p>Sample School-Parent Compact</p>
Additional Resources	Dual Capacity-Building Framework for Family-School Partnerships

Building LEA and School Capacity to Facilitate Meaningful Parent and Family Engagement

ESEA References	Joint PFE responsibilities of LEAs and Schools
Sec. 1116(e)(1)	Shall help parents in understanding academic standards, state and local assessments, requirements of Title I, and how to monitor for a child's progress and work with educators
Sec 1116(e)(2)	Shall provide training and materials to parents to help them work with their children to improve their academic achievement
Sec. 1116(e)(3)	Shall educate teachers, other teaching personnel, and school leaders, with assistance of parents in effective PFE practices
Sec. 1116(e)(4)	Shall coordinate and integrate PFE strategies with other laws and programs to the extent feasible and appropriate
Sec. 1116(e)(5)	Shall ensure that information related to school and parent programs, meeting and other activities, is in a format and language that they can understand
Sec. 1116(e)(6)(7)(8)(10)(11)(12)(13)(14)	<ul style="list-style-type: none"> <i>May</i> involve parents in development of training for teachers, principals, and other educators <i>May</i> provide literacy training to parents using Title I funding if the LEA has exhausted all other funding <i>May</i> pay reasonable expenses for transportation and childcare to increase parent participation <i>May</i> train parents to enhance involvement of other parents <i>May</i> arrange school meetings at a variety of times or conduct in-home conferences <i>May</i> adopt and implement model approaches to improve parent involvement

	<ul style="list-style-type: none"> • <i>May</i> establish an LEA-wide parent advisory council to advise on all matters related to parental involvement • <i>May</i> develop roles for community-based organization and business on parent involvement activities • Shall provide such other reasonable support for parental involvement activities, as parents <i>may</i> request
Additional Resources	Toolkit of Resources for Engaging Families and the Community as Partners in Education (there are four parts)

Title I: Parents' Right to Know

ESEA references	LEA and School Responsibilities concerning the "Parents' Right to Know"
Sec. 1111(h)(2)	LEAs must provide an annual report card on results of the metrics in the state accountability system.
Sec. 1112(e)(1)(A)	At the beginning of the school year, LEAs must notify parents of each student attending a Title I school that they may request information on the professional qualifications of the student's teachers and paraprofessionals. Sample Parents' Right to Know
Sec. 1112 (e)(1)(B)(i)	Schools must inform parents of their right to know the level of achievement their child attained on the state academic assessments.
Sec. 1112 (e)(1)(B)(ii)	Schools must provide parents timely notice if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements.
Sec. 1112(e)(2)(B) & (C)	LEAs and schools must make publicly available, including posting on LEA and school websites, information on each assessment required by the state and the LEA for each grade. Maine provides the ESSA Dashboard that districts/schools must have on their websites.

Additional Resources:

- California outlines [family engagement requirements](#) on their website in a very concise and effective way.
- You can find ALL family engagement requirements in [ESEA legislation](#) in section 1116, which starts on page 73/74 in this PDF.
- There's a free, online, self-paced [course on family engagement](#) from Harvard's Ed school in if interested in learning more about effective family engagement practices.