*[Insert Your LEA Logo Here]*

**Checklist for Parent and Family Engagement Input**

Based on the Every Student Succeeds Act (ESSA), Title I, Part A, Section 1116

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***NOTE TO SCHOOL SYSTEMS:*** *Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies or plans, school-parent compacts, options to build school staff capacity, and if the LEA receives more than $500,000 in Title I, Part A funds, a budget of at least one percent for parent and family engagement activities. As district and school representatives review the documentation of multiple input opportunities, they may use a district-developed checklist or the following checklist to record the school’s evidence. Please note that the input opportunities should align with your school system’s Consolidated LEA Improvement Plan (CLIP) and School Improvement Plan. District office staff may customize this checklist to reflect your CLIP and Improvement Plan.*

*Please complete one input checklist for each meaningful consultation opportunity. At least two input opportunities are required to meet compliance, one of which must be a primary input method. Attach all supporting documentation with the checklist.* ***Note that the Annual Title I Meeting, held at the beginning of the school year, should NOT be used as an input opportunity.***

Type of input opportunity (check all that apply):

❑ Input into the School Parent and Family Engagement Policy – *Section 1116(b)(1)*

❑ Input into the School-Parent Compact *–* *Section 1116(d)*

❑ Input into Building School Staff Capacity with assistance of parents *– Section 1116(e)*

❑ Input into the 1% set-aside for parent and family engagement activities, if the LEA receives more than $500,000 in Title I, Part A funds – *Section 1116(a)(3)(A)-(D)*

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| **Documentation**  |
| **❑ Primary Method:** In-person or online meeting/session |
| Title of Meeting/Session \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Where was the meeting conducted? School Districtwide Site Community Online  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please provide the following evidence of this meeting (ensure that dates are included on each document and attach copies):**❑ 1) Documentation of Parent Invitation** (must specify that **all** parents of Title I students were invited to participate and the title of the meeting; at least two invitations are to be provided and **dates** of invitation):**How were your parents invited?** (Indicate type of invitation on the lines below, e.g., flyer, social media post, calls)* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No

**❑ 2) Documentation of In-Person or Online Meeting:** Dated agenda with agenda items indicating the meeting was held for the purpose of seeking parent input into the School Parent and Family Engagement Policy, School-Parent Compact, Building School Staff Capacity, and if applicable the 1% set-aside for parent and family engagement activities**❑ 3) Documentation of Required Discussion Items:** Presentation slides, meeting minutes, notes, talking points, sample completed meeting evaluations or feedback forms, or other documentation with **dates** demonstrating items / topics discussed; for online meetings – Presentation slides, meeting minutes, notes, talking points, link to recording, results of polls, or other documentation with **dates** demonstrating items / topics**❑ 4) Documentation of Attendance:** Sign-in sheets (with meeting title, date, time, role of attendee such as parent, teacher, principal, counselor, business partner, language interpreter); for online meetings – evidence of participation such as attendee’s log in and date / time stamp**❑ 5) Documentation of Flexible Meeting Times:** If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). **The Annual Title I meeting was not used as an opportunity for input.****❑ 6) Other** (other such evidence that documents the in-person or online meeting) |
| **❑ Secondary Method**: Suggested Options |
| 1) What was the secondary method provided to all parents? Date(s) provided \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**❑ Parent survey** – must have questions specifically related to each content area (Parent and Family Engagement Policy or Plan, School-Parent Compact, 1% set aside, and how to build the capacity of school staff, e.g., ask parents what school staff should know and do to help engage parents in their child’s academic goals) **❑ Online videos** detailing information about the compliance components with feedback forms**❑ Feedback forms** – must have a question or request for revisions, *e.g., for the school-parent compact, include questions that ask parents how they can help their child in the identified academic school goal***❑ Social media** posting sections of required content and asking for feedback or **online services** (e.g., Microsoft, Remind, google, learning management systems) with required content embedded**❑ Other:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please include copies of the survey, feedback form, screenshot of the social media posting, etc.2) How were all parents of Title I students invited to participate in the secondary method? Must provide two invitations (e.g., flyer, social media post, calls) with **dates**.1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Was it in an understandable format and language? Yes No

Refer to the Family-School Partnership Program’s Input Webpageat <http://partnerships.gadoe.org> for other resources to engage parents, families, and other stakeholders in meaningful consultation. |
| **Verification** |
| This checklist was reviewed by the following school and district representatives:School Representative’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District Representative’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |