

## STAKEHOLDER ENGAGEMENT IN FEDERAL PROGRAMS

The meaningful engagement of stakeholders is required under the Elementary and Secondary Education Act (ESEA), reauthorized in 2016 as the Every Student Succeeds Act (ESSA). Meaningful stakeholder engagement requires structures and processes that ensure the ongoing collaboration and input of a variety of stakeholders who represent the demographics of districts, schools and programs. Stakeholders include: families, students, educators, and community members. This document is designed to help districts and schools meet federal stakeholder engagement requirements, using evidence-based principles of strong family, school, and community partnerships. Organized by ESEA Stakeholder Engagement Program Requirements (SE), this guidance provides compliance requirements, examples of evidence, resources and implementation guidance for districts receiving ESEA funds and participating in regular federal programs monitoring.

SE 9.1 Development of the LEA Plan	Guidance from CDE’s Office of Family, School, and Community Partnerships
<p><b><u>Demonstration of Compliance:</u></b> Stakeholder engagement approved in the consolidated application occurred.</p> <p>Stakeholders had the opportunity to provide feedback on the LEA’s plan for the use of Title I, Title II, Title III, and Title IV funds.</p> <p>Stakeholders involved represent the demographics of the LEA.</p> <p>Stakeholder engagement is conducted in a language and format that stakeholders can understand.</p> <p><b><u>Examples of Evidence</u></b> A list of roles represented on the DAC or SAC (e.g., “1, principal, 10 teachers, 7 parents of general ed students, 2 parents of sped students, 4 parents of English Learners/Multilingual Learners (ELs/MLs)”)</p> <p>Documentation of Stakeholder Engagement:</p> <ul style="list-style-type: none"> <li>● Agendas from stakeholder meetings</li> </ul>	<p><b>What is Meaningful Stakeholder Engagement?</b> Systemic structures and processes that ensure the ongoing collaboration and input of a variety of stakeholders who represent the demographics of the district and include identified student groups such as Economically Disadvantaged Students, English Language Learners, Students with Disabilities, etc. LEAs must actively engage stakeholders (parents, families, and community members) in the development of federal, state and local education plans, including the Colorado Unified Improvement Plan (UIP), the ESEA Consolidated Application, Schoolwide Title I plans, and in the planning of Title I funded activities. Stakeholders should have multiple opportunities to provide feedback on LEA plans throughout the year. Additionally, LEAs must implement programs, activities and procedures for the involvement of parents and families in specific Title I-funded programs. Schools must also partner with stakeholders in the development of school improvement plans for any schools identified for support and improvement under ESSA.</p> <p><b>Who are school, LEA, and BOCES stakeholders?</b> Stakeholders include school/district families, students, educators, members of the public, and community-based organizations. Schools, districts and BOCES must identify and engage stakeholder groups that adequately represent the demographics of the district, and include the voices of traditionally underrepresented groups. For example, districts and/or BOCES serving large populations of students from identified student groups such as English Learners, Students with Disabilities, Economically Disadvantaged Students, Students of Color, Native/Indigenous Students, must ensure the ongoing and meaningful engagement of families and other stakeholders representing those groups. It is important to leverage school-level relationships and communication to ensure the engagement of families and community organizations that serve underrepresented groups.</p> <p><b>How are stakeholders involved in the development of the LEA plan and school-based plans, and how is their feedback documented?</b> Multiple opportunities for engagement must be available prior to submission of</p>

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<ul style="list-style-type: none"> <li>● Content provided at stakeholder meetings (PPT or other materials shared). Sample of documents examined during stakeholder engagement activities</li> <li>● Meeting notes including participant information and feedback</li> <li>● Schedule of stakeholder engagement activities. List of applicable stakeholder groups based on local context.</li> </ul>	<p>the plan, during revisions of the plan, and after finalizing the plan. Utilizing existing district structures such as regular stakeholder group meetings (DAC, SAC, BOE, etc) as well as short-term focus/affinity groups are recommended to ensure input from diverse voices is included in planning. Online opportunities such as websites and social media platforms are also recommended to increase access for all. Mechanisms for engaging stakeholders and gathering input should be easily accessible, and offered in multiple languages and formats. Input collected should be organized for easy disaggregation, interpretation, and display. Follow up with stakeholders to demonstrate how input was incorporated into the final plan is recommended. For more information on engaging stakeholders in meaningful planning of the LEA Plan, visit <a href="#">Engaging Stakeholders in Planning</a>.</p> <p><b>Recommended practices:</b> At least once a year, seek public comment, hold a public meeting, gather DAC and SAC input, collect and analyze family perception data, and conduct planning sessions with intentionally organized groups who represent the district and Title I schools. Intentionally leverage existing stakeholder meetings and regular data collections to gather and document input.</p> <p><b>How do schools, LEAs, and BOCES ensure that stakeholders represent the demographics of the school community, the district or the BOCES?</b> Intentional outreach and communication with under-represented groups is required and must be documented. Utilizing internal networks and personnel (school-based staff, ELD staff, Special Educators, etc) as well as external networks (community-based organizations) is strongly recommended. It is important to document both the “who” and the “how” when engaging specific groups to meet this requirement. Translation tools and personnel, as well as other accommodations must be provided and documented.</p> <p><b>Recommended Practices:</b> Engagement opportunities take place in the school, in the community, and/or in the evenings or on weekends so that families have easy access. Translation, childcare, and transportation are provided to enable more stakeholders to attend. District-level leadership and district staff personally reach out to underrepresented families early in the school year in order to build relationships and determine communication preferences. Inclusion efforts are visibly supported by the principal/site leader through her/his active participation and through a shared vision of inclusion and equity.</p>
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### Additional Resources

**FSCP Promising Practices:** [Inclusivity in DAC](#); [Title I Collective - Parent Leadership Teams](#); [Liaison Advisory Committee](#) ; [Family School Partnership Teams](#)

**CDE Resources:** [CDE P12 FSCP Framework](#); [DAC/SAC Responsibilities](#); [DAC/SAC Training](#); [Engaging Stakeholders in Planning](#)

**Other Resources:** [Stakeholder Engagement Provisions - PTA and the Every Student Succeeds Act](#)

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SE 9.2 Reasonable Opportunity for Public Comment	Guidance from CDE’s Office of Family, School, and Community Partnerships
<p><b><u>Demonstration of Compliance</u></b> Complete plan, or plan summary, posted for public comment.</p> <p>LEA can demonstrate how public comments were considered and communicated with stakeholders.</p> <p><b><u>Examples of Evidence</u></b> Notice of meetings/public hearings, agendas, attendance logs, and minutes from public hearings/meetings (prior to submission, during revisions, after finalized plan)</p> <p>Dissenting parent comments have been submitted to CDE at <a href="mailto:consolidatedapplications@cde.state.co.us">consolidatedapplications@cde.state.co.us</a></p>	<p><b>What is an appropriate level of detail for publicizing and inviting public comment?</b> LEAs must post either the complete plan, or a plan summary, for public comment. A summary of activities is much more comprehensible for stakeholders, and may include general categories of activities and associated funding amounts for each program. In creating a summary, it is important to simplify complex information in ways that can be easily understood by a variety of stakeholders, avoiding statutory language and education jargon wherever possible. Utilizing existing district structures (regular public stakeholder groups) as well as short-term online opportunities (such as websites and social media) to promote the public comment period is recommended. LEAs should plan for ways to reach outside regular district channels to include community members who may not have students in schools. To ensure engagement of diverse stakeholders, LEAs should offer reliable translation tools that match the needs of the community and the demographics of the district or BOCES. <a href="#">District Example of Plan Summary</a></p> <p><b>What is a reasonable amount of time for accepting public comment, and in what format(s)?</b> Opportunities for public review and comment are required prior to submission. Scheduling public comment periods for 30 days ensures stakeholders have adequate time to review and respond. Mechanisms for gathering comments and feedback should be easy, accessible, and offered in multiple languages and formats. Input collected should be organized for easy disaggregation, interpretation, and display. LEAs must demonstrate how public comments were considered, and how both the process and final plan has been communicated back to stakeholders. It is the responsibility of the LEA or BOCES to ensure stakeholders have adequate access and tools to understand the content of the plan or plan summary. Supplemental documents and/or links with definitions and practical examples are recommended. It is also important for stakeholders to see connections between the plan and district strategic plans or unified improvement plans. <a href="#">District Example Learn More</a></p> <p><b>Recommended Practices:</b> Create public comment web pages with commenting feature; Create “Learn More” web pages; Conduct public comment meetings; Use district/school social media; Create a plan for analyzing input; Create a plan for publicizing the final plan; Present at a DAC meeting; Present at a BOE meeting.</p>
<p style="text-align: center;"><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">District Advisory Board</a>; <a href="#">District Accountability Forum</a></p> <p><b>CDE Resources:</b> <a href="#">CDE P12 FSCP Framework</a>; <a href="#">FSCP Strategy Guide: Core Component 2</a>; <a href="#">FSCP Strategy Guide: Core Component 5</a></p>	

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SE 1.1 Title I, Part A Annual Meeting	Guidance from CDE’s Office of Family, School, and Community Partnerships
<p><b><u>Demonstration of Compliance</u></b>            Parents and family of all participating students have been invited and encouraged to attend the annual meeting.</p> <ul style="list-style-type: none"> <li>● Clear and concise communications are provided to parents in a format and language that parents can access and understand.</li> </ul> <p>Annual Meeting(s) are convened for parents and families of all participating students in a timely, convenient, inclusive and flexible manner.</p> <p>Family schedules and availability are considered when scheduling meetings.</p> <ul style="list-style-type: none"> <li>● LEA determines the languages and formats that the information will be shared. Translation/interpretation services are consistent with this program as well as other policies and processes.</li> </ul> <p>Evidence of <u>ongoing</u> parent and family input, including evidence that opportunities for parents whose primary language is not English, are able to understand and participate throughout the year.</p> <p><b><u>Examples of Evidence</u></b>            Communication sent to parents and families in advance with options for different meeting times</p>	<p><b>What is the purpose of the Title I-A Annual Meeting?</b> The purpose of a Title I-A annual meeting is to explain the school’s Title I-A program, inform parents/guardians about their right to be involved in their child’s education, and invite stakeholders to review and provide input on the Family/School Parent Involvement Compact/Policy. The annual meeting can be a great opportunity to build stakeholder capacity, and to open the door for positive school-home partnerships with school families.</p> <p><b>What strategies ensure strong attendance and engagement at the Title I Annual Meeting?</b> Publicizing the Annual Meeting 2-4 weeks in advance using multiple communication tools, offered in easily accessible formats and languages, can increase attendance. Sharing the invitation through regular school newsletters, school websites, and social media is recommended. It is important to personalize communication, and learn/use the communication preferences of families. Meetings scheduled at different times of the day, or during regularly planned events, with childcare and translation services provided, will ensure schools get the information to as many Title I parents as possible. Utilize technology to ensure families who cannot be present can still access the content and provide feedback electronically.</p> <p><b>What are the important considerations when organizing and scheduling the Title I Annual Meeting?</b> Hold Title I Annual Meeting opportunities no later than October for each school year. Offer and publicize multiple, flexible opportunities early and often. Consider combining with other well-attended school events. Ensure virtual and in-person options, led by staff and in settings where families feel most comfortable. To ensure stakeholders represent the demographics of the school community, the district or the BOCES, intentional outreach and communication with under-represented groups is required and must be documented. Utilizing internal networks and personnel (school-based staff, ELD, Special Education, etc) as well as external networks (community-based organizations) is strongly recommended. It is important to document both the “who” and the “how” when engaging specific groups to meet this requirement. Translation tools and personnel, as well as other accommodations must be documented. Out of the box thinking may be necessary to ensure families understand the content and have flexible opportunities to engage.</p> <p><b>Recommended Practices:</b> Create a simple agenda; Publicize early and often; Include the Title I-A Annual Meeting within broader family engagement events such as Back to School Nights, Meet and Greets, and Family Partnership events.</p>

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<p>Meeting agendas, attendance, and minutes for involvement of parents in meetings regarding the planning, evaluation of, or improvement of the school's Title I programs (UIP/schoolwide plan development, budget meetings, etc.)</p> <ul style="list-style-type: none"> <li>• Content of meeting, including materials that guide discussions and provide opportunity for input (e.g., discussion or talking points, template or conversation guide, list of questions, PPT)</li> <li>• Calendar of Title I annual events</li> </ul>	<p><b>What are the important elements included in the Annual Meeting?</b> The Title I-A Annual Meeting should include the following components: Explaining what Title I-A is and what it looks like at your school; Defining key terms, such as schoolwide and targeted assistance; Describing school curriculum, assessments, performance and improvement status and efforts; Sharing information about Title I-A funding and how it is used at the school; Reviewing and updating the family involvement policy and compact; Sharing information about educator qualification and parent notification requirements. Update the school/family involvement policy/compact at the end of each preceding year (April/May). See SE 1.4 for more info on developing and updating the policy/compact. Develop multiple ways to gather input, including using existing data collections, relevant feedback and input from previous family gatherings, and in-person/virtual perception gathering tools. Follow up with families after the event to close the loop on how stakeholder input has been summarized and utilized. District Example: <a href="#">T1 Annual Meeting checklist</a></p> <p><b>Recommended practices:</b> Consider creating a schoolwide presentation for the Title I- Annual Meeting that can be shared in classrooms during regular family/school events. Engagement is often highest within settings and with teachers directly involved with a family's student(s). This practice also increases the capacity of Title I school staff in understanding and supporting the school's Title I program. District example: <a href="#">T1 Annual Meeting PPT Template</a></p>
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Thought Partner Groups</a>; <a href="#">Family Compact Posters</a>; <a href="#">Family School Partnership Teams</a>; <a href="#">Family Centered Meetings PD</a></p> <p><b>CDE Resources:</b> <a href="#">CDE P12 FSCP Framework</a>; <a href="#">FSCP Strategy Guide: Core Component 2</a>; <a href="#">FSCP Strategy Guide: Core Component 5</a>; <a href="#">Engaging Stakeholders in Planning</a></p> <p><b>Other Resources:</b> <a href="#">Equity/Inclusion Dos and Dont's for Meetings</a></p>	
<p><b>SE 1.2 Annual Report to the Public</b></p>	<p><b>Guidance from CDE's Office of Family, School, and Community Partnerships</b></p>
<p><b><u>Demonstration of Compliance</u></b></p> <p>LEA completes and publishes an annual report on their website OR provides a link to the CDE annual report.</p> <ul style="list-style-type: none"> <li>• Parents and families have been notified of the availability of the LEA report on the CDE website.</li> <li>• Evidence of parent notification letters</li> </ul>	<p><b>What is available from CDE to meet this requirement?</b> CDE provides multiple data sets at <a href="http://www.cde.state.co.us/fedprograms/localreportcards">http://www.cde.state.co.us/fedprograms/localreportcards</a>. This includes Achievement and Participation Data, Alternate Assessment Participation Data, Growth Data, English Language Proficiency Data, Graduation and Dropout Data, Chronic Absenteeism Data, Postsecondary Enrollment Data, Civil Rights Data Collection (CRDC) Data, Progress Towards Long-Term Goals Data, Per-Pupil Expenditure Data, Professional Qualifications of Educators, Schools Identified for Support and Improvement. In addition to the data provided on this page, districts may also develop their own local reports. Additional information that can be used to create a local report is available at <a href="#">CDE Data Dashboard</a>. LEAs wishing to create their own local reports may provide the</p>

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<ul style="list-style-type: none"> <li>• Clear and concise communications to parents in format and language that parents can access and understand</li> </ul> <p>LEA facilitates stakeholder meetings explaining the details of the annual report.</p> <p><b>Examples of Evidence</b>  A link to the <a href="http://www.cde.state.co.us/fedprograms/localreportcards">CDE Every Student Succeeds Act (ESSA) Local Reports Website</a> (http://www.cde.state.co.us/fedprograms/localreportcards) is posted on the LEA’s website  -OR-  A locally-developed annual report is posted on the LEA’s website and the LEA has shared the link with CDE for posting</p> <p>Sample of notification letters provided to parents and families regarding the availability of the annual report</p> <p>Meeting agendas, attendance, and minutes for stakeholder meetings that explained details of the annual report</p>	<p>link to those local reports to Tina Negley (<a href="mailto:negley_t@cde.state.co.us">negley_t@cde.state.co.us</a>). District Annual Report Example: <a href="#">Jeffco</a>.</p> <p><b>What considerations are important when promoting the CDE link to the public?</b> CDE provides access to data to meet this requirement, however, promotion and support is needed at the district level. Consider promoting the Annual Report using regular family communication avenues, in languages and formats that increase accessibility. It is important to note that the data at CDE is not offered in languages other than English, and can be difficult for families and the public to navigate. Consider providing a “cheat sheet” when directing families and community members to the CDE data, with definitions and step-by-step instructions for navigating. <a href="http://www.cde.state.co.us/fedprograms/localreportcards">http://www.cde.state.co.us/fedprograms/localreportcards</a>.</p> <p><b>Recommended practices:</b> Promote the Annual Report to families and the community through regular school/district communication channels, translated to languages other than English. Review the Annual Report at one Board of Education meeting and one DAC meeting annually. It may also be useful to provide families and the public with a more concise, jargon-free option, i.e. a document that highlights the important information required, such as: student enrollment, student achievement, educational programs, accountability, teacher qualifications, etc. It is also strongly recommended that such a document be translatable to other languages spoken in the school community. Important tips on communicating data to families can be found at the Data Quality Center, <a href="#">Show Communities the Data: Best Practices for Communicating Data to Parents and the Public 2016</a>.</p>
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Co-created FAQ Document</a>  <b>CDE Resources;</b> <a href="#">CDE P12 FSCP Framework</a>; <a href="#">FSCP Strategy Guide: Core Component 2</a>;  <b>Other Resources:</b> <a href="#">Minnesota Example</a>; <a href="#">USDE Parent Guide to State/Local Report Cards</a>; <a href="#">USDE Non-Regulatory Guidance-State/Local Report Card</a></p>	
<p><b>SE 1.3 LEA Parent and Family Engagement Policy</b></p>	<p><b>Guidance from CDE’s Office of Family, School, and Community Partnerships</b></p>
<p><b><u>Demonstration of Compliance</u></b></p>	<p><b>How are stakeholders involved in the development of the District Parent and Family Engagement Policy</b></p>

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Policy was written in collaboration with parents and family members of participating students.

Written policy establishes expectations and objectives for meaningful parent and family engagement.

Policy describes how the LEA will:

- Involve parents and family members in jointly developing the LEA plan and the LEA's support and improvement plan.
- Provide coordination, technical assistance, and other support necessary to build the capacity of all participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
- Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
- Conduct, with the meaningful involvement of parent and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
  - barriers to greater participation by parents (with particular

**(KB), and how is their feedback documented?** Multiple opportunities for engagement must be available prior to finalizing the policy. Utilizing existing district structures such as regular stakeholder group meetings (DAC, Title I-A School SACs and Families, BOE, etc) as well as short-term focus/affinity groups are recommended to ensure input from diverse voices. Online opportunities such as websites and social media platforms are also recommended to increase access for all. Mechanisms for engaging stakeholders and gathering input should be easily accessible, and offered in multiple languages and formats. Follow up with stakeholders to share the final plan and demonstrate how stakeholder input was incorporated.

**Recommended practices:** At least once a year, review policy updates at the [Colorado Association of School Boards](#); hold a public meeting; gather DAC and SAC input; collect and analyze family perception data; and conduct focus groups using protocols to review, gather input, and develop the Parent and Family Engagement policy. For more information, visit [Engaging Stakeholders in Planning](#).

**How do schools, LEAs, and BOCES ensure that stakeholders involved in policy development represent the demographics of Title I schools, and the district or the BOCES?** Intentional outreach and communication with under-represented groups is required and must be documented. Utilizing internal networks and personnel (school-based staff, ELD, Special Education, etc) as well as external networks (community-based organizations) is strongly recommended. It is important to document both the "who" and the "how" when engaging specific groups to meet this requirement. Translation tools and personnel, as well as other accommodations must be documented.

**Recommended Practices:** Engagement opportunities take place in the community and/or on weekends in consultation with community leaders so that more families have easier access. Food, translation, childcare, and transportation are provided to enable more families to attend. Families are included in the planning and design of engagement opportunities. District-level leadership and district staff actively reach out to underrepresented families early in the school year in order to get to know them better. Inclusion efforts are visibly supported by the principal/site leader through her/his active participation and by sharing a vision for equity.

**How do districts and BOCES conduct an annual evaluation of the parent and family involvement policy and its effectiveness in improving the academic quality of Title I schools?** An annual review of the policy, held collaboratively with Title I-A school families and staff, is required. Examine the elements of the policy with stakeholders to ensure required components are addressed, including strategies and supports for family

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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 teacher; and
- strategies to support successful school and family interactions.
- Use the finding of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- Involve parents in the activities of the schools served.

Written policy has been:

- Developed jointly and agreed on with parents and families of participating children.
- Distributed to parents and families of participating children.
- Incorporated into the LEA Plan.
- Implemented in a manner that builds the capacity of schools to more effectively engage parents and families.
- Evaluated and revised, as necessary, within the last year.

involvement in Title I-A schools, and addressing identified barriers to family participation in schools. Family perception and student performance data collected from Title I-A schools can be used to confirm shared priorities and evaluate the effectiveness of the policy in improving academic quality at Title I-A schools.

Use evaluation protocols that compare policy elements to outcomes, documenting all input including both open-ended responses and Likert-scale items that show consensus on priorities and recommended updates. Evaluation tools such as logic models, cost benefit analysis, impact evaluation, and stakeholder perceptions can be used alone or in combination to develop a policy brief. A policy brief summarizes the main findings and recommendations and communicates evidence, arguments, and revisions/updates to be considered.

**Who is responsible for monitoring implementation of the district Title I-A Parent and Family Engagement policy?** Colorado Statute (Senate Bill 13-193 Increasing Parent Involvement in Public Schools) requires that School and District Accountability Committees assist the district in implementing the district's family engagement policy. LEA and Title I School leadership must coordinate and integrate parent and family engagement strategies outlined in the policy with other relevant laws and programs.

**Recommended Practices:** At least once a year, conduct an annual review of the policy and evaluation by Title I-A School Accountability Committees, the District Accountability Committee, and families of participating students. When developing evaluation protocols, schools and districts compare policy elements to associated outcomes and data, including perception surveys, student performance data, and records that quantify the frequency and quality of stakeholder participation and involvement in school and district activities. Use electronic surveys, meeting minutes, participant materials, and co-developed summaries of input to document policy evaluation results. District Example: [Weld RE1 Policy KB: Parent and Family Engagement in Education](#)



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<p><b>Examples of Evidence</b></p> <p>Written district-level Parent and Family Engagement policy</p> <p>Meeting materials (agendas, attendance, minutes) from activities that build school capacity</p> <p>Content of meetings with parents and families, including materials that guide discussions and provide opportunity for input (e.g., discussion or talking points, template or conversation guide, list of questions, PPT)</p> <p>Summary of evaluation results and resulting action</p>	
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Family Principal Chat</a>; <a href="#">Parent Academy</a>; <a href="#">Families Empowered Institute</a>; <a href="#">Parent Academy for Student Success (PASS)</a>; <a href="#">Title I Family Engagement Program</a>; <a href="#">Title I Collective - Parent Leadership Teams</a>; <a href="#">Family School Partnership Teams</a></p> <p><b>CDE Resources:</b> <a href="#">CDE P12 FSCP Framework</a>; <a href="#">Engaging Stakeholders in Planning</a></p>	
<p><b>SE 1.4 School Parent and Family Engagement Policy</b></p>	<p><b>Guidance from CDE’s Office of Family, School, and Community Partnerships</b></p>
<p><b>Demonstration of Compliance</b></p> <p>Either the Title I school has its own school level family engagement policy that meets the following requirements OR the LEA’s family engagement policy has been amended to include the requirements for the Title I school: The written policy includes descriptions about how the school (or LEA on behalf of school) will...</p> <ul style="list-style-type: none"> <li>● convene an annual meeting where families of all Title I, Part A students are</li> </ul>	<p><b>How is this the same and different from SE 1.3?</b> In addition to the LEA Parent and Family Engagement Policy (KB), all Title I Schools must co-develop a family engagement policy with stakeholders, including all components referenced under SE 1.4 Demonstration of Compliance. In some districts, the district KB policy (SE 1.3) has been amended to include all Title I school-level provisions and compliance requirements outlined in SE 1.4, and is often called Policy KBA.. In this case, it is recommended that each Title I school annually review and formally adopt the district policy KB and KBA with school stakeholders, and co-develop the school-level timelines and activities to adequately implement district policies KB and KBA, and the school-parent compact at the school-level. District Example: <a href="#">Weld RE1</a></p> <p><b>What is a Title I School Parent Compact?</b> The school-parent compact specifically outlines how parents, staff,</p>

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<p>informed of:</p> <ul style="list-style-type: none"><li>○ their school’s participation in Title I,</li><li>○ Requirements,</li><li>○ and parent’s rights.</li></ul> <ul style="list-style-type: none"><li>● provide families with:<ul style="list-style-type: none"><li>○ timely information about Title IA programs.</li><li>○ a description of curriculum in use at the school, forms of academic assessments used to measure student progress, and the achievement levels of state academic standards.</li><li>○ if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible.</li></ul></li><li>● submit any parent comments on the plan when the school makes the plan available to the LEA, if the schoolwide plan is not satisfactory to the families of participating children.</li><li>● jointly develop a school-parent compact that outlines how parents, staff, and students share responsibility for improved student academic achievement, and the means by which the school and families will develop this partnership. This compact shall:</li></ul>	<p>and students share responsibility for improved student academic achievement, and the means by which the school and families will develop this partnership. District Example: <a href="#">Sarah Milner Elementary, Thompson R2J</a>.</p> <p><b>Recommended practices:</b> At least once a year, hold a public meeting; gather SAC input; collect and analyze family perception data; and conduct focus groups using protocols to review, gather input, and develop the Parent and Family Engagement policy and the Parent-School Compact. See guidance above (SE 1.3) to learn more about stakeholder engagement in policy development, implementation, and evaluation.</p>
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- describe the school's responsibility to provide high-quality curriculum and instruction, and the ways families will be responsible for supporting their student's learning.
- address the importance of communication between teachers and parents through:
  - Parent Teacher Conferences,
  - frequent reports to parents,
  - reasonable access to staff, and
  - ensuring regular two-way meaningful communication.
- provide, to the extent practicable, opportunities for the informed participation of parents and family members in a language such parents understand.

Written policy has been:

- developed jointly and agreed on with parents and families of participating children.
- distributed to parents and families of participating children, *to the extent practicable, in a language the parents can understand*
- implemented in a manner that builds the

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<p>capacity of parents and families.</p> <ul style="list-style-type: none"> <li>● evaluated and revised, as necessary.</li> </ul> <p><b>Examples of Evidence</b></p> <p>Evidence of implementation of activities described in the written policy/LEA plan</p> <ul style="list-style-type: none"> <li>● Sample of school-parents compacts</li> <li>● Meeting agendas, attendance, and minutes for involvement of parents in development of policy</li> <li>● Content of meeting, including materials that guide discussions and provide opportunity for input (e.g., discussion or talking points, template or conversation guide, list of questions, PPT)</li> <li>● Schedule of professional learning opportunities related to parent and family engagement</li> <li>● Content of trainings or learning opportunities related to parent and family engagement</li> <li>● Meeting agendas, attendance, and minutes for opportunities that build families' capacity</li> </ul> <p>Summary of survey results</p>	
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Family Principal Chat</a>; <a href="#">Parent Academy</a>; <a href="#">Families Empowered Institute</a>; <a href="#">Parent Academy for Student Success (PASS)</a>; <a href="#">Title I Family Engagement Program</a>; <a href="#">Title I Collective - Parent Leadership Teams</a>; <a href="#">Family School Partnership Teams</a>; <a href="#">Title I School and Family Compact Posters</a></p> <p><b>CDE Resources:</b> <a href="#">CDE P12 FSCP Framework</a>; <a href="#">Engaging Stakeholders in Planning</a></p>	
<p><b>SE 1.6 Building Parent and Family Capacity</b></p>	<p><b>Guidance from CDE's Office of Family, School, and Community Partnerships</b></p>

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### **Demonstration of Compliance**

The LEA has provided training and support to build the capacity of parents and families to support their students.

Training includes information related to standards, assessments, progress monitoring, family literacy, safe use of technology, educational opportunities, etc., based on the needs of the school and community as determined by the district.

Trainings should build the capacity for involvement by:

- providing assistance to families in understanding topics (e.g., state standards, local assessments) and how to monitor a child's progress and work with educators to improve student achievement.
- providing materials and training to help families work with their children.
- educating teachers in the value of the contributions of families, and how to work with families as equal partners, implement and coordinate parent programs, and build ties with parents and the school.
- coordinating and integrating, to the extent feasible, family involvement programs and activities with other Federal, State, and local programs.
- ensuring that information related to

**How do we use evidence-based Family Engagement strategies to build the capacity of families?** Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. A child's school is where the primary relationship with families resides and where families feel most comfortable, so it is recommended that school-based capacity building opportunities are available, in addition to those offered by the district. Knowing and honoring the lived experiences of families is important when developing training and support opportunities, offering flexible schedules, formats, and content to meet the diverse needs of stakeholders. To design effective capacity building opportunities, it is important to regularly assess what families already know, what they need to know, and their preferred communication methods. By learning about and leveraging family assets, we can build their confidence and competence as partners in the education of their students.

Decades of evidence tell us what families might need to support student learning at home. Families need to:

- Know what their student(s) must know and be able to do in school (grade level expectations)
- Know about their student(s) performance on the grade level continuum.
- Know what they can do to support the learning progression.

To do this well, families require regular information about the performance and learning priorities for students, and receive training and practice in ways to support student learning at home.

**What type of capacity building opportunities can we consider?** Capacity building can be as simple as a well-designed notification or informational letter. Within every communication we have the opportunity to not only inform, but also to empower families. For example, a notification regarding student performance should also include ways families can participate in the learning lives of their students. See [Designing Parent/Family Notifications](#) for additional guidance on how to craft communications with families that inform and build capacity.

Providing resources for at-home learning is another way we build the capacity of families to support student learning. Schools can offer ready-to-use materials, tools, and games that families can use at home. This can be as simple as a recommended list of interactive learning websites, or examples of learning games that can be played using common household items. Visit [TIPS interactive at-home resources](#) at CDE's Office of Family School and Community Partnerships.

Training and workshops are another way to help build the capacity of families to more meaningfully engage

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<p>school and parent programs, meetings, and other activities is sent to the parents in a format and, to the extent practicable, in a language the families can understand.</p> <p>Training should provide other reasonable support for family involvement activities, as parents may request.</p> <p><b>Examples of Evidence</b>  Meeting/gathering, agendas, attendance logs, and minutes from parent engagement planning meetings and activities</p> <p>Materials and PPTs used during the trainings</p> <p>LEA’s and schools’ parent and family engagement policies</p> <p>Evidence of supporting transportation and child care costs to enable parents to participate in school-related meetings and training sessions (flyers, receipts, childcare attendance, etc)</p> <p>Written plan for improving parental involvement</p> <p>Districtwide parent advisory council minutes, agendas, and attendance</p>	<p>with schools and support student learning and success. Training opportunities should be compatible with the schedules and dynamics of families, and be offered in multiple languages and formats. For best results, parent training should include relevant information on student performance and grade level expectations, along with simple ways families can incorporate reading, mathematics, and learning support into regular family activities. To build the collective capacity of all, training and support opportunities with staff and for staff are also important. High impact training opportunities where teachers and families learn side-by-side build capacity and foster trusting relationships between schools and families. You can also visit <a href="#">CDE's Family, School, and Community Partnerships Online Learning Center</a> for ready-to-use resources for staff training in family and community partnerships.</p> <p><b>Recommended Practices:</b> Offer a variety of flexible options for family and teacher training opportunities; Include activities where teachers and families can learn and practice together; Create and distribute materials that support at-home learning; Use well-designed communication as a capacity building tool.</p>
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Family Partnership Network</a>; <a href="#">Family Centered Meeting</a>; <a href="#">Financial Aid and FAFSA Night</a>; <a href="#">Yearlong Parent Coffee and Workshops</a></p> <p><b>CDE Resources:</b> <a href="#">Continuum of Impact High Impact Strategies</a>; <a href="#">Online FSCP Training Resources</a>; <a href="#">FSCP Promising Partnership Practices</a>; <a href="#">TIPS interactive at-home resource</a></p>	

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SE 9.4 Student Performance	Guidance from CDE’s Office of Family, School, and Community Partnerships
<p><b><u>Demonstration of Compliance</u></b>            Families and parents are notified of their students’ performance (achievement and growth) including, but not limited to, information related to (as applicable):</p> <ul style="list-style-type: none"> <li>● READ Act assessments,</li> <li>● Colorado Measures of Academic Success (CMAS),</li> <li>● ACCESS for ELLs,</li> <li>● PSAT, and SAT,</li> <li>● Other alternative assessments.</li> </ul> <p>Communications sent to parents are clear, concise, and in a format and language that parents can access and understand describing assessment information, including opt out procedures.</p> <p><b><u>Examples of Evidence</u></b>            Sample of parent notification letters regarding student performance</p> <p>Content of parent/teacher conferences related to student performance (handouts, flyers, letters, reports, talking points, etc.)</p> <p>Annual communication policy/plan</p>	<p><b>What are the important considerations when sending parent notifications on student performance data?</b>            Communication about student performance and assessment information should be clear, concise, and free of jargon to make it comprehensible to stakeholders. Translation to languages and formats that match the demographics and communication preferences of stakeholders is required. It is important to offer multiple ways to access student performance information, including notification letters, electronic access, website links, with contact information for in-person or telephone inquiries or follow-up. Most assessments are identified by abbreviations or acronyms that are well-known to educators, but not well-understood by families. It’s important to spell out not only the name of the assessment, but also the purpose, what the assessment measures, how results are used, and any opt-out provisions available. Student performance data is often reported using complex, jargon-heavy methodologies and language, which must be interpreted for stakeholders using social rather than academic language so they can make connections to their own students’ educational experiences. For more information visit <a href="#">Designing Parent/Family Notifications</a> at CDE’s Office of Family School and Community Partnerships.</p> <p><b>Recommended Practices:</b> Simplify the complex. Use common rather than academic language. Be concise and include only the information that is relevant for the audience and purpose, with links for stakeholders to learn more if desired. Open with an introductory paragraph that summarizes what readers will find throughout the notification. Use clear headings and sections to separate multiple data sources.</p>
<p style="text-align: center;"><b>Additional Resources</b></p> <p><b>CDE Resources:</b> <a href="#">Designing Parent/Family Notifications</a>; <a href="#">CDE Assessment Communication Toolkit</a>; <a href="#">CDE Assessment Fact Sheets and FAQs</a>; <a href="#">CDE General Assessment Information for Parents</a></p>	

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SE 9.6 Parent Access to Assessment Information	Guidance from CDE’s Office of Family, School, and Community Partnerships
<p><b><u>Demonstration of Compliance</u></b>                      The LEA has written plans, procedures, or policies for parents to request assessment information, including opt out procedures.</p> <ul style="list-style-type: none"> <li>● Parent notification letters regarding opportunities to request assessment information, including opt out procedures.</li> </ul> <p>Communications sent to parents are clear, concise, and in a format and language that parents can access and understand describing assessment information, including opt out procedures.</p> <p><b><u>Examples of Evidence</u></b>                      Policies and procedures regarding the parental rights to access information on assessment</p> <p>Copies of parent notification letters for different grade levels and assessment types as needed to demonstrate compliance</p> <p>Opt-Out procedures</p> <p>Email and social media communications with required assessment information (excluding any personally identifiable information)</p>	<p><b>What are the important considerations to ensure parent/family access to assessment information?</b> Ongoing two-way communication about standardized assessments, testing windows and procedures, and opt-out provisions is recommended. General assessment information should be easily available at schools and on district and school websites, along with clear information about how families can ask questions and make requests.</p> <p><b>What about Opt-Out Procedures?</b> State law allows parents to excuse their children from taking state assessments. If a parent wants to excuse his or her child from participating in an assessment, the district is not allowed to impose negative consequences on the students or parents including prohibiting school attendance, imposing an unexcused absence, or prohibiting participation in extracurricular activities. Likewise, districts cannot impose unreasonable burdens or requirements on a student to discourage the student from taking an assessment or to encourage the student’s parent to excuse his/ her child from the assessment. They must offer all students who are excused from testing the opportunity to participate in celebrations or incentives related to the assessments. Parents should know, however, that non-participation in state assessments means they will not have information on their child’s attainment and growth on the state standards compared to other children.</p> <p>Families must understand their rights and responsibilities regarding standardized state assessments and be given enough time and information to make informed decisions. Standardized testing, and parent excusal, can be a hot-button issue for schools, but is ultimately a family decision. Providing timely and accurate information and respecting a family’s decisions are keys to building and maintaining trusting relationships with schools.</p> <p><b>Recommended Practices:</b> Consider creating opportunities for face to face conversations, rather than relying solely on written communication and opt-out forms. Hold informational sessions on the importance of state assessments, and let families know what to expect and what is expected from them and their student(s). Use a variety of communication methods to reach out to families before, during and after state assessment windows. Be sure information about standardized testing is easily available on school and district websites. Also see SE 9.4 above for more information about communicating assessment and performance information to families and the community.</p>



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<b>Additional Resources</b>	
<p><b>CDE Resources:</b> <a href="#">CDE Assessment FAQs</a>; <a href="#">CDE The Role of State Assessments in Increasing Academic Achievement</a>; <a href="#">CDE Participation and Parent Excusal</a>; <a href="#">CASB Standardized Testing and Opt Out</a></p>	
<b>SE 9.7 Public Sharing of Assessment Information</b>	<b>Guidance from CDE’s Office of Family, School, and Community Partnerships</b>
<p><b><u>Demonstration of Compliance</u></b>                      The LEA has written plans, procedures, or policies for sharing information on required assessments. Communications to parents are clear, concise, and in a format and language that parents can access and understand.</p> <p>The LEA makes assessment information widely available through distribution of information to the media, through public agencies, or directly to parents.</p> <p><b><u>Examples of Evidence</u></b>                      Links to assessment information on websites</p> <p>Agendas, attendance logs, and minutes from parent meetings where assessment information is shared</p> <p>Notifications in multiple languages, where available, explaining assessment results</p> <p>Email and social media communications with required assessment information (excluding any personally identifiable information)</p>	<p><b>How can we share information about student assessment results with the public?</b> Clear, frequent, and ongoing two-way communication is key to strong stakeholder engagement and family and community partnerships. Working closely with district communications teams is important to integrate and elevate the principles of family, school, and community partnerships when communicating with stakeholders and the public. To meet the access needs of your community, communication and content should be shared in a variety of methods, formats, and languages. Websites should be reviewed for ease of navigation, and clarity of content. Regular updates to the public, through websites, as well as local and social media, should coincide with release of assessment results, and any policy change that impacts the community. Updates should include not only information, but also contact information and ways the public can learn and engage more. Partnerships with public agencies, local media, and community organizations can be leveraged to supplement distribution of required information in ways families, partners, and the public can understand. See <a href="#">Designing Parent/Family Notifications</a> for important considerations when notifying families and communicating with the public.</p> <p><b>Recommended Practices:</b> Use a variety of communication methods to reach out to families and the community before, during and after state assessment windows. Be sure information about standardized testing is easily available on school and district websites. Also see SE 9.4 above for more information about communicating assessment and performance information to families and the community.</p>

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Additional Resources	
<b>SE 9.9 Meeting with Parents and Families of English Learners</b>	<b>Guidance from CDE’s Office of Family, School, and Community Partnerships</b>
<p><b><u>Demonstration of Compliance</u></b>                      Outreach includes information regarding how parents and families can:</p> <ul style="list-style-type: none"> <li>● be involved in the education of their children; and</li> <li>● be active participants in assisting their children to                             <ul style="list-style-type: none"> <li>○ attain English proficiency;</li> <li>○ achieve at high levels within a well-rounded education; and</li> <li>○ meet the CAS and CELP standards expected of all students.</li> </ul> </li> <li>● LEA holds regular meetings with parents and families of English learners to collect recommendations for Title I and/or Title III programming.                             <ul style="list-style-type: none"> <li>○ Meetings provide opportunities for parents to formulate and provide recommendations on Title I or III services.</li> <li>○ Recommendations from parents regarding Title I and Title III services have been considered and any resulting decisions have been shared with parents of ELs/MLs.</li> <li>○ Communications to parents are clear, concise, and in a format</li> </ul> </li> </ul>	<p><b>What are the engagement considerations when meeting with families of English Learners/Multilingual Learners (EL/ML)?</b> When designing opportunities to engage families of ELs/MLs, we offer multiple formats, schedules, and language to ensure access. It's important to consult with families regarding their communication preferences and needs. Offering flexible schedules, online or in-person options, as well as food and childcare increase participation and engagement. For the families of English Learners, LEAs must develop and implement a process for determining (1) if parents and guardians have limited English proficiency; (2) what their primary language is; and (3) what their language needs are. Providing competent and accurate translation services is an important first step to ensure families can participate fully in their first language. This is particularly important when engaging families in planning. We must identify and remove challenges that interfere with stakeholders’ ability to read, write, speak, and think deeply in native languages and comfortable settings.</p> <p>Successful two-way communication provides EL parents with school-related information they need to make informed decisions about, and be helpful participants in, their children’s education. Initial meetings should focus on relationship building, listening, and learning about the strengths and lived experiences of each family. Many EL families have had very different experiences with education, and learning more about their expectations and experiences sets the conditions for trusting relationships and effective two-way communication.</p> <p><b>What does it mean to “meaningfully engage EL families?</b> Meaningfully engaged means that stakeholders were active partners in multiple aspects of plan development (e.g., collaborating on data review to identify trends, helping use data trends to prioritize improvement strategies). To be meaningfully engaged, parents must have information and be empowered to act on it. They must be able to work with school staff to promote student achievement, close the achievement gap, and reduce the dropout rate. Therefore, they must be involved in the decision-making processes of the overall educational program. There should be opportunities for parents to be involved in decisions at their school and the district levels.</p> <p>Meaningful parent involvement should meet the following National Standards for Parent/Family Involvement Programs (developed by the National PTA through the National Coalition for Parent Involvement in</p>

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<p>and language that parents can access and understand.</p> <p><b>Examples of Evidence</b>          Sample letter(s) that are sent to parents</p> <p>Agendas, sign-in sheets, minutes, or materials shared during opportunities for involvement</p> <p>Content of parent meetings and/or events related to supporting ELs/MLs with language attainment and academic needs (e.g., discussion or talking points, list of questions, PPT, resources provided)</p>	<p>Education, based on the six types of parent involvement identified by Joyce Epstein from the Center on School, Family and Community Partnerships at John Hopkins University).</p> <ul style="list-style-type: none"> <li>● Communication between home and school is regular, two-way and meaningful.</li> <li>● Parenting skills are promoted and supported.</li> <li>● Parents play an integral role in assisting student learning.</li> <li>● Parents are welcome in the school, and their support and assistance are sought.</li> <li>● Decision-Making and Advocacy: Parents are full partners in the decisions that affect children and families.</li> <li>● Collaborating with the Community: Community resources are used to strengthen schools, families, and student learning.</li> </ul>
<p><b>Additional Resources</b></p> <p><b>FSCP Promising Practices:</b> <a href="#">Newcoming inclusiveness and trusting relationships</a>; <a href="#">Cultural Ambassadors</a>; <a href="#">ILA Interpretation Devices</a> ; <a href="#">Conexion Connections</a>; <a href="#">SEL Workshops en Familia</a>; <a href="#">English Development Family Outreach Framework</a>; <a href="#">Personalized Engagement</a>; <a href="#">Family Survey and Programming</a>; <a href="#">Quarterly ESL Parent Information Night</a></p> <p><b>Other Resources:</b> <a href="#">USDE English Learner Toolkit</a>; <a href="#">CDE Equity Resources for Educators</a>; <a href="#">CLDE Family and Community Engagement</a></p>	
<p><b>SE 9.11 Annual Consultation-Non-Public Schools</b></p>	<p><b>Guidance from CDE’s Office of Family, School, and Community Partnerships</b></p>
<p><b>Demonstration of Compliance</b>          All eligible non-public schools were consulted in a timely, meaningful, and ongoing manner. Each LEA must have a process that it follows for consulting with its non-public schools. The LEA must submit evidence to CDE to demonstrate what that consultation process looks like and that the process has occurred in a timely and meaningful way for all eligible non-public schools.</p>	<p><b>What strategies are effective when engaging and consulting with non-public school stakeholders?</b>          Our non-public school colleagues rely on us to partner effectively to ensure equitable participation in federal programs for non-public students and schools. Like all stakeholders, creating an inclusive culture, building trusting relationships, and communicating effectively are keys to successful partnerships. To do this well we must strive to better understand the demographics and lived experiences of non-public school educators, families, and students, and how their experiences, expectations, and goals are the same and different from our own.</p> <p><b>Recommended Practices:</b> To create an inclusive culture, offer multiple ways and opportunities for non-public leaders to participate in consultation, with flexible options and structures that fit the needs and schedules of</p>

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Evidence demonstrates that the LEA has continued consultation throughout the provision, implementation, and assessment of equitable services.

### **Examples of Evidence**

Non-Public School Consultation Forms are submitted as a part of the LEA's application for funds. CDE will be able to verify demonstration of compliance on this indicator. However, in some instances, it might be necessary for CDE to collect additional evidence from the LEA.

Evidence of communication to non-public schools to participate in the consultation process for equitable services

For all eligible non-public schools, provide consultation forms, if not previously submitted as part of the application for funds. The consultation forms should:

- include signatures from representatives of both the district and the non-public school(s),
- document the decision regarding participation of the non-public school(s),
- for non-public schools that were non-responsive, include documentation of multiple contact attempts when consultation did not occur.

Survey provided to non-public schools to identify needs

non-public schools. Leverage technology to provide online opportunities as well as in-person opportunities that help to build more trusting relationships. Just as home visits are valuable with family stakeholders, site visits improve relationships and increase our shared understanding. Transparency and open two-way communication helps to build trusting relationships with non-public partners and ensures all parties know what to expect and what is expected of them.

**How can we ensure two-way communication is ongoing and effective?** Consider consulting at least quarterly with non-public partners to maintain and enhance relationships and create a shared vision of success. At minimum, consultation must occur in the development of the LEA plan and upon revision of the plan, with ongoing communication throughout the year. To enhance and sustain engagement, two-way communication throughout the process is essential. This includes establishing a level playing field, sharing a vision for collaboration, maintaining open lines of two-way communication throughout the process, and engaging in collective capacity building when necessary.

**Recommended Practices:** Consider the communication preferences of non-public partners, and use them whenever feasible. Create digital surveys to identify needs and gather important eligibility information as required. Leverage technology to offer flexible meeting options, share important updates, and provide capacity building resources related to identified needs and funded activities.

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<p>Memorandum of understanding with receiving LEAs that consult and provide equitable services to participating non-public schools outside the sending LEA's boundary. [ESEA]</p> <p>For non-public schools that are not eligible for services a memorandum or other documentation of the reasons for ineligibility. For example:</p> <ul style="list-style-type: none"> <li>● Low-income student counts from non-public schools,</li> <li>● School is for-profit, or</li> <li>● School only serves preschool students.</li> </ul> <p>Note: If a Non-Public School has filed a complaint against an LEA, CDE may already have access to additional documentation that may become a part of monitoring:</p> <ul style="list-style-type: none"> <li>● Complaint received from any Non-Public Schools regarding consultation process or opportunities to participate in the consultation process</li> <li>● District response to any formal complaints filed on behalf of Non-Public Schools</li> </ul>	
<p><b>Additional Resources</b></p> <p><b>CDE Resources:</b> <a href="#">Engaging Stakeholders in Planning</a>; <a href="#">Equitable Services to Non-Public Schools</a>; <a href="#">Frequently Asked Questions: Equitable Services to Non-Public Schools</a></p>	
<p><b>Parent Notifications</b></p>	<p><b>Guidance from CDE's Office of Family, School, and Community Partnerships</b></p>

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An important component of stakeholder engagement is providing parents and families with regular notifications about their rights, their students, and school and district performance. Parent and family notifications required under ESEA are outlined below.

### **Teacher Qualifications**

SE 9.3 Parent Request for Teacher Qualification Information

- ID 1.7 Teacher Qualifications
- ID 1.8 Teacher qualifications

SE 9.5 Parents Right to Know

### **Privacy**

ID 9.1 Family Educational Rights and Privacy Act (FERPA)

ID 9.11 Protection of Pupil Rights Amendment (PPRA)

### **English Learners**

ID 9.4 Parent Notification of English Learner Identification

ID 9.5 Parent Notification of English Learner Redesignation

ID 9.7 Parent Notification of Annual Assessment of English Proficiency

ID 3.1 Provision of Parent Family and Community Engagement Activities

ID 3.6 Notification, Outreach and Training

### **Awareness of ESSA-Identified Schools**

ID 1.3 Comprehensive Improvement and Support

ID 1.4 Targeted Improvement and Support

ID 1.5 Additional Targeted Improvement and Support

See [Designing Parent/Family Notifications](#): This document includes FSCP guidance to support districts in developing effective parent notifications that meet state and federal requirements, and are also well-understood by stakeholders. Guidance includes evidence-based FSCP practices, guidance, and strategies to improve communication and increase stakeholder engagement. As always, important and required notifications should be made available through multiple formats, in multiple languages, and be designed to increase understanding and engagement. Good notifications always include a concise description of the purpose of the notification, and include ways stakeholders can learn more, ask additional questions, and request assistance.

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<b>Special Populations</b> ID 8.1 McKinney Vento Homeless Education ID 8.3 McKinney Vento School of Attendance	
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