

Combined LEA/School Family Engagement Policy Rubric



LEA Name: _____

Completed by (name of **LEA** administrator): _____

Title I, Part A of the Elementary and Secondary Education Act (ESEA) 1116 requires that LEAs and schools provide specific information in their Parent and Family Engagement Policies. **As the Title I Director of a charter or small district**, complete the rubric below based your combined LEA and School Parent and Family Engagement Policy. If you are not able to complete this form electronically, please complete it by hand. Indicate the score (0, 1, or 2) for each component as well as the total score.

How to Use This Rubric

- For each required element (blue column), determine whether the component is missing, present, or present with detailed description in the current combined LEA/school policy. Check the box of the descriptor (gold columns) that most accurately reflects the level of compliance.
- Over this school year, aim for the fully “Detailed/Described” level across all categories to ensure compliance and strong implementation. Utilize this rubric to guide any needed revisions.

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Implementation Detailed/Described	Score
A. Jointly Developed 1. Parent/family member involvement in the development, review, and as needed, revision of the school-level Parent and Family Engagement Policy.	No mention of parent involvement in development, review/revision of policy	Policy states that parents are involved, but lacks detail	Clearly explains how parents participate (e.g., meetings, surveys, committees), timelines, and/or decision-making process	

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
2. Parent involvement in the development of the LEA Title I Plan (this is submitted annually as part of the Title I Application in Utah Grants).	No mention of parent/family involvement in plan development	Policy states that parents are involved, but lacks detail	Clearly explains how parents participate (e.g., meetings, surveys, committees), timelines, and decision-making roles	
B. Parent/Family Input - the LEA/school describes how parents will: <ul style="list-style-type: none"> • Be involved in planning/review of family engagement programs • Be involved in the development of the schoolwide plan • Be offered a flexible number of meetings, such as meetings in the morning or evening • Be provided opportunities for regular meetings to participate in decisions related to their child’s education • To the extent practicable, have opportunities for parents with limited English proficiency, with disabilities, and/or of migratory children 	No mention of parent/family input	Mentions parents will be involved in decision making related to Title I and flexibility in meeting times	Includes specific structures (e.g., community councils, parent committee, specific survey), how input is used to improve programs; outlines meeting schedules, and how regular meetings can be requested/opportunities are provided	
C. Annual Title I Meeting The LEA/school describes how it will convene an annual meeting to inform parents/family members of the purpose of Title I and the school’s participation in this federal program, as well as the parents’ right to be involved	No reference to the annual Title I meeting	States an annual Title I meeting is held	Specifies the purpose of the Title I meeting and when it will be held; may provide alternate methods for accessing the information (e.g., website, newsletter, recording etc.)	
D. Communication The LEA/school describes how it will notify parents and family members <ul style="list-style-type: none"> • Of the Engagement Policy and other materials in an understandable format, and to the extent practicable, in a language the parents can understand 	No description of how the policy is shared, the types of Title I, curricular, and/or assessment information provided	Mentions communication regarding Engagement Policy, other Title I information, and curricular and	Details timelines, communication channels, types of information shared throughout the year, and how documents are made understandable and accessible	

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
<ul style="list-style-type: none"> With timely information about Title I programs With a description and explanation of the curriculum in use at the school and the academic assessments used to measure progress 		assessment information		
E. School-Family Compact The LEA/school describes the process it follows to develop, review, and as needed revise the School-Family Compact jointly with parents and family members	No mention of the Compact	References the Compact	Clearly explains how parents participate (e.g., Community Council meetings, parent committees, surveys, focus groups); timelines, etc.	
F. Capacity Building <ol style="list-style-type: none"> The LEA/school describes the types of assistance provided to parents to help them understand topics such as Utah’s Core Standards, State and local assessments, and how to monitor their child’s progress The LEA/school describes the materials and training opportunities provided to help parents work with their children to improve academic achievement The LEA/school describes how it educates teachers, paraprofessionals, other support staff, and school leaders—with the assistance of parents—in: a) the value of parents’ contributions; b) how to reach out to, communicate with, and work with parents as equal partners; c) how to implement and coordinate parent programs; and d) how to build ties between parents and school To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities (other State, federal, local programs, including preschool; parent resource centers, etc.) 	No description of capacity-building efforts	General mention of supporting parents	Details specific structures in place to support parents (e.g., classroom communications linking learning to standards, parent-friendly assessment results, progress data in visual form, etc.)	
	No mention of materials or training opportunities	References materials and/or trainings	Specifies types (e.g., literacy, numeracy, tech access, etc.), delivery methods, frequency	
	No mention of staff training on family engagement	Mentions the training of staff related to engaging parents/family members	Describes training content, how parent feedback is incorporated, could include the expected outcomes of the training(s)	
	No reference to coordination efforts	References coordination efforts	Details specific programs, alignment strategies, could identify intended impact of integration efforts	

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
G. Annual Evaluation Include parents/family members in an evaluation of the Parent & Family Engagement Policy effectiveness (including barriers, needs of parents, strategies to support successful family-school interactions)	No annual evaluation process described	Mentions annual evaluation but lacks required components	Fully describes evaluation process: <ul style="list-style-type: none"> • methods (surveys, data review) • identification of barriers (specific populations) • parent needs to support children <ul style="list-style-type: none"> • strategies for improving engagement 	
H. Implement Evaluation Findings The LEA/school uses the evaluation finding to improve policy and strategies	No mention of using evaluation results	States results are used but without explanation	Clearly explains how findings inform decisions , including specific revisions, evidence-based strategies , and continuous improvement cycle	
I. LEA Support - For districts and multi-site charters (If single-site charter, score 2) The LEA builds the capacity of Title I schools in planning and implementing effective family engagement activities that improve student academic achievement and school performance.	No description of LEA support for schools	Mentions support in general terms	Specifies types of support (training, funding, tools), who provides it , and how it improves student outcomes	
J. Engage Parents in the Activities of Title I Schools This may include establishing an LEA parent advisory board to develop, revise, and review the LEA Parent and Family Engagement Policy. Advisory board membership must adequately represent, in numbers and groups, the population of students served by the LEA	No mention of parent engagement structures	Mentions parent involvement/engagement generally	Details specific structures (e.g., advisory board), roles/responsibilities , representation requirements , and how input influences decisions	
TOTAL SCORE				/28

Reflecting on the Results

Score of 0-12 indicates the policy is missing components and/or lacks specific implementation information.

Score of 13-21 indicates the policy mentions most required elements but does not provide implementation details for many components.

Score of 22-26 indicates the policy includes most/all components and provides many details indicating how the requirements are carried out.

Score of 27-28 indicates the policy meets ESEA requirements, details specific structures for each, AND has the potential for strong implementation. Congratulations!