



Every Student Succeeds Act (ESSA)  
Title I, Part A Schoolwide Program (SWP)  
Program Implementation Statutory Requirements



## ESSA Schoolwide Program Requirements

### (Element 1) SWP Comprehensive Needs Assessment

### (Element 2) SWP Campus Improvement Plan Requirements

### (Element 3) Parent and Family Engagement Requirements

#### (Element 1) SWP Comprehensive Needs Assessment (Section 1114(b)(6))

Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- Information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined locally.

#### (Element 2) SWP Campus Improvement Plan (CIP) (Section 1114(b))

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. The school shall develop a Campus Improvement Plan that includes:

- A description of the strategies that the school will be implementing to address school needs, including a description of how the strategies will:
  - provide opportunities for all children to meet the challenging State academic standards\*
  - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
  - address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards
- if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

\* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (Section 1111(c)(2)).

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### Activities that May Address the Needs of Students

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
- If programs are consolidated, the specific state and local programs and other federal programs that will be consolidated in the schoolwide program

### Campus Improvement Plan Requirements

- Developed during a one-year period, unless less time is needed to develop and implement the schoolwide program; or the school already is operating a schoolwide program prior to the enactment of ESSA.
- Includes the involvement of parents\*\*, community members, teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if a secondary school), and other individuals determined by the school.
- Remains in effect for the duration of the school's participation in a schoolwide program, with regular monitoring and revision (evaluation) as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
- Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- If appropriate and applicable, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and campuses implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA (Section 1111(d)).

\*\* parents, as included in this document, could be defined as extended family members, legal guardians, foster parents, or any adult that participates in the student's education.

### (Element 3) SWP School Parent and Family Engagement Requirements (Section 1116(b-c))

A campus that receives Title I, Part A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

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- **School Parent and Family Engagement Policy**  
Campuses served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
  - Each campus served under this part shall—
    - convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in a SWP and to explain the requirements and the right of the parents to be involved;
    - offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement;
    - involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, except if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
    - provide parents of participating children—
      - ◆ timely information about programs under this part;
      - ◆ a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
      - ◆ if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
      - ◆ if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.
- **Shared Responsibilities for High Student Academic Achievement (Section 1116(d))**  
Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—
  - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and

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- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
  - ◆ parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - ◆ frequent reports to parents on their children's progress;
  - ◆ reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  - ◆ ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Building Capacity for Involvement Section 1116(e-f)**

- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part—
  - shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
  - shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
  - shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
  - shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
  - shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- In carrying out the parent and family engagement requirements of this part, LEAs and campuses, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

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Special Rule-If the campus has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the above requirements.

Amendment-If the LEA has a parent and family engagement policy that applies to all parents and family members in all campuses served by the LEA, it may amend the policy, if necessary, to meet the above requirements.

Parental Comments-If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with the plan when the LEA submits the plan to the State.

### **Activities that May Address Building Capacity for Parent and Family Engagement**

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities

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Department of Contracts, Grants and Financial Administration  
April 10, 2018**