

**The Expansion of  
Parent and Family  
Engagement  
Requirements Under  
ESSA**

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**Today's Agenda**

- 01** ESSA Increases in Parent and Family Engagement (PFE) Requirements
- 02** ESSA Changes to PFE Requirements
- 03** PFE Reporting Changes
- 04** EL Changes to PFE

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# Shifting Responsibilities under ESSA

## Generally Fewer Federal Prescriptions

- The Every Student Succeeds Act (ESSA) reduced what the United States Department of Education (USED) has authority to influence.
- These legal provisions are still required to be implemented, however, it is now the responsibility of States and local education agencies (LEAs) to create those plans, following the ESSA guidelines.

**For example:**

School Accountability and School Support and Improvement are still required, however, these details are now outlined in ESSA State Plans not in federal law.

Federal law provides guidelines of what is allowable in state accountability plans, but states must create their accountability plans.

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# Shifting Responsibilities under ESSA

## One Exception to Fewer Federal Prescriptions

- Generally where NCLB included federal prescriptions, ESSA now requires states and LEAs to determine the details of how federal law is implemented.
- The result is a significantly smaller federal footprint and more flexibility for states and districts.

**One Exception:**

The increase of Parent and Family Engagement requirements


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# Changes made to PFE by ESSA

PFE, or parent and family engagement, is the only area in ESSA where significant requirements are added at the federal level.




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## Terminology Changes

Greater focus on engaging parents and families



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graph LR; A[Parent Involvement] --> B[Parent and Family Engagement]; B --> C[Regular Meetings Required]
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**Parent Involvement**


The ESEA as amended by NCLB terminology related to encouraging parents to get involved in the education of their children.

**Parent and Family Engagement**

The reauthorization by ESSA changed and expanded this terminology to include families. Title I, Section 1116 is where the bulk of PFE requirements are found.

**Regular Meetings Required**

After the passage of ESSA, the USED emphasized that the ESSA requirement of regular parent meetings means more than a single annual meeting.



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## Parent Involvement to PFE

Under NCLB, LEAs (or districts), as well as all schools that received Title I funds, were required to develop a Parent Involvement Policy (district requirement NCLB 1118(a)(2); school requirement NCLB 1118(b)).

With the shift in terminology, the requirement under ESSA is now to develop Parent and Family Engagement Policies (district requirement ESSA 1116(a)(2); school requirement ESSA 1116(b)).

Existing Parent Involvement Policies could be adapted to the requirements for policies under ESSA, or completely new PFE Policies could be created.

**NOTE:** These are not official school or school board policies that require adoption by a board or through some other process. While this is allowable, it is also allowable to treat these as 'plans' for the purpose of implementing ESSA PFE requirements.

## Funding Changes

### More Funding Reserved for Parent and Family Engagement



#### Title I PFE Set-Aside

Under ESEA as amended by NCLB, LEAs were required to reserve 1% of Title I funds for Parent Involvement activities and at least 95% of that set-aside was to be given to Title I schools.



#### ESSA Changes

ESSA retained the 1% set-aside but reduced the required amount to be given to Title I schools down to 90% and included wording that indicates that "priority must be given to high-need schools."



#### Additional Requirement

ESSA also added the requirement that these funds must be used to carry out activities and strategies consistent with the district's PFE Policy (Section 1116(a)(3)).

## School-Parent Compact Changes

The School-Parent Compact is a required component of a school's Parental Involvement Policy under NCLB Section 1118(d)(2) and is still a required component of a school's PFE Policy under ESSA Section 1116(d)(2). NCLB required that at least three pieces of information be included in a School-Parent Compact.

**Those pieces of information are:**

- The compact is discussed at least annually in Parent-teacher conferences at the elementary school level
- Frequent reports to parents
- Reasonable access to staff, opportunities to volunteer & observe classroom activities

**ESSA retains these three, but includes one additional requirement:**

- Ensuring regular two-way, meaningful communication between family members and school staff to the extent practicable in a language family members can understand

## Changes to Reporting Requirements

**Federal funding always includes reporting requirements.**

**School and District report cards are the mechanism that the law employs to provide performance details to parents.**

**ESSA significantly increased the amount and type of information included in report cards, as well as in reporting for ELs under Title III.**

## PFE Reporting Changes - Report Cards (1 of 4)

School and district report cards, which must be made available to parents, include the reporting of a significant amount of information, often disaggregated by each student subgroup. Information required to be reported includes a description of the state's accountability system and information on the following (*New information is represented with this bullet ➤ and is italicized when part of an existing requirement*):

- Student achievement on the state's academic assessments
- *Comparative information on the achievement and demographics of students in charter schools organized by an authorized public chartering agency*
- Student performance on the 'other' academic indicator
- High school graduation rates
- *The number and percent of ELs attaining English Proficiency*
- *Student performance on the school quality or student success indicator*

## PFE Reporting Changes - Report Cards (2 of 4)

- Student progress toward meeting long-term goals and interim measures of progress (similar to requirements for AYP under NCLB)
- *Percent of students assessed and not-assessed on state assessments*
- *School quality, climate, and safety data including in-school suspension rates, out-of-school suspension rates, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (both excused and unexcused), incidences of violence (including bullying and harassment)*
- *Number and percent of students enrolled in preschool programs*
- *Number and percent of students enrolled in accelerated coursework to earn post-secondary credit while still in high school*

## PFE Reporting Changes - Report Cards (3 of 4)

- Professional qualifications of teachers, including the number and percent of:
  - *Inexperienced teachers, principals and other school leaders*
  - Teachers teaching with emergency or provisional credentials, and
  - Teachers who are not teaching in the subject or field for which the teacher is certified or licensed
- *Per-pupil expenditures of federal, state, and local funds*
- *Number and percent of students with the most significant cognitive disabilities who take an alternate assessment*
- *Information collected and reported in compliance with the Civil Rights Data Collection*

## PFE Reporting Changes - Report Cards (4 of 4)

- *Results of 4th and 8th graders in reading and math from NAEP (National Assessment of Educational Progress)*
- *College enrollment rates for high school graduates (this was required by ESEA flexibility)*
- *Disaggregation of reporting of some of these items must now also be done for students experiencing homelessness, students in foster care, and students with a parent(s) on active military duty (Title I, Section 1112(h)(1)(C)).*

## Title III (1 of 2)

Under NCLB Title III, Section 3121 was titled "Evaluations", but under ESSA it is titled "Reporting."

This is a big switch and there are some significant changes and additions to what is to be reported.

Data elements to be reported are found in Section 3121(a)(1-7). This is separate reporting that is not connected to State and LEA report cards required by Title I.

While districts are not proactively required to disseminate this information to parents, they must make it available upon request.


- *New information is represented with this bullet ➤ and is italicized when part of an existing requirement.*

## Title III (2 of 2)

Here are some highlights of reporting under Title III:

- A description of programs and activities conducted by LEAs receiving Title III funds
- The number and percent of ELs making progress toward achieving ELP, in the aggregate and *disaggregated by ELs with disabilities*
- The number and percent of ELs attaining ELP
- The number and percent of ELs that exit EL programs based on attainment of ELP
- The number and percent of ELs meeting the State academic standards for *four years* after exiting EL programs in the aggregate and *disaggregated by ELs with disabilities*
- *The number and percent of ELs who have not attained ELP within 5 years of initial EL classification (i.e. long-term ELs), and*
- Any other information that the State may require






**Changes to PFE made regarding English Learners shifted some responsibilities from Title III to Title I and expanded other requirements under Title III.**

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## EL Parent Notifications



### NCLB

Under NCLB, EL parent notification for identification and/or placement in EL programs or services was required under Title III, Section 3302.

### ESSA


Under ESSA, it is no longer included in Title III. It is now required under Title I, Section 1112(e)(3)(A) for LEAs that use Title I or Title III funds to provide EL programs.

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## Meetings for Parents of ELs




The EL parent outreach section, previously included in Title III of NCLB, is now a requirement under Title I, Section 1112(e)(3)(C).

ESSA emphasizes meetings with parents much more strongly than NCLB. As evidence, the section of NCLB, Title III that addressed holding meetings to respond to EL parent recommendations was titled "Receipt of Recommendations" under NCLB.

Under ESSA, the exact wording of this NCLB section is moved to Title I and is titled "Regular Meetings". These meetings are required for LEAs that use Title I or Title III funds to provide EL programs.

**NOTE:** these are not school level meetings. This is an LEA level requirement.


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### Title III Required Activities

Under NCLB there were two activities that were required of LEAs for Title III EL grants.


- Programs to increase English proficiency and academic achievement of ELs
- Professional development

Under ESSA Section 3115(c), there are three required activities, the two that were required under NCLB plus a third - Parent, Family and Community engagement activities (Section 3115(c)(3)).

### Community Engagement

There has always been an inclusion of references to the importance of communities in Title III, however, the addition of a community engagement requirement is new and is unique for Title III.

While Title I has requirements to make information available to communities, there are no mandates to engage communities.


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## Title III – Expansion of “Family” Requirements

- While mention of community participation was part of Title III in NCLB, the mention of family was often left out. That has changed under ESSA.
- The description of the purpose of Title III now also includes “to promote parental, family, and community participation”. Parental and community participation was included under NCLB, but “family” was added under ESSA (NCLB 3102(6); ESSA 3102(5)).
- Local Title III plans must also describe how the LEA will promote parent, family, and community engagement in the education of ELs (NCLB 3116(b)(4) did not include families; ESSA 3116(b)(3) includes families).
- The addition of ‘families’ is also found in the consultation requirements regarding the content of LEA Title III plans. NCLB 3116(b)(5) did not include families in consultation requirements, but ESSA 3116(b)(4)(C) does.

## Title III – Expansion of “Family” Requirements

- The addition of the word ‘family’ is also included in the Title III EL grant authorized (allowable, not required) activity of “providing community participation programs, family literacy services, and parent and family outreach and training activities to English Learners and their families”. This was originally included in NCLB 3115(d)(6) without mention of ‘family’, but now in ESSA 3115(d)(6) it includes ‘family.’
- It is again included in the Title III Immigrant grant authorized activity (NCLB 3115(e)(1)(A); ESSA 3115(e)(1)(A)) of parent and family outreach regarding the parents and families of Title III Immigrant Grant eligible students.



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**Thank you!**