

# WHAT'S NEW IN ESSA?

## QUICK FACTS: Parent and Family Engagement Policy, District



For more information on the Every Student Succeeds Act (ESSA),  
Visit:  
<https://www.ed.gov/essa?src=ft>

### NEW TITLE

Parent Involvement is now identified as Parent and Family Engagement, Public Law 114-95 Section 1116. The following items will need to be addressed in the parent and family engagement district policy...

### PARENTS AS PARTNERS

Although this is not entirely new, ESSA places a clear emphasis upon the role of parents as equal partners. Therefore ESSA has strengthened the language by requiring **outreach** to all parents and **meaningful involvement** with parents.

### BUILDING CAPACITY

ESSA reaffirms the responsibility of districts to “**build the capacity of all participating schools within the LEA**” Therefore, it is incumbent upon the LEA to provide professional development to staff members about the value of working with families as partners with the goal of improving student achievement.

### COORDINATE and INTEGRATE SERVICES

To the extent feasible the LEA shall coordinate and integrate parent and family engagement strategies with other relevant Federal, State, and local programs.

### IDENTIFYING BARRIERS

As a part of the evaluation process LEAs must identify “**the needs of parents and family members to assist with the learning of their children,**” and “**strategies to support successful school and family interactions.**”

### EFFECTIVE STRATEGIES

LEAs must **use the findings** from the evaluation of the parent and family engagement policy **to design evidence-based strategies for more effective parental involvement.**

## WHAT'S NEW IN ESSA?

### QUICK FACTS:

Parent & Family Engagement  
Policy, School

### NEW TITLE

Parent Involvement is now identified as Parent and Family engagement, Public Law 114-95 Section 1116.

### PARENTS AS PARTNERS

Although this is not new, ESSA places a clear emphasis upon the role of parents as equal partners.

### MINIMAL CHANGE

The verbiage and requirements of the school regarding the parent and family engagement policy and program remain intact.

### SCHOOL REQUIREMENTS FOR POLICY AND PROGRAM

- Shall jointly develop with, and distribute to, parents and families
- Convene an annual meeting at a convenient time to explain the requirements of the Title I, Part A program
- Offer a flexible number of meetings
- Involve parents, in the planning, review, and improvement of the parent and family engagement programs and policy
- Provide parents: timely information about programs:
  - Curriculum
  - Assessment
  - State Standards
  - Decision Making
- Develop and distribute a school-parent compact
- Fulfill the building capacity requirements
- Provide opportunities for the informed participation of ALL family members

For more information on the Every Student Succeeds Act (ESSA),  
Visit:

<https://www.ed.gov/essa?src=ft>

# WHAT'S NEW IN ESSA?

## QUICK FACTS: School-Parent Compact

### NEW TITLE

Parent Involvement is now identified as Parent and Family Engagement, **Public Law 114-95 Section 1116.**

### PARENTS AS PARTNERS

Although this is not new, ESSA places a clear emphasis upon the role of parents as equal partners.

### MINIMAL CHANGE

The verbiage and requirements of the school-parent compact remain intact.

### REQUIREMENTS FOR SCHOOL-PARENT COMPACT

ESSA affirms that student academic achievement is a shared responsibility between school and home. The compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement.

- Shall jointly develop with, and distributed to, parents and families
- Describe the school's responsibility to provide high-quality curriculum and instruction
- Describe ways parents will support their child's learning
- Address the importance of communication:
  - ***Regular two-way, meaningful communication***
  - ***To the extent practicable, in a language that family members can understand***
  - Parent-teacher conferences at least annually, required in elementary schools
  - Frequent reports on children's progress
  - Reasonable access to staff, opportunities to observe and/or volunteer in their child's class

For more information on the Every Student Succeeds Act (ESSA),

Visit:

<https://www.ed.gov/essa?src=ft>

# ESSA Parent Involvement – What’s New “Takeaways”

<p><b>Takeaway – NEW!:</b> LEAs (and campuses) must actively <b>OUTREACH</b> to ALL parents and families. The overall family engagement program needs to be inclusive of all families. LEAs (and campuses) need to connect to all families, reaching beyond barriers of culture, language, disabilities, and poverty.</p>	<p>Section 1116 (a)(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency <b>conducts outreach to all parents and family members</b> and implements programs, activities, and procedures for the involvement of parents <b>and family members</b> in programs assisted under this part consistent with this section. Such programs, activities, and procedures <b>shall</b> be planned and implemented with meaningful consultation with parents of participating children.</p>
<p style="text-align: center;"><b>LEA Policy</b></p> <ul style="list-style-type: none"> <li>● Conduct outreach</li> <li>● Meaningful involvement</li> <li>● Consultation with PI stakeholders</li> <li>● Coordinate &amp; integrate services</li> <li>● Address barriers</li> <li>● Develop evidence-based strategies</li> <li>● Parent Advisory Board</li> </ul>	
<p><b>Takeaway – NEW!:</b> The LEA Parent &amp; Family Engagement Policy, which is incorporated into the DIP, will identify expectations and objectives for meaningful involvement. “Meaningful” points toward student success. Expectations and objectives suggest activities that are specific and measurable; strategies with identified outcomes.</p>	<p>Section 1116 (a)(2) WRITTEN POLICY- Each local educational agency that receives funds under this part <b>shall</b> develop jointly with, agree on with, and distribute to, parents <b>and family members</b> of participating children a written parent <b>and family engagement</b> policy. The policy <b>shall</b> be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s <b>expectations and objectives for meaningful parent and family involvement</b>, and describe how the agency <b>will</b> –</p>
<p><b>Takeaway – NEW!:</b> LEAs must first build the capacity of the school personnel. Then they are better equipped to build the capacity of families. LEAs (and campuses) must be proactive to elevate the social capital of families. LEAs may choose to partner with community groups as a means to engage families more creatively and successfully.</p>	<p>Section 1116 (a)(2)(B) provide the coordination, technical assistance, and other support necessary to assist <b>and build the capacity of all</b> participating schools <b>within the local educational agency</b> in planning and implementing effective parent <b>and family</b> involvement activities to improve student academic achievement and school performance, <b>which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;</b></p>
<p><b>Takeaway – UPDATED!:</b> To the “extent feasible” coordinate and integrate strategies. Get out of the “silo” and find ways to work cooperatively with other programs. Title I-A needs to find ways to work with Title I-C and Title III and IDEA and Head Start and other preschool programs.</p>	<p>Section 1116 (a)(2)(C) coordinate and integrate parent <b>and family engagement</b> strategies under this part with <b>parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;</b></p>

## LEA Policy Changes Con't

<p><b>Takeaway - UPDATED!:</b> The evaluation is an annual requirement, but include parents in a “meaningful” manner In addition to surveys consider using focus group and open group discussion for evaluations. Parents and families have a voice. LISTEN.</p>	<p>Section 1116 (a)(2)(D) conduct, with the <b>meaningful</b> involvement of parents <b>and family members</b>, an annual evaluation of the content and effectiveness of the parent <b>and family engagement</b> policy in improving the academic quality of <b>all</b> schools served under this part, <b>including identifying—</b></p>
<p><b>Takeaway - NEW!:</b> The evaluation tools and methods to identify the type and frequency of school-home interactions and the needs of parents and families have to better support and assist their children in learning. Evaluations need to target at least three key areas: barriers, ability to assist learning, and successful interactions.</p>	<p>Section (a)(2)(D)(i) barriers to greater participation by parents in activities authorized by this section (with particular 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);</p> <p><b>(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</b></p> <p><b>(iii) strategies to support successful school and family interactions;</b></p>
<p><b>Takeaway - UPDATED!:</b> Use the findings from the evaluation to implement “evidence-based” strategies. Uncover best practices that are working and adapt those ideas to your LEA (and campus) needs.</p>	<p>Section 1116 (a)(2)(E) use the findings of such evaluation <b>in subparagraph (D)</b> to design <b>evidence-based</b> strategies for more effective parental involvement, and to revise, if necessary, the parent <b>and family engagement</b> policies described in this section; and</p>
<p><b>Takeaway - Strengthened!:</b> Although it is a “may” clause,LEAs are encouraged to develop a parent advisory board (PAB). This PAB needs to be of adequate size and appropriate diversity to represent the demographic of the LEA. The primary task of the PAB relates to the LEA Policy.</p>	<p>Section 1116 (a)(2)(F) involve parents in the activities of the schools served under this part, <b>which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—</b></p>

## Reservation of Funds

- 1% remains the same (though LEA may set aside more if desired)
- Minimum 90% distributed to schools (max 10% for administrative funds)
- Use of funds more clearly defined

<p><b>Takeaway - unchanged:</b> At least 1% must be set aside for parent and family engagement when an LEA receives \$500,000 or more Title I-A funds.</p>	<p>Section 1116 (a)(3) RESERVATION- (A) IN GENERAL.—Each local educational agency <b>shall</b> reserve at least 1 percent of its allocation under subpart 2 <b>to assist schools</b> to carry out <b>the activities described in</b> this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. <b>Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.</b></p>
<p><b>Takeaway - Tweaked:</b> Now an LEA may retain up to but not more than 10% of the 1% set-aside for administrative costs.</p>	<p>Section 1116 (a)(3) (B) PARENTAL <b>AND FAMILY MEMBER</b> INPUT- Parents <b>and family members</b> of children receiving services under this part <b>shall</b> be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. (C) DISTRIBUTION OF FUNDS- Not less than <b>95-90</b> percent of the funds reserved subparagraph (A) <b>shall</b> be distributed to schools served under this part <b>with priority given to high need schools.</b></p>
<p><b>Takeaway - NEW!:</b> Allowable use of funds includes a “MUST”. At least one of the five strategies (see i thru v) MUST be implemented.</p>	<p><b>Section 1116 (a)(3)(D) USE OF FUNDS.—</b> <b>Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:</b></p> <ul style="list-style-type: none"> <li>(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</li> <li>(ii) Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</li> <li>(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</li> <li>(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.”;</li> </ul>

## Campus Parent Policy

### Takeaway – Tweaked:

The campus policy must address the State academic standards for student achievement and success.

Section 1116 (c)(4) provide parents of participating children  
 (A) timely information about programs under this part;  
 (B) 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  
 (C) 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

## School-Parent Compact

A very clear and strong emphasis upon two-way meaningful communication

### Takeaway – Strengthened!:

Home and school must maintain regular, meaningful communication, AND in a language family members can understand. If necessary, use interpreters or use interpretation devices such as RTT Mobile Interpretation

Section 1116 (d)(2)(D) **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

### Takeaway – Tweaked:

SHALL assist parents to understand how to help their child, which can include literacy or technology training.

Section 1116 (e)(2) **shall** provide materials and training to help parents to 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;

### Takeaway – Tweaked:

The overall parent & family engagement program should try to coordinate and integrate activities across program areas (Title I-A to work with Title I-C and Title III and IDEA) as well as Head Start and other preschool programs.

Section 1116 (e)(4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with **other Federal, State, and local programs, including public preschool 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;

## Accessibility

Takeaway: Family engagement is inclusive of all parents, and family members need to be adequately informed and trained.

Section 1116 (f) ACCESSIBILITY—  
 In carrying out the parent **and family engagement** requirements of this part, local educational agencies and schools, 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 school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.