



ESSA Requirements

Parent and Family Engagement



Overview

- The Every Student Succeeds Act (ESSA) has changed how local education agencies (LEAs) and schools need to engage parents and family members in improving students' academic achievement.



Objectives

- Define parent, as well as parent and family engagement
- Provide an overview of parent and family engagement requirements and highlight the new requirements under ESSA
- Highlight requirements for the Elementary and Secondary Education Act (ESEA) consolidated application as they relate to parent and family engagement
- Identify resources for meeting the requirements



Roadmap

- Background of the Law
- Requirements and Resources for Parent and Family Engagement
 - Title I Requirements and Resources
 - Responsibilities of LEAs
 - Responsibilities of Schools
 - Joint Responsibilities of LEAs and Schools
 - Title II Requirements and Resources
 - Title III Requirements and Resources
 - Title IV Requirements and Resources



Background of the Law



Elementary and Secondary Education Act Timeline

1965

The Elementary and Secondary Education Act (ESEA) was first passed, emphasizing equal access to education for all children.

2002

No Child Left Behind (NCLB) was passed, which ushered in an era of increased accountability through data and evaluation of schools.

2011

NCLB flexibility waivers required states to meet new accountability and teacher evaluation criteria in exchange for flexibility from NCLB's requirements.

2015

Every Student Succeeds Act (ESSA) was passed, returning most control of standards, assessments, and other education policies to states.

LEAs and schools are still being held accountable for student achievement and progress.



What Does ESSA Require of States?

- States must:
 - Adopt challenging standards
 - Implement aligned assessments
 - Develop a comprehensive accountability system that meaningfully differentiates schools
 - Establish a method of clearly stating information about schools based on accountability metrics



What is Parent and Family Engagement Under ESSA?

Definition:

- ESSA generally updates the term “parental involvement” with “parent and family engagement.”
- However, ESSA still defines only “parental involvement” and uses the terms interchangeably.



Definitions under ESSA

According to Section 8101(38) and (39) in ESSA, “parent” and “parental involvement” are defined as follows:

Parent

The term “parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

Parent Involvement

“Parental involvement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- (A) Integral role in assisting their child’s learning;
- (B) Active involvement in their child’s education at school;
- (C) Partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees; and
- (D) Included in carrying out of other activities, described in section 1116 [LEA and school parent and family engagement policies].



Why is Parent and Family Engagement Important?

- The evidence is consistent and convincing: families have a major influence on their children's achievement in school and in life.
- When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

(For examples of evidence, visit U.S. Department of Education's What Works Clearinghouse, [here](#))



Parent and Family Engagement (PFE) Requirements



Title I Responsibilities of LEAs



Highlights of Responsibilities of LEAs*

ESEA References	Responsibilities of LEAs receiving Title I funds:
Sec. 1116(a)(1)	Reach out to all parents and family members.
Sec. 1116(a)(2)	Jointly develop a written parent and family engagement policy.
Sec. 1116(a)(2)(A)	Involve parents in the development of the LEA Title I plan and support and improvement plan, if school is identified for targeted or comprehensive support under the accountability system.
Sec. 1116(a)(2)(B)	Build capacity of participating Title I schools for parent and family engagement, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise.
Sec. 1116(a)(2)(C)	Coordinate and integrate parent and family engagement strategies with other laws and programs.
Sec. 1116(a)(2)(D)	Annually evaluate content and effectiveness of the LEA Parent and Family Engagement Policy: see details here .
Sec. 1116(a)(2)(E)	Design evidence-based strategies and revise PFE policies: see details here .
Sec. 1116(a)(2)(F)	May set an LEA-level Parent Advisory Board: see details here .

*More requirements are covered later in the deck. For all requirements, consult the law.



Resources for Developing An Effective Parent and Family Engagement Policy

- A sample template for LEA Parent and Family Engagement Policy can be obtained from the U.S. Department of Education's non-regulatory guidance on parental involvement. Note that the NCLB-era guidance on developing this policy is still relevant under ESSA, and is available [here on USED's website, in Appendix D](#).
- OSSE has provided an updated Parent and Family Engagement Policy that meets the requirements of ESSA, available on our ESSA guidance page [here](#).

Local Education Agency Wide Parent and Family Engagement Policy

SAMPLE TEMPLATE*

Local Education Agencies, in consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

Insert LEA Logo

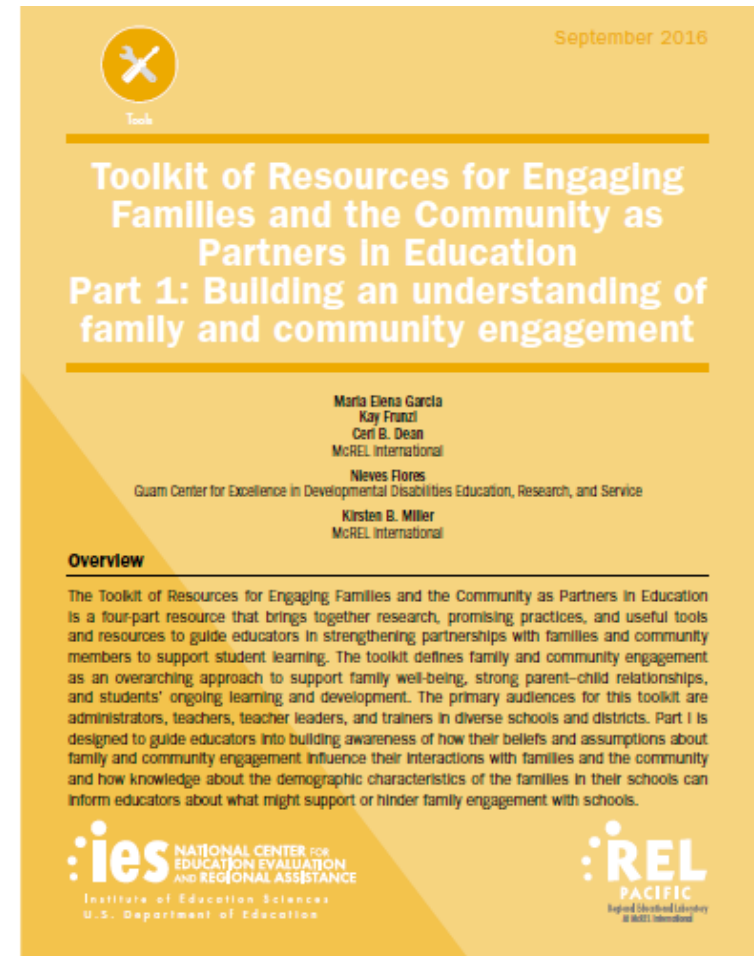
Local Educational Agency (LEA)
Parent and Family Engagement Policy
[Insert LEA Name]
[School Year XXXX - XXXX]
[Insert Revision Date MM/DD/YYYY]

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy shall be incorporated into the local educational agency's plan submitted to Office of State

Resources for Meaningful Engagement with Parents

- ED's Institute of Education Sciences published a toolkit, **Engaging Families and the Community as Partners in Education** (2016), which can be used by LEAs and schools to meaningfully engage with parents and families.
- It is a four-part toolkit addressing the following areas:
 - [Part 1: Building an understanding of family and community engagement](#)
 - [Part 2: Building a cultural bridge](#)
 - [Part 3: Building trusting relationships with families and the community through effective communication](#)
 - [Part 4: Engaging all in data conversations](#)



- National Parent Teacher Association has compiled national standards for parent and family engagement: [see details here](#).

A New Way of Leading

Building family-school partnerships for student success

The findings presented by Henderjhan and Mapp provide a framework for strengthening parent/family involvement programs. PTA, working with leading experts on parent involvement and school community partnerships, has updated its National Standards for Parent/Family Involvement Programs to reflect recent research and improve parent and community involvement practices. The updated National Standards shift the focus from what schools should do to involve parents to **what parents, schools, and communities can do together** to support student success. To reflect this change, the standards have been renamed the National Standards for Family-School Partnerships.

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of racial/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

Finding 1: Involvement programs that link to learning improve student achievement.
 Its simple. The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include:

- Family nights on math or literacy
- Family-teacher conferences that involve students
- Family workshops on planning for college

Finding 2: Speaking up for children protects and promotes their success.
 Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should:

- Become knowledgeable about the operations of schools and the laws that govern those operations
- Be confident about their ability to work with schools
- Expect only the best from their children and for their children
- Join PTA

Finding 3: All families can contribute to their children's success.
 Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by:

- Teaching their children the importance of education
- Finding out what their children are expected to know and to be able to do and reinforcing lessons at home
- Sending their children to school ready to learn every day

Principals and teachers must support parent involvement by:

- Making parent involvement a priority
- Recognizing and removing barriers to parent involvement
- Sharing decision-making power with parents and community members
- Working to understand class and cultural differences

Finding 4: Community organizing gets results.
 Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to:

- Provide expanded learning opportunities
- Build broad-based support for increased school funding
- Provide quality after-school programs

PTA's National Standards for Family-School Partnerships

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.


Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

For more information about the National Standards and PTA programs that promote family-school partnerships, visit www.pta.org.





Annual Evaluation of the Content and Effectiveness of the Parent and Family Engagement Policy

- LEAs shall conduct, with parent and family involvement, an annual evaluation of PFE policy in improving academic quality of Title I schools, by identifying:
 - Barriers to greater participation by parents in Title I activities (with focus on parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of racial or ethnic minority background)
 - Needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
 - Strategies to support school and family interactions

Source: ESEA Sec. 1116(a)(2)(D)

- [Sample Policy Evaluation Resources](#)

Summary of Evaluation Tools

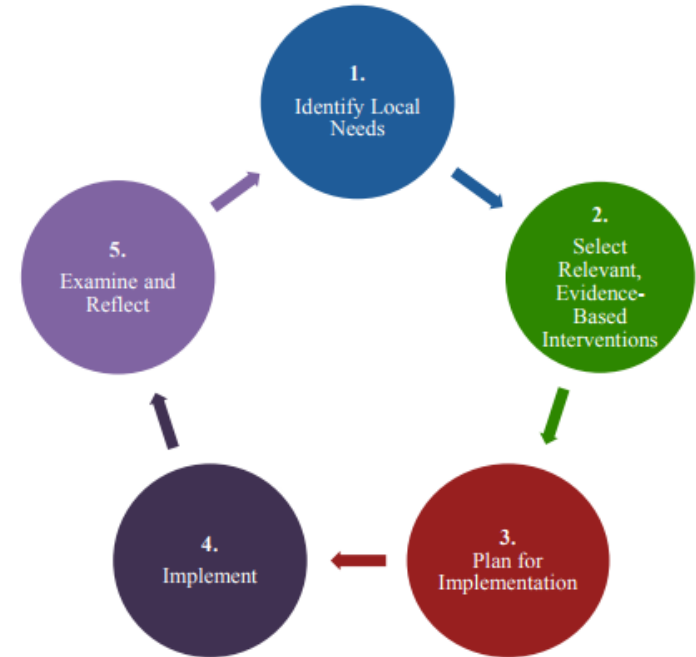
There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parent and Family Engagement Policy. Remember that using multiple methods will result in a better analysis of your Title I Parent and Family Engagement Programs and Policy. Refer to the chart below for a summary of the evaluation tools.

	Focus Group	Surveys	Open Discussion Forum
Evaluation Tool			
Target Audience	Title I Parents and Families	Title I Parents and Families	Title I Parents and Families
Description	Focus groups are small groups of parents and family members who come together in a structured setting to discuss their views on the family engagement policy and programs.	Surveys, which can be administered in multiple ways, provide a means for gathering feedback from parents and family members on the parent and family engagement policy and programs.	Open Discussion Forums are similar to town hall meetings, providing large groups of parents and families the opportunity to provide feedback on parent and family engagement policy and programs.



Using Evidence-Based Strategies in Revising Parent and Family Engagement Policies

- LEAs must use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement, and revise the PFE policies if necessary (ESEA Sec. 1116(a)(2)(E)).
- The U.S. Department of Education has released guidance, "[Using Evidence to Strengthen Education Investments](#)," to support evidence-based decision-making by states, districts, schools, educators and partners.
- This non-regulatory guidance includes **a five part plan** to help stakeholders make more effective education investments by leveraging rigorous, relevant evidence to improve outcomes for kids.
- For more details, you can view OSSE's webinars on evidence-based practices, [here](#).





Establishing a Parent Advisory Board

- For the purposes of developing, revising, and reviewing the parent and family engagement policy, the LEA may establish a parent advisory board.
- This board must be comprised of a sufficient number and representative group of parents or family members served by the LEA.

Source: ESEA Sec. 1116(a)(2)(F)

- [Here is a resource to support you in organizing a successful parent advisory board, developed by the Association for Supervision and Curriculum Development \(ASCD\).](#)



LEA Reservation of Title I funds for PFE

References	LEA Responsibilities
Sec. 1116(a)(3)(A) and (B)	The LEA must reserve at least 1 percent of its Title I, Part A allocation to assist schools in conducting parental involvement activities, unless 1 percent is \$5,000 or less. LEAs may reserve more than 1 percent.*
Sec. 1116(a)(3)(C)	At least 90 percent of the reserved funds shall be distributed to Title I, Part A schools, with priority for high-need schools.
Sec. 1116(a)(3)(D)	The full 1 percent reservation of funds must be used to carry out activities consistent with PFE policy for at least one the following activities:
Sec. 1116(a)(3)(D)(i)	<ul style="list-style-type: none">• Support schools and nonprofit organizations in providing professional development to LEAs and schools regarding PFE;
Sec. 1116(a)(3)(D)(ii)	<ul style="list-style-type: none">• Support programs that reach parents and family members at home, in the community, and at school;
Sec. 1116(a)(3)(D)(iii)	<ul style="list-style-type: none">• Disseminating information on best practices for increasing engagement of parents, especially from economically disadvantaged backgrounds;
Sec. 1116(a)(3)(D)(iv)	<ul style="list-style-type: none">• Collaborate or provide subgrants to schools to enable schools to collaborate with community-based or other organizations or employers with a record of success in improving PFE; or
Sec. 1116(a)(3)(D)(v)	<ul style="list-style-type: none">• Engage in other PFE activities and strategies as deemed appropriate.

***Note: Parents must be involved in decisions related to the use of these funds.**



Title I Responsibilities of Schools



Snapshot of Title I School Responsibilities

References	Title I School Responsibilities – Targeted Assistance Schools
Sec. 1116(b)(1)	Jointly develop and distribute a school-level written PFE policy
Sec. 1116(b)(1)	Notify parents of the PFE policy in an understandable format and language
Sec. 1116(b)(1)	Update the PFE policy periodically
Sec. 1116(b)(2)-(3)	Alternatively, may amend an existing school or LEA PFE policy that applies to all parents and families
Sec. 1116(b)(4)	Submit parent comments on the LEA Title I plan if the plan is not satisfactory to parents of Title I participating students. Such comments must be submitted by the LEA when the LEA plan is submitted to the state.
Sec. 1116(c)(1), 1116(c)(4)(A)	Convene an annual parent meeting to inform them about requirements related to funds. See details on later slide, here.
Sec. 1116(c)(2)	Offer meetings at flexible times for families, and may provide transportation, child care, or home visits.
Sec. 1116(c)(3)	Involve parents in planning and review of PFE and policy and development of Title I schoolwide plan



Required Information for Parents

References	School Responsibilities
Sec. 1116(c)(4)(A)	Provide timely information about Title I-A programs
Sec. 1116(c)(4)(B)	Provide the following information to parents: <ul style="list-style-type: none">• 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.
Sec. 1116(c)(4)(C)	If requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their children's education, and respond to any such suggestions as soon as practicably possible.



Convening Annual Parent Meetings

- All Title I schools must convene at least one annual meeting at a convenient time, and OSSE suggests a number of meetings at flexible times, to which all parents of participating are invited and encouraged to attend, to:
 - Inform parents that their school receives Title I funds;
 - Highlight that these funds come with requirements; and
 - Emphasize that parents have a right to be involved.
- [Here are some research-based strategies on parent outreach.](#)



School-Parent Compact: Shared Responsibility for High Student Academic Achievement

Section 1116(d): Each DCPS school served under Title I shall jointly develop a school-parent compact (optional best practice for charter LEAs).* The compact must:

(1) Describe shared responsibilities of the school and the parent:

- The school will provide high-quality curriculum and instruction and a conducive environment for children to meet State standards.
- The parents' responsibilities are to support their children's learning; volunteer as appropriate; and participate in decisions about the education of their children.

(2) Describe parent-teacher communications:

- The school shall facilitate parent-teacher conferences, at least annually, in elementary schools, during which the compact must be discussed.
- The school shall provide frequent reports to parents on their children's progress.
- The school shall facilitate reasonable parent access to staff and opportunities to participate or observe in their child's class.
- The school shall ensure regular two-way, meaningful communication between family members and school staff, in a language that family members can understand.

* The DC School Reform Act, as amended by ESSA, exempts DC charter schools from a few provisions of ESEA, including Sections 1116(d)-(e). (DC Code Sec. 31-1802.10).



Resources for School-Parent Compact

- [Sample School-Parent Compact on OSSE's ESSA website](#)
- Sample template from the U.S. Department of Education's non-regulatory guidance on parental involvement. The NCLB version is available [here in Appendix E](#).

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

Parental Involvement Guidance



Schoolwide Program Eligibility

Targeted Assistance Model

- Any school below 40 percent poverty
- Any school in its first year of operation
- Programs and services must be provided to students who:
 - Are failing, or at risk of failing, to meet state standards;
 - Participated in certain federally-funded preschool programs;
 - Received services under the Migrant Education Program;
 - Are in a local institution for neglected or delinquent children or are attending a community day program; or
 - Are homeless.

Schoolwide Program Model

- Any school with at least 40 percent poverty
- Any school below 40 percent poverty (i.e. Targeted Assistance) with a waiver issued by the state
- Programs and services must be provided to all students in the school, particularly those of students struggling to meet state academic standards.



Title I Schoolwide and Targeted Assistance Schools

References	Title I Schoolwide Program Responsibilities
Sec. 1116(c)(3)	Involve parents, in an organized, ongoing, and timely way, in the planning and development of Title I schoolwide plan
Sec. 1116 (c)(5)	Submit parent comments on the Title I schoolwide program plan, if the plan is not satisfactory to parents of Title I participating students. Such comments must be submitted when the school makes the plan available to the LEA.

References	Title I Targeted Assistance Program Responsibilities
Sec. 1115(b)(2)(E)	The Title I targeted assistance program must implement strategies to increase the involvement of parents of eligible children in accordance with Sec. 1116
	Recommended practice: LEAs with targeted assistance schools should maintain documentation for any parents of eligible children who refuse targeted assistance services.



Title I Joint Responsibilities of LEAs and Schools



Snapshot of Joint Responsibilities of Schools and LEAs

References	DCPS Central Office and School Requirements (Optional best practice for Charter LEAs)*
Sec. 1116(e)(1)	Shall provide assistance to parents in understanding academic standards, state and local assessments, requirements of Title I, and how to monitor a child's progress and work with educators
Sec. 1116(e)(2)	Shall provide training and material to parents to help them work with their children to improve their academic achievement, such as literacy training and using technology: see details on later slide, here .
Sec. 1116(e)(3)	Shall educate teachers, other teaching personnel, principals and school leaders, with assistance of parents, in effective PFE practices: see details on later slide, here
Sec. 1116(e)(4)	Shall coordinate and integrate PFE strategies with other laws and programs to the extent feasible and appropriate.

*The DC School Reform Act of 1995, as amended by ESSA, exempts DC charter schools from some requirements, including ESEA Sections 1116(d)-(e). (DC Code Sec. 38-1802.10). For full requirements, consult the law.



Snapshot of Joint Responsibilities of Schools and LEAs

References	DCPS Central Office and School Requirements (Recommended for Charter LEAs and Schools)
Sec. 1116(e)(5)	Shall ensure that information related to school and parent programs, meetings, and other activities, is in a format and language that they can understand
Sec. 1116(e)(6)	May involve parents in development of training for teachers, principals and other educators
Sec. 1116(e)(7)	May provide literacy training to parents using Title I funding if the LEA has exhausted all other funding
Sec. 1116(e)(8)	May pay reasonable expenses for transportation and child care to increase parent participation
Sec. 1116(e)(9)	May train parents to enhance involvement of other parents



Snapshot of Joint Responsibilities of Schools and LEAs

References	DCPS Central Office and School Requirements (Recommended for Charter LEAs and Schools)
Sec. 1116(e)(10)	May arrange school meetings at a variety of times or conduct in-home conferences
Sec. 1116(e)(11)	May adopt and implement model approaches to improve parent involvement
Sec. 1116(e)(12)	May establish an LEA-wide parent advisory council to advise on all matters related to parental involvement
Sec. 1116(e)(13)	May develop roles for community-based organizations and businesses on parent involvement activities
Sec. 1116(e)(14)	Shall provide such other reasonable support for parental involvement activities, as parents may request



Building Capacity of Schools in PFE through Support from Parents

- DCPS Central Office and DCPS schools 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 parents' contributions,
 - In how to reach out to, communicate with, and work with parents as equal partners
 - In how to implement and coordinate parent programs, and build ties between parents and the school (ESEA Section 1116(e)(3)).(These are optional, but best practices for charter schools.)
- Research suggests a dual capacity-building framework for family-school partnerships that revolves around contributions from parents. The framework can be accessed on the U.S. Department of Education's website [here](#).



Providing Information to Parents in a Format and Language They Can Understand

- LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including those who have limited English proficiency, those with disabilities, and those with 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 can understand (ESEA Sec. 1116(f)).

Resources:

- [Institute for Education Sciences Resource for effective communication with parents](#)
- DC's Office of Human Rights offers telephone-based services for translation interpretation, referred to as the Language Line. Information on subscription and scope of services is available [here](#).



Title I: Parents' Right to Know



Title I: Parents' Right to Know

References	Responsibilities
Sec. 1111(h)(2)	LEAs must provide an annual report card on results of the metrics in the state accountability system.*
Sec. 1112(e)(1)(A)	At the beginning of the school year, LEAs must notify parents of each student attending a Title I school that they may request information on the professional qualifications of the student's teachers and paraprofessionals.
Sec. 1112(e)(1)(B)(i)	Schools must inform parents of their right to know the level of achievement their child attained on the state academic assessments.
Sec. 1112(e)(1)(B)(ii)	Schools must provide parents timely notice if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements.

*Note that DC's approved ESSA accountability system includes a broad range of measures. For details on DC's new accountability system, view the ESSA state plan at <http://osse.dc.gov/essa>.

OSSE will create ESSA-compliant report cards for DC overall and each LEA and school in fall 2018. Report cards will include ESSA requirements and additional helpful information, based on input from parents and educators citywide. To share feedback, visit <https://osse.dc.gov/builddcreportcard>.



Title I: Parents' Right to Know

References	Responsibilities
Sec. 1112(e)(2)(B) & (C)	<p>LEAs and schools must make publicly available, including posting on LEA and school websites, information on each assessment required by the state and the LEA for each grade. OSSE will help provide this information, potentially as part of the report card. Information must include:</p> <ol style="list-style-type: none">1. Subject matter assessed2. Purpose of the assessment3. Source of the requirement for the assessment4. Length of time expected and schedule for the assessments5. Time and format for disseminating results



PFE Requirements: Title II – Teachers and Leaders



Parent and Family Engagement Requirements – Title II

References	Purpose of Title II
Sec. 2001	The purpose of this title is to provide grants to SEAs and subgrants to LEAs to—
Sec. 2001(1)	Increase student achievement consistent with the challenging State academic standards;
Sec. 2001(2)	Improve the quality and effectiveness of teachers, principals, and other school leaders;
Sec. 2001(3)	Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
Sec. 2001(4)	Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



Parent and Family Engagement Requirements – Title II

References	LEAs Applying for Title II funds must:
Sec. 2102(b)(3)(A)	<u>Meaningfully consult with parents</u> and community partners, in addition to teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II (emphasis added).
Sec. 2102(b)(3)(B)	<u>Seek advice from parents</u> and the other individuals and organizations above regarding how best to improve the LEA's activities to meet the purpose of Title II (emphasis added).



Parent and Family Engagement Uses of Funds – Title II

References	LEA uses of Title II formula funds may include:
Sec. 2103(b)(3)(E)(iii)	Providing high-quality, personalized professional development that is evidence-based that is focused on improving teaching and student learning and achievement, including <u>training teachers and school leaders, to effectively engage parents, families, and community partners</u> (emphasis added).

Note: This is one of many allowable uses of Title II funds.



PFE Requirements: Title III – English Language Acquisition



Home Language Survey – Title III

All states receiving ESEA Title III grants must establish standardized entrance and exit procedures, including a **requirement that all students who may be English learners are assessed for such status within 30 days of enrollment** (Sec. 3113(b)(2)).

For all students who have enrolled in a DC school for the first time, schools must begin with administering the [OSSE Home Language Survey \(HLS\)](#), a questionnaire completed by parents of all students at the time of enrollment and available in English, Spanish, French, Amharic, Chinese, and Vietnamese.

The HLS includes three essential questions:

- Is a language other than English spoken in your home?
- Does your child communicate in a language other than English?
- What is your relationship to the child?



Home Language Survey – Title III

If the HLS indicates that a language other than English is spoken in the home to or by the student, the student **MUST** be screened for possible identification as an EL using an appropriate screener.

Identification should happen:

- **Within 30 school days** of Stage 5 enrollment if the student is enrolled at the beginning of the year; and
- **Within two weeks** if enrolled during the school year.

For students who have previously been enrolled in a DC school, schools are required to review a student's historical EL status and ACCESS for ELLs history.



ELs: Parents' Right to Know

References	Responsibilities
Sec. 1112(e)(3)(A)	<p>LEAs using funds under Title I or Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner about the following:</p> <ul style="list-style-type: none">(i) the reasons for identification of their child as an English learner(ii) the child's English proficiency level, how it was assessed and the status of academic achievement(iii) the methods of instruction used in the program(iv) how the program will meet the educational needs of their child(v) how such program will help their child learn English and meet academic standards(vi) the specific exit requirements for the program(vii) in the case of a child with a disability, how the program meets the objectives of the individualized education program(viii) information pertaining to parental rights includes:<ul style="list-style-type: none">I. Their right to have their child removed from such a programII. Decline to enroll their child in such program or to choose another programIII. Assisting parents in selecting among various programs and methods of instruction if more than one is offered



ELs: Parents' Right to Know

References	Responsibilities
Sec. 1112(e)(3)(B)	For children who have not been identified as English learners prior to the beginning of school year, the LEA shall notify the parents in the first two weeks of placement of child in the program consistent with ESEA Section 1112(e)(3)(A)
Sec. 1112(e)(3)(C)	<ul style="list-style-type: none">(i) Each LEA shall conduct outreach to parents of English learners to inform them how to:<ul style="list-style-type: none">(I) be involved in the education of their children and(II) be active participants in assisting their children to:<ul style="list-style-type: none">a) attain English proficiency;b) achieve at high levels within a well-rounded education; andc) meet the challenging state academic standards expected of all students.(ii) Hold regular meetings with parents of English Learners for the purpose of responding to their recommendations



Parent and Family Engagement – Title III

References	Responsibilities
Sec. 3115(c)(3)(A)	Subrecipients must provide and implement activities that enhance language instruction educational programs for English learners, which shall include parent, family, and community engagement activities
Sec. 3115(d)(6)	Subrecipients may provide community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to assist parents and families in helping their children to improve their academic achievement and becoming active participants in their children's education.



Parent and Family Engagement – Title III

References	Responsibilities
Sec. 3116(b)(3)	Applicants must describe in the Title III plan how the eligible entity will promote parent, family, and community engagement in the education of English learners
Sec. 3116(b)(4)(C)	The plan should contain assurances that the eligible entity consulted with parents and family members, among other stakeholders, in developing and implementing the plan
Sec. 3116(b)(4)(A)	The Title III plan should contain assurances that the eligible entity met Title I requirements for Parents' Right to Know (see above).



Policy, Resources and Strategies for Serving ELs



- OSSE has updated its [EL Guidebook](#) to meet ESSA requirements. This key resource includes:
 - DC’s identification and screening procedures (p. 7);
 - Placement, Services, and Parental Notification requirements (p. 10); and
 - Strategies for involving parents in their children’s education (Page 13); and
 - Many other resources and best practices.
- To share best practices, OSSE organized the second annual EL Summer Symposium in August 2016. The symposium also covered a session on engaging families of English learners; the slide deck and handouts can be viewed [here](#).
- For ensuring meaningful communication with Limited English Proficient Parents, [see this resource by U.S. Department of Education](#).
- To learn from experiences of schools in other states and districts in engaging parents in supporting English learners, [see this resource by the Institute for Education Sciences](#) (Page 24).



Title IV – New ESSA Grant Program: Student Support and Academic Enrichment



Title IV-A: Uses of Funds

LEA funding:

- Allocations are based on LEAs' relative share of Title I, Part A funds
- LEAs with an allocation of any size may form a consortium to pool funds for the same purpose and achieve economies of scale.

LEAs that receive \$30,000 or more must use funding for each of the following:

- **Well-rounded educational opportunities** (at least 20%)
Funds may be used under section 4107 for any program or activity that supports student access to and success in well-rounded educational experiences.
- **Safe and healthy students** (at least 20%)
Funds may be used under section 4108 to develop, implement, and evaluate comprehensive activities and programs.
- **Effective use of technology** (no more than 15% on technology infrastructure)
Funds may be used to improve the use of technology and thus improve the academic achievement and digital literacy of all students.
 - After the minimum percentages for each activity, LEAs may use remaining funds for any other of the other purposes.**

LEAs receiving under \$30,000 may use funding for any of these uses in any ratio.

LEAs may join a consortium to pool funds and achieve economies of scale.



Parent and Family Engagement – Title IV

References	Recipient Requirements
Sec. 4001(a)	Obtain informed consent from parents of each child who is under 18 years of age to participate in any school mental-health assessment or service that is funded under this title (if applicable).
Sec. 4106(c)	Consult with parents, among other stakeholders, in developing the LEA Title IV application.
Sec. 4108(3)	If the LEA uses Title IV funds for the Safe and Healthy Students category, the LEA must use a portion of funds to promote involvement of parents in these activities. (Note that LEAs receiving a total of \$30,000 or more in Title IV funds must use at least 20 percent for the Safe and Healthy Students category; otherwise LEAs may use any amount.)
Sec. 4108(5)(E)(ii)	May use Safe and Healthy students funding to provide information and guidance to parents and guardians of students about child sexual abuse awareness and prevention and how to discuss it with a child.



Sources

- Every Student Succeeds Act (ESSA):
<http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>
- US Department of Education non-regulatory guidance on parent involvement
- <https://www2.ed.gov/programs/titleiparta/parentinguid.doc>
- Georgia Department of Education – Parent and Family Engagement Section
<http://www.gadoe.org/School-Improvement/Federal/Programs/Partnerships/Pages/Parent-Engagement-Program.aspx>
- National Parent Teachers Association: www.pta.org
- Annenberg Institute for School Reform: <https://ra.nea.org/wp-content/uploads/2016/06/FCE-in-ESSA-in-Brief.pdf>
- Virginia Department of Education:
http://www.doe.virginia.gov/federal_programs/esea
- State of Washington – Office of Superintendent of Public Instruction:
<http://www.k12.wa.us/Title/ParentFamilyEngagement/default.aspx>





Key Contacts

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