AN ADMINISTRATOR'S GUIDE AND CHECKLIST TO

ESSA – Every Student Succeeds Act – Parent and Family Engagement

Kansas Parent Information Resource Center

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Table of Contents

What is ESSA? 2

Title I, Part A – Building Capacity for Parent and Family Involvement 3

Title I, Part A – Improving Basic Programs 5

Title I, Part C – Migrant Education 7

Title III, Part A – LEP and Immigrant 8

Title IX, Part A – McKinney-Vento Homeless Assistance Act 10

What Is The Elementary and Secondary Education Act?

The Every Student Succeeds Act (ESSA) was signed into law in 2015. Passed with bipartisan support, ESSA represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision-making at the state and local levels. The law replaces the No Child Left Behind Act.

Clearly, our children are our future, and too many of our neediest children are not meeting achievement standards. Parent and family engagement has always been a centerpiece of Title I. We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students – parents, families, and communities – are driving decision-making. The statute defines parent and family engagement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- That parents and families play an integral role in assisting their child's learning;
- That parents and families are encouraged to be actively involved in their child's education at school;
- That parents and families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- That other activities are carried out that will build the capacity of all parents and families.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. ESSA:

- Provides greater flexibility and decision-making to the states.
- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires – for the first time – that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations - including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Title I, Part A
Building Capacity for Parent and Family Engagement Involvement, Section 1116, (e)(1-14)

Each LEA and School Shall Provide –

1. Program Information for Parents – Each LEA and school shall provide assistance to parents of participating Title I children in understanding such topics as the challenging state academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.
2. Materials and Training – Each LEA and school shall provide materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), to help parents work with their children to improve achievement.
3. Educate Educators – Each LEA and school shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, 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.
4. Coordination with other Programs – Each LEA and school shall, "to the extent feasible and appropriate," coordinate and integrate parental 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.
5. Understandable Communication – Each LEA and school 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.
6. Other Required Activities – Each LEA and school shall provide such other reasonable support for parental involvement activities as parents may request.

Each LEA and School May Provide –

1. Input on Professional Development – Each LEA and school may involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
2. Literacy Training – Each LEA and school may provide necessary literacy training for parents with Title I, Part A funds if the LEA has exhausted all other reasonably available sources of funding.
3. Parents' Expenses – Each LEA and school may 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.
4. Parents Reaching Out to Parents – Each LEA and school may train parents to enhance the involvement of other parents.
5. Convenient School Meetings – Each LEA and school may 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.
6. Model Approaches – Each LEA and school may adopt and implement model approaches to improving parental involvement.
7. Districtwide Parent Council – Each LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
8. Community Involvement – Each LEA and school may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Title I, Part A
Improving Basic Programs

ESSA Intent and Purpose

The purpose of Title I, Part A is to provide all children significant opportunity to receive fair, equitable, and high-quality education and to close educational achievement gaps. This purpose can be accomplished by the following:

1. Ensuring that high quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are aligned with the challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
2. Meeting the educational needs of low-achieving children, economically disadvantaged students, limited English proficient children, children of migrant parents, children with disabilities, Native American children, neglected or delinquent children, and young children in need of reading assistance in our high-poverty schools.
3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
4. Holding schools, local educational agencies, and states accountable to improve the academic achievement of all students, and identify and turn around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools that enable the students to receive a high-quality education while ensuring accountability at all levels (state, district, and school) for —
   (a) increasing academic achievement for all students;
   (b) identifying and correcting low-performing schools; and
   (c) offering options to students in low-performing schools.
5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where the needs are the greatest.
6. Improving and strengthening accountability, teaching, and learning by using state assessment systems designed to ensure that students meet the challenging state academic achievement and content standards which are aligned to the Kansas Curricular Standards and continue to increase achievement overall, but especially for the disadvantaged students.
7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.
8. Providing children an enriched and accelerated educational program, including the use of schoolwide programs, or additional services that increase the amount and quality of instructional time.
9. Promoting schoolwide reform and ensuring the access of children to effective, evidence-based instructional strategies and challenging academic content.

10. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development and thereby increase instructional effectiveness.
11. Coordinating services under all parts of ESSA with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.
12. Providing parents substantial and meaningful opportunities to participate in their children's education.

ESSA Allowable Use of Funds for Parent and Family Engagement

For parent and family engagement efforts, Title I, Part A funds may be used for strategies to increase parental involvement in accordance with Section 1116, such as family literacy services [schoolwide – Section 1114(b)(1)(F), and targeted assistance – Section 1115(c)(1)(G)].

Use of Funds for Homeless Students

Funds from Title I, Part A reservation for homeless students may be used to meet the requirement that the LEA homeless liaison must inform parents of homeless children and youth of education and other opportunities and provide parents/guardians with meaningful opportunities to participate in their child's education. Homeless children and youth are to be served through Title I, Part A and their parents/ guardians should be provided opportunity to participate in all parental involvement activities.

Title I, Part C
Migrant Education Sections 1301 – 1309

Intent and Purpose

The purposes of Title I, Part C are:

1. Support high-quality and comprehensive educational programs and services during the school year, and as applicable, during summer or intercession periods, that address the unique educational needs of migratory children.
2. Ensure that migrant children who move among states are not penalized because of disparities among the states' in:
   (a) curriculum,
   (b) graduation requirements,
   (c) challenging state academic standards.
3. Ensure that migrant children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. Design programs to help migrant children overcome:
   (a) educational disruption,
   (b) cultural and language barriers,
   (c) social isolation,
   (d) various health-related problems, and
   (e) other factors that inhibit the ability of such children to succeed in school.
5. Ensure that migrant children benefit from state and local systemic reforms.

Allowable Use of Funds for Parental Involvement

For parental involvement efforts, Title I, Part C funds may be used to ensure that all programs and projects…

- Provide for the same parental involvement as required in Section 1116 [Section 1304 (c)(3)(A)],
- Are carried out in a format and language understandable to the parents [Section 1304 (c)(3)(B)], and
- To the extent feasible, provide for advocacy and outreach activities for migratory children and their families, including informing and assisting such children and families gain access to:
  – other education,
  – health,
  – nutrition, and
  – social services [Section 1304 (c)(6)(A)].

Notification	**Checklist Page**
• Language and Format	14
Consultation	
• Parent Advisory Council	21
Other Requirements	
• Recruiter Access	22

Title III, Part A
LEP and Immigrant
Sections 3000 – 3203

Program Purpose

The purposes of Title III are:

1. Help ensure that English learners, including immigrant children and youth attain English proficiency, and develop high levels of academic achievement in English.
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet.
3. To assist teachers, (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth.
4. To assist teachers, (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth to enter all-English instructional settings.
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Parent Notification and Involvement

Title III grantees must notify parents if a student has been identified as an EL. This notification must be sent no later than 30 days after the beginning of the school year and must include:

- the process by which the child was identified,
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement standards,
- the programs offered by the district designed for English Learners,
- how the programs will meet the educational strengths and needs of the child,
- how the programs will specifically help their child learn English and meet age appropriate academic achievement standards,
- the specific exit requirements of the programs, and,
- how the program meets the objectives of an individualized education program, if applicable. Notifications must be understandable and, to the extent practicable, in a language the parent can understand.

Title III grantees must implement an effective means of outreach to parents of English learner students to inform them of how they can be:

- involved in the education of their children, and
- active participants in helping their children learn English, achieve at high academic levels, and meet the same challenging State academic and achievement standards all children are expected to meet.

Allowable Use of Funds for Parental Involvement

For parental involvement efforts, Title III funds and activities should be supplemental to the Title I, Part A (Section 1116) may be used to provide community participation programs, family literacy, and training activities targeted for English learners and their families

- Improve the English language skills of English learners, and
- Assist parents and families in helping their children to improve their academic achievement and active participants in the education of their children [Section 3115 (d)(6)(A-B), NCLB].

	Checklist Page
Notification	
• Language and Format	14
• Limited English Proficient Students – Outreach	17
• Language Instruction Educational Programs	17
• Limited English Proficient Students	17
Consultation	
• Program Plans	20
Other Requirements	
• Recruiter Access	22

Title IX, Part A
McKinney-Vento Homeless Assistance Act

Intent and Purpose

The purposes of the McKinney-Vento Act are:

1. Ensure that each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other youths.
2. Ensure that states will review and revise laws, policies, and practices as to not create barriers to the enrollment, attendance, or success in school for homeless youth.
3. Ensure that homeless students are not separated from the mainstreamed school environment based upon homelessness alone.
4. Ensure that homeless youth receive the same education and other services as other students receive to ensure that homeless youth have an opportunity to meet the same challenging Kansas Curricular Standards as all students.

	Checklist Page
Notification	
• Language and Format	14
Other Requirements	
• Recruiter Access	22

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Table of Contents
Parent Involvement

	Checklist Page
Parental Involvement Checklist Icons/Symbols	13
Parental Involvement Requirements:	14 – 22
Notification	
• Language and Format	14
• Parents Right to Know - Teacher and Paraprofessional Qualifications	14
• Parents Right to Know - Non State Certified Teachers	14
• Annual Report Cards	15
• Parents Right to Know - Student Achievement	15
• Written Parent and Family Engagement Policies	15
• School-Parent Compacts	16
• Frequent Reports on Student Progress	16
• Schoolwide Plan for Title I School	16
• Homeless Students	16
• Limited English Proficient Students - Outreach	17
• Limited English Proficient Students - Language Instruction Educational Programs	17
• Unsafe School Choice	18
Consultation	
• Written Parent and Family Engagement Policies	19
• Annual Evaluation of Parent and Family Engagement Policy	19
• Written School-Parent Compact	19
• Parent-Teacher Conferences	19
• Schoolwide Plan and Program Plan	20
• Program Plans	20
• Consolidated Application, Title Programs	20
• Reservation of Funds	21
• Parent Advisory Council (PAC)	21
• Title I, Part A Meeting	21
Other Requirements	
• Recruiter Access	22
• Family Education Rights	22

Parent and Family Involvement Checklist Icon/Symbols

"An Administrator's Checklist to ESSA-Parent and Family Involvement" identifies approximately twenty five requirements relating to parent and family engagement across the federal title programs: Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL); Title IX (McKinney-Vento). We hope you will find this to be a usable and helpful tool.

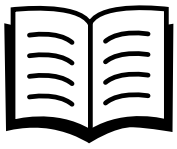
The requirements are organized into three broad categories: "Notification,""Consultation,"and"Other Requirements." Each requirement is further detailed with a brief description and a reference to public law, the specific title program, who must comply with the statute, when it should be completed, and the form of documentation. One other column is provided for your use to note when and how the requirement was satisfied.

The column, "Form of Documentation," uses icons. A minimum of one form of communication and documentation is required. At times two or more forms of communication and documentation are encouraged, and in those cases the school or district should, at a minimum, use the most effective form of communication. You are urged to maintain either hard copies or electronic copies of your documents and a telephone log of your telephone correspondence.

The key to the icons is listed below.

Email

Letter (Mail)



Student Handbook

Newspaper

Newsletter and Correspondence sent home with students

Meeting: How the meeting was publicized, sign-in sheet, agenda, minutes or product; or conferences: Teachers and parents meeting, sign-in sheets should be maintained.

Telephone: Maintain a telephone log

Website: Save an e-file of all website documents

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Language and Format (Information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence must be given in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.) [Section 1112 (e)(4); 1114 (b)(4); 1116 (e)(5); 1116 (f)]	I-A I-C III-A	X	X	All notification and correspondence		By whom: _____ Date:_____
Parents' Right to Know – Teacher and Paraprofessional Qualifications (LEAs must inform parents of Title I, Part A students that parents may request, and the LEA then will provide information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to the child.) [Section 1112 (e)(1)(A)(i-ii)]	I-A I-C III-A	X	X	Annually, beginning of school year		By whom: _____ Date:_____
Parents' Right to Know – Non State Certified Teacher (Schools must provide to each individual parent timely notice that the parent's child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification or licensure requirements. [Section 1112 (e)(i)(B)(ii)]	I-A I-C III-A	X	X	Soon after the four weeks have passed		By whom: _____ Date:_____

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Annual Report Cards A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency. [Section 1111 (h)(2)(A-B)(i-iii)]	I-A	X		Annually		By whom: _____ Date:_____
Parents' Right to Know – Student Achievement (Schools must provide to each individual parent information of the level of achievement and academic growth of the parent's child in each of the State academic assessments.) [Section 1112 (e)(1)(B)(i)]	I-A			Annually, beginning of school year		By whom: _____ Date:_____
Written Parent and Family Engagement Policies (LEAs and schools must distribute to parents of Title I, Part A children a district – level and school written parent and family engagement policy; schools must make the policy available to the local community. [Section 1116 (a)(2) and (b)(1)]	I-A	X	X	Annually		By whom: _____ Date:_____

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
School-Parent Compacts (Schools must distribute to parents of Title I, Part A children a written school-parent compact.) [Section 1116 (d)]	I-A		X	Annually, beginning of school year		By whom: _____ Date:_____
Frequent Reports on Student Progress (Schools must provide frequent reports to parents on their children's progress.) [Section 1116 (d)(2)(B)]	I-A		X	Frequently during school year		By whom: _____ Date:_____
Schoolwide Plan for Schools (Schools must make the schoolwide plan available to LEAs, parents, and the public.) [Section 1114 (b)(4)]	I-A		X	Annually		By whom: _____ Date:_____
Homeless Students (The LEA homeless liaison shall ensure that parents/guardians of homeless youths are informed of their child's educational opportunities, provided the opportunity to meaningfully participate in their child's education, and informed of all transportation services, including transportation to the school of origin.) [Section 722 (g)(6)(A)(v,viii)]	I-A		X	When a child registers	*If a student's mailing address is not known, the LEA may send the notification home with the student	By whom: _____ Date:_____

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Limited English Proficient Students – Outreach (LEAs must implement effective outreach to inform parents of limited English proficient children of how the parents can be involved in their children's education and be active participants in helping their children attain English proficiency, high achievement levels, and meet state standards, including holding, and sending notice of opportunities for, regular meetings.) [Section 1112(e)(3)(C)(4)]	I-A III-A	X		Regular meetings during school year	 (or parent conference)	By whom: _____ Date:_____
Limited English Proficient Students – Language Instruction Educational Programs (LEAs must inform parents of limited English proficient children participating in a language instruction educational program funded by Title I, Part A and/ or Title III, Part A, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child learn English, how the program will meet the child's needs, specific exit requirements, parental rights, and in the case of a child with a disability, inform parents how the program meets the objectives of the child's individualized education program [IEP].) [Section 1112(e)(3)(A-B)]	I-A III-A	X		No later than 30 days after beginning of school year or within first two weeks of child being placed in language instruction program when the child was not identifiede prior to the beginning of the school year	 (or parent conference)	By whom: _____ Date:_____

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Unsafe School Choice Policy • Persistently Dangerous School • Victim of a Violent Criminal Offense (a) (Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.) [Section 8532(a)]	VIII Part F		X	TBD	 	By whom: _____ Date:_____

Parent and Family Engagement Requirements

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Written Parent and Family Engagement Policies (LEAs and schools must develop jointly with parents and agree on with parents a written parent and family engagement policy.) [Section 1116(a); 1118(b)(1); 1116(c)(3)]	I-A III-A	X		Annually		By whom: _____ Date:_____
Annual Evaluation of Parent and Family Engagement Policy (LEAs and schools will conduct, with involvement of parents, an annual evaluation to review and to improve the content and effectiveness of the parent and family engagement policy.) [Section 1116(a)(2)(D-E); 1118(c)(3)]	I-A	X	X	Annually	(Survey)	By whom: _____ Date:_____
Written School-Parent Compact (Schools must develop jointly with parents a written school-parent compact.) [Section 1116(d)]	I-A		X	Annually		By whom: _____ Date:_____
Parent-Teacher Conferences (Elementary schools receiving Title I, Part A funds must conduct, at least annually, parent-teacher conferences during which time the compact is discussed.) [Section 1116(d)(2)(A)]	I-A		X	Annually, beginning of the school year	(Parent-teacher conference required)	By whom: _____ Date:_____

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA	By Whom: Schools	When	Form of Documentation	Completion
Schoolwide Plan and Program Plans (Schools must develop a schoolwide plan with the involvement of parents that includes a comprehensive needs assessment and addresses the requirements and activities of a schoolwide program.) [Section 1114(b)(2); and 1116(a)(2) (A); 1116(c)(3)]	I-A		X	Annually		By whom: _____ Date:_____
Program Plans (LEAs must consult with relevant educators and parents and family members in developing the plan for students receiving Title III, Part A services including annual measurable achievement objectives.) [Section 3116(b)(4)(C)]	III-A		X	Annually		By whom: _____ Date:_____
Consolidated Application, Title Programs (LEAs must develop Title I program Plan description, in consultation with parents and relevant school personnel based upon a needs assessment.) [Section 1112(a)(1)(A)	I-A	X		Annually, when consolidated application is being completed		By whom: _____ Date:_____

**Meeting to fulfill these requirements may be coordinated across program areas*

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Reservation of Funds (Districts receiving Title I, Part A funds of $500,000 or more must involve parents in the decisions regarding how funds reserved for parental involvement are allotted for parent and family engagement activities.) [Section 1116(a)(3)(B)]	I-A	X		Annually	(Survey)	By whom: _____ Date:_____
Parent Advisory Council (PAC) (LEAs with a migrant education program must establish a PAC and consult with PAC to ensure that programs and projects are carried out, including parental involvement requirements of Section 1116.) [Section 1304(c)(3)]	I-C	X		Multiple meetings every year		By whom: _____ Date:_____
Title I, Part A Meeting (Schools must invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements, their right to be involved, and the opportunity to request regular meetings.) [Section 1116(c)(1-2) and (4)(A-C)]	I-A		X	Annually	(Required)	By whom: _____ Date:_____

**Meeting to fulfill these requirements may be coordinated across program areas*

Parent and Family Engagement Requirements

Notification

Topic	Title Program	By Whom: LEA/Schools		When	Form of Documentation	Completion
Recruiter Access (The LEA must notify parents of the option to make the request that the student's name, address, and telephone listing shall not be released to military recruiters without prior written parental consent.) [Section 9528(a)(2)]	All programs	X		As requested		By whom: _____ Date:_____
Family Education Rights (LEAs must follow policies and practices consistent with the Family Education Rights and Privacy Act.)	All programs	X		Throughout the year		By whom: _____ Date:_____

This publication is available from the:
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