

ESSA's Local Engagement Requirements

These are the parts of the Every Student Succeeds Act (ESSA) where local-level stakeholder engagement is required. It is important to keep in mind that while the following engagement opportunities are explicitly outlined in ESSA, all efforts to support schools and students will be more effective, meaningful, and lasting with explicit and ongoing community engagement.

Consolidated Plans (Title I)

Local Education Agencies (LEAs) must engage a variety of stakeholders in developing their Consolidated LEA Plan, and must periodically review and revise this plan [Section 1112(a)(1)(A)].

The Consolidated LEA Plan must describe strategies to be used to effectively transition students to postsecondary education and career, which could include coordination with institutions of higher education, employers, or other local partners. The plan must also describe how the LEA will coordinate with early childhood education programs [Section 1112(b)(6)].

School Improvement (Title I)

Schools Identified for Comprehensive Support and Improvement

- LEAs must develop Comprehensive Support and Improvement Plans for all schools identified by the State and must partner with stakeholders to develop and implement these plans [Section 1111(d)(1)(A)].

Schools Identified for Targeted Support and Improvement

- LEAs must monitor each Targeted Support and Improvement Plan developed by identified schools and relevant stakeholders [Section 1111(d)(2)(B)] and these plan provisions to ensure that, among other requirements, schools identify eligible children most in need of services under targeted support and improvement [Section 1112(b)(7)].

LEA plan provisions must include strategies for implementing effective parent and family engagement strategies; supporting, coordinating, and integrating with early childhood education programs; and facilitating effective transitions to high school and postsecondary institutions [Section 1112(b)(7)]. LEAs must also support participating schools in planning and implementing family engagement strategies, potentially collaborating with other stakeholders with expertise in this area [Section 1116].

Weighted Funding Flexibility Pilot (Title I)

IF PARTICIPATING: With regard to Flexibility for Equitable Per-Pupil Funding, LEAs must consult with stakeholders in developing and implementing the local flexibility demonstration for weighted per-pupil funding [Section 1501(d)(1)(G)].

Teachers and Leaders (Title II)

LEAs must consult with a range of stakeholders in developing applications for Title II formula funds, seek advice on how to improve activities, and describe how data and ongoing consultation will be used to continuously improve Title II local activities [Section 2101(b)(2)].

English Learners (Title III)

LEAs must use Title III funds for parent and family engagement activities related to English learners, among other required uses of funds [Section 3115(c)(3)(A)].

For subgrants serving immigrant students, LEAs (and other eligible entities) must also describe how they will promote parent, family, and community engagement, and how they consulted with stakeholders in developing their Title III plans [Section 3115(g)(3)].

Supporting 21st Century Schools (Title IV)

LEAs must consult stakeholders in developing a Title IV plan for Safe and Healthy Schools and Well-Rounded Education, and consult them on an ongoing basis while implementing strategies and programs under Title IV [Section 4106(c)(1)], and LEAs may receive training in all family engagement policies, programs, and activities through partnerships with family engagement centers [Section 4501(1)].

An LEA may:

- use Safe and Healthy Schools funds to designate a coordinator to engage the community by building partnerships and strengthening relationships and supports between schools and communities [Section 4108(5)(H)];
- be consulted in the development of needs and assets analysis for the Promise Neighborhoods Program [Section 4624(a)(4)(B)]; and/or
- be included in an applicant's explanation of how a Promise Neighborhood will establish and continue family and community engagement including involving representative participation from the neighborhood, among other activities [Section 4624(a)(9)(A)].

Additionally, Full-Service Community Schools applications that include broad stakeholders – which may include LEAs – receive priority [Section 4625(b)(2)].

Read the full text
of the law at [www.
ed.gov/essa?src=rn](http://www.ed.gov/essa?src=rn).

