

**The Every Student Succeeds Act (ESSA)  
Stakeholder Engagement Provisions**

Below is a summary of key stakeholder engagement provisions in the Every Student Succeeds Act (ESSA). Read the complete Act at [here](#).

**State Title I Plans:** State Title I plans must be “developed by the state educational agency (SEA) with timely and meaningful consultation with the governor; members of the state legislature and state board of education (if the state has a state board of education); local educational agencies (including those located in rural areas); representatives of Indian tribes located in the state; teachers, principals and other school leaders; charter school leaders (if the state has charter schools); specialized instructional support personnel, paraprofessionals, administrators and other staff; and parents” – § 1111(a)(1)(A)

**School Support and Improvement Activities:** Based on a state’s accountability system, states must identify schools in need of comprehensive support and improvement and schools in need of targeted support and improvement. For each school that is identified in need of either comprehensive or targeted support, shall locally develop and implement an improvement plan “in partnership with stakeholders (including principals and other school leaders, teachers, and parents) to improve student outcomes” – § 1111(d)(1)(B) and § 1111(d)(2)(B)

**Annual State Report Cards:** States and school districts are required to provide widely accessible report cards on how schools are performing. State and local report cards must include information such as graduation rates, attendance and student achievement levels. The state report card must be “developed in consultation with parents.” Furthermore, both state and local report cards must be “concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.” § 1111(h)(1)(B) and § 1111(h)(2)(B)

**Local Educational Agency (LEA) Title I Plans:** Each local education agency (LEA) must have a local plan approved by the SEA that “is developed with timely and meaningful consultation with teachers, principals and other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part” – § 1112(a)(1)(A)

**Local Flexibility Demonstration Agreement:** LEAs that desire to participate in the demonstration program included in ESSA—which allows LEAs to develop and implement a school funding system based on weighted per-pupil allocations—must provide “an assurance that the local educational agency will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), administrators of federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders” – § 1501(d)(1)(G)

**Title II State Applications:** In developing an application for Title II funds, a state must “meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a state that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title,” as well as describe how the state will use data and “ongoing consultation” with the above stakeholders to continually update and improve the activities supported – § 2101(d)(3)(A) and § 2101(d)(2)(K)

**Title II Local Applications:** In developing an application for Title II funds, LEAs must “meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title,” as well as describe how the LEA will use data and “ongoing consultation” with the above stakeholders to continually update and improve activities supported under this part – § 2102(b)(3)(A) and § 2102(b)(2)(D)

**State and Specially Qualified Title III Plans:** These Title III plans must provide an assurance that “the plan has been developed in consultation with local educational agencies, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders” – § 3102(d)(3)(G)

**Title III Local Plans:** Each eligible entity shall offer assurance that, among other things, it “consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing” its plan – § 3116(g)(4)(C)

**Local Title IV Part A Applications:** A local educational agency, or consortium of such agencies, shall develop applications through “consultation with parents; teachers; principals and other school leaders; specialized instructional support personnel; students; community-based organizations; local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency or local public housing agency); Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable); charter school teachers, principals and other school leaders (if such agency or consortium of such agencies supports charter schools); and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart.” In addition, the LEAs shall engage in “continued consultation” with the entities described above “in order to improve the local activities in order to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs and activities being conducted in the community” – § 4106(c)(1&2)

**State Title IV Part B Applications:** A state’s application for Title IV Part B funds must, among other things, provide “an assurance that the application was developed in consultation and coordination with appropriate state officials, including the chief state school officer and other state agencies administering before and after school (or summer recess) programs and activities; the heads of the state health and mental health agencies or their designees; statewide after-school networks (where applicable); and representatives of teachers, local educational agencies and community-based organizations,” as well as “a description of any other representatives of teachers, parents, students or the business community that the state has selected to assist in the development of the application, if applicable” – § 4203(a)(12)(A&B)