



NATIONAL CONFERENCE OF STATE LEGISLATURES

LEGISLATIVE TRACKER (DECEMBER 1, 2015)

**NATIONAL CONFERENCE
of STATE LEGISLATURES**

The Forum for America's Ideas

As of Dec. 1, 2015, all 50 states, the District of Columbia and Puerto Rico have convened or adjourned the 2015 legislative session. View the full [2015 legislative calendar](#) for all states and the territories, including targeted adjournment dates, on NCSL's website.

As of Dec. 1, 2015, 229 bills have been located relating to family engagement and education; this summary will be continuously updated throughout the 2015 legislative session. For a categorical description of family engagement-related bills see the [2015 Legislation Table](#).

Selected Prefiled and Introduced 2015 Legislation on Family Engagement and Education

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
|--------------------|-------------|------------------|----------|---------------------|---|
| Alabama | H 213 | | Butler | Failed | Provides that the liberty of a parent to direct the upbringing, education and care of a child is a fundamental right; prohibits the state or any agency or locality from infringing on this fundamental right without demonstrating that its governmental interest is of the highest order. |
| Alabama | S 99 | | Ross | Failed | Relates to universal prekindergarten; contains a clause for enhancing the child's development in all settings by collaborating with providers of parent education and family support opportunities. |
| Alabama | S 179 | H 155 | Pittman | Enacted | Creates an appropriation for the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. |
| Arizona | H 2246 | | Ackerley | Failed | Requires the district to provide the following information to parents: their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA), techniques for enhancing the child's learning in the home, encouragement for the |

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| | | | | | development of parenting skills, promotion of communication between the home and school, increasing access to community and support services among others. |
| Arizona | H 2668 | | Bolding | Failed | Establishes a high-quality school readiness program that uses an evidence-based curriculum aligned with state standards that incorporates family engagement, including ongoing communication between the home and school and parent education opportunities based on each family's circumstances. |
| Arizona | S 1458 | | Ward | Failed | Relates to schools and academic standards; requires certain schools to implement a parental involvement strategy to be included in the school improvement plan. |
| Arkansas | H 1541 | | Tucker | Failed | Ensures state-funded prekindergarten programs follow best practices, including family engagement and staffing qualifications. |
| Arkansas | H 1827 | | Lowery | Failed | Creates the Parents' Bill of Rights; prohibits certain actions by governmental entities; specifies rights reserved to a parent or custodian; clarifies the obligations of school districts and charter schools; and prohibits certain actions without consent of a parent or guardian. |
| Arkansas | S 656 | | J. Hutchinson | Failed | Proposes a grant for statewide after-school literacy, nutrition, home visiting and early childhood programs to be administered by Save the Children for low-income, at-risk children. |
| California | A 93 | | Weber | Enacted | Appropriates funding for a supplemental family literacy grant. |
| California | A 103 | | Weber | Pending-carryover | Includes appropriations for a preschool grant program, with specific mention of in-service and parent training component. |

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| California | A 188 | | Garcia | Pending-carryover | Amends existing law that requires the State Department of Education to contract with local contracting agencies for alternative payment programs that are intended to allow for maximum parental choice in child care. |
| California | A 427 | | Weber | Pending-carryover | Concerns early primary programs and encouragement of parental involvement. |
| California | A 575 | S 499 (Liu) | O'Donnell | Pending-carryover | Requires the governing board of each school district, county board of education and charter school to adopt and implement a locally defined negotiated best practices teacher evaluation system. Contains provisions for parental involvement. |
| California | A 598 | | Rendon | Pending-carryover | Requires the superintendent, with funds appropriated for this purpose, to contract with entities organized under law to operate family child care home education networks that support educational objectives for children in licensed family child care homes that serve families eligible for subsidized child care; relates to parental involvement and education. |
| California | A 600 | | Alejo | Pending-carryover | Relates to education of migrant students; contains provision on parental involvement in advisory councils and development of migrant education plan. |
| California | A 1025 | | Thurmond | Pending-carryover | Relates to the Pupil Health and Interventions pilot program; integrates mental health, special education and school climate interventions, following a multi-tiered framework and provides strategies and practices that ensure parent engagement with the school; and provides parents with access to resources that support their children's educational success. |
| California | A 1112 | | Lopez | Pending-carryover | Requires each regional consortium to implement a plan to better provide adults in the region with parenting education, including, parent cooperative preschools and classes in child |

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| | | | | | growth and development and parent-child relationships, and family literacy education. |
| California | A 1133 | | Achadjian | Pending-carryover | Requires the State Public Health Officer to establish a pilot program, the School-Based Early Mental Health Intervention and Prevention Services Support, to provide outreach, free regional training and technical assistance for local education agencies that provide mental health services at school sites; and requires parental involvement through conferences. |
| California | A 1226 | | Chavez | Pending-carryover | Relates to school accountability and teacher development; specifies parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site and including how the school district will promote parental participation in programs. |
| California | A 1314 | | Thurmond | Pending-carryover | Enacts the Child Care and Development Services Act to provide a comprehensive, coordinated and cost-effective system of child care and development services for children from infancy to age 13 and their parents; requires programs to provide age and developmentally appropriate programs designed to facilitate the transition to kindergarten for 3- and 4-year-olds in educational development, health services, social services, nutritional services, parent education and parent participation, evaluation and staff development. |
| California | S 69 | | Leno | Pending-carryover | Pertains to the funding of an American-Indian early childhood education program, with specifics on family literacy supports. |
| California | S 94 | | Senate Budget and Fiscal | Pending-carryover | Relates to underserved areas in regard to publicly subsidized child care and developmental programming services. |

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| | | | Review Committee | | |
| California | S 114 | | Liu | Pending-carryover | Relates to agreements for joint use and operations of school facilities that provide for extended hours of use for pupils, families and the community; integration of libraries; early childhood education; child care centers; senior centers; outdoor recreation or environmental education; arts education; and career technical education and adult education offerings for pupils and community members. |
| California | S 118 | | Liu | Pending-carryover | Relates to school-based health centers as a foundation for the formation of a community school strategy to provide wraparound services to students and their families. |
| California | S 403 | | Liu | Pending-carryover | Creates community schools to coordinate educational, developmental and family engagement and support, before- and after-school programs, health services during school and non-school hours for pupils, families and local communities at a public school with the objectives of reducing absenteeism; increasing pupil engagement and connectedness; improving academic achievement; building stronger relationships between schools, pupils, parents and communities; and improving the skills, capacity and well-being of the pupils, families and surrounding community residents. |
| California | S 451 | | Lara | Enacted | Requires educational counseling to include academic counseling in specified areas and also requires development and implementation, with parental involvement of the pupil's immediate and long-range educational plans. |
| California | S 460 | | Allen | Pending-carryover | Prioritizes parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site and |

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| | | | | | including how the school district will promote parental participation in programs for pupils and individuals with exceptional needs. |
| Colorado | H 1221 | | Buckner | Failed | Establishes the Parental Involvement in K-12 Education Act, stating that an employer of at least 50 employees must provide its employees up to six hours in any one-month period, up to 18 hours per academic year, of leave from work to attend a child's academic activities. The act applies only to parents of children in kindergarten through grade 12 and parent-teacher conferences or meetings related to special education services, interventions, dropout prevention, attendance, truancy or disciplinary issues. |
| Colorado | H 1321 | | Pettersen | Enacted | Relates to rural schools; identifies a school employee to act as a point of contact for parent engagement training and resources. |
| Colorado | S 77 | | Neville | Failed | Pertains to development of a parent involvement policy designed to promote parent involvement; will improve parent and teacher cooperation in the areas of homework, discipline, and attendance; provides parents with access to test results and school curricula. Labeled the Parents' Bill of Rights. |
| Colorado | S 264 | | Johnston | Enacted | Relates to a parent involvement in education grant program; provides rules, funds and reports. |
| Connecticut | H 6834 | | Joint Committee on Education | Enacted | The commissioner of education is to annually create a strategic school profile report for each school under its jurisdiction; contains provisions for parental involvement and monitoring. |
| Connecticut | H 7018 | S 1058 (Enacted) | Joint Committee on Education | Enacted | Establishes standards for school readiness programs; includes guidelines for parental involvement; among others. |

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| Connecticut | H 7023 | | Joint Committee on Education | Enacted | Relates to a summer learning program; provides a minimum of 240 hours of educational, enrichment and recreational activities during the summer recess period for public schools and includes small group instruction in literacy and math for children in grades kindergarten to 12, inclusive; and includes a parental involvement component. |
| Connecticut | S 34 | | Frantz | Failed | Concerns greater parental involvement in the process after school bullying has been alleged. |
| Connecticut | S 321 | | Looney | Failed | Establishes an infant and toddler education and development program for parents to reduce mortality rates in children, increase the learning abilities of young children and provide the resources necessary to positively impact the local community. |
| Connecticut | S 795 | | Bye | Failed | Concerns development and implementation of a two-generational school readiness and workforce development plan that includes early learning programs, adult education, job training and other services. |
| Connecticut | S 841 | | Joint Committee on Children | Enacted | Creates a partnership between the Office of Early Childhood and the Department of Children and Families to design and implement a public information and education campaign on children's mental, emotional and behavioral health issues; provides strategies, information and resources to parents in these areas. |
| Connecticut | S 925 | | Joint Committee on Children | Enacted | Establishes a home visitation program consortium to oversee implementation of the recommendations for coordination of home visitation programs and to ensure continued collaboration of home visitation programs within the state in order to improve the services offered to vulnerable families with young children. |

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| Connecticut | S 1058 | | Joint Committee on Education | Enacted | Concerns chronic absenteeism and parental involvement; establishes programs and relationships with schools, individuals, public and private agencies, and other organizations to provide services and support for parents, guardians and children participating in the clinics. |
| Connecticut | S 1099 | | Joint Committee on Education | Failed | Concerns establishment of a commission to develop a vision and strategic plan for the Connecticut education system; establishes a Planning Commission for Education to develop and ensure implementation of a strategic master plan for public education; specifies parental engagement. |
| Connecticut | S 1101 | | Joint Committee on Education | Enacted | Relates to early childhood education; provides grants to establish new or expand existing local family literacy programs that provide services for children and the parents or guardians of such children; develops and implements best practices for parents in supporting preschool and kindergarten student learning. |
| Florida | H 425 | | McGhee | Failed | Relates to the education of children with disabilities; involves guarantees of parental participation and data access. Also includes safeguards for the parent(s) who request an independent evaluation of their child, allows examination of all records, allows representation by legal counsel, and requires they be notified of changes to the student's individual education plan. |
| Florida | H 1145 | S 1448 and S 1552 | Sprowls | Failed | Provides that parents of certain public school students may use the Florida Personal Learning Scholarship Accounts Program to seek private educational choice options; requires that specified financial information be included in a school financial report and that the parent guide or a similar publication include the financial report. |

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| Florida | H 7017 | S 7006 (Senate) Education Committee | House Education Committee | Failed | Specifies certain requirements and provisions related to Voluntary Prekindergarten Education Programs or school readiness programs and also details expectations for parent engagement in school. |
| Florida | S 518 | H 483 (M. Jones) | Gibson | Failed | Requires the early learning coalition to provide each parent enrolling a child in the Voluntary Prekindergarten Education Program with a profile of every private prekindergarten provider and public school delivering the program within the county where the child is being enrolled. |
| Georgia | HR 559 | | Hugley | Enacted | Recognizes a premiere family engagement initiative that is designed to promote the importance of partnerships among parents, teachers and school administrators. |
| Georgia | HR 680 | | Stovall | Enacted | Recognizes a parent liaison position for empowering parents and facilitating workshops to increase involvement. |
| Georgia | S 124 | | Fort | Pending- carryover | Creates the Unlocking the Promise Community Schools Act; develops a grant program for which each applicant shall demonstrate how it will transition to positive discipline practices, more engaging and relevant curriculum and transformative parent engagement including programs that promote parental involvement, family literacy, parent leadership development and education activities. |
| Georgia | S 133 | | Miller | Enacted | Relates to the Education Coordinating Council; provides for establishment of the Opportunity School District; provides for rating of schools; and relates to parental involvement strategies. |
| Hawaii | H 820 | S 844 (Kidani) | Takumi | Enacted | Establishes the Executive Office on Early Learning Prekindergarten Program. The goal is to engage families in recognition of their need to actively support their child's learning and development, including classrooms that make families feel welcome, communication with families on an |

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| | | | | | ongoing basis, the promotion of responsible parenting, and involvement in decisions that affect families and their children. |
| Hawaii | H 1499 | S 1337 (Ruderman) | Matsumoto | Pending-carryover | Establishes within the State Department of Education a statewide literacy program to help increase Hawaii's literacy rates and benefit Hawaii's children and families. The department is to administer the literacy program. |
| Hawaii | S 863 | | Kidani | Pending-carryover | Establishes the Executive Office on Early Learning prekindergarten program, to be administered by the Executive Office on Early Learning and provided through public schools. Through various family engagement strategies, high-quality programs can better engage families in their children's learning, especially in acquiring the skills associated with kindergarten readiness. |
| Hawaii | S 981 | S 1245 (Green) | Chun Oakland | Pending-carryover | (Keiki Caucus) Appropriates funds to continue administration of the Hawaii home visiting program, a hospital-based early identification system designed to enhance health and safety outcomes and prevent child abuse and neglect and ensure continuation of home visiting services in certain priority high-risk neighborhoods. |
| Idaho | H 270 | | House Education Committee | Failed | Establishes the at-home school readiness pilot program authorizing the state Department of Education to contract with an early education technology provider selected through a procurement process in compliance with state law to provide a home-based educational technology program for literacy and numeracy instruction. |
| Idaho | S 1087 | | Senate Education Committee | Enacted | Pertains to charter schools; the governance structure of the public charter school including, but not limited to, the person or entity who to be legally accountable for operation of the public charter school and the process to be followed by the public charter school to ensure parental involvement. |

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| Illinois | H 816 | | Madigan | Pending-passed first committee | Requires the State Board of Education to implement and administer a grant program under the provisions of this subsection that will consist of grants to public school districts and other eligible entities, as defined by the State Board of Education, to conduct voluntary preschool educational programs for children ages 3 to 5 and that include a parent education component. |
| Illinois | H 2523 | | Hernandez | Pending | Establishes the Local School Council Certification Commission, an independent commission to provide fundamental training to members of local school councils and to certify each member. Requires the council to work with universities and other interested entities to develop and administer a required three-day training program for local school council members, among other duties. |
| Illinois | H 3295 | | C. Mitchell | Pending | To the extent resources permit, requires the Illinois department of Education to provide child care services to parents or other relatives, as defined by rule, who are working or participating in employment- or department-approved education or training programs. |
| Indiana | H 1558 | | Porter | Failed | Pertains to the development and maintenance of a model evidence-based plan for improving behavior and discipline within schools; cites parental involvement in the process and includes improving access to family strengthening programs. |
| Indiana | H 1639 | | Behning | Failed | Urges the Legislative Council to assign to the Education Study Committee the issue of whether the department should develop a program using parent and student evaluations of certificated employees to increase parent involvement. |

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| Iowa | H 428 | | Winckler | Pending-carryover | Relates to development of criteria and a process for school districts to use to establish specific performance goals and to evaluate the performance of each attendance center operated by the school district in order to arrive at an overall school performance score for each attendance center as well as for the entire school district. The criteria must include, but not be limited to: student achievement growth and parental involvement. |
| Iowa | H 658 | | House Appropriations Committee | Enacted | Creates the Early Childhood Iowa Fund to provide preschool tuition assistance, family support and educational programming. |
| Iowa | S 368 | | Mathis | Pending-carryover | Creates the School Ready Children Grants Fund; includes appropriation for parent education. |
| Kansas | H 2403 | S 273 (Senate Ways and Means Committee) | House Appropriations Committee | Pending-carryover | Relates to the Classroom Learning Assuring Student Success Act; creates future appropriations for parent education programming. |
| Kentucky | H 33 | | Kerr | Failed | Pertains to public school standards; specifically requires districts to produce report cards containing measures of school learning environment and parental involvement to be reported on an annual, large-scale basis. |
| Kentucky | H 234 | | Graham | Enacted | Requires the Early Childhood Advisory Council to, in consultation with early care and education providers, the Cabinet for Health and Family Services and others—including, but not limited to child-care resource and referral agencies and family resource centers, Head Start agencies, and the Kentucky Department of Education—develop a quality-based graduated early care and education program rating system for licensed child care and certified |

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| | | | | | family child care homes, state-funded preschool, and Head Start based on, but not limited to, family and community engagement, among others. |
| Kentucky | S 135 | | Schnikel | Failed | Establishes a system to inform parents of struggling readers of the available family literacy services within the district. |
| Louisiana | 1-2015 | | Executive Order | | Directs and orders the State Board of Elementary and Secondary Education to adhere to the legislative findings regarding parental involvement because it has been demonstrated that parental involvement in the school is directly related to better student achievement, attitudes and performance in school. |
| Louisiana | HCR 34 | | Heitmeier | Enacted | Requests the Department of Health and Hospitals, the Department of Education, the Medicaid managed care plans and representatives of the Whole Child Initiative to work together to develop a plan to implement the Whole School, Whole Community, Whole Child model developed by the Centers for Disease Control and Prevention. |
| Maine | H 376 | | Maker | Pending-passed first chamber | Appropriates funds to the Department of Health and Human Services for home visiting services to provide essential child development education and skill development for new parents. |
| Maine | H 702 | | Rotundo | Enacted | Provides appropriations to programs that promote family engagement and family literacy. Also relates to community schools. |
| Maine | S 336 | | Millett | Failed | Relates to community providers; includes provisions on early childhood education, family literacy services, teacher home visits, parent education and leadership training. |
| Maine | S 390 | | Breen | Failed | Creates the Study Commission on the Social Emotional Learning and Development of Maine's Young Children to promote the social-emotional learning and development of |

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| | | | | | young children and reduce expulsions in early child care and education settings; contains provisions for parent education. |
| Massachusetts | H 1 | H 3400 and S 3 | Office of the Governor | Pending-passed first committee | Relates to creating grants to provide coordinated family and community engagement services at the local level; provides that services may include, but not be limited to, individual or community-wide early literacy activities, family education and engagement initiatives; coordination of services among community-based programs serving families; and collaborative activities among and between public schools or community-based early education and care providers and families. |
| Massachusetts | H 98 | | Kulik | Pending-passed first committee | The Children's Trust Fund shall collaborate with child-serving agencies to coordinate and deliver evidence-based and promising practices in home visiting services to eligible families. Evidence-based programs must have comprehensive home visiting standards that ensure high-quality service delivery and continuous quality improvement. |
| Massachusetts | H 136 | S 280 (Eldridge) | Ultrino | Pending | Establishes a special commission on two-generation approaches to study and make recommendations concerning implementation of two-generation systems in Massachusetts, as defined by focusing on creating opportunities for and addressing needs of both vulnerable parents and children together. |
| Massachusetts | H 444 | | Moran | Pending | Relates to narrowing the achievement gap; requires the superintendent to address social service and health needs of students and their families at the school, to help students arrive and remain at school ready to learn. Provides, however, that this may include mental health and substance abuse screenings; improve or expand child welfare services; improve workforce development services provided to |

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| | | | | | students and their families at the school, to provide students and families with meaningful employment skills and opportunities; and address achievement gaps for limited English-proficient, special education and low-income students. |
| Massachusetts | H 464 | | Peisch | Pending | Relates to student achievement improvement; turnaround plans are to include measurable annual goals, including, but not limited to, family engagement. |
| Massachusetts | HD 615 | | Garry | Pending | Increases parental involvement with childcare. |
| Massachusetts | S 251 | | Chang-Diaz | Pending-passed first committee | Specifies an individualized family engagement plan that sets forth responsibilities of the parent, student and teacher. |
| Massachusetts | S 327 | | Petrucelli | Pending | Relates to narrowing the achievement gap; assesses schools across multiple measures of performance and student success; requires that the priority plan shall include measurable annual goals for parent and family engagement. |
| Michigan | H 4115 | | Pscholka | Enacted | Provides funding for the 2015-2016 academic year to conduct parent education pilot programs for parents of children younger than age 4 so that children are developmentally ready to succeed when they enter school. |
| Minnesota | H 1 a | | Loon | Enacted | Evaluates communities' needs for local wraparound services and provides funding to schools for programs that promote parental involvement and family literacy. Details provisions for community schools. |
| Minnesota | H 46 | S 6 (Hoffman) | Murphy | Pending-carryover | Pertains to universal preschool for four-year old students with certain provisions: programs must offer comprehensive family services including developmental, behavioral, and health screening. |
| Minnesota | H 151 | | Mullery | Pending-carryover | Creates the Success for All program for the purposes of community revitalization and breaking cycles of poverty |

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| | | | | | through the establishment of a comprehensive cradle-to-career network of evidence-based support services designed to improve the education, health, safety, and economic development of residents by providing and coordinating a continuum of support services. |
| Minnesota | H 739 | S 788 (Torres Ray) | Davnie | Pending-carryover | Pertains to provision of universal preschool for 4-year-olds; programs must offer comprehensive family services including developmental, behavioral and health screening. |
| Minnesota | H 1052 | S 1157 (Torres Ray) | Wills | Pending-carryover | Makes an appropriation for creation of online information and resources for parents of young children to facilitate partnerships with community organizations. |
| Minnesota | H 1094 | | Mullery | Pending-carryover | Requires a district that levies for home visiting to use this revenue to include, as part of the early childhood family education programs, a parent education component that is designed to reach isolated or at-risk families. The home visiting program must incorporate evidence-informed parenting education practices designed to support the healthy growth and development of children, with a priority of reaching those children who have high needs at as early an age as possible; establish clear objectives and protocols for home visits; encourage families to make a transition from home visits to site-based parenting programs; and provide program services that are community-based, accessible and culturally relevant. |
| Minnesota | H 1153 | | Mullery | Pending-carryover | Connects eligible families to additional resources available in the community, including early care and education programs, health or mental health services, family literacy programs, employment agencies, social services and child care resources and referral agencies. |

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| Minnesota | H 1709 | S 1206 (Davnie) | Murphy | Pending-carryover | Relates to full-service community schools; includes parental involvement programs that promote family literacy, including the Reading First and Early Reading First programs. |
| Minnesota | H 1930 | S 1781 (Pappas) | Hamilton | Pending-carryover | Relates to education; provides for a program to engage Hmong and Southeast Asian children and families in accessing early childhood care and education, early childhood health and developmental screening, and reading assessments. |
| Minnesota | H 2098 | | Ward | Pending-carryover | Provides grants to family child care sponsoring organizations for training and technical assistance on dietary guidelines, farm to child care, and parent engagement, Appropriates fund to the Department of Education for technical support focusing on nutrition education for child care providers including training on the new child and adult care food program meal patterns, dietary guidelines, farm to child care, and parent engagement. |
| Minnesota | H 2226 | | Murphy | Pending-carryover | Relates to early childhood education family programs to educate parents and other relatives about the physical, cognitive, social and emotional development of children; to enhance the skills of parents and other relatives in providing for their children's learning and development, including structured learning activities that require interaction between children and their parents or relatives; encourages a digital home visiting program. |
| Minnesota | H 2333 | | Selcer | Pending-carryover | Provides for funding and policy in early childhood, kindergarten through grade 12 and adult education; includes provisions for conducting a needs assessment of parental involvement in the community. |
| Minnesota | S 278 | H 332 (Runbeck)- | Chamberlain | Pending-carryover | Modifies childhood literacy provisions; requires school districts to adopt a local literacy plan to have every child reading at or above grade level no later than the end of |

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| | | passed first committee | | | grade three, and substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent, that establish achievement goals and responsibilities of the learner and the parent or guardian. |
| Minnesota | S 811 | H 844 (Loon)-passed second committee | Wiger | Failed | Relates to parent engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade. |
| Minnesota | S 1218 | | Limmer | Enacted | Contains provisions for early childhood family education programs. |
| Minnesota | S 1276 | H 1676 (Kelly) | Pappas | Pending-carryover | Establishes a program to support coordinated, aligned educational partnerships as specified in this section, for a comprehensive network of evidence-based support services designed to close opportunity gaps by improving educational and developmental outcomes of children and their families within defined geographic areas that experience poverty and impediments to economic viability. |
| Minnesota | S 1495 | H 1591 | Wiger | Pending-carryover | Amends family eligibility for the Early Learning Scholarship to include parents who are pursuing a college degree. |
| Mississippi | HR 36 | | Gipson | Enacted | Recognizes Mississippi's unwavering commitment to education in the designation of the week of May 11-15, 2015, as Mississippi Home Education Week in the state of Mississippi. |
| Mississippi | H 197 | | Dickson | Failed | States that the purpose of the Mississippi Foundation for Early Childhood Development is to identify cost-effective ways to deliver quality early care and education experiences and parent education for families whose children are at risk of being unprepared for school. Requires the foundation to develop infrastructure supports and accountability |

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| | | | | | measures to increase the quality of early care and education settings and to build community capacity for school readiness. |
| Mississippi | H 376 | | Scott | Failed | Requires every parent or guardian of a child to participate in one supportive service for the school district, such as assisting at the bus stop, working the concession stand for an athletic event, chaperoning a school sponsored event, serving in the Parent Teacher Association, or serving as a mentor, resource officer or tutor. |
| Mississippi | H 774 | | Holloway | Failed | Encourages parental involvement and accountability in the public schools; sets standards for parental accountability and specifies causes for student underachievement; and provides strategies to improve student achievement through required shared information. |
| Mississippi | S 2023 | | Simmons | Failed | Establishes a Motivating Parents and Children (MPAC) pilot program within the State Department of Education for the purpose of making grants to school districts that provide parental involvement services to families of compulsory school-age children residing in such school districts; authorizes the State Department of Education to develop and implement the MPAC pilot program. |
| Mississippi | S 2074 | | Fillingane | Failed | Details a plan to include assistant teachers in every kindergarten through fourth grade classroom and provides options for prekindergarten including requirements for parental involvement opportunities. Also involves the inclusion of research-based curriculum for prekindergarten programs. |
| Mississippi | S 2075 | | Butler | Failed | Increases funding for the second and third phases of the Early Learning Collaborative Act of 2013. Provides comprehensive and educational services to parents in their roles as the primary caregivers and educators of their |

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| | | | | | students. Funding will be used to improve accountability and effectiveness of the Early Learning Collaborative. |
| Missouri | H 2 | | Flanigan | Enacted | Relates to education appropriations; provides parent education in conjunction with the Early Childhood Education and Screening Program. |
| Missouri | H 42 | | D. Wood | Failed | Specifies family literacy programs as services of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in families. |
| Missouri | S 1 | H 135 (Rowand) and S 22 (Chapelle-Nadal) | Pearce | Failed | Pertains to family literacy programs including interactive literacy ideas between parents and their children, training of parents regarding how to be the primary teacher of their children and full education partners, parent literacy training leading to high school completion and economic self-sufficiency, and age-appropriate education to prepare children to succeed in school. Also creates funding for a Parent Portal, an electronic database. |
| Missouri | S 49 | | Sifton | Failed | Establishes the Missouri Parent/Teacher Involvement Program and Fund to provide grant awards to schools in which a majority of school staff, including administrators, teachers, counselors, and other support staff, agree to develop and build trusting relationships between families and school staff, thereby increasing communication and accountability, with the goal of improving the academic and social success of pupils. Requirements include home visits and effective communication strategies. |
| Missouri | S 58 | | Dixon | Enacted | Pertains to funding for increasing parental involvement in their child's education and establishing family schools whereby such schools adopt proven models of one-stop state services for children and families. |
| Montana | H 4 | | Ballance | Enacted | Relates to appropriations; provides funding for the early childhood home visiting program. |

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| Nebraska | L 371 | | Sullivan | Pending-carryover | Creates the Nebraska Council for Educational Success charged with the specific duty to strengthen mechanisms to increase constructive parental involvement that improves the educational outcomes. |
| Nebraska | L 379 | | Bolz | Failed | Establishes the Expanded Learning Opportunity Grant Program Act to promote academic achievement outside of school hours in high-need school districts by providing community, school and family partnerships and programs that provide families and their children the supports they need to be successful. The program provides grants to community-based programs offering such partnerships and programs. |
| Nebraska | L 519 | | Sullivan | Enacted | Relates to school and student aid, grants and assistance; provides expanded learning opportunity programming for applicants demonstrating provision of family literacy and parental involvement. |
| Nebraska | L 525 | | Sullivan | Enacted | Establishes that the State Department of Education will create and operate the Nebraska Early Childhood Professional Record System; contains provisions for parental involvement at school and district levels. |
| Nebraska | L 592 | | Bolz | Pending-carryover | Requires the Department of Correctional Services to implement a program to provide adult correctional facilities with an evidence-based program of parent education, early literacy, relationship skills development and re-entry planning that involves family members of incarcerated parents prior to their release. |
| Nebraska | L 617 | | Larson | Pending-carryover | Relates to literacy for students in kindergarten through grade three; includes provisions for strategies for parents to use at home to help the child succeed in reading. |

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| Nevada | A 30 | | Assembly Education Committee | Enacted | Requires the principal of applicable schools to prepare a plan designed to improve the achievement of the pupils in their school. Specifically, requirements pertain to developing strategies and practices designed to improve and promote effective involvement and engagement with parents and families. |
| Nevada | A 291 | | Diaz | Failed | Makes an appropriation to early childhood education; stipulates the longitudinal measures of parental involvement in the early childhood education program before and after the participants complete the program. |
| Nevada | A 303 | S 290 (Hammond) and S 474 | Jones | Failed | Concerns training for teachers and paraprofessionals to work with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement. |
| Nevada | A 448 | | Assembly Education Committee | Enacted | Relates to formation of the Achievement School District converting underperforming schools into charter schools; reviews research and best practices related to family engagement. |
| Nevada | S 25 | | Senate Education Committee | Enacted | Establishes an Advisory Council on Parental Involvement and Family Engagement; prescribes composition of council and required duties. |
| Nevada | S 77 | | Senate Education Committee | Failed | Applies to new charter schools; designed to improve and promote effective involvement and engagement by parents and families of pupils enrolled in the school that are consistent with the policies and recommendations of the Office of Parental Involvement and Family Engagement. |
| Nevada | S 92 | | Senate Education Committee | Enacted | Amends the Office of Parental Involvement and Family Engagement duties to include: reviewing and evaluating schools' and districts' programs relating to parental involvement and family engagement; including developing a |

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| | | | | | list of proven and effective practices in engaging and re-engaging parents and families, the establishment of a statewide training program, and to provide schools and districts with information on grants available to professional development to educators, leadership and volunteer training for parents and families, family literacy training, home visitation programs, and other innovative programs. |
| Nevada | S 405 | S 430 (Senate Finance Committee) | Denis | Enacted | Expands the Zoom Schools program and provision of programs and services to children who are limited English proficient (LEP). Engages and involves parents and families of LEPs, including increasing effective communication with and outreach to parents and families to support the academic achievement of these pupils. |
| Nevada | S 474 | | Senate Finance Committee | Enacted | Creates the Great Teaching and Leading Fund; provides training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement. |
| Nevada | S 514 | | Senate Finance Committee | Enacted | Provides funding to support parental involvement and family engagement in schools. |
| Nevada | S 515 | | Senate Finance Committee | Enacted | Develops statewide performance and outcome indicators to measure the effectiveness of early childhood education programs; contains provision of longitudinal monitoring of parental involvement. |
| New Hampshire | H 375 | | Berrien | Failed | Requires school districts and state agencies that offer parenting education programs to include instruction promoting effective forms of child discipline and also describing the deleterious effect of corporal punishment on child behavior, development and education. |

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| New Jersey | A 1992 | | Watson-Coleman | Pending-carryover | Relates to parental involvement; removes a potential barrier to parents who seek to become more actively involved in their child's schooling and academic career. |
| New Jersey | A 2732 | | Burzichelli | Pending-carryover | Relates to student evaluations by teachers; incorporates a means to quantify the impact parental involvement on a student's achievement. |
| New Jersey | S 3245 | A 4693 (Green) | Bateman | Pending-passed first committee | Relates to student chronic absenteeism (10% of total school attendance days); requires Commissioner of Education to report on absenteeism and disciplinary suspensions. |
| New Mexico | H 100 | S 100 (Burt) | Larrañaga | Failed | Relates to parent training and information centers designed to increase parent participation, projects and initiatives designed to improve outcomes for students with disabilities and other projects and initiatives relating to administration of improvement strategy programs. |
| New Mexico | H 451 | | W. Martinez | Failed | Establishes the Pre-Kindergarten Act to provide preschool services for children age 3 and older; establishes the professional development council; and establishes a grant program for schools that provide family engagement and student recruitment, including parent education on child care subsidy eligibility and parent education services. |
| New Mexico | H 525 | | J. Hall | Failed | Establishes a community schools initiative to include the following core set of strategies: extended learning programs, including before- and after-school programs as well as summer programs; school-based or school-linked health care; and family engagement and support services. |
| New Mexico | S 224 | | Stewart | Failed | Creates funding for the Children, Youth and Families Department for coordinated events around the state that offer teachers, early childhood care providers and children and their families opportunities to experience early learners' creativity and competence in learning in diverse educational |

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| | | | | | and cultural settings. As part of the appropriation, the Department shall develop a website, webinars, and other resources to support the purposes of this section. |
| New Mexico | S 378 | | Sapien | Failed | Relates to teacher evaluation; includes parental involvement as part of a teacher's professional development. |
| New Mexico | S 561 | H 495 (Roybal Caballer) | Candelaria | Failed | Enacts the Preschool Program Act dictating that each preschool program shall have a strong parental involvement component, a staff development component and a procedural process to enable the department to monitor and evaluate the preschool program. |
| New Mexico | S 607 | H 547 (Maez) | Morales | Failed | Creates the Even Start Family Literacy Program in the Early Learning Department to provide funding for preschool reading readiness and parenting education. The purpose of the program is to support the educational and developmental needs of children in preschool or prekindergarten; address cultural diversity; and provide family support that leads to improved literacy, improved ability for students to succeed in school and economic self-sufficiency. Includes home visiting programming. Priority for funding is to be provided to those public schools with the highest proportion of limited English proficient students, students living in poverty and Native American students. Contains benchmarks and performance standards, guidelines for program approval and funding approval criteria. |
| New Mexico | S 640 | | Stewart | Failed | Pertains to a new public school funding formula with specific solicitation of parental involvement in the budget process. |
| New York | A 1638 | S 1494 (Parker) | Pretlow | Pending | Amends the Education Law; establishes family literacy programs for economically disadvantaged families living in poverty areas or areas with low-performing public schools; provides for competitive matching grants to establish a |

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| | | | | | comprehensive program; requires commissioner of education to submit an annual report to the governor and legislature. |
| New York | A 1708 | | Pretlow | Pending | Requires the commissioner to award annual grants for approved expenses for library-based family literacy programs for preschool and school age children and their parents conducted by public library systems and public libraries and free association libraries that are members of a public library system. |
| New York | A 3190 | | Peoples-Stokes | Pending | Creates the Parent Empowerment Pilot Program, which permits the parents of pupils attending a persistently lowest-achieving school to choose an education intervention model (turnaround, restart, transformation, or closure) that best fits their needs and the needs of their community. |
| New York | A 4494 | | Clark | Pending | Provides for parental involvement by creating and implementing plans for engaging families in his or her child's early education, including: prekindergarten orientation; parenting workshops on child development; special classroom events; parent meetings regarding his or her child's individual needs and progress; and other activities that encourage families to participate as volunteers or observers. |
| New York | A 4513 | | Clark | Pending | Establishes the State Office of Prekindergarten and Early Learning Education to ensure the integration and coordination of early education curriculum and comprehensive family engagement across education agencies and programs. The office will make family and community development efforts to ensure quality of prekindergarten and early education programs. |
| New York | A 4550 | | Clark | Pending | Establishes a Parent Awareness Week in all school districts. Includes programs and practices that enhance parental |

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| | | | | | involvement and reflect the specific needs of students and their families. Requires the department to develop and implement a uniform program for all public schools in the state that will provide the minimum standards each school must meet with regard to the processes for how schools report and notify parents of students' educational progress, unexcused absences and standardized test results. |
| New York | A 5522 | S 2862 (Parker) | Solages | Pending | Establishes the Childcare and Early Education Sector on the Economy Act to study the economic impact on the state economy of quality child care and early education programs for children ages birth to four, and of after-school programs for children ages 5 to 12. |
| New York | A 6624 | | Clark | Pending | Creates the Joint Legislative Committee on Early Childhood and Learning and issues duties of the committee. |
| New York | A 6791 | S 5447 (Stewart-Cousins) | Peoples-Stokes | Pending | Establishes the Community Schools Act; authorizes the commissioner to award grants for community schools programming; appropriates funds. Includes programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs. |
| New York | A 7225 | S 1933 | Robinson | Pending | Relates to establishing full-service community schools to improve student outcomes through a systematic effort designed to coordinate educational programs with essential health, mental health and enrichment services and facilitate parental involvement in their children's education. |
| New York | S 674 | A 2482 (Kim) | Parker | Pending | Enacts the Parental Involvement Leave Act, requiring employers to grant employees up to 16 hours of leave during any school year to attend school conferences or classroom activities related to the employee's child if the conference or activity cannot be scheduled during non-work hours. |

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| New York | S 711 | A 2682 | Serrano | Pending | Establishes the Education Equity Act requiring school districts to provide language assistance to the parents of ELLs; creates an annual language assistance plan to assess language needs in the district; requires annual reporting; and the development of a webpage detailing the translation services available to parents. |
| New York | S 936 | A 5035 (Perry) | Parker | Pending | Establishes a parent training center to design and implement programs for parental engagement within public schools. Specifically, conducts training and support programs in order to increase parents' capacity to participate in and engage with local governance structures such as school leadership teams and parent associations. Outreach and recruitment will increase diversity and representativeness of said councils and committees. Priority is given to districts with low performance or large numbers of ELLs. |
| New York | S 965 | A 3061 (Weprin) | Montgomery | Pending | Relates to meetings of the State Board of Regents; requires parent education advocates (parent associations, parent-teacher associations, school leadership teams, presidents' councils, district leadership teams, and citywide and communitywide education councils) to be informed of meetings. |
| New York | S 1064 | A 255 (Rozic) | Parker | Pending | Requires school districts to establish a language assistance program for limited English proficient parents of students; requires record keeping and annual reporting; allows districts to jointly establish programs. |
| New York | S 1884 | A 6817 (Bichotte) | Parker | Pending | Creates the New York City Beacon Schools Act, to provide schools the structure, flexibility and support to operate under the Beacon school model. Beacon operations include: family support and engagement, community building, and developmental and academic programming. |

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| New York | S 1933 | | Parker | Pending | Establishes a full-service community school program to improve the coordination, availability and effectiveness of services for children and families; to provide new opportunities for parents/caregivers to be effective advocates for their children and to strengthen relationships between parent and school, parent and community; and to enable families to more readily participate in their child's education. |
| New York | S 2006 | A 3006 | Office of the Governor | Enacted | Relates to takeover of failing schools; converts schools to community schools to provide expanded health, mental health and other services to the students and their families. In addition, the receiver may review and, if necessary, expand, alter or replace the curriculum and program offerings of the school, including implementation of research-based early literacy programs and early interventions for struggling readers. |
| North Carolina | H 29 | | Johnson | Pending-passed first chamber | Encourages schools to include a comprehensive parental involvement program as part of their school improvement plan. |
| North Carolina | H 96 | | Hall | Pending | Pertains to charter schools; in the application process, the governance structure of the school must include the names of the initial members of the board of directors of the nonprofit, tax-exempt corporation and the process to be followed by the school to ensure parental involvement. |
| North Carolina | S 300 | | Barringer | To Governor | Stipulates that programs and plans developed by a local board of education may provide for establishment of one or more community school advisory councils for the public schools under the board's jurisdiction and for employment of one or more community school coordinators. |

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| North Dakota | H 1362 | | Wallman | Failed | Appropriates funding to the superintendent of public instruction for the purpose of providing continuum-based English language learner grants to six school districts with the largest number of ELLs. Grant recipients must commit to providing continuum-based services to families of ELLs. Services include adult English literacy programs, interactive parent and child literacy programs, and parental outreach. |
| North Dakota | S 2151 | | Flakoll | Enacted | Relates to early childhood education provider grants; incorporates within its curriculum at least 10 hours of research-based parental involvement. |
| North Dakota | S 2253 | | J. Lee | Failed | Provides an appropriation to the Department of Human Services for expanding the Healthy Families Home Visitation Program. |
| Ohio | H 2 | | Roegner | Enacted | Amends and repeals specified sections regarding governance, sponsorship and management of community schools. |
| Ohio | H 70 | H 64 (Smith) | Driehaus | Enacted | Authorizes school districts and community schools to initiate a community learning center process to assist and guide school restructuring; contains provisions for developing and approving a written parent involvement policy that outlines the role of parents and guardians in the school. |
| Ohio | H 156 | S 148 (Lehner) | Roegner | Pending | Relates to community school governance; makes provisions encouraging parental involvement in enhancing the attendance of a child at school, among others. |
| Oklahoma | H 2038 | S 286 (Pittman) | Young | Pending-carryover | Creates the Community Learning Schools Act; includes the development and approval of a written parent involvement policy that outlines the role of parents and guardians in the school. |
| Oklahoma | H 2039 | S 287 (Pittman) | Young | Pending-carryover | Creates the Community Wraparound Schools Act; directs the SBE to make grants available for sustainable schools; requires certain procedures for awarding grants; requires |

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| | | | | | covered school sites to meet certain criteria; requires the board to establish a discrimination policy; provides for technical assistance to applicants; allows for the award of Sustainable Community School Grants for planning. Grantees must report on involvement by the family with the education of the student. |
| Oklahoma | H 2157 | | Echols | Enacted | Enacts the Family Support Accountability Act; defines terms; directs departments providing home visiting services to promulgate rules; requires home visiting program to conduct visits by trained educators; prescribes programs to work in partnership; mandates program to achieve a minimum of specified outcomes; directs departments to work with listed groups for information sharing; and requires home visiting program language for contracts and grants. |
| Oklahoma | S 285 | | Ford | Enacted | Relates to development and implementation of parent education programs; relates to early childhood education programs that provide practical information and guidance to parents regarding the development of language, cognition, social skills and motor development of young children. |
| Oklahoma | S 286 | | Pittman | Pending-carryover | Creates the Community Learning Act designed to create a coordinated, community-based effort to provide educational, developmental, family, and health services to students and families. Encourages transformative parent engagement. Requires the development and approval of a written parent involvement policy that outlines the role of parents and guardians in the school. |
| Oklahoma | S 697 | | Griffin | Pending-carryover | Creates the Family Support Accountability Act; services include comprehensive home visiting; culturally relevant and developmentally appropriate strategies; connects families to support services. |

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| Oregon | H 3380 | | Komp | Enacted | Relates to preschool; provides a high-quality, culturally responsive family engagement environment that supports parents as partners in their child's learning and development. |
| Oregon | S 114 | | Dembrow | Failed | Requires the Oregon Education Investment Board, in consultation with the Early Learning Council and the Higher Education Coordinating Commission, to evaluate methods for providing the components of a two-generation strategy to address poverty. The purpose is to break the cycle of poverty by concurrently addressing the needs of children in poverty and their parents. This includes enrolling children in poverty in high-quality prekindergarten programs and enrolling parents of children in poverty in post-secondary education to earn high-value certificates or degrees. |
| Oregon | S 215 | | Office of the Governor | Enacted | Establishes the Oregon Early Reading Program and encourages the involvement of parents, child care providers and the community in ensuring the child has an early start to reading. |
| Pennsylvania | H 377 | | Burns | Pending | Establishes parent involvement programs and policies in school districts and the school health services task force. |
| Pennsylvania | H 754 | | Brownlee | Pending | Relates to full-day kindergarten; contains a plan to promote and achieve parental involvement in the program. |
| Pennsylvania | H 1192 | | Adolph | Governor veto | Contains provisions for family literacy and summer reading programs. |
| Pennsylvania | S 47 | | A. Williams | Pending | Relates to parent trigger laws; requires schools to provide ongoing mechanisms for family and community engagement. |
| Pennsylvania | S 322 | | Fontana | Pending | Relates to the public school system, including certain provisions that also apply to private and parochial schools; |

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| | | | | | requires parental involvement policies for parents and guardians of participating students. |
| Pennsylvania | S 1001 | | Browne | Governor veto | Provides appropriations for adult and family literacy programs. |
| Rhode Island | H 5642 | S 378 | McNamara | Failed | Establishes the Rhode Island Family Home Visiting Act. The Rhode Island Department of Health would develop and coordinate the system of early childhood visiting services to meet the needs of vulnerable families with young children. |
| South Carolina | H 3876 | | Toole | Pending | Adopts policies and procedures for local school districts; includes regular conferences between parents and teachers and encourages each school to have active parent and teacher participation on the school improvement council and in parent-teacher groups; also includes parenting classes and seminars made readily available in every school district. |
| Tennessee | H 552 | S 662 (Kyle) | Fitzhugh | Pending-carryover | Requires employers to provide employees four hours of leave, paid or unpaid, each year for parental involvement in schools. |
| Tennessee | S 1140 | H 1241 (Cooper) | Tate | Pending-carryover | Requires Local Education Agencies to conduct eighth grade conferences with parents and teachers and guidance counselors to discuss high school graduation requirements, to set the classes that the students will take in high school and to provide information about financial aid for college. |
| Texas | H 1 | | Otto | Enacted | Provides appropriations for family literacy and adult education (including workforce development). Resembles a two-generation strategy. |
| Texas | H 4 | S 801 (Zaffirini) | Huberty | Enacted | Relates to high-quality prekindergarten programs; requires school districts to develop and implement a parent engagement plan to help the district achieve and maintain |

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| | | | | | high levels of parental involvement and positive parental attitudes toward education. |
| Texas | H 948 | | Rinaldi | Failed | Establishes the Texas High Performance Schools Consortium to inform the governor, Legislature, State Board of Education and commissioner concerning methods for transforming state public schools by improving student learning through development of innovative, next-generation learning standards and assessment and accountability systems. |
| Texas | H 1100 | | Johnson | Failed | Relates to a gold standard full-day prekindergarten program provided by public school districts; collects data on effectiveness of program and provides to parents; develops and implements a parent engagement plan to help the district in achieve and maintain high levels of parental involvement and positive parental attitudes toward education; and assesses parental involvement in the program and parental attitudes. |
| Texas | H 1891 | S 1483 (Garcia) | E. Rodriguez | Failed | Relates to community schools; details activities to encourage community and parent engagement in students' education. |
| Texas | H 1892 | | E. Rodriguez | Failed | Relates to establishment of a state community school grant program; relates to a public elementary, middle, junior high or high school that partners with one or more community-based organizations to coordinate academic, social and health services to reduce barriers to learning and improve the quality of education for students in the community. |
| Texas | H 2233 | | S. Thompson | Failed | Establishes a parent education pilot program in a county with a population of at least 4 million to help community organizations in the county provide parent education classes to parents of children age 12 and younger. As part of the pilot program, the department must provide training in an |

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| | | | | | evidence-based parent education program to the staff of each community organization in the county that agrees to provide family support and parent education classes. |
| Texas | H 2417 | | Deshotel | Failed | Creates measures to ensure quality prekindergarten programs are offered by school districts; includes a paraprofessional whose only duties are to assist in parental involvement or translations services. |
| Texas | H 2550 | | S. Thompson | Failed | Establishes and sets forth duties of a task force to study and make recommendations on family support and parent education programs. |
| Texas | H 2630 | | S. Thompson | Enacted | Relates to certain programs provided to families of children at risk for abuse and neglect; requires parenting skills training services through a parenting education program; and requires the program to be an evidence-based or promised practice parenting education program. |
| Texas | H 2804 | | Aycock | Enacted | Each school year, the principal of each school campus, with the assistance of the campus-level committee, will develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations; contains provisions for a program to encourage parental involvement. |
| Texas | H 3658 | | King | Failed | Relates to development and administration of a parent orientation and education pilot program for recipients of subsidized child-care services. |
| Texas | S 518 | H 3289 (Farney) | Uresti | Failed | Relates to school-based mental health efforts; specifies parental involvement. |
| Utah | H 163 | H 68 (Anderegg) | Knotwell | Enacted | Pertains to student data breach requirements; supports parental involvement in the education of their children through compliance with the protections provided for family |

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| | | | | | and student privacy under Section 53A-13-302 and the Federal Family Educational Rights and Privacy Act. |
| Utah | H 360 | | Christensen | Enacted | Promotes and encourages full and active participation and involvement of parents and guardians at all public schools; produces electronic printable reports for parents and administrators; recognizes that parents or guardians are a child's first teachers and are responsible for the education of their children; and encourages family engagement and adequate preparation so that students enter the public education system ready to learn. |
| Utah | H 403 | | Eliason | Enacted | Amends provisions related to the pilot online school survey program; includes a survey for parents to evaluate their children's schools and administrators, including whether the school or administrators solicit parent involvement in the school. |
| Vermont | H 299 | | Till | Pending-carryover | Establishes a pilot program that partners prenatal care providers with parent-child centers, as well as a pilot program in a federally qualified health center. Encourages use of adverse childhood experience screening tools by training family wellness coaches. |
| Vermont | H 391 | | Mrowicki | Pending-carryover | Requires the Expanded Learning Opportunities Review Committee to establish an application process and the criteria for evaluating applications and awarding grants. Criteria are to be designed to identify practices that support and encourage school community partnerships, engaged learning and family involvement. |
| Vermont | S 66 | H 140 (Masland) | Pollina | Pending-carryover | Establishes a Bill of Rights for children who are deaf or hard of hearing and creates a Commission for Persons Who are Deaf or Hard of Hearing. Ensures that all families in the state with children who are deaf or hard of hearing have access to adequate supports in order to promote early development |

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| | | | | | of communication skills and informed participation by parents and guardians in their children's education. |
| Virginia | H 1262 | | Miller | Failed | Relates to individual school performance grading systems; contains provisions for parental engagement and their satisfaction levels. |
| Virginia | H 1320 | | Farrell | Enacted | Relates to teacher licensure renewal; provides specifics on assessing changes in student outcomes due to family involvement. |
| Virginia | H 1581 | | Watts | Failed | Pertains to family life education; specifies the development of standards of learning and curriculum guidelines for comprehensive, sequential family life education; specifically applicable to increasing parental involvement. |
| Virginia | S 372 | | Edwards | Failed | Relates to grants used to provide at least half-day services for the length of the school year for at-risk 4-year-olds who are unserved by Head Start programs and for at-risk 5-year-olds who are not eligible to attend kindergarten. The services are to include quality preschool education, health services, social services and parental involvement, including activities to promote family literacy. |
| Virginia | S 823 | | J. Miller | Failed | Establishes within the Department of Education a unit to conduct evaluative studies; provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; help school divisions implement those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools; evaluate the success of programs that encourage parental and family involvement; and assess changes in student outcomes prompted by family involvement. |
| Virginia | S 1051 | | McDougle | Failed | Pertains to adopting a statewide comprehensive, unified, long-range plan based on data collection, analysis and |

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| | | | | | evaluation. The plan is to be developed with statewide participation and include building successful school and parent partnerships that must be developed with staff and community involvement, including participation by parents. |
| Washington | H 1106 | S 5077 (Hill)- passed first chamber | Hunter | Pending- carryover | Provides appropriations to schools; provides specific funding multipliers for parent involvement coordinators depending on school demographics. |
| Washington | H 1408 | | Ortiz-Self | Pending- carryover | Requires the Education Ombudsman and the Opportunity Gap and Oversight Committee to develop a universal definition and model for the family engagement coordinator in order to strengthen this position's effectiveness in improving students' education and to enhance accountability. |
| Washington | H 1491 | S 5452 (Litzow) | Kagi | Enacted | Relates to implementation of a quality rating and improvement system, called the Early Achievers Program. Specifically requires early childhood programs to provide for parental involvement in participation with their child's program, in local program policy decisions, in development and revision of service delivery systems, and in parent education and training. |
| Washington | H 1541 | | Santos | Pending- carryover | Relates to implementing strategies to close the educational opportunity gap based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee; incorporates integrated student services and family engagement. |
| Washington | H 1760 | S 5688 (Litzow) | Senn | Pending- carryover | Relates to providing students with skills that promote mental health and well-being and increasing academic performance; includes use of parental involvement to reach these objectives for students. |

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| Washington | H 1795 | S 5690 (Dammeier) | Sullivan | Pending-carryover | Pertains to outreach activities and support for parents of participating students, including employing parent and family engagement coordinators. |
| Washington | H 1960 | S 5814 (Dammeier) | Sullivan | Pending-carryover | Relates to the Washington community learning center program; supports statewide after-school intermediary organizations in their efforts to provide leadership, coordination, technical assistance, professional development and advocacy; to implement the field-driven quality standards for after-school, summer and youth development programs; and to provide programmatic support to the Washington community learning center programs and after-school programs throughout the state. |
| Washington | H 2222 | | Hunter | Pending-carryover | Implements the state's basic education obligation by revising state funding allocations; provides for parent involvement coordinators. |
| West Virginia | H 2842 | | R. Smith | Failed | Establishes a four-year Social Worker Pilot Program for all children in prekindergarten through elementary school. Preferred qualifications include experience conducting home visits, providing parent education, crisis intervention and advocacy and support services, with school-based social work experience preferred. |
| West Virginia | S 540 | H 2974 (Skinner)- failed | Plymale | Failed | Creates an Office of Early Childhood Collaboration within the Office of the Governor to work with other public and private health, education and human services programs to build a comprehensive, high-quality early childhood system in the state to phase in evidence-based home visiting services beginning prenatally, in every county and for every family that requests a home visit, with the following quality assurances: services are research-based and grounded in relevant, empirically-based best practices and knowledge; services have comprehensive home visiting standards that |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
|----------------------|-------------|------------------|-----------|---------------------|---|
| | | | | | ensure high-quality service delivery and continuous quality improvement; services follow the curriculum of an evidence-based home visiting model or promising approach as identified by the Home Visiting Evidence of Effectiveness review from the federal Department of Health and Human Services; services strengthen family engagement, support and leadership throughout the state's early childhood system. |
| Wisconsin | S 146 | A 216 (Barnes) | C. Larson | Pending | Relates to community school start-up grants; specifies programs that promote parental involvement and family literacy, including parent leadership development activities and parenting education activities. |
| District of Columbia | 19 | | Orange | Pending | Establishes the Thurgood Marshall-Marion Barry Early Learning Academy Pilot Program, a school for 3-, 4-, and 5-year-olds. Requires the provision of monthly parenting workshops focusing on child development and effective family engagement models that promote reading to children, basic mathematics, and behavioral technique training. |
| District of Columbia | 34 | | Allen | Pending | Amends an act to establish and provide for maintenance of a free public library and reading room in the District of Columbia to establish the Books from Birth Program to provide monthly books to all registered children from birth to age 5, establish a Book Selection Committee, and establish the Books from Birth Fund. The executive director may include information about library programs and services, including those related to children, adult or family literacy, or other educational or literacy material as the agency deems useful with materials delivered each month. |

| State/Jurisdiction | Bill Number | Associated Bills | Author | Current Disposition | Summary |
|----------------------|-------------|------------------|-----------|------------------------------|--|
| District of Columbia | 283 | | Mendelson | Enacted | Provides appropriations for family literacy and other educational materials for families. Also relates to community school development based on best practice and existing models. |
| District of Columbia | 1009 | | Mendeslon | Pending-passed first chamber | Temporarily amends the Day Care Policy Act of 1979 to establish a pilot community-based Quality Improvement Network that will allow children and families to benefit from comprehensive child development and family support engagement services, including educational, health, nutritional, behavioral, and family support services. |

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