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**National
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NATIONAL PTA®

2016 Public Policy — Agenda —



From the President



LAURA M. BAY
National PTA President

ADVOCATING FOR EVERY CHILD

Dear Fellow PTA Advocate:

This is an exciting time to be a PTA member and advocate! The collective voice and advocacy of PTA members across the country were realized through the recent enactment of the Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA). We are steadfast in our approach to putting children first—whether advocating for family engagement in education or child health and nutrition issues, there is power in our PTA voice.

Our association and PTA advocates played a key role in the reauthorization of the Elementary and Secondary Education Act (ESEA), now called the Every Student Succeeds Act (ESSA). Because of your hard work and advocacy efforts the ESEA/ESSA will ensure families are empowered to support their children's learning and all students will receive a high-quality, well-rounded education that prepares them for long-term success. Our collective voice throughout the ESEA reauthorization process was powerful and resulted in the inclusion of significant provisions that will provide states and districts the capacity and resources to support effective implementation of family engagement policies and activities that improve student achievement.

The National PTA® is comprised of more than four million members, including parents, students, educators, school administrators, and community leaders. With over 22,000 local units, PTA flourishes in all 50 states, the District of Columbia, the U.S. Virgin Islands, Puerto Rico and Department of Defense schools in Europe.

Founded in 1897, PTA is the oldest and largest volunteer child advocacy association in the United States. Since our inception, we have worked side by side with policymakers at every level to improve the lives of our nation's children. For more than 119 years, PTA has been a leading voice in policy decisions that have forever changed the lives of children in America—including the passage of child labor laws, providing nutritious lunches in school and improvements to the unfair and punitive treatment of children in the justice system.

Advocacy continues to be a top priority for National PTA in 2016. I look forward to working with all advocates and policymakers as we continue to maximize our voice in support of all children and families.

Regards,

Laura M. Bay
National PTA President

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PTA's Legacy in Advocacy



PTA is the oldest and largest volunteer child advocacy association in the United States. Founded in 1897, PTA has a long, successful history of influencing federal policy to promote the education, health, and well-being of all children, such as:

Creation of kindergarten classes

Child labor laws

Public health service

Healthy lunch programs

Juvenile justice system

Mandatory immunization

Arts in education

Safety in schools

Today, PTA continues to advocate for quality education and opportunity for every child, in every neighborhood. In 2016, PTA will support the effective implementation of the Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) and efforts to reauthorize and improve the Individuals with Disabilities Education Act (IDEA).

PTA will also seek to:

- Expand access to high-quality early childhood education
- Improve child nutrition programs
- Increase federal investments in education

In addition, advocacy efforts will focus on:

- Improving the juvenile justice system
- Ensuring safe environments in and outside of school—including safe-guarding student data
- Providing access to technology to support learning

As always, we continue our historic mission of speaking for **every** child with **one** voice.

FAMILY ENGAGEMENT IN EDUCATION

One of PTA's founding principles is its dedication to engaging parents in their children's education. Since PTA's inception, it has provided training and resources on child development to parents, families and community leaders. In recent years, PTA developed the National Standards for Family-School Partnerships and assessment tools to measure the success of these standards in schools.

Family engagement is at the core of National PTA's public policy agenda. We know that effective family engagement drives student success. More than 40 years of research shows¹—no matter a family's income or socioeconomic background—students with engaged families:

- **Attend school more regularly**
- **Earn better grades**
- **Enroll in advanced-level programs**
- **Have higher graduation rates**

Research also shows that family engagement is critical for school improvement and plays a key role in helping communities grow strong and thrive.²

Leading researchers, expert practitioners and advocates define family engagement in education as:

*"A shared responsibility of families and schools for student success, in which schools and community-based organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children's learning and development. This shared responsibility is continuous from birth through young adulthood and reinforces learning that takes place in the home, school and community."*³

Recognizing the importance of parent and family engagement in a child's education, PTA has worked to ensure that provisions fostering increased parental involvement and family engagement were included in the 2001 reauthorization of the Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB). Since 2001, the PTA has worked to improve and build capacity for evidenced-based family engagement policies in ESEA, which were reflected in the Every Student Succeeds Act (ESSA) of 2015, the ESEA reauthorization bill that was signed into law by President Barack Obama December 10, 2015.

In 2016, PTA looks forward to working with Congress and the administration to implement the ESEA/ESSA and family engagement strategies within all aspects of a child's educational continuum—through home visiting, early childhood programs, elementary and secondary schools, and postsecondary exploration and opportunities. The association will continue to educate policymakers on the importance of family engagement in education and seek to embed evidence-based family engagement policies and practices in all aspects of a child's life from birth to young adulthood.



Schools would need to increase spending by more than **\$1,000** per pupil to gain the same results as effective family engagement.⁴



Teachers are more likely to remain in schools where families are involved and are able to **develop trusting relationships with families**.⁵

1 of 5

Students attending schools that embed family engagement as **one of five** essential components for improvement have seen greater results in math and reading.⁶



ELEMENTARY AND SECONDARY EDUCATION

The Elementary and Secondary Education Act (ESEA) is the primary law that governs the federal role in K-12 public education. ESEA was first signed into law by President Lyndon Baines Johnson in 1965 on the promise of a public education system that promotes opportunity and excellence for all children.

Since our founding, PTA has championed the importance of equal opportunity for all children regardless of their background or status. PTA continues to advocate for all children to have the opportunity to grow and achieve in healthy and safe learning environments.

For the last eight years, National PTA, families, educators and PTAs across the country have advocated for a comprehensive, bipartisan reauthorization of ESEA that includes robust family engagement policies to support student achievement and school improvement.

The Every Student Succeeds Act (ESSA) of 2015 was signed into law December 10, 2015, which achieved that goal. Through the collective voice of PTAs, the ESSA includes the Statewide Family Engagement Centers (SFECS) program that provides states and districts with the capacity to support effective implementation and enhancement of family engagement policies and activities in schools.

Children and families also achieved an important victory with the inclusion of improved language in Title I that requires districts to conduct effective family engagement activities that make a difference for students. ESSA also requires that Title I school districts invest at least one percent of their Title I funds to support family engagement efforts.

With a new ESEA/ESSA, National PTA advocacy efforts will focus on the implementation of the law to ensure every child has the opportunity to reach his/her full potential. While this new law provides a great opportunity for states to tailor their education systems to the needs of their students—including students with disabilities—this new level of authority will also require an increased amount of responsibility for states to ensure they close achievement gaps and meet the needs all students. Our association will seek to support and empower all parents and families to be active participants in state and local implementation of ESSA to ensure equity and opportunity for all students.

Family Engagement in Education Act and ESEA Bill

March 2, 2015

Family Engagement in Education Act (H.R. 1194/S. 622) introduced in both the U.S. House and U.S. Senate



February 2, 2015

The Student Success Act (H.R. 5), a bill to reauthorize ESEA-NCLB is introduced in the U.S. House



February 25, 2015

The U.S. House of Representatives begins floor debate on H.R. 5



April 7, 2015

The Every Child Achieves Act (S. 1177), a bill to reauthorize ESEA-NCLB is introduced in the U.S. Senate

National PTA Urges Policymakers to:

- Encourage school districts to invest more in evidence-based family engagement activities to support students, families and schools.
- Include proven family engagement strategies and practices in ESEA/ESSA guidance and regulations where appropriate.
- Ensure states implement accountability systems that adequately supports all students and provides multiple measures of student achievement and growth.
- Provide access to a well-rounded and rigorous curriculum and comprehensive supports that facilitate student learning and growth.
- Ensure all students receive quality instruction from well-prepared teachers and specialized instructional support personnel.
- Reject any proposal to divert funding for public schools through public or private school scholarships, tax incentives, portability or voucher programs.

**Title I**

Under Title I, school districts must reserve **at least one percent of funds for family engagement activities**. ESSA requires schools and districts to establish written family engagement plans and conduct evidence-based family engagement strategies such as home-visiting or professional development for educators that **enhance student achievement and school improvement**.

Title IV

To further strengthen the relationship between families and schools, ESSA includes the **Statewide Family Engagement Centers (SFECS)** program in Title IV that will provide states and districts with the capacity to support effective implementation and enhancement of family engagement policies and initiatives. **SFECS will also provide training and guidance** to help parents and families become equal partners with educators in improving their children's academic achievement.

July 7, 2015

The Senate begins floor consideration of S. 1177

**July 8, 2015**

The House passes H.R. 5 by an 218 – 213 vote

July 14, 2015

Statewide Family Engagement Centers (SFECS) amendment passes on Senate floor by voice vote

**July 16, 2015**

The Senate passes S. 1177 by an 81 – 17 vote

December 2 & 9, 2015

The House passes ESSA by a vote of 359 – 64. The Senate passes ESSA by a vote of 85 – 12

**December 10, 2015**

President Obama signs the Every Student Succeeds Act into law



EARLY LEARNING & CHILDHOOD EDUCATION

The early years of a child's life are most critical to the development of social, emotional and cognitive skills. Research shows that it is imperative to start educating all children before they enter kindergarten. The positive outcomes⁷ associated with early learning include:

- **Increased graduation rates**
- **Higher educational attainment**
- **Lower incarceration rates**

Programs like Head Start and Early Head Start have a long history of providing students and families the tools to succeed and help close the achievement gap.

We need to empower all families with the best tools and practices so they can effectively engage in their child's education at the earliest ages—at home and at school. National PTA supports, and will continue to advocate for, federal and state incentives to improve affordability, accessibility, coordination and family engagement in high-quality childcare, early learning and preschool programs, in addition to effective home visiting programs.

National PTA Urges Policymakers to:

- Expand family engagement initiatives that begin at birth—in the home and other early learning environments—to ensure coordinated family engagement throughout childhood.
- Extend and expand the Maternal, Infant, and Early Childhood Home Visiting program to increase access to evidence-based home visiting services that provide parents of infants and toddlers with knowledge, skills and resources related to child health and development.
- Improve the availability of high-quality early care and education opportunities for infants and toddlers through Early Head Start, Head Start and other child care programs.
- Increase access to high-quality, public pre-kindergarten for all students to prepare them for successful kindergarten entry.
- Encourage local school districts to use ESEA/ESSA Title I resources to support high-quality early childhood education programs for eligible children ages zero to five.



Only **4%** of 3-year-olds in the United States were enrolled in state-funded pre-K programs in the 2013-2014 school year.⁸



The United States ranks **32nd out of 39** countries in the Organisation of the Economic Co-operation and Development (OECD) in **enrollment rates for 3-year-olds** in early childhood education.⁹



All of the **53 state-funded** pre-K programs now have comprehensive early learning standards in place. In 2004, less than half of state programs—**49%**—had such standards in place.¹⁰



SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) is the main federal program authorizing state and local aid for special education and related services for children with disabilities. IDEA requires states to provide a free and appropriate public education (FAPE) to children with disabilities in the least restrictive environment. National PTA is committed to working with Congress to increase coordination in the implementation of ESEA/ESSA and IDEA, ensuring that all students graduate college- and career-ready and that family engagement remains a fundamental principle of IDEA.

IDEA empowers parents and families of special needs students to play a key role in setting attainable and rigorous learning goals for their child through the annual development of their child's individualized education program (IEP). A key program within IDEA to support family engagement is the Parent Training and Information (PTI) Centers. These centers provide parents with the information they need to navigate federal, state and local special education laws, in addition to the services and resources available for children with special needs at school and at home.

National PTA will continue to work with Congress to fully protect the rights of children with special needs and their parents to ensure access to resources and supports for a high-quality education that lead to student success.

National PTA Urges Policymakers to:

- Include and codify a statutory definition of family engagement in education in IDEA.
- Incorporate PTA's National Standards for Family-School Partnerships as a best practice model for family engagement in special education.
- Ensure every student with a disability receives quality instruction from teachers and specialized instructional support personnel who have, at a minimum, successfully completed state licensure or certification processes.
- Require the inclusion of a classroom-based behavioral management plan during the development of every student's IEP and 504b plan and ensure both general and special education teachers know how to respond to behavioral problems with evidence-based, multi-tiered systems of support, including Positive Behavioral Interventions and Supports (PBIS).
- Amend IDEA to require transition planning services for special education students to begin no later than the age of 14, and encourage school districts to employ transition planning coordinators to assist in the facilitation of transition planning services for special education students and their families.



Every state has at least one **PTI Center** and the U.S. Department of Education provides grants to **nearly 100** information centers for parents of children with disabilities, including Community Parent Resource Centers (CPRCs) for underserved families in targeted areas.¹¹

6,400,000

Approximately **6.4 million** students in the United States receive special education services under IDEA Part B.¹²



Students with disabilities represent **12%** of the student population, but are more likely to be involved in school disciplinary procedures than students without a disability. For the 2011-12 school year, students with disabilities were twice as likely to receive an out-of-school suspension.¹³



The national average graduation rate for students with disabilities is **20%** lower than the overall national average.¹⁴



FEDERAL INVESTMENTS IN EDUCATION

National PTA believes that adequate federal investment in quality education is critical to our nation's long-term success. Federal law requires educational equity and opportunity for all children, yet limited federal resources are allocated to serve all students and families in need of critical education, health and wellness programs.

Despite a nearly universal agreement from federal lawmakers on the importance of a high-quality education for all children, federal funding for public education has experienced dramatic cuts over the past several years due to automatic budget cuts, known as sequestration. Since fiscal year 2010, discretionary funding for education programs has been cut by almost \$4 billion with the elimination of more than 50 education programs.¹⁵

National PTA will continue to advocate for increases to foundational formula grant programs such as IDEA and Titles I, III and IV-A of ESEA/ESSA. Additionally, PTA supports robust investments in family engagement, early learning programs and other initiatives that address the health and well-being of children.

National PTA Urges Policymakers to:

- Replace sequestration with a balanced approach to deficit reduction that does not include further cuts to education.
- Provide adequate appropriations for the Statewide Family Engagement Centers (SFECs), Title IV, Part E of ESEA/ESSA.
- Support increased funding for disadvantaged populations, including ESEA/ESSA Title I, and other programs that serve other at-risk students.
- Fully fund programs authorized by IDEA that support the academic and developmental outcomes for children with disabilities, including the Parent Training and Information (PTI) Centers.
- Increase investments in quality early learning programs including Early Head Start, Head Start, the Child Care and Development Block Grant and the Maternal, Infant and Early Childhood Home Visiting Program.
- Invest in ESEA/ESSA programs that provide well-rounded educational opportunities and improve student safety and health.



In fiscal year 2015, education funding represented **3%** of total federal spending.¹⁶



Title I schools are underfunded by **\$20.5 billion** to adequately support educational opportunities for low-income students.¹⁷



Despite its promise to pay **40%** of each state's "excess cost" of educating children with disabilities the federal government has only provided **16%** of the cost.¹⁸

3/4

Over three-fourths of American voters support increasing federal investments to help states provide more access to high-quality early childhood programs for low- and moderate-income families.¹⁹

JUVENILE JUSTICE & DELINQUENCY PREVENTION

Since 1889, National PTA has advocated for policies that prevent children and youth from entering the juvenile justice system and protect those currently in the system. Passed in 1974, the Juvenile Justice and Delinquency Prevention Act (JJDPA) encourages states to implement effective juvenile delinquency prevention and intervention programs. JJDPA requires states to comply with “four core requirements” to ensure a minimum level of safety and equitable treatment of youth who come into contact with the juvenile justice system.

National PTA will continue to work with Congress to improve the juvenile protections in JJDPA, support family and community-based alternatives to incarceration of juveniles and encourage positive school discipline policies that keep students in school and out of the justice system.

National PTA Urges Policymakers to:

- Encourage states and communities to include evidence-based family engagement strategies in juvenile justice and delinquency prevention programs.
- Provide incentives to states to prohibit the detention of children for status offenses—such as breaking curfew, truancy or running away—and promote community-based, school-based and family-focused interventions.
- Reauthorize the Second Chance Act to help provide necessary resources to support youth reentry into their schools and communities.
- Prohibit children under 18 years of age who are detained pretrial, from being incarcerated with adults.
- Require states to take concrete steps to reduce racial and ethnic disparities through systemic improvements at all contact points within the juvenile justice system continuum.
- Promote programs that encourage the use of evidence-based, multi-tiered behavioral frameworks, such as Positive Behavioral Interventions and Supports (PBIS), instead of zero-tolerance policies that promote exclusionary discipline practices.



Educational opportunities and **family engagement** in school activities drastically **reduce the youth incarceration rate**, further exemplifying the need for greater family engagement in education.²⁰



Each year, juvenile courts handle roughly **1.2 million cases**, 55,000 children are placed in secure confinement for non-violent offenses and 250,000 youth are prosecuted in the adult criminal justice system.²¹



\$100,000 a year or more of tax dollars are spent on a minor's confinement when individualized, **community-based services for youth** cost less than half that amount.²²





CHILD HEALTH & SCHOOL SAFETY

Since 1897, National PTA has played a critical role in crafting federal policies that keep children healthy and create safe school environments. PTA was instrumental in the creation of the U.S. Public Health Service and the Department of Health and Human Services, as well as the original passage of both the National School Lunch Act and the Child Nutrition Act.

National PTA has been at the forefront of supporting all aspects of a child's health and safety at school and at home—as well as their physical, mental and emotional well-being. The association supports legislation that ensures that all students have access to healthy food, safe schools and promotes healthy lifestyles and well-being.

National PTA has a long history of advocating for healthy foods in schools and supporting initiatives such as the National School Lunch Program and the School Breakfast Program, including improved nutrition standards for school meals. PTA also supports family engagement in the creation and implementation of local school wellness policies that address student nutrition and physical activity. National PTA also promotes overall health and wellness through First Lady Michelle Obama's "Let's Move" campaign and by advocating for federal policies that define well-rounded education to include physical education and comprehensive health education.

A positive school climate improves students' ability to learn and grow.²³ Children should come to school excited to learn in a safe and nurturing school environment without the fear of bullying, hunger or violence. National PTA has long advocated for policies and programs that address the prevention, intervention and full elimination of bullying.

Studies show there are proven and promising bullying prevention and intervention strategies, however many schools and districts have implemented policies and approaches such as automatic suspension or expulsion, conflict resolution and school-wide assemblies that do not effectively address underlying causes of aggressive behavior(s).²⁴ Research further shows that effective prevention programs focus on the multiple factors that contribute to aggressive behavior(s), rather than the individual.²⁵

National PTA supports continued efforts to research and promote evidence-based systemic prevention and intervention programs that enhance student growth, development and safety. National PTA will continue to prioritize policies that protect students from unhealthy foods, bullying and promotes positive physical, mental and emotional well-being in and outside the school building.



In 2015, **97%** of schools reported that they are successfully meeting improved nutrition standards.²⁷



One out of every four students (22%) report being bullied during the school year.²⁸



In 2013, **55.5%** of lesbian, gay, bisexual, transgender and queer (LGBTQ) students felt unsafe at school because of their sexual orientation, and **37.8%** because of their gender expression.²⁹



In 2013, an estimated **2.6 million** adolescents aged 12 to 17 in the U.S. had at least one major depressive episode in the past year. This represented **10.7%** of the U.S. population aged 12 to 17.³⁰





National PTA Urges Policymakers to:

- Support and invest in programs that provide for a child's health and wellness—including mental health—as they progress through each stage of development into adulthood.
- Improve access to, and provide funding for qualified school based health and wellness practitioners such as school nurses, school counselors, school psychologists, school social workers and other specialized instructional support personnel.
- Strengthen and improve child nutrition standards, guidelines and programs through the reauthorization of the Healthy, Hunger-Free Kids Act and provide technical assistance and resources for schools that are not meeting the nutrition standards.
- Provide dedicated federal funding—through targeted grants and a loan assistance program—for school kitchen infrastructure and equipment improvements.
- Promote policies to inform the general public about the risks and costs of bullying for all children and ways to address, prevent and eliminate bullying behavior.
- Require public schools to enact policies to address all types of bullying in and out of school—as defined by the Center for Disease Control—and for states to collect and report on bullying incidence and the school's response.²⁶



GUN SAFETY & VIOLENCE PREVENTION

National PTA supports local, state and federal efforts to protect children, youth and families from gun and other forms of violence. An estimated 46 million American children will be affected by violence, crime, abuse or psychological trauma in a given year—referred to as an adverse childhood experience (ACE).³¹

To combat the negative effects of violence and trauma, National PTA advocates for providing significant resources and incentives for states and local jurisdictions to create connected communities and positive school climates that keep students healthy and in school. PTA believes the most effective day-to-day school climate is one that is gun-free, but defers to local collaborative decision-making to allow for the presence of law enforcement deployed in community-oriented policing.

National PTA also recognizes the importance of family engagement in the development and implementation of school safety policies and response plans in order to maintain a safe learning environment for all students.

National PTA Urges Policymakers to:

- Provide incentives for school districts to ensure schools have the necessary and qualified personnel to respond to the mental, physical, behavioral, developmental and academic needs of all students, but especially those affected by ACEs.
- Promote education initiatives that raise public awareness of firearm safety and gun violence prevention strategies, including safe gun storage programs.
- Support legislation requiring a waiting period and comprehensive background checks prior to buying a firearm for purchases from licensed and unlicensed dealers.
- Pass legislation banning the sale, transfer, manufacturing and importation of military-style assault weapons and high-capacity ammunition magazines.



Since 2013, there have been at least **160 school shootings** in America — an average of nearly one a week.³²

2nd

Gun violence is the **second leading cause of death**, after motor vehicle accidents, for **young people** ages 1-19 in the United States.³³



Students traumatized by **exposure to violence** have been shown to have **lower grade-point averages**, more negative remarks in their cumulative records and more reported absences from school than other students.³⁴



TECHNOLOGY & STUDENT DATA PRIVACY

Technology provides exciting opportunities for students to personalize their learning and for families to be more involved in their child's education. Technology and the use of data is critical to assess learning, guide instruction, support educational outcomes and engage families.

To reap the benefits of technology, National PTA believes students must have access to digital devices and the Internet to engage in 21st century learning. Policies must also protect the privacy of student data and ensure families and students have reasonable control over the collection, warehousing and use of electronic student data.

Current federal laws do not contemplate electronic records, online service provider rights and responsibilities or individual electronic student profiles. Therefore, federal laws must be modernized to better protect student's educational records and the collection of information gathered online to address the growing use of technology and data in education and throughout society.

National PTA is deeply committed to the promotion of privacy and security policies that maintain the confidentiality of sensitive data that students and families provide to educational institutions, as well as the data that is collected while using online products and services.

Access to today's digital technology tools gives parents and family members the ability to easily communicate with their children's teachers and access school websites and digital education content. This allows for families and school staff to engage in regular and meaningful communication about student learning. It is equally important for students to have access to digital devices and other technology—and be able to constructively use them—to engage in 21st century learning opportunities.

National PTA Urges Policymakers to:

- Ensure families are informed on the use of technology in schools and know their rights under federal law to protect their child's personal and educational information.
- Modernize the Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) to better protect students' educational records and the collection of information gathered online.
- Address the emerging use of service providers who provide online educational resources and tools for children, families and schools to ensure there are adequate parameters around the collection, storage, security and destruction of a child's or student's personally identifiable information and/or educational record.
- Provide guidance and resources to states and school districts to ensure all educators and school officials are provided the appropriate training to protect and secure student, teacher and school data.
- Promote policies that increase access to digital devices and broadband to promote personalized learning.



The **majority of parents** are in support for the access to, and use of, student data to improve teaching and learning.³⁵



National PTA was an early endorser of the **Student Privacy Pledge**, a commitment by online school service providers to safeguard students' personal information.³⁶



Approximately 70% of teachers assign homework that **requires access to broadband**. However, roughly one-third of households do not subscribe to broadband services, making it **nearly impossible for some students** to complete the assigned digital homework.³⁷



92% of households with incomes between **\$100,000** and **\$150,000** have broadband service, but only **47% of households** with income below **\$25,000** have broadband.³⁸



POSTSECONDARY ACCESS & OPPORTUNITY

National PTA advocates for every child to have access to opportunities that enable them to reach their full potential. Regardless of race, income, disability—or where they were born—every student has the right of access to a high-quality education to ensure college and career readiness and enable them to compete in the global economy.

Most jobs today require additional education and training after high school. However, many students and their families face challenges to accessing postsecondary opportunities either because of a lack of a rigorous coursework, financial circumstances—or limited access to, or knowledge of the options available to them. High academic standards ensure students are ready for college, career and military service. National PTA supports challenging and precise standards that objectively measure achievement in academic areas to enable students to achieve at the highest levels possible.

National PTA seeks to ensure students and families are well-equipped to navigate the postsecondary education landscape, including understanding the various postsecondary options available.

National PTA Urges Policymakers to:

- Support legislation that assists students' secondary school completion and postsecondary enrollment by providing advanced coursework, dual and concurrent enrollment opportunities, and academic and financial aid services
- Encourage greater collaboration and engagement between students, schools and families to increase access to, and support of postsecondary opportunities for students.
- Promote policies to improve college affordability, simplify the application process for all forms of financial aid and expand access to in-state tuition.



Only 28% of college instructors believe that public high schools adequately prepare students for the challenges of college.³⁹



Between 1973 and 2018, projections show that jobs available for workers with **postsecondary education** are projected to increase from **28% to 63%** of all occupations.⁴⁰



The **gap between children** from high- and low-income families is growing in **college entry, persistence, and graduation**.⁴¹



College tuition and fees increased by over **500%** since the 1980s, considerably more than healthcare costs and inflation.⁴²



APPENDIX

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