

# FACT SHEET



## Parent and Family Engagement

### Parent and Family Engagement per the Every Student Succeeds Act (ESSA)

Parent and family engagement is the participation of parents and family in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- Parents and families play an integral role in assisting their child's learning;
- Parents and families are encouraged to be actively involved in their child's education at school;
- Parents and families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- Other activities are carried out, such as those described in section 1116 of the ESSA (Parent and Family Engagement).

### Requirements for Title I districts and schools

The following must be developed and implemented: District Parent and Family Engagement Policy; School Parent and Family Engagement Policy; School-Parent Compact; and Building Capacity for Parent and Family Engagement.

#### District and School Parent and Family Engagement Policies

The following must be incorporated in the policies:

- PTA National Standards –
  - Welcoming all families in the school community
  - Communicating effectively
  - Supporting student success
  - Speaking up for every child
  - Sharing power; and
  - Collaborating with community
- Involve parents and family in developing district improvement plans;
- Offer technical assistance and coordination to help schools plan parent and family engagement activities to improve student and school academic performance;
- Build school and parent/family capacities for strong parent and family engagement;
- Coordinate and integrate parent and family engagement strategies with other programs, such as Head Start and any early childhood program that currently exists in your district; and
- Annually evaluate, with parents and families, the effectiveness of the policy in academically improving district schools.
- School-parent/family compact

The following should be included in the compact:

- Describe a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the challenging state academic standards;
- Describe the ways in which parents and family will be responsible for supporting their child's learning such as:
  - Monitoring attendance
  - Homework completion
  - Television watching
  - Volunteering in their child's classroom, etc.; and
- Address the importance of establishing ongoing, effective communication between teachers and parents and family through, at a minimum:
  - Annual parent/family-teacher conferences in elementary schools;
  - Frequent progress reports to parents and families on student academic progress; and
  - Reasonable access to staff and opportunities to volunteer, observe, and participate in classroom activities.

### Annual Requirements

Each school served under Title I, Part A must convene an annual meeting to explain the requirements and the rights of parents and families to be involved in those programs. Schools must invite all parents and family of children participating in Title I, Part A programs to this meeting and encourage them to attend.

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## Parents and Families Right-to-Know:

The notification should explain that parents and family may request information regarding the professional qualifications of the student's classroom teacher, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

## Additional required information

In addition to the information that parents and families may request, a school that receives Title I funds must provide to each individual parent/family:

- Information on the level of achievement of the parent's/family's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's/family's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

## Language

Information provided to parents and families with limited English proficiency, must be provided "to the extent practicable," in a language parents and families can understand

- This means, whenever practicable, written translations of printed information must be provided to parents and families with limited English proficiency in a language they understand.
- If written translations are not practicable, it is acceptable to provide information to limited

English proficient parents and families orally in a language they understand.



## District Level Parent and Family Engagement Activities

- Not less than 90 percent of the funds reserved shall be distributed to schools served under this part.  
A district with a Title I, Part A allocation of \$500,000 or more is required to spend at least one (1) percent of its allocation for district and school-level parent and family engagement activities, including family literacy training and training to enhance parenting skills.
- Districts with allocations of \$500,000 or less are also responsible for implementing parent and family engagement activities, although no minimum allocation is required.

## Parent and Family Engagement in Use of Funds

- The district must involve parents and families of Title I, Part A participating children in decisions about how it allots to schools the funds the district has reserved for parent and family engagement activities.
- The engagement of parents and families should be consistent with the definition of parent and family engagement.
- A district may choose to use its district-wide parent/family advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to Title I, Part A programs.

## Activities under section 1116(a)(3)(C)

- The law is clear that 90 percent of the one percent of Title I, Part A allocation the district reserves for parent and family engagement under section 1116 must be distributed among the district's schools, and the parents and family of those schools must be involved both in deciding how those funds will be allotted, and once allotted, how they will be spent.
- Parents and families of children receiving Title I, Part A services and school officials may decide at the school level to pool their individual resources to pay for district-level parent and family engagement activities, such as a parent resource center.

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## Parent Engagement / Family Engagement

### Resources

- The Kansas Parent Information Resource Center (KPIRC)/ [www.kpirc.org](http://www.kpirc.org).

For more information, contact:

Christine Macy  
Program Consultant  
Special Education & Title Services  
(785) 296-3287  
[christine.macy@ksde.gov](mailto:christine.macy@ksde.gov)



Kansas State Department of Education  
900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212

(785) 296-3201

[www.ksde.gov](http://www.ksde.gov)

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