



**THE SCHOOL BOARD OF BROWARD COUNTY, FL**

**Local Education Agency  
Parent and Family Engagement  
Plan  
2025-2026**

## **2025-2026 Broward County LEA Parent and Family Engagement Plan**

In support of strengthening student academic achievement, each Local Educational Agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement plan that contains information required by Section 1116(a)(2) of the *Every Student Succeeds Act (ESSA)*. The plan establishes the LEA's expectations for parental engagement and describes how the LEA will implement several specific parent and family engagement activities and is incorporated into the LEA's plan submitted to the Florida Department of Education (FDOE) as required in *Section 1112(a) of ESSA*.

### **Assurances**

#### **The Broward County School Board LEA agrees to implement the following statutory requirements:**

- ✓ The LEA will put into operation programs, activities, and procedures for the engagement of parents and families in its schools with Title I, Part A programs consistent with Section 1116 of the *Every Student Succeeds Act (ESSA)*. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and families of participating children.
- ✓ Consistent with Section 1116, the LEA will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each includes, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.
- ✓ The LEA will incorporate this LEA-wide parent and family engagement policy into its LEA plan developed under Section 1112 of the ESSA.
- ✓ In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children. The LEA will provide information and school reports required under Section 1111 of the ESSA in an understandable and uniform, easily read format and to the extent practicable, in a language parents/guardians understand [Section 1116(f)].
- ✓ If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA is not satisfactory to the parents/guardians of participating children, the LEA will submit any parent/guardian comments with the plan when the LEA submits the plan to FDOE [Section 1116(b)(4)].
- ✓ The LEA will involve the parents/guardians of participating children served in Title I, Part A schools in decisions about how not less than 1 percent of Title I, Part A funds reserved for parental involvement is allocated, and will ensure that not less than 95 percent of the one percent reserved is distributed directly to the schools, after equitable provisions have been provided to participating private schools [Section 1116(a)(3)(A-C)].

- ✓ The LEA will be governed by the definition of “family engagement” as defined in the U.S. Department of Health and Human Services’ and U.S. Department of Education’s Policy Statement of Family Engagement From The Early Years to the Early Grades, with the expectation that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.

**Family Engagement as Defined by the U.S. Department of Health and Human Services (HHS) and U.S. Department of Education (ED)**

*Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness including the planning, development, and evaluation of such activities, programs, and systems.*

*The term “family” as used is inclusive of all adults who interact with early childhood systems in support of their child, to include biological, adoptive, and foster parents, grandparents, legal and informal guardians, and adult siblings.*

*Parent and Family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) that parents and family members play an integral role in assisting their child’s learning;*
- (B) that parents and family members are encouraged to be actively engaged in their child’s education at school;*
- (C) that parents and family members 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;*
- (D) the carrying out of other activities, such as those described in section 1116 of the ESSA. (U. S. Department of Education)*

## **Broward County's Parent and Family Engagement Resource Center**

The parent and family engagement resource center serves families of Title I children in grades pre-kindergarten through twelfth. Families obtain appropriate educational services for their children's academic needs; work to improve educational results for all children; train and inform parents and professionals on a variety of topics; resolve problems between families and schools or other agencies; and connect parents to community resources that address their child's needs and promote student achievement.

The following center/websites are available for parents:

### **Broward County's Title I Parent Engagement Resource Center**

701 Northwest 31st Avenue

Ft. Lauderdale, FL 33311

754-321-1425

**<https://www.browardschools.com/Page/34284>**

### **District's Broward County Public Schools (BCPS)**

Student Support Initiatives – Family and Community Engagement

**<https://www.browardschools.com/Page/38960>**

## **PART II. District - Wide LEA Parent and Family Engagement Plan**

### **Parent and Family Engagement Mission Statement**

We, the Federal Programs Department of the Broward County School Board believe that a partnership must exist between our parents and our schools. We will promote positive communication between the school personnel, parents/guardians and family members that will strengthen the school, family, and community partnership. We further pledge to coordinate and build capacity for increased parent and family participation through enriching and engaging activities whereby parents can exhibit effective parenting skills that will provide stabilization in the home and ultimately improve the academic achievement of our students.

1. Describe the actions the LEA will take to engage parents/guardians and family members in each of the following required policies/plans.
  - a. LEA-wide parent and family engagement policy (PFEP) [Section 1116(2)];
  - b. LEA Plan [Sections 1112 (b), 1112 (d)(1and 2)]; and
  - c. How the funds reserved for parent and family engagement will be spent [Section 1116 (a)(3)].

The Local Educational Agency (LEA) has developed the District's Title I Executive Parent Advisory Council (EPAC), which is comprised of parents and family members from various Title I schools. The Council provides input into the development, implementation, and evaluation of all district related activities, including but not limited to the Title I, Part A application, the LEA District's Parent and Family Engagement Plan (PFEP) and utilization of the parent involvement allocation. The Broward LEA will present all projected district activities for the upcoming school year to the district's Title I Executive Parent Advisory Council (EPAC). During the Title I EPAC meetings, members will review, provide recommendations regarding the projected parent and family engagement activities and LEA Parent and Family Engagement Plan. The LEA and the Title I EPAC members are expected to reach a consensus regarding the parent and family engagement activities.

In addition, the LEA Parent and Family Engagement Plan will be made available to the EPAC, Title I schools and the community. To assure the PFEP's availability to the respective entities, as part of the compliance requirement each Title I school must develop and disseminate a letter annually notifying parents/guardians of the existence and location of the LEA and school-level PFEPs. Schools are required to keep several copies of the plan in the front lobby and provide upon request.

To further build capacity for increased parent and family engagement the LEA will coordinate monthly activities (Parent Training Academy workshops: Title I Orientation, Core Subject Areas Strategies, STEMFests, and Summer Learning) that promote parent literacy and assist with improving student achievement at home. In addition, the LEA will coordinate activities that target fathers, guardians, and other male role-models/mentors for increased male engagement. Since, some of these activities are held during the evenings, childcare will be provided, as needed.

The LEA will also coordinate services through the Early Learning & Language Acquisition Department (Head Start). Title I, Part A funds will be utilized to support 50 four-year-old early childhood classrooms (PREK) in 36 schools, by providing instructional and non-instructional positions that deliver research-based curriculum and resources to the pre-school students and families. Voluntary Pre-Kindergarten funds will be used to provide

support to classroom teachers through master coaches as well as professional development opportunities to meet their special needs. Professional development will include but is not limited to the following courses: The Creative Curriculum for Preschool, Teaching Strategies GOLD, Classroom Assessment Scoring System and Conscious Discipline. Title I, Part A and VPK funds will also be used for parent and family engagement by providing participating families with educational activities/workshops for parents to assist their child(ren) at home, during school, and as they transition to Kindergarten.

Title I, Part A will have ongoing collaboration with the Title I, Part C, Migrant Education Program (MEP). The MEP program will have an Identifier/Recruiter (ID&Rs), partially funded by Title I, Part A as well as a Pre-K teacher and teacher assistant to address the identified needs of migrant students and families. Title I, Parts A and C will collaborate efforts to inform parents of available services and programs offered through the Parent and Family Engagement Program to include School/District Community Workshops, Title I Parent Training Academies, and Dad's Challenge activities.

Information regarding migrant program services is communicated to all school registrar/Information Management Technician (IMT) contacts and migrant data entry is conducted through the department's IMT. Migrant ID&Rs facilitate access for migrant families to district Pre-K programs including Title I, Part A funded Pre-K programs. Migrant staff work collaboratively with Title I, Part A staff in conducting an Annual Parent Seminar eliciting participation from migrant families to ensure they receive resources and information to help their children succeed. Title I, Part A funding for Migrant brochures, flyers, and refreshments during Migrant parent training is provided as needed. Presentations occur between Title I, Part A, and Homeless Education Department staff to help in the identification process and to facilitate parent access to federal programs. Ongoing coordination occurs between Title I, ESOL, and Homeless Education Departments to enhance support and increase identification of homeless/migrant children.

Title III (Bilingual/ESOL Department) will coordinate with Title I to offer translation/interpretive services (i.e., parent workshops, multilingual brochures, bilingual personnel as needed/requested, etc.). Title III has developed and will continue to support Parent Outreach Centers at three targeted Title I schools and their feeder schools (Park Ridge, Tamarac, and Oriole Elementary Schools). Title III will also support Title I by providing translation services of district/department correspondences and bilingual staff at the Title I Parent Training Academies and the Annual Parent Seminar.

Title I, Title III (Bilingual/ESOL), Head Start (Early Learning & Language Acquisition), and Exceptional Student Learning Support (ESLS) departments will collaborate and coordinate the Parent Seminar, an annual full day conference for district parents. Parents/Guardians participate in workshops, receive viable information and academic strategies to promote student learning at home. In addition, Title I, Title III (Bilingual/ESOL) and Head Start (Early Learning & Language Acquisition) departments provide educational supplementary materials that are on loan to Title I and Head Start parents. These resources are made available to the parents and guardians at daily visits to the Title I/Head Start schools, Family Literacy Nights, and community events by way of the Title Family Resource Centers (mobile units).

Ongoing research shows that parent and family engagement in schools improves student achievement, reduces absenteeism, and restores parents'/guardians' confidence in their children's education. Students with engaged parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. By educating families on important subjects such as literacy, financial matters, neighborhood resources and health and wellness schools can better support both families and the communities in which they live. Therefore, the LEA and designated Title I schools will conduct the following activities using funds reserved for parent and family engagement activities to build the capacity for increased engagement as outlined in our Parent and Family Engagement Plan:

| <b>Funded activities that will be implemented during the 2025 – 2026 school year:</b> |  |
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| Activity 1  | Parent Involvement-Classroom Teacher (PSES): Stipends for Teacher Presenters at Parent Meetings - Topics for Training Will Be Parent Literacy and FSA Family Night. Additional topics may include: college/career readiness, graduation requirements, social emotional learning, major societal concerns/issues (vaping, inappropriate technology usage i.e., sexting, bullying, etc.) and assessment test-taking strategies for parents/guardians and family members to utilize at home to increase student learning and the well-being of the child.                         |
| Activity 2  | Parent Involvement-Other Certified (PSES): Stipends For Curriculum Specialists and Coaches Presenters at Parent Meetings - Topics for Training Will Be Parent Literacy and FSA Family Night. Additional topics may include college/career readiness, graduation requirements, social emotional learning, major societal concerns/issues (vaping, inappropriate technology usage i.e., sexting, bullying, etc.) and assessment test-taking strategies for parents/guardians and family members to utilize at home to increase student learning and the well-being of the child. |
| Activity 3  | Parent Involvement-Paraprofessional (PSES): Stipends For Paraprofessionals to assist at parent meetings; Staff will assist at parent meetings providing childcare and other related duties/  |

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|            | <p>assignments (registration, prepare presentation materials, serve refreshments, etc.) to enhance the implementation of the trainings. It is through this added service that a welcoming environment will be established and relationships built with the students, parents/guardians, family members, and community stakeholders for repeated engagement.</p>  |
| Activity 4 | <p>Parent Involvement-Other Support Personnel: Salaries For 8 Community Liaisons, Parental Involvement Activities Bus Driver Supplement/Stipend for 2 Community Liaisons (department); Parent Literacy Workshops, Family Nights, Community Events, Family Resource Centers (two mobile units), Parent Engagement Resource Center (PERC) and Scholastic Read and Rise workshops; Community Liaisons will be assigned to work at these various parent and family engagement activities that consist of equipping participants with strategies that can be utilized at home to increase student learning and progression. In addition, staff will build rapport with assigned school personnel, families, and community stakeholders to increase parent/guardian participation.</p> |
| Activity 5 | <p>Parent Involvement-Retirement: Employee Benefits Retirement; Additional benefits for Community Liaisons to work at these various parent and family engagement activities. Staff will assist at parent training academy and fatherhood workshops that consist of strategies for parents/guardians, family members, and community stakeholders to utilize at home to increase student learning and progression.</p>   |
| Activity 6 | <p>Parent Involvement-Federal Insurance Contributions Act: Employee Benefits Social Security; Additional benefits for employees that provide additional support to schools, families, and communities by addressing specific barriers to academic success in the most critical performing schools.</p>   |
| Activity 7 | <p>Parent Involvement-Federal Insurance Contributions Act: Employee Benefits Social Security; Additional benefits for Community Liaisons to work at these various parent and family engagement activities; Staff will assist at parent training academy and fatherhood workshops that consist of strategies for parents/guardians, family members, and community stakeholders to utilize at home to increase student learning and progression.</p>   |
| Activity 8 | <p>Parent Involvement-Group Insurance: Employee Benefits Social Security; Additional benefits for Community Liaisons to work at these various parent and family engagement activities Staff will assist at parent training academy and fatherhood workshops that consist of strategies for parents/guardians, family members, and community stakeholders to utilize at home to increase student learning and progression.</p>  |

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| Activity 9  | Parent Involvement-Worker's Compensation: Employee Benefits Workers; Additional benefits for Community Liaisons to work at these various parent and family engagement activities. Staff will assist at parent training academy and fatherhood workshops that consist of strategies for parents/guardians, family members and community stakeholders to utilize at home to increase student learning and progression.  |
| Activity 10 | Parent Involvement-Worker's Compensation (PSES): Additional benefits for employees that provide additional support to schools, families, and communities by addressing specific barriers to academic success in the most critical performing schools.   |
| Activity 11 | Parent Involvement-Unemployment Compensation: Employee Benefits Unemployment Compensation (Department Community Liaisons); Additional benefits for Community Liaisons to work at these various parent and family engagement activities. Staff will assist at parent training academy and fatherhood workshops that consist of strategies for parents/guardians, family members, and community stakeholders to utilize at home to increase student learning and progression.   |
| Activity 12 | Parent Involvement-Unemployment Compensation (PSES): Additional benefits for employees that provide additional support to schools, families, and communities by addressing specific barriers to academic success in the most critical performing schools.   |
| Activity 13 | Parent Involvement-Professional and Technical Services (Consultants For Parent and Family Engagement activities): Annual Parent Seminar (Real Eyes Entertainment)(300 – 450 participants expected), (Flying Classroom - STEMFests) 3 Events (500 – 750 participants expected); Parent Training Academy meetings (Real Eyes Entertainment)(approximately 700 participants expected) hire vendors to assist with conducting parent/family workshops (virtual and in-person) and provide professional development to parents/guardians/family members utilizing best-research strategies that will improve learning and increase student progress. |
| Activity 14 | Parent Involvement-Travel: Compensation for In And Out Of County Travel For Community Liaisons To Visit Title I Schools And Provide Assistance With Parent and Family Engagement Activities within the communities; Staff will assist at parent training academy, fatherhood workshops, and at community events that consist of strategies and information for parents/guardians, family members, and community stakeholders to utilize at home to increase student learning and progression.   |
| Activity 15 | Parent Involvement-Other Purchased Services: Printing for Parent Engagement Activities; Migrant Education Program/Parent Training Academy Workshops/Parent Seminar/Dad Chats. Printing – Printing of flyers, booklets, brochures/pamphlets to market and bring awareness of the Title I Program for increased participation.  |

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| Activity 16 | Parent Involvement-Charter schools will be reimbursed for Parent and Family Engagement Activities (PSES); Submit appropriate compliance documentation as evidence of implementation after activities have been conducted for reimbursement. Charter schools will conduct parent and family engagement activities to build and increase parent/guardian participation that will promote student success.  |
| Activity 17 | Parent Involvement-Supplies: Supplemental Instructional Books for Parents (Scholastic); A LEA initiative to promote and improve the literacy of students. During parent and family engagement activities parents/guardians will receive reading strategies and books to build home libraries to improve their children reading skills and proficiency levels.  |
| Activity 18 | Parent Involvement-Supplies: Materials And Supplies (Parent Involvement PSES); (Flip-Charts, Chart Tablets, Markers, Highlighters, Pencils, Pens, Post-Its, Tape, Construction Paper, File Folders, Binders, Scissors, Index Cards, Agendas, Labels, Tag Board, Notebook Paper, Glue Sticks, Sentence Strips and refreshments); These supplemental materials will be purchased to enhance the Parent Literacy Workshops/Family Nights/Professional Development, as notification and/or to market participation, create make-and-take projects and provide a hands-on approach to reinforcing concepts presented during family literacy workshops for parent/guardian and student learning.   |
| Activity 19 | Parent Involvement-Supplies: Materials And Supplies (Read and Rise Training And Family Literacy Books); Parent Training Academy Workshops/Family Resource Centers/PERC/Family Strengthening Labs /STEMFests; Supplemental Materials and Refreshments; Purchase materials and supplies for notification and/or marketing participation, increase participation and enhance the instruction of the workshop with take home resources to reinforce learning; items to be purchased instructional student books/workbooks, literacy books for home libraries and instructional games, various colored xerox paper, folders, pens, pencils and (10) Parent Family Engagement workshops/activities and (4) Migrant Education Program parent workshops. |
| Activity 20 | Parent Involvement-Periodicals (PSES): Periodicals for Parent Meetings - Home and School Connections, Active Parenting Booklets, Firm, Fair, Consistent/Building Readers; Materials will be reviewed, discussed and distributed to participants at Parent Literacy Workshops/Family Nights/Professional Development; Purchases will consist of materials, supplies and books to enhance the instruction of the workshop and take-home resources to reinforce learning. In addition, these resources will provide daily suggestions ideas that parents/guardians can use at home to   |

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|             | improve parent literacy skills, promote positive discipline, and reinforce learning concepts.  |
| Activity 21 | Parent Involvement-Periodicals: Periodicals for Parent Meetings - Home and School Connections, Active Parenting Booklets, Firm Fair, Consistent/Building Readers (Department); Materials will be reviewed, discussed and distributed to participants at Parent Literacy Workshops/Family Nights/Professional Development; Purchases will consist of materials, supplies and books to enhance the instruction of the workshops and take-home resources to reinforce learning. In addition, these resources will provide daily suggestions ideas that parents/guardians can use at home to improve parent literacy skills, promote positive discipline, and reinforce learning concepts. |
| Activity 22 | Parent Involvement: Rentals – Facility and equipment. Facility rental at a venue that can accommodate over 500 attendees for the Annual Parent Seminar, with several breakout sessions being conducted simultaneously is needed. Audio visual equipment is required that goes beyond the capability of the technology and equipment that is in- house. The equipment is used to enhance the parent literacy workshops through the usage of advance multimedia platforms.   |
| Activity 23 | Parent Involvement: Dues and Fees – The Annual Parent Seminar is hosted by consolidated grant programs (Title I, Part A, Title I, Part C, Title III (ELL/Bilingual/ESOL), Head Start/Early Childhood, IDEA (ESE), Title IX (Homeless), and Title II (Professional Development). This seminar is a full day session that is held for parents/guardians in the Broward County Public School district to attend. There are parent literacy workshops and community vendors provided that impart and distribute valuable information and resources for the entire family. Each Title I school is responsible for sponsoring one parents/guardians from their school to attend this event.  |

2.

a. Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents/guardians to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116 (e)(1-14)].

The LEA provides the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

Orientation and technical assistance meetings (onboarding process) are provided to new principals and Title I Liaisons of all Title I schools to assist in the development, implementation, review of all required plans, and ensure that schools are knowledgeable of their expectant roles, requirements, and responsibilities.

Quarterly Title I Liaisons technical assistance meetings serve as the main forum for sharing information regarding the federal requirements of the district as a recipient of Title I, Part A funds. The Program Specialists and Grant Facilitators are responsible for providing information and technical assistance to schools. Additionally, there is daily two-way communication via email and/or Microsoft Teams meeting can be scheduled for Title I Liaisons to address concerns and/or inquiries as it relates to Title I processes/procedures and an electronic compliance tool (eBinder), which provides feedback to school personnel regarding documentation submitted to meet the requirements.

b. Include a description of the process the LEA will use to review the school-level PEFP to ensure compliance with all requirements of Section 1116[34 CFR 200.21 (c and d)].

The LEA reviews each school-level parent and family engagement plan, school- parent compact, and annual parent survey results to ensure compliance and that the activities planned will provide meaningful opportunities for parents and family members to become more engaged in their child's education. This review process is conducted periodically via the eBinder and feedback is provided to the school. Schools begin developing and administering the documents during the months of March through May. The Grant Facilitators are responsible for monitoring the completion of the school-level PEFP, compact and annual evaluation.

Furthermore, the Grant Facilitators will review the school-level PFEPs for effectiveness, accuracy, and completion. The review process includes monitoring schools' School Advisory Council meeting agendas, minutes, and proof of attendance forms, thus ensuring joint development, agreement, and distribution of the PEFP to their parents/guardians and community stakeholders, as evidenced in the schools' Title I electronic binder.

c. Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

Parent Literacy Workshops will be provided by the LEA as an additional reasonable support for parent and family engagement activities. The Grant Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other

school staff to enhance their abilities to present parent and family engagement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

3. Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY),

Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116 (e)(4)].

| Program   | Coordination   |
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| Early Learning & Language Acquisition Department (Head Start) | The LEA will also coordinate services through the Early Learning & Language Acquisition Department (Head Start). Title I, Part A funds will be utilized to support 50 four-year-old early childhood classrooms (PREK) in 36 schools, by providing instructional and non-instructional positions that deliver research-based curriculum and resources to the pre-school students and families. Voluntary Pre-Kindergarten funds will be used to provide support to classroom teachers through master coaches as well as professional development opportunities to meet their special needs. Professional development will include but is not limited to the following courses: The Creative Curriculum for Preschool, Teaching Strategies GOLD, Classroom Assessment Scoring System and Conscious Discipline. Title I, Part A and VPK funds will also be used for parent and family engagement by providing participating families with educational activities/workshops for parents to assist their child(ren) at home, during school, and as they transition to Kindergarten. |

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| <p>Migrant Education Program (Title I, Part C)</p>                                 | <p>Title I, Part A will have ongoing collaboration with the Title I, Part C, Migrant Education Program (MEP). The MEP program will have an Identifier/Recruiter (ID&amp;Rs), partially funded by Title I, Part A as well as a Pre-K teacher and teacher assistant to address the identified needs of migrant students and families. Title I, Parts A and C will collaborate efforts to inform parents of available services and programs offered through the Parent and Family Engagement Program to include School/District Community Workshops, Title I Parent Training Academies, and Dad's Challenge activities. Information regarding migrant program services is communicated to all school registrars/Information Management Technician (IMT) contacts and migrant data entry is conducted through the department's IMT. Migrant ID &amp; Rs facilitate access for migrant families to district Pre- K programs including Title I, Part A funded Pre- K programs. Migrant staff work collaboratively with Title I, Part A staff in conducting an Annual Parent Seminar eliciting participation from migrant families to ensure they receive resources and information to help their children succeed. Title I, Part A funding for Migrant brochures, flyers, and refreshments during Migrant parent training is provided as needed. Presentations occur between Title I, Part A, and Homeless Education Department staff to help in the identification process and to facilitate parent access to federal programs. Ongoing coordination occurs between Title I, ESOL, and Homeless Education Departments to enhance support and increase identification of homeless/migrant children.</p> |
| <p>Bilingual/ESOL Department (Title III – English Speakers of Other Languages)</p> | <p>Title III (Bilingual/ESOL Department) will coordinate with Title I to offer translation/interpretive services (i.e., parent workshops, multilingual brochures, bilingual personnel as needed/requested, etc.). Title III has developed and will continue to support Parent Outreach Centers at three targeted Title I schools and their feeder schools (Park Ridge, Tamarac and Oriole Elementary Schools). Title III will also support Title I by providing translation services of district/department's correspondences and bilingual staff at the Title I Parent Training Academies and the Annual Parent Seminar. Title I will support Title III with the coordination of a Parent Leadership Training for Title I, Title III and Head Start parents. The goal of the training will be to bring awareness of parents' legislative rights and build capacity for increased parent and family engagement.</p>   |
| <p>Annual Parent Seminar</p>   | <p>Title I, Title III (Bilingual/ESOL), Head Start (Early Learning &amp; Language Acquisition), and Exceptional Student Learning Support (ESLS) departments collaborate and coordinate the Parent Seminar, an annual full day conference for district parents. Parents/Guardians participate in workshops, receive viable information and academic strategies to promote student learning at home.</p>  |

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| Title I Family Engagement Center (On Wheels) | The Title I, Title III (Bilingual/ESOL) and Head Start (Early Learning & Language Acquisition) departments provide educational supplementary materials that are on loan to Title I and Head Start parents. These resources are made available to the parents and guardians at daily visits to the Title I/Head Start schools, Family Literacy Nights, and community events by way of the Title I Family Resource Centers (mobile units). |
| Cooperative District Events                  | Title I, Title III (Bilingual/ESOL), Head Start (Early Learning & Language Acquisition), and Student Services (Child Abuse & Neglect, Family Counseling, Foster Care, Homeless, School Social Work, etc.) departments/programs consolidate and coordinate parent and family literacy trainings. Services are provided to district students/families from district partners and community stakeholders.                                   |

4. Describe the actions the LEA will take to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parent and family engagement policy/plan in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Annually, the parent and family engagement plan is evaluated through an empirical study on the relationship between parent engagement domains, student performance, and achievement. The department also administers a Title I parent and family engagement survey at the school level to examine parent/guardian satisfaction with Title I school engagement efforts through parents'/guardians' perspectives about their relationship and involvement with their child(ren)'s schools.

Further, the LEA will evaluate the effectiveness of its parent and family engagement activities by having participants complete an evaluation form and/or online survey after each parent and family engagement activity. The feedback provided from the evaluation form will be shared with the Title I Executive Parent Advisory Council, their suggestions and recommendations will be considered in improving and implementing any necessary changes needed throughout the year. An annual evaluation will be held at both the school and district level, the data will be analyzed, and a summary of needs will be formulated by the district Title I Executive Parent Advisory Council (EPAC) and the schools' School Advisory Council (SAC). The information generated will be used to strengthen and plan with the involvement of parents/guardians, family members and community stakeholders the parent and family engagement plan and activities for the upcoming school term. The Title I parents/guardians will be encouraged to attend these forums regularly, to contact the LEA and schools with questions, concerns, and suggestions to build capacity for increased parent and family engagement within our district.

5. If the LEA plans to implement LEA-wide activities, describe the activities the LEA will take to build the schools' and parents'/guardians' capacity for strong parent and family engagement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement [Sections 1116 (a)(2)(C), 1116 (e)(1-14)]. Please formulate your responses as follows:

If all activities will be conducted at the school-level, check .

| <b>Specific Activity</b>  | <b>Frequency and Duration</b>                                  | <b>Evidence-Based Research</b>  | <b>Evaluation of Implementation and Effectiveness</b>   |
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| Title I Executive Parent Advisory Council (EPAC)                                  | <i>Biannual (September, November, January, March, and May)</i> | Ortego, L. (2023). <i>4 Post-Pandemic Strategies to Keep Parents and Schools Connected</i> . Ed Post. <a href="https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected">https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected</a>                                       | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/ Notes and Evaluation Data on Effectiveness |
| Title I Orientation Annual Parent Meeting – Kick- Off                             | <i>Annually</i>  | Benner, M and Quirk, A. (2020). <i>One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication</i> . Center for American Progress. <a href="http://www.americanprogress.org">www.americanprogress.org</a> .  | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minute Notes and Evaluation Data on Effectiveness   |
| Parent and Family Engagement Literacy Workshops – Parent Training Academies (PTA) | <i>Quarterly</i>   | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/ Notes and Evaluation Data on Effectiveness |

|  |   |   |   |
|--|---|---|---|
| Parent and Family Engagement Conference (Annual Parent Seminar)  | <i>Annually</i>                                       | Heng-Chieh-Wu, J., Morley, A., and Wilinski, B. (2022). <i>Uncovering New Opportunities for Family Engagement During COVID-19</i> . Phi Delta Kappan. <a href="https://kappanonline.org/new-opportunities-family-engagement-covid-19-wilinski-morley-wu/">https://kappanonline.org/new-opportunities-family-engagement-covid-19-wilinski-morley-wu/</a>     | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/ Notes and Evaluation Data on Effectiveness |
| Science, Technology, Engineering and Mathematics (STEM) STEMFests  | <i>Triannual</i>                                      | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-trying-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-trying-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/ Notes and Evaluation Data on Effectiveness |
| Collaboration with the district departments and other organizations (Fatherhood Mentorship Program) to institute the “Dad’s Challenge” | <i>Biannual</i>                                       | Davies, J., Norman, H., and Smith, R. (2023). <i>Supporting Fathers to Get More Involved at School</i> . Fatherhood Institute. <a href="https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/">https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/</a>  | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/ Notes and Evaluation Data on Effectiveness |
| Early Childhood Classroom (Title I Supported)  | Continuous (throughout the course of the school year) | Bratcher, K. (2023). <i>Effective Professional Development: 6 Secrets to Success</i> . Carnegie Learning, Inc. <a href="https://www.carnegielearning.com/blog/effective-professional-learning/">https://www.carnegielearning.com/blog/effective-professional-learning/</a>  | <i>Email Correspondences Sign-in Sheets</i>   |

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|--|---|---|--|
| Parent and Family Engagement (Mobile Units/Table Displays) | Continuous (throughout the course of the school year) | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | <i>Email Correspondences<br/>Mobile Unit<br/>Schedule Sign-in Sheets</i> |
| Parent and Family Engagement (Community Events)            | Continuous (throughout the course of the school year) | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | <i>Email Correspondences<br/>Mobile Unit<br/>Schedule Sign-in Sheets</i> |

6. Describe the professional development activities the LEA will provide, with the assistance of the schools and parents/guardians, to educate staff on the value and utility of contributions of parents/guardians; how to reach out to, communicate with, and work with parents/guardians as equal partners; the implementation and coordination of parent and family engagement programs; and how to build ties between parents/guardians and the school [Section 1116 (e)(3)].

| Specific Activity  | Frequency and Duration                                | Evidence –Based Research   | Evaluation of Implementation and Effectiveness                                 |
|--|---|--|--|
| Title I Liaisons' Technical Assistance Training (Hot Labs)                                   | Quarterly   | Bratcher, K. (2023). <i>Effective Professional Development: 6 Secrets to Success</i> . Carnegie Learning, Inc. <a href="https://www.carnegielearning.com/blog/effective-professional-learning/">https://www.carnegielearning.com/blog/effective-professional-learning/</a> | Correspondences/ Flyers; Agenda; Sign-in sheets; Feedback/ Training Evaluation |
| Communicating and working with parents and families (How to effectively conduct conferences) | Continuous (throughout the course of the school year) | Bratcher, K. (2023). <i>Effective Professional Development: 6 Secrets to Success</i> . Carnegie Learning, Inc. <a href="https://www.carnegielearning.com/blog/effective-professional-learning/">https://www.carnegielearning.com/blog/effective-professional-learning/</a> | Correspondences/ Flyers; Agenda; Sign-in sheets; Feedback/ Training Evaluation |

7. Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents/guardians (including parents/guardians of children with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent and family engagement programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in language parents/guardians can understand [Section 1116(e)(5) and 1116(f)].

The LEA will provide the Parent and Family Engagement Plan (PFEP) in English, Haitian Creole, Spanish, Portuguese, and any other languages that may be warranted as feasible. Parents/Guardians will be sent notification of the plan's location in the schools' newsletters, on schools' websites, and in the front lobbies of schools. The district and schools will develop the parent and family engagement plans to include language that is understandable and parent-friendly. Translators will be available as feasible at parent and family engagement meetings and made available at school sites to provide translation services to ensure that all parents/guardians (ESOL, migratory, etc.) are able to fully participate in the parent and family engagement activities. If other languages are needed schools will have in-house bilingual staff provide translation services. At the beginning of each school year, schools are required to have parents/guardians complete registration information regarding emergency contact information and the various languages spoken in the home. The LEA collects this data and through the Bilingual/ESOL Department translators are provided in the various languages of the student population. All workshops/training locations are held at sites that provide accessibility (wheelchair access, ramps, and restrooms) for parents/guardians that may have special needs. In addition, consideration is made regarding the distance of the meeting area (school cafeteria, media center, classroom, etc.) from the training room to the parking lot for parents/guardians with limited mobility and/or disabilities.

## **Discretionary LEA Parent and Family Engagement Plan Components**

The LEA parent and family engagement policy/plan may include additional discretionary activities that the LEA, in consultation with the parents/guardians, chooses to undertake to build parents'/guardians' capacity for engagement in the school and school system to support their children's academic achievement [Section 1116(e)].

- Check here if the LEA does not plan to implement the discretionary activities listed below.

Check all activities the LEA plans to implement:

- ✓ Involving parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1116(e)(6)];
  - ✓ Providing necessary literacy training for parents/guardians from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1116(e)(7)];
  - ✓ Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions [Section 1116(e)(8)];
  - ✓ Training parents/guardians to enhance the engagement of other parents/guardians [Section 1116(e)(9)];
  - ✓ Maximizing parent and family engagement and participation in their children's education by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children and parents/guardians who are unable to attend those conferences at the school [Section 1116(e)(10)];
  - ✓ Adopting and implementing model approaches to improving parent and family engagement [Section 1116(e)(11)];
  - ✓ Establishing a LEA-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs [Section 1116(e)(12)];
  - ✓ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities [Section 1116(e)(13)]; and
  - ✓ Providing other reasonable support for parent and family engagement activities under section 1116 as parents/guardians may request [Section 1116(e)(14)].
8. Describe how the discretionary activities checked above will be implemented.

| Specific Activity   | Frequency and Duration   | Evidence-Based Research   | Evaluation of Implementation and Effectiveness   |
|---|--|---|--|
| Train parents and staff as leaders.   | Continuous (Throughout the course of the school year) (various trainings will be provided) | Ortego, L. (2023). <i>4 Post-Pandemic Strategies to Keep Parents and Schools Connected</i> . Ed Post. <a href="https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected">https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected</a> . | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |
| Parent Literacy Training  | Monthly (district) Quarterly (school- level)   | Benner, M and Quirk, A. February (2020). <i>One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication</i> . Center for American Progress. <a href="http://www.americanprogress.org">www.americanprogress.org</a> .   | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |
| Providing transportation and childcare that will enable parents to participate in school-related meetings and training sessions [Section 1116(e)(8)]; | Continuous (Throughout the course of the school year) (as necessary)                       | H. Callie Silver and Sarai Coba-Rodriguez. (2022). <i>“There’s no off-switch for us:” Head Start family engagement amidst COVID-19</i> . <a href="https://www.sciencedirect.com/science/article/pii/S0190740922001116">https://www.sciencedirect.com/science/article/pii/S0190740922001116</a>                        | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |
| Maximizing parent and family engagement by arranging flexible school meetings, etc.   | Continuous (Throughout the course of the school year)                                      | Benner, M and Quirk, A. February (2020). <i>One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication</i> . Center for American Progress. <a href="http://www.americanprogress.org">www.americanprogress.org</a> .   | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |
| Adopting and implementing model approaches to   | Continuous (Throughout the course of the school year) (as                                  | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our</i>  | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda;   |

|   |  |   |  |
|---|--|---|--|
| improving parent and family engagement [Section 1116(e)(11)];   | necessary)   | <i>Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a>   | Minutes/Notes; and Evaluation Data on Effectiveness  |
| Establish a LEA Parent Advisory Council [Section 1116(e)(12)] ;   | Quarterly (September, November, January, March, May)                 | Ortego, L. (2023). <i>4 Post-Pandemic Strategies to Keep Parents and Schools Connected</i> . Ed Post. <a href="https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected">https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected</a>                                       | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes and Evaluation Data on Effectiveness  |
| Develop partnerships with community-based, faith-based, and businesses in parent and family engagement activities.                                      | Continuous (Throughout the course of the school year)                | Heng-Chieh-Wu, J, Morley, A., and Wilinski, B. (2022). <i>Uncovering New Opportunities for Family Engagement During COVID-19</i> . Phi Delta Kappan. <a href="https://kappanonline.org/new-opportunities-family-engagement-covid-19-wilinski-morley-wu/">https://kappanonline.org/new-opportunities-family-engagement-covid-19-wilinski-morley-wu/</a>    | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |
| Provide other reasonable support for parent and family engagement activities under section 1116 as parents/guardians may request [Section 1116(e)(14)]. | Continuous (Throughout the course of the school year) (as necessary) | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; and Evaluation Data on Effectiveness |

9. Describe the barriers that hindered participation by parents/guardians in parent and family engagement activities during the 2023-2024 school year. Include the steps the LEA will take during the 2024-2025 school year to overcome the barriers and design more effective parent and family engagement plans (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(D)(i)].

10.

| Barrier (Including the Specific Subgroup)   | Steps the LEA will Take to Overcome  |
|---|--|
| 1. Communication - Consistent translation for Haitian- Creole and Spanish population needed | 1. Continue to locate individuals employed within the district that speak fluent Haitian Creole and Spanish. These individuals will be assigned to work with and translate to the Haitian Creole and Spanish speaking parents that attend the Parent Training Academy workshops. Collaborate with the Bilingual/ESOL Department to provide consistent translations at parent and family engagement activities.   |
| 2. Perception: Reversing prior negative experiences with schools                            | 2. Further outreach to Title I after- school programs, parks/recreation centers, local businesses and municipalities will build relationships engage more parents and community participation in the lives of our students.  |
| 3. Build Capacity for Increased Male Participation  | 3. Further coordination of services with the Head Start/Early Intervention Services Department and the 5000 Role Model Excellence Project will be implemented. Continue to strengthen outreach strategies and recruit male participation to attend the Healthy Mothers, Healthy Babies male literacy workshops. These workshops will provide support and resources to fathers, guardians and role-models/mentors. In addition, allow an opportunity to network with other men. |

*Provide evidence that the LEA PFEP was developed with the input of parents and based on the evaluation of the 2024-2025 PFEP.*

**Review of the LEA Parent and Family Engagement Plan (Annual Evaluation)  
2024 - 2025**

1. Provide a summary of activities provided which were designed to build the capacity of parents to help their children [Section 1116(e) (1-2)]. Include participation data on the Title I annual meeting.

| Specific Activity   | Number of Activities | Number of Total Participants | Evidence-Based Research   | Evaluation of Implementation and Effectiveness  |
|---|----------------------|------------------------------|---|---|
| Parent Training Academy Orientation<br>Event Date: September 19, 2024         | 1                    | 66                           | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |
| Fall STEM Fest<br>Event Date November 2, 2024                                 | 1                    | 601                          | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |
| Parent Training Academy - Financial Literacy<br>Event Date: November 14, 2024 | 1                    | 57                           | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |

|  |   |      |   |   |
|--|---|------|---|---|
| Annual Parent Seminar<br><br>Event Date:<br>January 25,<br>2025            | 1 | 183  | Sanabria-Hernandez, L. (n.d.). <i>Engaging Families in Early Childhood Education</i> . National Center for Learning Disabilities, Inc. <a href="https://www.rtinetwork.org/essential/family/engagingfamilies">https://www.rtinetwork.org/essential/family/engagingfamilies</a>  | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |
| Parent Training Academy – Cooking<br><br>Event Date:<br>February 13, 2025  | 1 | 144  | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |
| Spring STEM Fest<br><br>Event Date:<br>March 1,<br>2025                    | 1 | 1004 | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a> | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |
| Parent Training Academy - Literacy<br><br>Event Date:<br>April 17,<br>2025 | 1 | 90   | Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i> . Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-</a>                 | Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey |

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|--|---|-----|---|--|
|  |   |     | schools/  |  |
| <p>Parent Training Academy - Summer Enrichment</p> <p>Event Date: May 15, 2025</p>   | 1 | 40  | <p>Guerra, R. (2023). <i>We Tried That, Now What? Increasing Parent Engagement in Our Schools</i>. Association of California School Administrators. <a href="https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/">https://content.acsa.org/we-tried-that-now-what-increasing-parent-engagement-in-our-schools/</a></p> | <p>Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey</p> |
| <p>Collaboration with the district departments and other organizations (Fatherhood Mentorship Program) to institute the "Dad's Challenge"</p> <p>Event Dates: October 19, 2024, and March 15, 2025</p> | 2 | 700 | <p>Davies, J., Norman, H., and Smith, R. (2023). <i>Supporting Fathers to Get More Involved at School</i>. Fatherhood Institute. <a href="https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/">https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/</a></p>  | <p>Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey</p> |
| <p>Read &amp; Rise for Title I VPK Parents Event Dates: Continuous</p>   | 5 | 72* | <p>Sanabria-Hernandez, L. (n.d.). <i>Engaging Families in Early Childhood Education</i>. RTI Action Network. <a href="https://www.rtinetwork.org/essential/family/engagingfamilies">https://www.rtinetwork.org/essential/family/engagingfamilies</a></p>  | <p>FORMS Survey</p>  |

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| <p>Early Childhood Classroom (Title I Supported) Event Dates: Continuous</p> <p><b><u>Title I VPK Enrichment Programs:</u></b></p> <p>VPK Meet &amp; Greet</p> <p>VPK Parent Representative</p> <p>Lending Library Check Outs</p> | <p>10</p> <p>12</p> <p>71</p> | <p>273</p> <p>12</p> <p>166</p> | <p>Sanabria-Hernandez, L. (n.d.). <i>Engaging Families in Early Childhood Education</i>. RTI Action Network. <a href="https://www.rtinetwork.org/essential/family/engagingfamilies">https://www.rtinetwork.org/essential/family/engagingfamilies</a></p>   | <p><i>Email Correspondences Sign-in Sheets</i></p> |
| <p>Parent and Family Engagement (Mobile Units/Table Displays)</p>   | <p>34</p>                     | <p>4280</p>                     | <p>Gerzon-Kessler, A. (2024, September 11). <i>5 culturally Responsive Family Engagement Strategies</i>. Edutopia. <a href="https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/">https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/</a></p> | <p>Annual Schedule Sign-in Sheets</p>              |
| <p>Parent and Family Engagement (Community Events) Event Dates: Continuous</p>  | <p>11</p>                     | <p>1406</p>                     | <p>Gerzon-Kessler, A. (2024, September 11). <i>5 culturally Responsive Family Engagement Strategies</i>. Edutopia. <a href="https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/">https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/</a></p> | <p>Annual Schedule Sign-in Sheets</p>              |

**Private School Summary**

2. Provide a summary of the professional development activities provided during the 2024 - 2025 school year for private schools implementing a Title I, Part A Program [Section 1011].

| <b>Specific Activity</b>                               | <b>Number of Total Participants</b> | <b>Schools Participating</b>  | <b>Evidenced-Based Research</b>   | <b>Evaluation of Implementation and Effectiveness</b> |
|--|-------------------------------------|-------------------------------|---|---|
| Effective Classroom Management                         | 15                                  | Alazhar School                | <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/</a> | Vendor Survey   |
| Close Reading  | 12                                  | All Saints Catholic           | Karen Mapp, Ilene Carver and Jessica Lander. (2017). <i>Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.</i>  | Vendor Survey   |
| Intro to CIM   | 15                                  | Annunciation Catholic School  | Catherine Jacques and Alma Villegas. (2018). <i>Strategies for Equitable Family Engagement. State Support Network: Partnering for School Improvement. Gv</i>  | Vendor Survey   |
| Effective Classroom Management                         | 6                                   | Baldwin Academy               | <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/</a> | Vendor Survey   |
| Developing Lifelong Mathematicians                     | 7                                   | Gateway Christian             | Karen Mapp, Ilene Carver and Jessica Lander. (2017). <i>Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.</i>  | Vendor Survey   |
| The IEP Develop, Implement, and Monitor Individual Ed. | 8                                   | Harvard International Academy | Karen Mapp, Ilene Carver and Jessica Lander. (2017). <i>Powerful Partnerships: A</i>  | Vendor Survey   |

|   |    |                   |   |               |
|---|----|-------------------|---|---------------|
| Plans   |    |                   | <i>Teacher's guide to Engaging Families for Student Success.</i>  |               |
| Promoting Engagement & Achievement in a Community of Learners | 10 | Lady of Queen     | <i>Caspe, M., Lopez, E.M. and Weiss, H. (2018). Carnegie Challenge Paper: Joining Together to Create a Bold Vision for Next Generation Family Engagement. Global Family Research Project. <a href="https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd802b98fd43380e/parent-engagement-2018.pdf">https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd802b98fd43380e/parent-engagement-2018.pdf</a></i> | Vendor Survey |
| Interactive & Engaging Teaching Strategies                    | 4  | Living Water      | <i>Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.</i>  | Vendor Survey |
| Activating Academic Engagement                                | 13 | Murl Windsor      | <i>Strengthening Families, Center for the Study of Social Policy. (2015). <a href="http://www.pa-strengthening-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_ADA.pdf">http://www.pa-strengthening-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_ADA.pdf</a></i>   | Vendor Survey |
| The Differentiated Classroom: Instruct Strategies             | 9  | Our Lady of Queen | <i>Catherine Jacques and Alma Villegas. (2018). Strategies for Equitable Family Engagement. State Support Network: Partnering for School Improvement. Gv</i>  | Vendor Survey |

|  |    |                 |   |               |
|--|----|-----------------|---|---------------|
| Intro to a Core Instructional Model          | 16 | Rhema Word      | <i>Caspe, M., Lopez, E.M. and Weiss, H. (2018). Carnegie Challenge Paper: Joining Together to Create a Bold Vision for Next Generation Family Engagement. Global Family Research Project. <a href="https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf">https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf</a></i> | Vendor Survey |
| Formative Learning and Adjusting Instruction | 8  | St. Ambrose     |   | Vendor Survey |
| Close Reading                                | 21 | St. Bonaventure | <i>Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.</i>  | Vendor Survey |
| Science of Reading                           | 14 | St. David       | <i>Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.</i>  | Vendor Survey |
| Data Driven instruction and Data Walls       | 19 | St. Gregory     | <i>Honor Society Foundation. (2022). Advancing Equity in Private School Education: A Call For Change. Honor Society Foundation. <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-</a></i>   | Vendor Survey |

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|--|----|--------------------------|---|---------------|
|  |    |                          | <i>change/</i>  |               |
| Instruction & Data Walls                               | 6  | St. Helem                | <i>Honor Society Foundation. (2022). Advancing Equity in Private School Education: A Call For Change. Honor Society Foundation. <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/</a></i> | Vendor Survey |
| Intro to Data Analysis                                 | 22 | St. Jerome               | <i>Honor Society Foundation. (2022). Advancing Equity in Private School Education: A Call For Change. Honor Society Foundation. <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/</a></i> | Vendor Survey |
| Cultural Competency: Achieving Equity in the Classroom | 10 | The International Family | <i>Catherine Jacques and Alma Villegas. (2018). Strategies for Equitable Family Engagement. State Support Network: Partnering for School Improvement. Gv</i>  | Vendor Survey |
| Promoting Teacher Self-Care and Wellness               | 12 | TIES                     | <i>Honor Society Foundation. (2022). Advancing Equity in Private School Education: A Call For Change. Honor Society Foundation. <a href="https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/">https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-change/</a></i> | Vendor Survey |

3. Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents/guardians; how to reach out to, communicate with, and work with parents/guardians as equal partners; the implementation and coordination of parent/family programs; and how to build ties between parents/guardians and the LEA [Section 1116(e) (3)].

| <b>Specific Activity</b>                   | <b>Number of Total participants</b> | <b>Evidenced-Based Research</b>   | <b>Evaluation of Implementation and Effectiveness</b>                                   |
|--|-------------------------------------|---|---|
| Professional Learning for Title I Liaisons | 199                                 | <i>Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). <a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a></i> | *eBinder Completion Rate *LAB Course Completion (Implementing Title I Procedures 23-24) |
| Hot Lab – August 28, 2024                  | 64 (virtual)<br>62 (in-person)      | <i>Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). <a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a></i> | FORMS Survey  |
| Hot Lab – October 30, 2024                 | 53 (virtual)<br>43 (in-person)      | <i>Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). <a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a></i> | FORMS Survey  |

|                                   |                                |   |              |
|-----------------------------------|--------------------------------|---|--------------|
| Hot Lab –<br>December<br>11, 2024 | 33 (virtual)<br>41 (in-person) | <i>Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018).<br/><a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a></i> | FORMS Survey |
| Hot Lab –<br>February 26,<br>2025 | 31 (virtual)<br>59 (in-person) | <i>Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018).<br/><a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a></i> | FORMS Survey |

4. Describe the identified barriers which hindered participation by parents/guardians in parent and family engagement activities and the steps the LEA will take to overcome the identified barriers (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(2)(D)(i)]

| <b>Barrier(s) (Including the Specific Subgroup)</b>  | <b>Steps the LEA will Take to Overcome</b>  |
|--|---|
| 1. Communication - Consistent translation for Haitian-Creole and Spanish population needed | 1. Continue to locate individuals employed within the district that speak fluent Haitian-Creole and Spanish. These individuals will be assigned to work with and translate to the Haitian-Creole and Spanish speaking parents that attend the Parent Training Academy workshops. Collaborate with the Bilingual/ESOL Department to provide consistent translation parent engagement activities. |
| 2. Perception: Reversing prior negative experiences with schools                           | 2. Further outreach to Title I after-school programs, parks/recreation centers, local businesses and municipalities will build relationships engage more parents and community participation in the lives of our students.  |

|   |  |
|---|--|
| <p>3. Build Capacity for Increased Male Participation</p> | <p>3. Further coordination of services with the Head Start/Early Intervention Services Department and the 5000 Role Model Excellence Project will be implemented. Continue to strengthen outreach strategies and recruit male participation to attend the Healthy Mothers, Healthy Babies male literacy workshops. These workshops will provide support and resources to fathers, guardians and role- models/mentors. In addition, allow an opportunity to network with other men.</p> |
|---|--|



**State Board of Education**

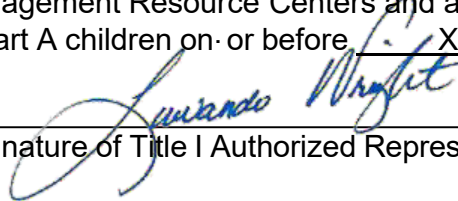
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**Manny Diaz, Jr.**  
**Commissioner of Education**

**2025-2026 LEA Parent and Family Engagement Plan Adoption Page**

The School Board of Broward County, Florida:

This plan was adopted by the LEA on X X /XX/2025 and will be in effect for the period of one year through 06/30/2026. The Local Educational Agency will distribute this plan and make it accessible in a variety of ways (Title I website, Title I Executive Parent Advisory Council meeting, Title I Liaison Technical Assistance meetings, schools' websites and front office lobbies, The Family and Community Engagement Office, School Advisory Council meetings, Title I PTA/PTSA/SAF/PTO meetings, Family Literacy workshops, and Parent, Family Engagement Resource Centers and as requested) to all parents of participating Title I, Part A children on- or before XX/XX/2024

  
\_\_\_\_\_  
(Signature of Title I Authorized Representative)

XX/XX/2025  
\_\_\_\_\_  
(Date)

*A copy of the Title I Executive Parent Advisory Council Meeting minutes dated May 1, 2025, have been included within the plan evidence of parent and family input in the development and revision of the Broward County LEA Parent and Family Engagement Plan.*