

THE SCHOOL BOARD OF BROWARD COUNTY, FL

Local Education Agency

Parent and Family Engagement

Plan

2026-2027

2026-2027 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 established the District's Title I Executive Parent Advisory Council (EPAC), which is made up of parents and family members representing various Title I schools. This Council plays a key role in providing input on the development, implementation, and evaluation of district-level initiatives. These include, but are not limited to, the Title I, Part A application, the District Parent and Family Engagement Plan (PFEP), and the allocation of parent involvement funds. The LEA will present all proposed districtwide activities for the upcoming school year to the EPAC. During these meetings, council members will review and offer recommendations or revisions related to the proposed parent and family engagement activities and the LEA PFEP. The goal is for the LEA and EPAC members to collaboratively reach a consensus on the final parent and family engagement plans.

In addition, the LEA Parent and Family Engagement Plan (PFEP) will be shared with the Executive Parent Advisory Council (EPAC), all Title I schools, and the broader community. To ensure accessibility and compliance, each Title I school is required to develop and distribute an annual notification to parents and guardians informing them of the availability and location of both the LEA and school-level PFEPs. Schools must also maintain multiple copies of the plan in the front office or lobby area and make them available upon request.

To further support meaningful parent and family engagement, the LEA coordinates monthly Parent Training Academy workshops focused on topics such as core subject area strategies, STEM education, social emotional health, and summer learning. Special activities are also designed to increase male involvement by engaging fathers, guardians, and male mentors. Recognizing that many events occur in the evenings, childcare is offered as needed to support participation.

The LEA will also coordinate services in partnership with the Early Learning & Language Acquisition Department (Head Start). Title I, Part A funds will support 49 Pre-Kindergarten (Pre-K) classrooms serving four-year-old children across 34 schools by funding instructional and non-instructional staff who deliver research-based curriculum and resources to students and their families.

Additionally, Voluntary Pre-Kindergarten (VPK) funds will provide support through master coaches and professional development opportunities tailored to meet the unique needs of Pre-K teachers. Training will include, but is not limited to, courses on The Creative Curriculum for Preschool, Teaching Strategies GOLD, Classroom Assessment Scoring System (CLASS), and Conscious Discipline.

Both Title I, Part A and VPK funds will also be used to enhance parent and family engagement by offering educational activities and workshops designed to help families support their children's learning at home, in the classroom, and during the transition to Kindergarten.

Title I, Part A, will maintain ongoing collaboration with the Title I, Part C Migrant Education Program (MEP) to support the unique needs of migrant students and their families. As part of this collaboration, Title I, Part A, funds a Pre-K teacher and teacher assistant to provide targeted support.

Together, Title I, Parts A and C will coordinate efforts to inform migrant families about available services and programs offered through the Parent and Family Engagement Program. These offerings include school and district community workshops, Title I Parent Training Academies, and Dad’s Challenge activities, all designed to increase family involvement and promote student success.

Information about migrant program services is shared with all school registrars and Information Management Technician (IMT) contacts, while migrant data entry is managed through the department’s designated IMT. Migrant Identifier/Recruiters (ID&Rs) assist migrant families in accessing district Pre-K programs, including those funded by Title I, Part A.

Migrant staff collaborate closely with Title I, Part A personnel to host an Annual Parent Seminar, encouraging migrant family participation and ensuring they receive valuable resources and guidance to support their children's academic success. Title I, Part A funds are used, as needed, to support migrant parent training by covering costs for brochures, flyers, and refreshments.

Additionally, joint presentations are conducted between Title I, Part A and Homeless Education staff on the HEART (Homeless Education Assistance Resource Team) program. Ongoing coordination among Title I, ESOL, and the Homeless Education Departments helps to strengthen support systems and improve the identification of homeless and migrant students.

Title III (Bilingual/ESOL Department) will collaborate with Title I to provide translation and interpretive services for parent workshops, multilingual brochures, and other communication needs. Title III has established and will continue to support Parent Outreach Centers at three targeted Title I schools—Park Ridge, Tamarac, and Oriole Elementary—as well as their feeder schools.

In addition, Title III will assist Title I by offering translation services for district and departmental communications and by providing bilingual staff to support events such as the Title I Parent Training Academies and the Annual Parent Seminar.

The Title I, Title III (Bilingual/ESOL) and Head Start (Early Learning & Language Acquisition) departments will collaboratively host an annual Parent Seminar—a full-day conference designed for district parents and guardians. During this event, participants attend workshops and receive valuable information and academic strategies to support

student learning at home.

Additionally, the Title I, Title III, and Head Start departments provide supplemental educational materials on loan to Title I and Head Start families. These resources are made accessible through daily visits to participating schools, Family Literacy Nights, and community events via the Title I Family Resource Centers, including mobile units.

Ongoing research consistently demonstrates that strong parent and family engagement positively impacts student achievement, reduces absenteeism, and strengthens parents' and guardians' confidence in their children's education. Students with actively involved families tend to earn higher grades and test scores, exhibit better social skills, and display improved behavior in school.

By providing families with education on key topics—such as literacy, financial literacy, local resources, and health and wellness—schools can more effectively support both individual families and the broader communities they serve. To foster this engagement, the LEA and designated Title I schools will implement the following activities funded through the parent and family engagement set-aside. These efforts are aligned with the strategies outlined in the Parent and Family Engagement Plan to build capacity for increased and sustained family involvement.

Funded activities that will be implemented during the 2026 – 2027 school year:	
Activity 1	**Parent Involvement – Classroom Teacher (PSES):** Stipends will be provided to teacher presenters who lead parent meetings and training sessions. Core topics will include Parent Literacy and Assessment Family Night. Additional sessions may cover a range of areas such as college and career readiness, graduation requirements, life skills, character development, and test-taking strategies. These trainings are designed to equip parents, guardians, and family members with tools and strategies they can use at home to support student learning and promote overall child well-being.
Activity 2	**Parent Involvement – Other Certified (PSES):** Stipends will be provided to curriculum specialists and instructional coaches who serve as presenters at parent meetings. Training topics will include Parent Literacy and Assessment Family Night. Additional sessions may address areas such as college and career readiness, graduation requirements, life skills, character development, and test-taking strategies. These trainings aim to empower parents, guardians, and family members with practical tools and knowledge to support student learning and enhance the overall well-being of their children at home.
Activity 3	**Parent Involvement – Paraprofessional (PSES):** Stipends will be provided to paraprofessionals who assist with parent meetings. Their responsibilities will include providing childcare, supporting registration, preparing presentation materials, serving refreshments, and performing other related tasks to facilitate the smooth execution of the events. These added supports help create a welcoming and inclusive environment, fostering positive relationships with students, parents, guardians, family members, and community stakeholders—ultimately encouraging continued engagement.
Activity 4	**Parent Involvement – Other Support Personnel:** This allocation supports salaries for 8 Community Liaisons and provides a bus driver supplement/stipend for two department-assigned Community Liaisons.

	These staff members will assist with a range of parent and family engagement activities, including Parent Literacy Workshops, Family Nights, Community Events, Family Resource Centers (two mobile units), the Parent Engagement Resource Center (PERC), and Scholastic Read and Rise workshops. Community Liaisons will be responsible for delivering strategies that parents, guardians, and family members can implement at home to support student learning and academic growth. Additionally, they will work closely with assigned school personnel and engage families and community stakeholders to foster meaningful relationships and increase parent participation across the district.
Activity 5	**Parent Involvement – Employee Benefits: Retirement (Department Community Liaisons):** This allocation covers additional retirement benefits for Community Liaisons who support various parent and family engagement activities. These staff members will assist with events such as the Parent Training Academy and Fatherhood Workshops, which provide parents, guardians, family members, and community stakeholders with effective strategies to support student learning and academic progress at home.
Activity 6	**Parent Involvement – Employee Benefits: Social Security (PSES), Federal Insurance Contributions Act (FICA):** This allocation provides Social Security benefits for school staff participating in various parent and family engagement activities. These staff members will support events such as the Parent Training Academy and Fatherhood Workshops, which offer strategies for parents, guardians, family members, and community stakeholders to implement at home to enhance student learning and academic progress.
Activity 7	**Parent Involvement – Employee Benefits: Social Security (Department Community Liaisons), Federal Insurance Contributions Act (FICA):** This funding covers Social Security benefits for Community Liaisons who support various parent and family engagement initiatives. These staff members will assist with events such as the Parent Training Academy and Fatherhood Workshops, providing parents, guardians, family members, and community stakeholders with practical strategies to support student learning and academic progress at home.
Activity 8	**Parent Involvement – Employee Benefits: Group Insurance (Department Community Liaisons):** This funding provides group insurance benefits for Community Liaisons who support a variety of parent and family engagement activities. These staff members will assist with events such as the Parent Training Academy and Fatherhood Workshops, offering strategies for parents, guardians, family members, and community stakeholders to use at home to enhance student learning and academic achievement.
Activity 9	**Parent Involvement – Employee Benefits: Worker's Compensation (Department Community Liaisons):** This funding provides worker's compensation benefits for Community Liaisons involved in various parent and family engagement activities. These staff members will support events such as the Parent Training Academy and Fatherhood Workshops, where they help deliver strategies for parents, guardians, family members, and community stakeholders to apply at home to enhance student learning and academic progress.
Activity 10	**Parent Involvement – Employee Benefits: Worker's Compensation**

	(PSES): This funding provides worker's compensation benefits for employees who offer targeted support to schools, families, and communities by addressing specific barriers to academic success, particularly in the district's most critically performing schools.
Activity 11	**Parent Involvement – Employee Benefits: Unemployment Compensation (Department Community Liaisons):** This funding covers unemployment compensation benefits for Community Liaisons who support various parent and family engagement activities. Staff will assist with initiatives such as the Parent Training Academy and Fatherhood Workshops, providing parents, guardians, family members, and community stakeholders with effective strategies to support student learning and academic progress at home.
Activity 12	**Parent Involvement – Employee Benefits: Unemployment Compensation (PSES):** This funding provides unemployment compensation benefits for employees who deliver essential support to schools, families, and communities by addressing barriers to academic success, with a focus on the district's most critically performing schools.
Activity 13	**Parent Involvement – Professional and Technical Services (Consultants for Parent and Family Engagement Events):** Consultant funding will be used to provide high-quality workshops, trainings, and interactive learning experiences designed to engage families, students, and community members. Consultants will support schools in building family capacity, strengthening home-school partnerships, promoting student achievement, and connecting families with valuable educational resources and community services.
Activity 14	**Parent Involvement – Professional and Technical Services (Consultants for Parent and Family Engagement Events):** This funding supports the hiring of vendors and consultants to assist with the planning and delivery of both virtual and in-person parent and family engagement events. Activities include the Annual Parent Seminar (anticipated attendance: 300–450 participants), three STEMFest events in collaboration with The Flying Classroom (500–750 participants expected), and monthly Parent Training Academy meetings supported by Real Eyes Entertainment (approximately 700 participants expected). Vendors will facilitate workshops and provide professional development for parents, guardians, and family members, focusing on evidence-based strategies that promote student learning and academic progress.
Activity 15	**Parent Involvement – Travel:** This funding provides compensation for in-county and out-of-county travel for Community Liaisons as they visit Title I schools and support parent and family engagement activities within the community. Staff will assist with events such as the Parent Training Academy, Fatherhood Workshops, and community events, delivering strategies and information that parents, guardians, family members, and community stakeholders can use at home to enhance student learning and academic progress.
Activity 16	**Parent Involvement – Facility and Equipment Rental (Annual Parent Seminar):** Funding will support the rental of a facility capable of accommodating over 500 attendees for the Annual Parent Seminar, which includes multiple breakout sessions held concurrently. In addition, advanced audiovisual equipment will be rented to supplement in-house

	technology, ensuring high-quality delivery of presentations. This equipment will enhance the effectiveness of parent literacy workshops by utilizing advanced multimedia platforms to engage participants and support learning.
Activity 17	**Parent Involvement – Other Purchased Services: Printing for Parent Engagement Activities:** This funding supports the printing of promotional materials such as flyers, booklets, brochures, and pamphlets for various parent engagement initiatives, including the Migrant Education Program, Parent Training Academy Workshops, Annual Parent Seminar, and Dad Challenges. These materials are designed to increase awareness of the Title I Program and encourage greater parent and family participation.
Activity 18	**Parent Involvement – Charter Schools Reimbursement for Parent and Family Engagement Activities (PSES):** Charter schools will be reimbursed for conducting approved parent and family engagement activities upon submission of appropriate compliance documentation as evidence of implementation. These activities are designed to build and enhance parent and guardian participation, with the goal of supporting and promoting student success.
Activity 19	**Parent Involvement – Supplies: Materials and Supplies (Parent Involvement PSES):** This funding will be used to purchase supplemental materials such as 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 materials will support Parent Literacy Workshops, Family Nights, and professional development sessions by enhancing communication, promoting participation, and enabling the creation of hands-on, make-and-take projects. The goal is to reinforce key concepts for both parents/guardians and students, supporting learning at home.
Activity 20	**Parent Involvement – Supplies: Materials and Supplies (Department):** This funding will support the purchase of materials and supplies for various parent and family engagement activities, including Parent Training Academy Workshops, Family Resource Centers, PERC, Family Strengthening Labs, Parent Computer Classes, and STEMFests. Items to be purchased include instructional student books and workbooks, literacy books for building home libraries, instructional games, various colored Xerox paper, folders, pens, pencils, and refreshments. These materials will be used to support eight Parent and Family Engagement workshops/activities and four Migrant Education Program parent workshops. Resources will also be used to notify, engage, and retain participation, and provide families with take-home tools to reinforce learning outside of the classroom.
Activity 21	**Parent Involvement – Registration Fee:** This funding will cover the registration fee for parents/guardians to attend the Annual Parent Engagement Seminar. The seminar is a collaborative effort hosted by multiple consolidated grant programs, including 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 full-day event is designed for parents and guardians of students in Broward County Public Schools. It features a series of parent literacy workshops and a variety of community vendors that offer valuable

	information, tools, and resources to support the entire family. Each Title I school is responsible for sponsoring one parent or guardian to participate in the seminar.

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 PFEP, 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 PFEP 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
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 49 four-year-old early childhood classrooms (PREK) in 34 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.

Migrant Education Program (Title I, Part C)	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, PartA 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 & 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.
Bilingual/ESOL Department (Title III – English Speakers of Other Languages)	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.
Annual Parent Seminar	Title I, Title III (Bilingual/ESOL), Head Start (Early Learning & 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.

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 [Section1116(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 □.

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title I Executive Parent Advisory Council (EPAC)	*Biannual (September, November, January, March, and May)*	Ortego, L. (2023). *4 Post-Pandemic Strategies to Keep Parents and Schools Connected.* Ed Post. https://www.edpost.com/stories/ 4-post-pandemic-strategies-to- keep-parents-and-schools-connected	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	*Annually*	Benner, M and Quirk, A. (2020). *One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication.* Center for American Progress. www.americanprogress.org.	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)	*Quarterly*	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/we-tried-that-now-what-increasing- parent-engagement-in-our- schools/	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)	*Annually*	Heng-Chieh-Wu, J., Morley, A., and Wilinski, B. (2022). *Uncovering New Opportunities for Family Engagement During COVID-19.* Phi Delta Kappan. https://kappanonline. org/new- opportunities-family- engagement-covid-19-wilinski-morley-wu/	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	*Triannual*	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/we - tried-that-now-what-increasing- parent-engagement-in-our-schools/	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"	*Biannual*	Davies, J., Norman, H., and Smith, R. (2023). *Supporting Fathers to Get More Involved at School. Fatherhood Institute.* https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/	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). *Effective Professional Development: 6 Secrets to Success.* Carnegie Learning, Inc. https://www.carnegielearning. co m/blog/effective-professional-learning/	*Email Correspond ences Sign-in Sheets*

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

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). *Effective Professional Development: 6 Secrets to Success.* Carnegie Learning, Inc. https://www.carnegielearning.com/bl og/effective-professional-learning/	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). Effective Professional Development: 6 Secrets to Success. Carnegie Learning, Inc. https://www.carnegielearning.com/bl og/effective-professional-learning/	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*). 4 Post-Pandemic Strategies to Keep Parents and Schools Connected.* Ed Post. https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected.	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). *One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication.* Center for American Progress. www.americanprogress.org.	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). *"There's no off-switch for us:" Head Start family engagement amidst COVID-19.* https://www.sciencedirect.com/science/article/pii/S0190740922001116	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). *One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication.* Center for American Progress. www.americanprogress.org.	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). *We Tried That, Now What? Increasing Parent Engagement in Our*	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda;

improving parent and family engagement [Section 1116(e)(11)];	necessary)	*Schools.* Association of California School Administrators. https://content.acsa.org/ we- tried-that-now-what-increasing- parent-engagement-in-our-schools/	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). *4 Post-Pandemic Strategies to Keep Parents and Schools Connected.* Ed Post. https://www.edpost.com/stories/4-post-pandemic-strategies-to-keep-parents-and-schools-connected	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). *Uncovering New Opportunities for Family Engagement During COVID-19.* Phi Delta Kappan. https://kappanonline.org /new-opportunities-family-engagement-covid-19-wilinski-morley-wu/	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). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what-increasing-parent-engagement-in-our-schools/	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 2025-2026 school year. Include the steps the LEA will take during the 2025-2026 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)
2025 - 2026

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 Event Date: September 18, 2025	1	30	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	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 Event Date October 25, 2025	1	846	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	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 Event Date: November 13, 2025	1	150	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey
Winter STEM fest December 13, 2025		214	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of	Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing

			California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey
Annual Parent Seminar Event Date: January 31, 2026	1	50	Sanabria-Hernandez, L. (n.d.). *Engaging Families in Early Childhood Education.* National Center for Learning Disabilities, Inc. https://www.rtinetwork.org/essential/family/engagingfamilies	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 Event Date: February 12, 2026	1	101	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey
Entrepreneur Fair February 25, 2026	1	160	Sanabria-Hernandez, L. (n.d.). *Engaging Families in Early Childhood Education.* National Center for Learning Disabilities, Inc. https://www.rtinetwork.org/essential/family/engagingfamilies	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 Event Date: April 11, 2026	1	894	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what- increasing-parent- engagement-in-our-schools/	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 - Summer Enrichment Event Date: May 14, 2026	1	TBA	Guerra, R. (2023). *We Tried That, Now What? Increasing Parent Engagement in Our Schools.* Association of California School Administrators. https://content.acsa.org/ we-tried-that-now-what-increasing-parent-engagement-in-our-schools/	Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey
Collaboration with the district departments and other organizations (Fatherhood Mentorship Program) to institute the "Dad's Challenge" Event Dates: October 4, 2025, and March 14, 2026	2	409	Davies, J., Norman, H., and Smith, R. (2023). *Supporting Fathers to Get More Involved at School.* Fatherhood Institute. https://piecestudy.org/blog/supporting-fathers-to-get-more-involved-at-school/	Proof of Attendance/ Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting; Agenda; Minutes/Notes; Evaluation Data on Effectiveness; and FORMS Survey

Early Childhood Classroom (Title I Supported) Event Dates: Continuous **<u>Title I VPK Enrichment</u> Programs:** VPK Meet & Greet VPK Parent Representative Lending Library Check Outs Open House	 5 12 12 12	 78 12 150 180	Sanabria-Hernandez, L. (n.d.). *Engaging Families in Early Childhood Education.* RTI Action Network. https://www.rtinetwork.org/essential/family/engagingfamilies	*Email Correspondences Sign-in Sheets*
Parent and Family Engagement (Mobile Units/Table Displays)	34	2767	Gerzon-Kessler, A. (2024, September 11). *5 culturally Responsive Family Engagement Strategies*. Edutopia. https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/	Annual Schedule Sign-in Sheets
Parent and Family Engagement (Community Events) Event Dates: Continuous	11	1820	Gerzon-Kessler, A. (2024, September 11). *5 culturally Responsive Family Engagement Strategies*. Edutopia. https://www.edutopia.org/article/5-culturally-responsive-family-engagement-strategies/	Annual Schedule Sign-in Sheets

Private School Summary

2. Provide a summary of the professional development activities provided during the 2025 - 2026 school year for private schools implementing a Title I, Part A Program [Section 1011].

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

and Monitor Individual Ed. Plans			*Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.*	
Promoting Engagement & Achievement in a Community of Learners	10	Lady of Queen	*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. https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80 2b98fd43380e/parent- engagement-2018.pdf*	Vendor Survey
Interactive & Engaging Teaching Strategies	4	Living Water	*Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.*	Vendor Survey
Activating Academic Engagement	13	Murl Windsor	*Strengthening Families, Center for the Study of Social Policy. (2015). http://www.pa-strengthening-families.org/wp-content/uploads/sites /25/2017/ 1 2/Strong-Families-Brochure_ADA.pdf*	Vendor Survey
The Differentiated Classroom: Instruct Strategies	9	Our Lady of Queen	*Catherine Jacques and Alma Villegas. (2018).Strategies for Equitable Family Engagement. State Support Network: Partnering for School Improvement. Gv*	Vendor Survey

Intro to a Core Instructional Model	16	Rhema Word	*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. https://media.carnegie.org/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent- engagement 2018.pdf*	Vendor Survey
Formative Learning and Adjusting Instruction	8	St. Ambrose		Vendor Survey
Close Reading	21	St. Bonaventure	*Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.*	Vendor Survey
Science of Reading	14	St. David	*Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.*	Vendor Survey
Data Driven instruction and Data Walls	19	St. Gregory	*Honor Society Foundation. (2022). Advancing Equity in Private School Education: A Call For Change.Honor Society Foundation. https://honorsocietyfoundation.org/advancing-equity-in-private-school-education-a-call-for-*	Vendor Survey

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

Specific Activity	**Number of Total participants**	***Evidenced-Based Research***	**Evaluation of Implementation and Effectiveness**
Professional Learning for Title I Liaisons	199	*Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic- and-Proven-Family-Engagement- Strategies-Southeast-Wisconsin-Schools-Alliance.pdf*	*eBinder Completion Rate *LAB Course Completion (Implementing Title I Procedures 23-24)
Hot Lab – August 26, 2025	36 (virtual) 83 (in-person)	*Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic- and-Proven-Family-Engagement- Strategies-Southeast-Wisconsin- Schools-Alliance.pdf*	FORMS Survey
Hot Lab – October 29, 2025	11 (virtual) 50 (in-person)	*Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic- and-Proven-Family-Engagement- Strategies-Southeast-Wisconsin-Schools-Alliance.pdf*	FORMS Survey

Hot Lab – December 3, 2025	12(virtual) 45 (in-person)	*Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic- and-Proven-Family-Engagement- Strategies-Southeast-Wisconsin-Schools-Alliance.pdf*	FORMS Survey
Hot Lab – February 25, 2026	49 (virtual) 49 (in-person)	*Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic- and-Proven-Family-Engagement- Strategies-Southeast-Wisconsin-Schools-Alliance.pdf*	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)

Barrier(s) (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 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.

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.

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2026-2027 LEA Parent and Family Engagement Plan Adoption Page

The School Board of Broward County, Florida:

This plan was adopted by the LEA on 07/01/2026 and will be in effect for the period of one year through 06/30/2027. 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 08/01/2026

Luvando Wright

(Signature of Title I Authorized Representative)

07/01/2026
(Date)

A copy of the Title I Executive Parent Advisory Council Meeting minutes dated May 7, 2026, 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.