

Polk County Schools Parent and Family Engagement Plan (PFEP) – 2021-2022

Polk County has 101 Title I schools, with approximately 70,000 students being served through the Title I program. Our school district serves a very large and widespread geographical area. Because of our geographic size and diverse demographics, we are faced with the challenge of providing opportunities for many of our families because of location and barriers of transportation. Also, a large percentage of our students and families are being served through the Migrant and ELL program and language is a barrier.

According to the Spring 2021 Title I Stakeholder Survey, 1,322 parents participated in the survey. The survey collected families' opinion on Title I Requirements and offerings at their child's school. The question type varied from multiple choice, Likert rating and short answer. Families noted the most common way schools communicate is through various technology apps such as Class Dojo, Remind, Class Tag, etc. and was followed closely by social media platforms like Facebook or Instagram. Hiring additional staff to support student success and providing extended learning opportunities were the most important contributors to student success funded by Title I. 81% of families felt the family events were held at a convenient time while 99% said they were conducted in a language they could understand. A few specific comments from the survey included appreciation for virtual meetings, but look forward to face to face meetings again, communication is the key to success, and school staff is working harder than ever.

In addition to the District's parent/school climate survey, parent engagement participation is also measured through attendance and evaluations conducted at District events, and the Books Bridge Bus.

For any and all activities that build capacity, the LEA and schools outline in their Parent and Family Engagement Plan each activity, and how and what documentation will be kept: parent attendance, parent notifications/invitations, flyers and agendas, and opportunities to provide input through surveys and evaluations. This documentation provides both the LEA and schools feedback from parents to help plan activities that will meet their needs, as well as help identify and address barriers for poor attendance or participation.

The LEA has each school complete an "Annual Evaluation of the Activities to Build Capacity for Staff and for Parents". This evaluation provides information from each school on their activities, evaluates the impact they have on student achievement, and documents the dates/times of each event, attendance, barriers (transportation meals/refreshments, childcare, translation), and parent comments/suggestions from each event. The evaluation also provides a breakdown of how their Parent and Family Engagement allocation correlates with these events.

Overall, the parent surveys and evaluations of activities reveal a need for better communication between home and school, additional support to families not centrally located, and expanded efforts to involve parents in the education of their children. Based on these results and the monitoring of the school-based parent involvement plans, a wide array of programs and activities are planned to address the most effective way to nurture relationships with ALL families, and provide information, tools, resources, and materials to all parents so they can support their child(ren) at home to help in meeting their academic needs.

Mission Statement

To provide high quality education for all students.

Engagement of Parents

- Each school uses their Parent and Family Engagement allocation to support parent and family engagement activities as outlined in their Parent and Family Engagement Plan. The LEA reviews and monitors how school Parent and Family Engagement funds are used in correlation to their school plan. The school Parent and Family Engagement funds may be used for some of the following; staff, costs associated with academic parent workshops, postage, presenters or registration for staff professional development related to working more effectively with parents, and materials needed for a parent resource center at their school's site.

- The LEA allows the position of a Parent Involvement Paraprofessional to help implement school-based activities outlined in the school Parent and Family Engagement Plans. The LEA requires schools to implement a minimum of two activities/workshops for building capacity with the parents, which are outlined in the Parent and Family Engagement Plan and related to the goals in their SIP. Activities should be geared towards a core academic subject, transition/graduation, and/or college and career readiness, and meet the goal of improving student achievement. These two activities must be in addition to the Title I Annual Parent Meeting. Expenses for some of these activities may include materials, postage, consultants, child care, transportation, translation costs, stipends for teachers, and refreshments.

-The District Parent and Family Engagement Plan and the LEA plans are presented at the District Advisory Council (DAC) meeting and various parent events where all parents from the district are invited to get involved and provide feedback on the LEA plan via Google form, or handwritten feedback on the District PFEP. A hard copy is provided to all parents who attend the meeting. The LEA uses parent feedback to plan and/or revise the district level PFEP. The complete District Title I Parent and Family Engagement Plan will be posted on the district website (www.polkschoolsfl.net), linked from each Title I school's website, and copies will be in the Parent and Family Engagement notebook located in the Title I School offices by November 1, 2021. The LEA Plan is also discussed at each school's Title I Annual Meeting. A PowerPoint template is provided to each Title I school to help present the plan to all parents. At the end of the Annual Meeting, parents complete an evaluation of the meeting and provide input and suggestions.

- The LEA will approve schools to fund Parent/Family Workshops or trainings that bridge the home-school connection and/or ways to improve parents and schools working together. This may include any reasonable fees, registration, materials, professional development, and/or stipends that are allowable for involved staff. To help schools address barriers, it is allowable for schools to pay reasonable expenses for translators, childcare, and transportation for parent events. If a school would like to have a parent resource room on their campus funds may be used to purchase materials, resources and equipment needed for the resource room.

Technical Assistance

- The LEA's goal is to educate, equip, and partner with our students and their support systems by offering a variety of relevant and effective programs, activities, and resources that will help make a positive impact on the individual and the community. By building strong parent/family-learning communities, we will increase student achievement in our schools. The LEA generates a goal through disaggregating data and feedback from District events, surveys, data, and parent input provided from the schools.

- During the 2021-2022 school year, as outlined in our Parent and Family Engagement Plan the LEA will expand efforts to increase parent and family engagement by participating in professional development opportunities with Scholastic, allowing us to build the capacity of Title I contacts and transition from parent involvement to parent and family engagement.

-The LEA will provide technical assistance for completing the PFEP. Written guidance was distributed to all Title I schools in the spring of 2021 regarding the steps for completing the PFEP. In May of 2021, the LEA provided in-depth technical assistance to complete the PFEP and collect parent/family input. After schools submit the PFEP to the district, Title I Coordinators will review using a district-created checklist to determine all criteria has been met. The coordinators will provide feedback and schools will revise and submit the final draft of the PFEP.

- The LEA monitors documentation of all Parent and Family Engagement related activities to ensure fidelity in several ways: school support, an online documentation system, staff development and meetings, and onsite visits.

-An online documentation system, Title I Crate, is used to collect documents and monitor compliance. The LEA Title I School Coordinators have access to review all documentation at any time for monitoring purposes. Title I School Program

Coordinators provide assistance to schools and monitor fidelity through constant communication, onsite school visits, and by attending the activities that are hosted at the schools.

- Another way the District monitors the implementation and fidelity of the school plans and Parent and Family Engagement activities is through data collection using coversheets completed throughout the year. These coversheets document the completion of the Compact, the PFEP (Parent and Family Engagement Plan), how parent input was obtained, and the dissemination of the Compact, Information on Parent's Right to Know, and Curriculum and State Assessments to parents. In addition, the dates, times, and attendance for the Annual Title I Parent Meeting, and notification to parents of the availability of the PFEP, SIP, and Annual Report Card via Know Your School website are monitored.

- In April/May, the LEA collects from each school their Annual Evaluation of School based capacity building activities with staff and for parents. The LEA requires schools to host a minimum of two activities/workshops with parents. These academic activities/workshops are outlined in the school plan and inform parents about transition/graduation, college/career readiness, and information on required state assessments and curriculum. The two required activities are in addition to the Title I Annual Parent meeting. The evaluation documents the type of activity, how the school addressed barriers, such as childcare, transportation, translation, etc., how the parents were notified, the number in attendance, and feedback from evaluations of each activity. The LEA monitors school documentation through parent notifications and invitations, sign in sheets, agendas, and surveys and/or evaluations to gather parent input.

-The Parent and Title I Stakeholder Survey is given in the Spring to allow parents and families to request support to better meet the needs of students in meaningful ways that will improve academic achievement. The District shares the Parent Climate Survey results with all Title I schools the following school year.

Coordination and Integration

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, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)] as follows:

WE3 (Perkins) – Polk County Public Schools will showcase its top educational workforce programs. The expo will feature nearly 400 booths spotlighting the innovative schools, programs, and careers available throughout the county, offering parents and students a convenient way to explore Polk's many educational opportunities.

Poverty Simulation (Title IX) – The LEA bridges the gap from misconception to understanding poverty. The poverty simulation is an interactive immersion experience that sensitizes community participants to the reality of poverty.

Head Start/VPK/Title I PreK – The LEA coordinates with Title I Pre-K to provide classes for parents and topics include Getting Your Child Ready for School, Preparing for Kindergarten, and Reading with Your Child.

Migrant (Title I, Part C) – The Title I Books Bridge buses go to Migrant Parent Advisory Council Meetings (MPAC) to allow migrant parents and families the opportunity to visit the bus, take part in the various activities and receive a free book. Also, Migrant teachers and home school liaisons promote activities and workshops at local schools.

Title III - Provides classes for parents to attend for language acquisition.

Annual Evaluation

The LEA Parent and Family Engagement Plan and each school's PFEP outline all parent and family engagement activities and events planned for that school year. The LEA and schools both evaluate the effectiveness of their activities through data collection which includes: attendance, sign in sheets, and activity evaluations. In addition, the District evaluates activities based on parent input from parent surveys, evaluations, and questionnaires.

The LEA monitors schools' parental and family engagement and their effectiveness through site visits, data collection, and documentation. The LEA evaluates school activities, as outlined in their PFEP, through an annual evaluation of the activities. The evaluation, completed at the end of the year, includes data documentation of: attendance and sign in sheets, evaluations, District parent surveys, SAC and or PTA/PTO meetings, suggestion boxes, school website, and other school events and parent meetings. The information that is collected through this evaluation is what is used in the evaluation section of the PFEP.

The LEA also assures that parents are part of the planning process for writing and/or revising the school Compact and PFEP by having schools document how they offer opportunities for parent input specifically for these items and to provide evidence of that input. This information is uploaded with the PFEP template.

The LEA monitors the compliance of Title I Annual Parent meetings by having schools complete an "Annual Meeting Report" within the first nine weeks of school. The report documents that schools have held their Title I Annual Parent Meeting and provides details on the process for notifying parents, the dates/times of meetings, attendance, and services provided to overcome barriers as outlined in their school PFEP. The LEA requires schools to provide opportunities and specific information to parents on how they can be involved in their child's education through their school website, Parent/Family Engagement Notebook, and as part of their PFEP. The LEA provides specific information that schools must make available to parents via their school website and in the notebook that is kept in the school's front office. The LEA documents that each school's website and "Parent and Family Engagement Notebook" are updated for the current school year.

Building Capacity

1. Parent and Family Engagement School Contact Meetings

- a. District Title I Coordinators
- b. Provide training tips, information, and support services that strengthen the relationships between parents and the school in meaningful ways that improve academic achievement.
- c. Fall 2021, Spring 2022
- d. Evaluations/Agenda
- e. Teacher to Parent Communication: Experimental Evidence from a Low-Cost Communication Policy (Draft, Matthew A.; Rogers, Todd – Society for Research on Educational Effectiveness, 2014) – This research study indicates that by building parent capacity through communication with teachers increase parent/child discussions and has a positive impact on student achievement.

2. School Funded Parent Resource Centers

- a. District and Schools
- b. Provides workshops and resources for parents that are linked to the Florida Standards to help increase student achievement.
- c. Ongoing
- d. Sign-In Sheets/Workshop Agendas/Calendar of Events/Inventory
- e. Ohio Department of Education. (2016). Sample Best Practices for Parent Involvement in Schools. Retrieved from <http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Sc>. Research confirms that the involvement of parents and families in their children's education is critical to students' academic success.

3. Instructional Coaches

- a. District and School-based Instructional Coaches
- b. Analyze student data for planning effective Parent and Family Engagement activities in support of student achievement
- c. Ongoing
- d. Parent Sign-In Sheets/Evaluations/Agendas/Surveys

e. Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf.

4. *Transition Nights – Kindergarten/Middle/High/College and Career*

- a. School Parent and Family Engagement Contact/Guidance/Administration/Student Success Coaches
- b. Parents will become aware of college and career opportunities and financial aid procedures for their children and making a smooth transition from one grade band to the next.
- c. Ongoing
- d. Sign-In Sheets/Evaluations/Agendas/Surveys
- e. College--We Want In!

Probst, Carolyn; O'Hara, Dennis P. – Journal for Leadership and Instruction, 2015

Engaging students and families early and often and using a continuum of strategies enable school leaders to close aspiration gaps, thus creating and sustaining a college-going culture for all students.

5. *Title I Stakeholder Survey Compilation of Results*

- a. District and Schools
- b. Results are used to amend the SIP, Title I program, and the PFEP at school sites to better help meet the needs of parents and students in meaningful ways that will improve academic achievement.
- c. Spring
- d. Survey Results
- e. Exploring the School Climate--Student Achievement Connection: Making Sense of Why the First Precedes the Second Jones, Albert; Shindler, John – Educational Leadership and Administration: Teaching and Program Development, 2016. The purpose of this study was to explore the relationship between student academic achievement and various elements within the domain of school climate, and to examine the nature and potential causality of that relationship.

Staff Training

1. *Back to School Meeting/Technical Assistance*

- a. Director of Federal Programs, Title I Coordinators
- b. Review ESSA, Title I statutes, and program guidelines of Title I, Part A
- c. August 2021
- d. SIP, PFEP, Evaluations
- e. School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Updated and Expanded. Research Report RR-1550-1-WF
Herman, Rebecca; Gates, Susan M.; Arifkhanova, Aziza; Bega, Andriy; Chavez-Herrerias, Emilio R.; Han, Eugene; Harris, Mark; Tamargo, Jennifer; Wrabel, Stephani – RAND Corporation, 2016
This report describes the opportunities for supporting school leadership under ESSA, discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards.

2. *Title I Integration with other Federal Programs*

- a. Director of Federal Programs, Title I Coordinators
- b. Ensures that schools are providing staff with information and professional development in all deficient areas.
- c. Ongoing
- d. Increased achievement in school grade and/or student standardized test scores
- e. School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Updated and Expanded. Research Report RR-1550-1-WF
Herman, Rebecca; Gates, Susan M.; Arifkhanova, Aziza; Bega, Andriy; Chavez-Herrerias, Emilio R.; Han, Eugene; Harris, Mark; Tamargo, Jennifer; Wrabel, Stephani – RAND Corporation, 2016
This report describes the opportunities for supporting school leadership under ESSA, discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards.

3. *Budget Meetings*

- a. Director of Federal Programs, Title I Coordinators
- b. To assist principals with planning and implementation of effective parent and family engagement and professional development activities and ensure all expenditures are linked to improving academic achievement.

- c. Spring 2021
- d. Evaluations, School's SIP plans
- e. School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Updated and Expanded. Research Report RR-1550-1-WF
Herman, Rebecca; Gates, Susan M.; Arifkhanova, Aziza; Bega, Andriy; Chavez-Herrerias, Emilio R.; Han, Eugene; Harris, Mark; Tamargo, Jennifer; Wrabel, Stephani – RAND Corporation, 2016
This report describes the opportunities for supporting school leadership under ESSA, discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards.

4. Title I Talks

- a. Title I Coordinators
- b. Provide technical assistance for parent involvement compliance documentation
- c. Ongoing
- d. Evaluations
- e. Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf

5. Compact and PFEP Guidance/Review Meetings

- a. Title I Coordinators
- b. Provide schools with feedback on planning effective capacity-building activities for parents and staff and provide technical assistance to review their PFEP
- c. Ongoing
- d. Sign-In sheets, PFEP Rubric Checklist
- e. Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf

Communication and Accessibility

The complete District Title I Parent and Family Engagement Plan will be posted on the District website (www.polk-fl.net), linked from each Title I school's website, and copies will be in the Parent and Family Engagement notebook located in school offices by November 1, 2021.

1. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

- a. Refreshments, transportation, translation, and child care may be provided using school Title I funds
- b. Principals and school-based Parent and Family Engagement contact
- c. Schools distribute evaluations to parents and families to complete at the end of each event. Evidence of these evaluations are uploaded into the district's online Title I Crate system and are reviewed by Title I Coordinators.
- d. Ongoing
- e. Identifying Barriers: Creating Solutions to Improve Family Engagement
Baker, Timberly L.; Wise, Jillian; Kelley, Gwendolyn; Skiba, Russell J. School Community Journal, v26 n2 p161-184 2016
This study reframes the notions of parent involvement (being present in the school building) to parent engagement (viewing multiple constructions of how parents are involved) while addressing parent solution addressing identified barriers such as flexible timing options, other children in the family (child care) and school events held in the evening (providing meals).

2. Maximizing parental involvement 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, with parents who are unable to attend those conferences at school.

- a. Flexible Meeting Times
- b. Principal, Parent and Family Engagement Contact and school team
- c. Schools distribute evaluations to parents and families to complete at the end of each event. Evidence of these evaluations are uploaded into the district's online Title I Crate system and are reviewed by Title I Coordinators.
- d. Ongoing
- e. Identifying Barriers: Creating Solutions to Improve Family Engagement

This study reframes the notions of parent involvement (being present in the school building) to parent engagement (viewing multiple constructions of how parents are involved) while addressing parent solution addressing identified barriers such as flexible timing options, other children in the family (child care) and school events held in the evening (providing meals).

Evaluation of the Previous Year's Parental Involvement Plan

Building Capacity Summary

Academic/Curriculum Workshops – parents and families learn about curriculum being taught in their children's classrooms.

- Schools present these workshops in a variety of ways including workshops during the school day or before/after school. These workshops are often stand-alone, but some schools have consecutive workshops building activities and strategies from one workshop to another. The workshops last from 30 minutes to 2 hours depending on the school hosting the event.
- Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf.
- Parents and families are given evaluations at the end of the workshop to complete. Completed evaluations are reviewed after each event to plan for more effective parent/family events in the future.

Transition Workshops – parent and families learn about effective strategies to help their students transition from one grade level to another.

- Schools present these workshops in a variety of ways including workshops during the school day or before/after school. These workshops are often stand-alone, but some schools have consecutive workshops building activities and strategies from one workshop to another. The workshops last from 30 minutes to 2 hours depending on the school hosting the event.
- College--We Want In! Probst, Carolyn; O'Hara, Dennis P. – Journal for Leadership and Instruction, 2015 Engaging students and families early and often and using a continuum of strategies enables school leaders to close aspiration gaps, thus creating and sustaining a college-going culture for all students.
- Parents and families are given evaluations at the end of the workshop to complete. Completed evaluations are reviewed after each event to plan for more effective parent/family events in the future.

Assessment Workshops – parents and families learn about school, district, and state assessments that their children will be taking throughout the school year. In addition, parents and families will learn about proficiency levels and strategies to help their students with assessments.

- Schools present these workshops in a variety of ways including workshops during the school day or before/after school. These workshops are often stand-alone, but some schools have consecutive workshops building activities and strategies from one workshop to another. The workshops last from 30 minutes to 2 hours depending on the school hosting the event.
- Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf.
- Parents and families are given evaluations at the end of the workshop to complete. Completed evaluations are reviewed after each event to plan for more effective parent/family events in the future.

College and Career Readiness Workshops – parents and families learn about how to help their students prepare for college and career after high school.

- Schools present these workshops in a variety of ways including workshops during the school day or before/after school. These workshops are often stand-alone, but some schools have consecutive workshops building activities and strategies from one workshop to another. The workshops last from 30 minutes to 2 hours depending on the school hosting the event.

- College--We Want In! Probst, Carolyn; O'Hara, Dennis P. – Journal for Leadership and Instruction, 2015 Engaging students and families early and often and using a continuum of strategies enables school leaders to close aspiration gaps, thus creating and sustaining a college-going culture for all students.
- Parents and families are given evaluations at the end of the workshop to complete. Completed evaluations are reviewed after each event to plan for more effective parent/family events in the future.

Conferences –parents and families learn more about their students’ successes and areas of improvement through individual conferences or academic parent team meetings

- Schools present these workshops in a variety of ways including workshops during the school day or before/after school. These workshops are often stand-alone, but some schools have consecutive workshops building activities and strategies from one workshop to another. The workshops last from 30 minutes to 2 hours depending on the school hosting the event.
- Teacher to Parent Communication: Experimental Evidence from a Low-Cost Communication Policy (Draft, Matthew A.; Rogers, Todd – Society for Research on Educational Effectiveness, 2014) – This research study indicates that by building parent capacity through communication with teachers increase parent/child discussions and has a positive impact on student achievement.
- Parents and families are given evaluations at the end of the workshop to complete. Completed evaluations are reviewed after each event to plan for more effective parent/family events in the future.
-

Staff Training Summary

Back to School Meeting - Principals and Title I Contacts are given updated information on the Title I law and what will be required for documenting compliance.

- Back to School Meeting was held in August 2021 - the LEA hosted three half day meetings to allow flexibility of when school contacts could participate. All handouts and materials were shared via email and uploaded in Title I Crate
- School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Updated and Expanded. Research Report RR-1550-1-WF Herman, Rebecca; Gates, Susan M.; Arifkhanova, Aziza; Bega, Andriy; Chavez-Herrerias, Emilio R.; Han, Eugene; Harris, Mark; Tamargo, Jennifer; Wrabel, Stephani – RAND Corporation, 2016
- School contacts and administrators were sent an electronic evaluation via email and asked to complete the evaluation. Data was collected via Microsoft Office Forms. The data was reviewed by district staff and was used to plan future meetings.

Compact and Parent and Family Engagement Work Session - Title I Contacts were provided technical assistance for writing the Compact and Parent and Family Engagement Plan with emphasis on the requirements in ESSA.

- LEA hosted a virtual technical assistance, plus provided written guidance via email.
- School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review. Updated and Expanded. Research Report RR-1550-1-WF Herman, Rebecca; Gates, Susan M.; Arifkhanova, Aziza; Bega, Andriy; Chavez-Herrerias, Emilio R.; Han, Eugene; Harris, Mark; Tamargo, Jennifer; Wrabel, Stephani – RAND Corporation, 2016
- School contacts and administrators were sent an electronic evaluation via email and asked to complete the evaluation. Data was collected via Microsoft Office Forms. The data was reviewed by district staff and was used to plan future meetings.

Private School Summary

A. Parents participated in a variety of parent workshops that included success strategies in reading and math, test taking tips, and preventing summer academic loss.

B. Private Schools hosted a variety of activities that were single night/day events that lasted between 30 minutes to 2 hours depending upon the school.

C. The LEA’s goal is to educate, equip, and partner with our private schools, their families, and their support systems by offering a variety of relevant and effective programs, activities, and resources that will help make a positive impact on the individual and the community. By building strong parent/family-learning communities, we will increase student achievement in our schools.

Mapp, K. L. 2012. "Family Engagement Capacity Building Framework (Draft)." Washington DC: U.S. Department of Education, Office of Innovation and Improvement. Downloadable PDF available at: http://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf.

D. Parents and families were given evaluations at the end of the activity to complete. Completed evaluations were reviewed after each event to plan for more effective parent/family events in the future. Also, parents/families were mailed surveys about the equitable services their students received and were provided a self-address stamped envelope to return to the Title I office. These surveys were used to plan for the 21-22 school year for instructional and PFE events.

The LEA's goal is to educate, equip, and partner with our private schools, their families, and their support systems by offering a variety of relevant and effective programs, activities, and resources that will help make a positive impact on the individual and the community. By building strong parent/family-learning communities, we will increase student achievement in our schools.

Barriers (LEA Plan Infusion):

Location of Parent Meetings (economically disadvantaged) - The LEA holds District Parent Meetings in different regional areas of our County. The LEA encourages schools to host parent events within their community to invite the community to participate. The LEA also encourages schools to partner with feeder schools to encourage parent attendance for students with siblings at that school.

Translation (limited English proficiency) - The LEA encourages schools to provide all materials to parents in other languages and works with the ESOL department to get materials printed for parents. Schools are encouraged to get translators for meetings.

Transportation (economically disadvantaged, disabled) - The LEA works with the school to provide transportation for parents. The LEA has partnered with the city bus systems and schools can take advantage of bus passes for student and families when applicable. The LEA also encourages schools to host events in the neighbors or community to help with transportation issues.

Best Practices

1. Effective Communication- Each Title I School has a school website and a Parent and Family Engagement Notebook located in their front office that contains the following information: District and School PFEP and summary, school parent compact, parent right to know letter, list of qualified staff, data and testing information, SIP, and other relevant information for parents.

2. Effective Communication- The LEA provides each school with an electronic version of the Title I Guidelines book. This guideline book is provided to schools online. The LEA designed the Guidelines book to be user-friendly with information on Title I Law, compliance, and how to document meeting compliance.

3. Building Capacity- The ESOL Department provides free workshops to parents who do not speak English. These workshops are held at each of the five regional parent resource centers.