



MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) 2019-2020 TITLE I DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

The 2019-2020 District-level Parent and Family Engagement Plan (PFEP), has been jointly developed and agreed upon by stakeholders (i.e. staff, families, community members, etc.) in compliance with Title I federal funding regulations [Section 1112(C) and Section 1116]. The plan describes how the District is conducting outreach to all parents and family members to implement programs, activities, and procedures that promote parent and family engagement. Additionally, the Title I District-level PFEP will be made available to the parents and family members of the participating children.

M-DCPS MEASUREMENT OF PARENT AND FAMILY ENGAGEMENT PARTICIPATION

The Miami-Dade County Public Schools (M-DCPS) Title I Parent and Family Engagement Survey (English, Spanish, and Haitian-Creole), online and printed format, is disseminated to parents and families of students enrolled in Title I schools at the end of each school year. In addition, schools implementing the Title I Schoolwide Program also distributed the School-level Parent and Family Engagement Survey to parents of students attending the school. Survey data is utilized to conduct an evaluation of the content and effectiveness of the Parent and Family Engagement Program and to plan for the following year.

According to the M-DCPS 2019 Title I Parent and Family Engagement Survey, 43.0% of parents surveyed indicated a need for additional information about "State Standards and Testing"; 34.0% indicated a need for additional information about how to work with their child at home; 34.0% indicated a need for additional information on how to work with their child's teacher; and 27.0% indicated a need for additional information about The Title I Program.

PARENT AND FAMILY ENGAGEMENT MISSION STATEMENT

The mission of Miami-Dade County Public School's Title I Parent and Family Engagement Program is to enhance parent and family engagement, access and advocacy to build parents' and families' capacity for meaningful school and community engagement in support of measurable improvement in student achievement.

ENGAGEMENT OF PARENTS

Miami-Dade County Public Schools (M-DCPS) will provide training to all schools participating in the Title I Schoolwide Program on ways to include parents in the development of the LEA-wide Title I PFEP, the LEA plan, how the funds reserved for parent and family engagement will be spent, and all aspects of the Title I Schoolwide Program. The Title I District Advisory Council (DAC) and three (3) Title I Regional Parent Advisory Councils (PAC), comprised of parents and staff from different school sites elected by parents of students enrolled in schools implementing the Title I Schoolwide Program, to serve during the 2018-2020 term, will review and address the educational needs of participating schools. The DAC Executive Board and PAC Officers will conduct meetings and activities to further the engagement of parents and families. The scope and sequence of the requirements for engaging parents will be included on the DAC and PAC meetings' agendas. Agenda topics may include: involving parents and families in the planning and implementation of the Title I Schoolwide Program at participating schools; utilizing a minimum of one percent (1%) of the school's Title I allocation to support [Section 1112(C) and Section 1116], Parent and Family Engagement Requirements; conducting the Title I Annual Parent Meetings at the beginning of the school year to inform parents of the school's participation in the Title I Schoolwide Program; providing the M-DCPS Consultation and Complaint Procedures information; developing, distributing and reviewing the Title I District and School-level PFEP; distributing the Title I Program Notification Letter in English, Spanish and Haitian-Creole; and developing, distributing, and reviewing the Title I School-Parent Compacts. Each Title I PAC will meet a minimum of three (3) times during the school year, to obtain input from parents to support an ongoing development of the LEA-wide PFEP. The DAC Executive Board may advise the District's Department of Title I Administration on how the funds reserved for parent and family engagement will be spent. Schools implementing the Title I Schoolwide Program will establish an Educational Excellence School Advisory Council (EESAC). The EESAC will bring together all stakeholders, inclusive of parents and involve them in the decision-making process of how the school will spend funds reserved for parent and family engagement.

The Parents-Helping-Parents (PHP) initiative will be implemented in targeted Title I schools throughout the District, with the overarching goal of increasing meaningful interaction between families, schools, and communities to improve student outcomes. The four (4) main objectives of PHP are to: 1) expand outreach and support services to families; 2) help families understand federal, state and district policies that impact their children's school experiences; 3) enhance families' ability to advocate for their children; and 4) promote positive relationships between parents and other stakeholders. One parent from each of the targeted schools is hired and trained as a Family Support Specialist (FSS) to accomplish the goals of the initiative. The FSS at the targeted schools maintains ongoing communication with District staff who oversee the initiative. Monthly training sessions and collaboration meetings will be conducted with other departments, community agencies, and advisory panels to identify priorities and actively promote family engagement. All Title I schools in the District, regardless of their participation in the PHP initiative, are provided with family support services in an effort to empower parents of students attending schools implementing the Title I Schoolwide Program.

TECHNICAL ASSISTANCE TO SCHOOLS PARTICIPATING IN THE TITLE I SCHOOLWIDE PROGRAM

The District will provide coordination, technical assistance, and other support necessary to assist schools participating in the Title I Schoolwide Program in planning and implementing effective parent and family engagement activities. This effort will assist in building the capacity of parents to improve the academic achievement of their child and increase overall school performance, through the following means and activities: Training Seminars for Principals of Schools Implementing the 2019-2020 Title I Schoolwide Program; M-DCPS "Parent Portal"; the Title I Neighborhood Resource Center (NRC), District support provided to school sites' Parent Resource Centers; M-DCPS training available to assist each school in effectively managing their Educational Excellence School Advisory Council (EESAC); Project UP-START, M-DCPS Homeless Educational Program; The Parent Academy (TPA); and Professional Development activities provided via the Title I Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Training Centers. Additionally, schoolsite CIS/CLS serve as a bridge between the home, school and the community in order to provide workshops and training sessions, information, resources, telephone calls, schoolsite and community parenting activities, and home visits.

Schools implementing the Title I Schoolwide Program will be required to electronically submit their complete 2019-2020 Title I School-level PFEP. The Department of Title I Administration's Accountability and Technical Assistance Team (A-TAT) staff members will review the electronic submission of the Title I School-level PFEP and provide technical assistance and support to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)]. Additionally, in an effort to further assist schools in meeting the requirements of the law, A-TAT staff will conduct onsite technical assistance visits to ensure school compliance with all requirements [Section 1112(C) and Section 1116].

The LEA will provide other reasonable support for parent and family engagement activities under Section 1116, as parents may request via the Title I DAC General Meetings, (minimum of two per year and in the evenings); Title I PAC meetings, (minimum of two per year for each administrative Region in the District, at different times and locations to maximize parent and family participation); and the Title I schoolsite meetings/workshops for parents and families (on-going) throughout the year. These meeting agenda topics may include: Recipes for Effective Parent and Family Engagement; ESSA-Section 1116 - reviewing and revising M-DCPS Title I PFEP; and Parent and Family Engagement Practices. Parents and families will also be provided with information and materials in support of improving the academic achievement of their children. Additionally, parents and families will be provided with information and training in the areas of technology use, life skills, and community service needs. The District will provide additional parent and family engagement guidance to schools in the 2019-2020 Title I Administration Handbook, which is an additional resource available to schools participating in the Title I Schoolwide Program. The handbook contains information on all elements of the Title I Schoolwide Program, inclusive of the specific requirements of the ESSA, Section 1116, such as the PFEP and the School-Parent Compact sample template. In addition, the Department of Title I Administration's Website, the Department of Family Support Services Website and Title I School-level Compliance Collaboration Site are available to support all participating Title I schools.

**COORDINATION AND INTEGRATION OF PARENT AND FAMILY ENGAGEMENT STRATEGIES
FROM TITLE I, PART A WITH OTHER FEDERAL PROGRAMS**

1	Parents-Helping-Parents (PHP)	Under the supervision of the Family Liaison Officer, Family Support Specialists (FSS) serve as liaisons between families, schools, and the District office that oversees this initiative to help families access services and programs, such as: Head Start, Exceptional Student Education, English Language Learners, Alternative Education, Migrant Educational Services, and others.
2	Migrant Program	Under the supervision of the Executive Director of the Migrant Program, staff provides supplemental instructional and support services to migrant workers and their families through many components, inclusive of the Migrant Early Childhood Learning Program, in conjunction with the Department of Title I Administration.
3	Home Instruction for Parents of Preschool Youngsters (HIPPY)	Under the supervision of the Executive Director of the Migrant Program, staff provides supplemental instructional and support services to migrant workers and their families through many components, inclusive of the HIPPY Program, in conjunction with the Department of Title I Administration.
4	Early Childhood Programs	Under the supervision of the Administrative Director of Early Childhood Programs, staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences through Head Start, Early Head Start and Voluntary Pre-Kindergarten, in conjunction with the Department of Title I Administration.
5	Project UP-START	Under the supervision of the Director of Project UP-START, Homeless Education Program Community Outreach, the School Homeless Liaisons disseminate information regarding weekly parent workshops conducted at the Title I Neighborhood Resource Center. Additionally, the Community Outreach Director is invited to speak at Title I Community Involvement Specialists (CIS)/Community Liaison Specialists (CLS) and parents' meetings, to share information regarding the Homeless Education Program and the resources available to students and families in homeless situations.
6	Educational Alternative Outreach Program	Under the supervision of the Administrative Director of the Educational Alternative Outreach Program, Principal and Assistant Principal, staff provides supplemental instructional and support services to Neglected and Delinquent students and their families. This office also assists with the dissemination of information regarding the availability of parent training, events/activities, workshops and other information related to post-secondary education.

**ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF
THE PARENT AND FAMILY ENGAGEMENT POLICY**

An annual M-DCPS Title I Parent and Family Involvement Survey will be conducted toward the end of the school year to evaluate the content and effectiveness of the parent and family engagement outreach activities in improving the academic quality of schools funded by Title I, Part A, over the course of the year. Additionally, the survey will assist in identifying barriers to greater participation by parents in sanctioned activities. Evaluation findings will be used to design more effective strategies for the following school year. A collaborative effort will be made to inform parents of the availability and importance of this survey via the Community Involvement Specialists (CIS)/Community Liaison Specialists (CLS), Title I District and Region meetings, Title I DAC Talk News Bulletin for Title I Parents, Title I Quarterly Bulletin, Connect-Ed messages, and flyers sent to homes via backpack with students. This survey will be available online in English, Spanish and Haitian-Creole for parents to complete. Also, the printed version of the survey will be made available at schools and at District meetings to facilitate the completion of the survey by parents. The school's CIS/CLS or parent contact person will encourage and assist parents with the completion of the survey. Survey results will be used by the District to develop the new school year's LEA-wide PFEP and Title I School-level PFEP for schools implementing the Title I Schoolwide Program. All Title I schools will schedule meetings for parents, before the end of the school year. During these meetings, participants will identify barriers which may have hindered parental participation in parent and family engagement activities during the school year and identify the steps the school will take to overcome the acknowledged barriers. Moreover, the Office of Program Evaluation will conduct an annual evaluation of the Title I Schoolwide Program, inclusive of the Parent and Family Engagement Program. The evaluation will focus on outcomes of the services provided.

BUILDING SCHOOLS' AND PARENTS' CAPACITY

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	<p>Content: Empower parents with information, resources and services available through the school, the District and the community.</p> <p>Activity: Connections with community agencies that provide support services to parents and families.</p>	Title I CIS/CLS, Department of Title I Administration Staff, Principals, and CIS/CLS	Data collected via the submission of the Monthly School Reports, documents the support services provided to parents through a referral process to community agencies, to address specific needs that will contribute to supporting the academic achievement of students.	Monthly	<ul style="list-style-type: none"> ● Parent Referral to Community Agency Logs, ● Completed Community Agency Referral forms ● Monthly Parent and Family Engagement School Reports
2	<p>Content: Provide recommendations on goals and steps needed to improve the Title I Schoolwide Program; develop and review jointly with the District, the LEA Title I PFEP; and assist in informing parents of participating children of the Title I Annual Parent Meeting, District meetings, and other parent meetings, as appropriate.</p> <p>Activity: Title I DAC Executive Board Meetings.</p>	DAC Elected Officers, Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	The input and recommendations provided will be utilized to establish goals, initiatives, and activities that will support student academic achievement.	Throughout the 2019-2020 school year (<i>ongoing</i>)	<ul style="list-style-type: none"> ● Electronic communications ● Flyers ● Agendas ● Sign-in sheets ● Handouts
3	<p>Content: Provide information, meetings, training sessions, and on-site technical support to assist school staff in effectively completing the Title I School-level PFEP.</p> <p>Activity: M-DCPS Meetings, Training Sessions, and on-site technical support and assistance.</p>	Selected District Staff	Increased parental engagement in the development and review of the Title I School-level PFEP.	Throughout the 2019-2020 school year (<i>ongoing</i>)	<ul style="list-style-type: none"> ● Weekly Briefings ● Agendas ● Sign-in sheets ● Handouts ● Title I School-level Compliance Report ● PowerPoint presentations

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
4	<p>Content: Inform staff of their school's participation in Title I, Part A programs and explain the requirements of the Every Student Succeeds Act (ESSA) with emphasis on student academic achievement through parent and family engagement.</p> <p>Activity: Opening of School Meetings.</p>	Department of Title I Administration and schoolsite Administrators	Enhance staff's understanding of the requirements of the ESSA with emphasis on student academic achievement through parent and family engagement.	By the end of October 2019	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentations
5	<p>Content: Compile information on how Title I schools are progressing in support of parent and family engagement in their child's education. The information gathered will assist in the development of the LEA and School-level PFEP for the upcoming school year.</p> <p>Activity: The M-DCPS Title I Parent/Family Engagement Survey.</p>	Title I District Director, Executive Director, Selected Title I Staff and Director of Research and Evaluation, Office of Program Evaluation	Provide information that enhances the delivery of support services that strengthen the relations between parents and the school in meaningful ways that support academic achievement.	May-July 2020	<ul style="list-style-type: none"> • Electronic communications (Weekly Briefings) • Survey Compilation of Results
6	<p>Content: Provide support to parents of children participating in the Title I Schoolwide Program by engaging them in weekly workshops and activities, to expand knowledge and skills in ways that contribute to their child's well-being and overall academic success.</p> <p>Activity: Title I Neighborhood Resource Center (NRC).</p>	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Implement programs, workshops, training and activities designed to empower parents with the skills needed to effectively assist their children academically and socially.	Throughout the 2019-2020 school year. (<i>ongoing</i>)	<ul style="list-style-type: none"> • Visitor sign-in sheets, completed Profile & Communication Forms • Workshop/activity agendas, sign-in sheets, handouts, PowerPoint presentations and completed Workshop/Activity Evaluation forms.

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
7	<p>Content: Afford parents and family members of students in schools implementing the Title I Program an additional opportunity to participate in the education of their children.</p> <p>Activity: DAC Talk, News for Title I Parents.</p>	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Publication designed to showcase parent advisory updates, current trends in education and articles that inform parents on becoming more participatory in the academic achievement of their children, thereby building the parental capacity for engagement.	Two (2) times during the 2019-2020 school year	<ul style="list-style-type: none"> • DAC Talk News for Title I Parents • Electronic communications • DAC General Meeting sign-in sheets
8	<p>Content: Inform parents of their school's participation in Title I, Part A programs and explain the requirements of the Every Student Succeeds Act (ESSA) regarding parent and family engagement and the right of parents to be involved in those programs as well as parents Right-to-Know provisions under ESSA.</p> <p>Activity: Title I Annual Parent Meeting conducted at the school.</p>	Department of Title I Administration and Schoolsite Administrators	To inform parents about the Title I Program and the ESSA, in an effort to build the parental capacity for engagement.	No later than the last week of October 2019	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentations • Title I Annual Parent Meeting documentation • Title I School-level Compliance Reports • Data submitted via the Monthly Parent Family Engagement School Reports
9	<p>Content: Provide opportunities for meetings/trainings with parents to increase their involvement at their school and knowledge base to support/collaborate with other parents.</p> <p>Activity: Opening of School Orientation Meeting, Annual PHP Implementation Training-Initial and Refresher, Mid-Year Meeting, End-of-Year Meeting.</p>	Family Liaison Officer, Family Support Specialists and selected Dept. of FSS Staff	Data collected through the completion of Exit Surveys, ongoing needs assessments, and PHP case reviews to address specific needs that will contribute to improving the attendance and academic achievement of students.	Monthly	<ul style="list-style-type: none"> • Complete PHP Referral Form • Case Management Report via Integrated Student Information System • Share Point Collaboration System

STAFF TRAINING

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	<p>Content: Provide technical assistance, support, and monitoring for an effective parent and family engagement program.</p> <p>Activity: Title I Administration Accountability and Technical Assistance Team (A-TAT).</p>	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	The technical assistance and support to be provided during the school year will enhance schoolsite staff's capacity to support student academic achievement.	Ongoing throughout the 2019-2020 school year	<ul style="list-style-type: none"> • Electronic communications • Training session agendas • Sign-in sheets • Handouts • PowerPoint presentations • Title I School-level Compliance Reports
2	<p>Content: Share information with staff assigned to provide support to Title I schools regarding the requirements of ESSA, Section 1116, as well as best practices and strategies to increase parent and family engagement.</p> <p>Activity: Parent and Family Outreach and Compliance Unit Staff Meetings.</p>	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Enhance district staff's understanding regarding the implementation of the Title I Parent and Family Engagement Program, in support of student academic achievement.	Ongoing throughout the 2019-2020 school year	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts
3	<p>Content: Provide information via meetings, training/workshops to assist schools in effectively implementing the Title I Parent and Family Engagement Program.</p> <p>Activity: M-DCPS Meetings, Training Sessions and Workshops.</p>	Selected District Staff	Enhance schoolsite staff's understanding regarding the requirements of the Title I Parent and Family Engagement Program, in support of student academic achievement.	Throughout the 2019-2020 school year.	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentations
4	<p>Content: Inform staff of their school's participation in Title I, Part A programs and explain requirements of ESSA with emphasis on student academic achievement through parent and family engagement.</p> <p>Activity: Title I Training Sessions for Schoolsite Compliance Facilitators.</p>	Department of Title I Administration and schoolsite Administrators	Enhance staff's understanding of the requirements of the ESSA with emphasis on supporting student academic achievement through parent and family engagement.	By the end of October 2019	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
5	<p>Content: Offer a variety of robust, high-quality staff development opportunities to enable the CIS/CLS to: effectively support and engage parents and families; deliver essential information to parents on the availability of district, school, and community resources; and compile all supporting compliance documentation regarding Title I parent and family engagement.</p> <p>Activity: Title I CIS/CLS Training Centers.</p>	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Enhance CIS/CLS' skills as school ambassadors, in an effort to support student academic achievement through effective parent and family engagement.	Throughout the 2019-2020 school year	<ul style="list-style-type: none"> • Electronic communications • Agendas • Sign-in sheets • Handouts • PowerPoint presentations • Compliance Reports completed
6	<p>Content: Promote adherence to local, state, and federal mandates regarding the implementation of the Title I Program.</p> <p>Activity: Training for Principals of Schools Implementing the 2019-2020 Title I Schoolwide Program.</p>	Department of Title I Administration Administrative Director, District Director, Executive Director, and Selected Title I Staff	Enhance Principals' understanding regarding the requirements of the Every Student Succeeds Act (ESSA), in support of student academic achievement through parent and family engagement.	September and October of 2019	<ul style="list-style-type: none"> • Electronic communications • Agendas • Sign-in sheets • Handouts • PowerPoint presentations • Acknowledge forms
7	<p>Content: Provide support and training in comprehending and implementing the PHP initiative.</p> <p>Activity: Ongoing technical assistance, support and monitoring.</p>	Family Liaison Officer and Family Support Services Staff	The technical assistance, support and monitoring to be provided during the school year will increase the staff's ability to support student academic achievement.	Ongoing throughout the 2019-2020 school year	<ul style="list-style-type: none"> • Electronic communications • Initial school visit • Follow-up School Visit Checklists

COMMUNICATION AND ACCESSIBILITY

The M-DCPS LEA-wide Title I PFEP will be provided to schools, in English, Spanish and Haitian-Creole, to provide full opportunities for the participation of all parents. The schools' Title I Annual Parent Meeting and/or parental meetings minutes and agendas will reflect discussions of the current LEA-wide Title I PFEP, the Title I School-level PFEP, and Title I School-Parent Compact. The District will make as many attempts as needed to inform parents of the importance of their participation, via the following means of communication: Connect-Ed and text telephone messages to homes of parents of students participating in the Title I Schoolwide Program; direct mail to homes; Title I Parent Newsletters; Title I school marquee, flyers sent home via student backpack; newspaper advertisements; television; and/or radio announcements.

Reasonable efforts will be made to assist parents in their primary language and parents with special needs, to provide them with information regarding the needs and rights of English Learners (EL) and children with exceptionalities. Parents are made aware of the availability of simultaneous translation services in Spanish and Haitian-Creole, at all Title I DAC meetings. Title I DAC and PAC meeting announcements are electronically provided to schoolsite CIS/CLS to disseminate to all parents. These meeting

announcements include special needs notifications that are returned to the Department of Title I Administration, thus helping to increase the participation of parents with disabilities. Parents are provided the opportunity to submit suggestions and feedback during parent meetings. Suggestions and feedback are reviewed by appropriate staff and implemented as appropriate.

Additional opportunities for parents will be provided through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and Supportive Services. Parent participation in workshops, parent-teacher conferences and other school-community activities are infused to include parents as partners in their children's educational process. Family literacy programs are also part of the Family Resource Centers and local Migrant Education Program.

The following District and school multi-level communications will be sent in English, Spanish and Haitian-Creole: Title I Parent Notification Letter, Title I School-Parent Compact, Parent's Right-To-Know Information, Title I Annual Parent Meeting Notice, school newsletters, parent training flyers and notifications, performance of the Title I students on English Language Arts, Mathematics, Science, and Social Studies state assessments, and the School Public Accountability Report (SPAR).

DISCRETIONARY ACTIVITIES TO BUILD PARENTS' CAPACITY FOR INVOLVEMENT IN THE SCHOOL

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Train parents to enhance the involvement of other parents [Section 1116(e)]	The Parent Academy training/workshops help parents become full partners in their children's education.	Family Liaison Officer, Dept. of FSS Staff, The Parent Academy Staff, and selected Title I Staff	Increase parent and family engagement, which will further help enhance the academic achievement of students	Throughout the 2019-2020 school year
2	Scheduling flexible meetings or conferences calls with parents who are unable to attend regularly scheduled meetings at school [Section 1116(e)]	Schools implementing the Title I Schoolwide Program are encouraged to schedule meetings and/or workshops at different times and days throughout the school year and/or provide opportunities for parents to participate via conference calls, to maximize parental participation.	Department of Title I Administration District Director, Executive Director, and selected Title I Staff	Increase parent and family engagement by maximizing the participation of parents who are unable to attend regularly scheduled meetings, which will further help to support the academic achievement of students	Throughout the 2019-2020 school year
3	Adopting and implementing model approaches to improving parent and family engagement [Section 1116(e)]	Members of the Department of Title I Accountability & Technical Assistance Team (A-TAT) schedule on-site monitoring, technical assistance and support visitations. Additionally, the CIS/CLS Training Centers provide professional development to CIS/CLS, to enhance their skills as school ambassadors.	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Enhance schoolsite staff capacity to empower parents with information, resources and services, thereby supporting the academic achievement of students	Throughout the 2019-2020 school year
4	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)]	Title I DAC Executive Board advises the Department of Title I Administration on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program.	Department of Title I Administration District Director, Executive Director, and selected Title I Staff	Facilitate the dissemination of information, resources and services available through the school and the District, in order to foster a family environment that promotes learning	Throughout the 2019-2020 school year

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
5	Establish 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)].	Title I DAC Executive Board advises the Department of Title I Administration and the Superintendent of Schools on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program.	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Facilitate the dissemination of information, resources and services available through the school and the district, in order to foster a family environment that promotes learning.	Throughout the 2019-2020 school year.
6	Facilitate webinars and face-to-face trainings on topics designed to encourage and maximize parental engagement in collaboration with the Department of FSS and The Parent Academy.	The implementation of this activity will be evaluated annually via the Title I Parent/Family Engagement Survey and the Title I Evaluation, conducted by the District's Office of Program Evaluation	Family Liaison Officer, Dept. of FSS Staff, and The Parent Academy Staff	Enhanced parents' ability to assist and advocate for their children in an effective manner and promote the importance of a positive relationship between parents and school personnel in order to achieve better learning outcomes for students	Throughout the 2019-2020 school year

2018-2019 BUILDING CAPACITY SUMMARY

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Content: DAC Executive Board Members provided recommendations on goals and steps needed to improve the Title I Program; developed and reviewed jointly with the LEA Title I Parent and Family Engagement Plan (PFEP); and assisted in informing parents of the Title I Annual Parent Meeting, District meetings, and other parent meetings, as appropriate. Activity: DAC Executive Board Meetings	4	6	Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement
2	Content: Participants developed and reviewed jointly with the Department of Title I Administration, the District PFEP; received information regarding the requirements of the Title I Program, and parent's right to be involved; and were empowered with information, resources and services available through the school, the district and the community. Activity: Title I DAC General Meetings	3	1,001	Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement
3	Content: Developed and reviewed jointly with the Department of Title I Administration, the District Title I PFEP; received information regarding the requirements of the Title I Program, and parent's right to be involved; provided information, resources and services available through the school, the district and the community. Activity: Title I PAC Meetings	10	988	Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
4	<p>Content: Collected information on how Title I schools are supporting parent and family engagement in their child's education. The information gathered has been used in the development of the 2019-2020 LEA and Title I School-level PFEP.</p> <p>Activity: 2018-2019 M-DCPS Title I Parent and Family Engagement Survey and 2018-2019 School-level Parent and Family Engagement Survey</p>	277	49,432	Gathered parents' feedback and suggestions on ways to improve the academic achievement of students
5	<p>Content: Provided support to parents of children participating in the Title I Schoolwide Program by expanding their knowledge and skills in ways that contributed to their child's well-being and overall academic success.</p> <p>Activity: Title I Neighborhood Resource Center (NRC)</p>	96	3,697	Implemented programs and activities that supported student academic achievement.
6	<p>Content: Provided monthly activities, workshops, resource materials and support to enhance parents/guardians', and caregivers' abilities to better support student learning.</p> <p>Activity: Schoolsite Parent Resource Centers</p>	330	54,499	Implemented programs and activities that supported student academic achievement.
7	<p>Content: Enhanced student-teacher relationships; increased parent and family engagement and assisted with building parental capacity for involvement to support student academic achievement.</p> <p>Activity: Challenging Higher Education for Students in our Schools (CHESS) Program</p>	4	4,106	Implemented programs and activities that supported student academic achievement.
8	<p>Content: Afforded parents and family members of students in schools implementing the Title I Program additional opportunities to participate in the education of their children.</p> <p>Activity: DAC Talk, News for Title I Parents</p>	2	4000	Designed to showcase parent advisory updates, current trends in education and articles that supported student academic achievement.
9	<p>Content: Informed parents of their child's school participation in Title I, Part A programs and explained the requirements of the No Child Left Behind Act, updates regarding the ESSA and the right of parents to be involved in those programs.</p> <p>Activity: Title I Annual Parent Meeting conducted at the school level</p>	330	47,869	Provided information to parents in an effort to support student academic achievement through parent and family engagement.
10	<p>Content: Provided support and technical assistance to parents enrolled at the 37 schools participating in the Parents-Helping-Parents (PHP) initiative</p> <p>Activity: Shared information related to federal, state and District policies that impacted their children via data collected through the completion of PHP Referral Forms and case management code (FT) documented in the electronic reporting system; documents the support services provided to parents through a referral process to the District, in an effort to address specific needs that will contribute to improve (<i>support?</i>) the academic achievement of students.</p>	727	13,904	Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students.

2018-2019 STAFF TRAINING SUMMARY

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	<p>Content: Promoted adherence to local, state, and federal mandates regarding the implementation of the Title I Program.</p> <p>Activity: Training for Principals of Schools Implementing the 2018-2019 Title I Schoolwide Program</p>	7	346	Promoted adherence to local, state, and federal mandates regarding the implementation of the Title I Schoolwide Program, in support of parent and family engagement and student academic achievement.
2	<p>Content: Provided technical assistance and support regarding the requirements of the Title I Program and the collection and maintenance of all required compliance documents.</p> <p>Activity: Title I School-level Compliance Facilitators Training Sessions</p>	2	283	Provided technical assistance and support to ensure adherence to local, state, and federal mandates regarding the implementation of the Title I Schoolwide Program, in support of parent and family engagement and student academic achievement.
3	<p>Content: Provided information related to the implementation of the Parent and Family Engagement Program and the specific roles and responsibilities of the CIS/CLS.</p> <p>Activity: Community Involvement Specialists/Community Liaison Specialists Orientation Meeting</p>	3	272	Provided support and training in understanding and implementing the ESSA; thus, supporting academic achievement through parent and family engagement.
4	<p>Content: Offered a variety of robust, high-quality staff development opportunities to enable CIS/CLS to collect all required compliance documents and to deliver essential information to parents regarding the availability of school, District and community resources, in order to promote positive parent and community engagement.</p> <p>Activity: CIS/CLS Training Sessions</p>	17	486	Provided support and training in understanding and implementing the ESSA; thus, supporting academic achievement through parent engagement.
5	<p>Content: Provided updated information regarding ESSA as it pertains to parent and family engagement; discussed barriers which hindered participation by parents in parent and family engagement activities during the 2018-2019 school year; and brainstormed goals, activities and initiatives to be implemented during the 2019-2020 school year.</p> <p>Activity: CIS/CLS End-of-Year Meeting</p>	3	249	Provided information regarding the requirements of the Title I Parent and Family Engagement Program; thus, supporting academic achievement through parent and family engagement.
6	<p>Content: Provided support and training in understanding and implementing the PHP initiative.</p> <p>Activity: Training for Family Support Specialists (FSS) and principals implementing the PHP initiative for the 2018-2019 school year</p>	15	1,469	Provided support and training in understanding and implementing the PHP initiative; thus, supporting academic achievement through parent and family engagement.

2018-2019 PRIVATE SCHOOL SUMMARY

As per contractual agreement with third-party providers and specified in the Miami-Dade County Public Schools, Request for Proposal (RFP), a total of 32 parent involvement and capacity-building activities were conducted throughout the year at various school sites that united families and schools; focused on family learning events, encouraged parent-teacher conferences; provided varied techniques on the use of discipline; and informed parents on how to help their children with homework in specific subject areas and disciplines such as Reading, Language Arts, Mathematics, Science, Social Studies, and the use of technology. Parents were also provided with semi-annual parent progress reports of each participating student as part of the academic interventions provided.

It is anticipated that a total of 3,499 parents will attend one or more activities during the 2019-2020 school year representing the 103 Title I private schools throughout the District participating in the Title I Non-Public Schools Program. Furthermore, that these activities will have a positive impact on student achievement, foster family literacy and a love for learning. Moreover, it is expected to realize a 2.0 percentage academic growth in the basic skills areas by the conclusion of the 2019-2020 school year. Partners in Education: Auerbach, S. (2011). School Leadership for Authentic Family and Community partnerships: Research perspectives for Transforming Practices. New York: Routledge & U.S. Department of Education. (2013). Handbook on Family and Community Engagement. Retrieved from <http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf> are some of the researches that support the aforementioned activities. The implementation of these activities will be evaluated annually via the Title I Parent/Family Engagement Survey and the Title I Evaluation, conducted by the District's Office of Program Evaluation.

2018-2019 BARRIERS WHICH HINDERED PARTICIPATION BY PARENTS IN PARENT AND FAMILY ENGAGEMENT ACTIVITIES

Count	Barrier	Steps the School Will Take to Overcome
1	Times/Dates of Meetings/Workshop	With the District's assistance and monitoring, schools will be required to offer a flexible number of meetings, such as meetings in the morning, evening and on different days of the week which provide opportunities to reduce conflicts with parent work schedules, to foster parental participation at these events.
2	Building Meaningful Parent and Family Engagement	With the District's assistance and monitoring, schools shall provide equitable opportunities for the participation of parents with special needs by making the necessary accommodations.
3	Building Capacity for Engagement	The District will provide coordination, technical assistance and other support necessary to assist with and build the capacity of staff in planning and implementing effective parent and family engagement activities. Organization(s) with a track record of effectiveness in engaging and involving parents and families will be contacted to help build the capacity of staff of meaningful parent and family engagement.

2018-2019 BEST PRACTICES

Count	Content/Purpose	Description of the Activity
1	<p>Content: Provided transportation for parents and families to attend workshops/training and meetings for parents and families at the Title I NRC and Title I DAC meetings.</p> <p>Purpose: Parent workshop/training/meetings to build parent capacity</p>	To overcome previously identified transportation barriers, the Department of Title I Administration utilized parent and family engagement funds to provide bus transportation for parents and families from various Title I schools to attend workshops/training held at the Title I Neighborhood Resource Center (NRC). Parents and families were also provided with bus transportation to attend the Title I District Advisory Council (DAC) General Meetings held at various schools throughout the District. Additional transportation barriers were overcome by providing parents and families the opportunity to participate in workshops/training via conference call.

Count	Content/Purpose	Description of the Activity
2	<p>Content: Provided certificate-based training for parents and families at the Title I NRC</p> <p>Purpose: Parent workshop/training/ meetings to build parent capacity</p>	<p>Provided certificate-based educational workshops/training to parents and families at the Title I Neighborhood Resource Center (NRC) and Title I school site parent resource centers throughout the District whereby parents received certificates for successfully completing all requirements as specified by the program. The participation of parents/families in these specialized workshops/trainings helped to enhance their ability to support the overall well-being of their family. Certificate-based training included Family Nutrition, Diabetes Awareness, and Peer Educator Training. Hands-on, do-it-yourself activities enhanced parents' and families' ability to reduce stress in a positive way.</p>
3	<p>Content: Wellness Recovery Training for Title I Community Involvement Specialists/Community Liaison Specialists</p> <p>Purpose: Professional development</p>	<p>Department of Title I Administration and Title I NRC Staff established partnerships with local community-based organizations to provide Wellness Recovery Action Plan training to Community Involvement Specialists and Community Liaison Specialists. The training enhanced their ability to support parents and families of students enrolled in Title I schools.</p>