



MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) 2017-2018 TITLE I DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

The 2017-2018 District-level PFEP, formerly known as Parental Involvement Plan (PIP) 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 District-level PFEP has been made available to the parents and family members of the participating children.

M-DCPS MEASUREMENT OF PARENT AND FAMILY ENGAGEMENT PARTICIPATION

The Title I Parent and Family Engagement Survey (English, Spanish, and Haitian Creole); online and printed format is disseminated to parents/families of students enrolled in Title I schools at the end of this school year. The purpose of this survey is to measure parent and family engagement over the course of the year, and to facilitate an evaluation of the Parent and Family Engagement Program to inform planning for the following year. According to the 2016-2017 Title I Parent and Family Engagement Survey, 48% of parents surveyed indicated a need for additional support working with their child's teachers and receiving information about services for students with special needs, English Language Learners (ELL), and at-risk students; 42% indicated a need for additional information regarding standards and testing.

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 in an effort to build parents' and families' capacity for stronger parent, family, 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 and families in the development of the District-level 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. A Title I District Advisory Council (DAC) and Title I Parent Advisory Council (PAC), comprising of parents and staff from different school sites, who have been elected by parents of students enrolled in schools implementing the Title I Schoolwide Program, will be established to review and address the educational needs of schools implementing the Title I Schoolwide Program. The DAC Executive Board and PAC officers will conduct meetings and activities for the engagement of parents and families. The scope and sequence of the requirements for engaging parents and families will be included on the DAC and PAC meetings' agendas. Agenda topics may include: engaging parents and families in the planning and implementation of the Title I Schoolwide Program at participating schools; utilizing a minimum of one (1) percent 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 Meeting 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, reviewing and distributing the District and School-level PFEP; distributing the Title I Program Notification Letter in English, Spanish and Haitian-Creole; and developing, reviewing and distributing the School-Parent Compacts. The Title I PAC will meet a minimum of two times during the school year, by Region, in order to obtain input from parents to support an ongoing development of the LEA-wide PFEP. The DAC Executive Board will advise the District Title I office 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 be the sole body responsible for final decision-making at the school relating to the implementation of the components of the School Improvement Plan (SIP). As such, the EESAC will bring together all stakeholders, inclusive of parents and families and involve them in the decision of how the school will spend funds reserved for parent and family engagement.

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 children and increase overall school performance, through the following means and activities: The Parent Academy (TPA); Training Seminar for Principals of Schools Implementing the 2017-2018 Title I Schoolwide Program; Project UP-START, M-DCPS Division of Student Services; M-DCPS "Parent Portal"; Title I Neighborhood Resource Center, District support provided to the school sites' parent resource centers/areas; M-DCPS training available to assist each school in effectively managing their Educational Excellence School Advisory Council (EESAC); and Professional Development Activities provided via the Title I Community Involvement Specialist Training Centers. Additionally, schoolsite Community Involvement Specialists (CIS's) and/or Community Liaison Specialists (CLS's) will serve as a bridge between the home, school, and the community in order to provide workshops and training sessions, telephone calls, schoolsite and community parent and family engagement activities, and home visits.

Schools implementing the Title I Schoolwide Program will be required to electronically submit their complete 2017-2018 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 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, staff from the A-TAT 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 additional support through 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 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 the District-level Title I PFEP; and Parent and Family Engagement Best Practices. Parents and families will also be provided with information and materials to help improve the academic achievement of their children. Additionally, parents and families will be provided with information and training in the areas of technology, life skills, and community service needs. The District will provide additional Parent and Family Engagement guidance to schools in the 2017-2018 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 Act, Section 1116, such as the PFEP and the School-Parent Compact sample template. In addition, the Title I 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	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.
2	Home Instruction for Parents of Preschool Youngsters (HIPPI)	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 HIPPI Program, in conjunction with the Department of Title I Administration.
3	Early Childhood Programs	Under the supervision of the Administrative Director of the 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 Start and Voluntary Pre-Kindergarten, in conjunction with the Department of Title I Administration.

4	Division of Student Services	Under the supervision of the Program Manager, Project UP-START, Homeless Education Program, the School Homeless Liaisons disseminate information regarding weekly parent workshops conducted at the Title I Neighborhood Resource Center. Additionally, the Program Manager is invited to speak at Title I Community Involvement Specialists (CIS)/Community Liaison Specialists (CLS) and parents' meetings, in order to share information regarding the Homeless Education Program and the resources available to students and families in homeless situations.
5	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. Also, this office assists with the dissemination of information regarding the availability of parent activities and workshops.

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

An annual M-DCPS Title I Parent and Family Engagement 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 the Title I, Part A schools over the course of the year, and to facilitate an evaluation of the Parent and Family Engagement Program in order to drive planning 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, Connect-Ed messages, and flyers sent 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 designated 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 School-Level PFEP for schools in the Title I Program. Schools implementing the Title I Schoolwide Program 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 CAPACITY 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: Title I CIS/CLS Connections with Community Agencies that Provide Support Services to Parents and Families</p>	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, in an effort to address specific needs that will contribute to improve the academic achievement of students.	Monthly	Parent Referral to Community Agency Logs, completed Community Agency Referral forms, and Monthly Parent and Family Engagement School Reports

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
2	<p>Content: Provide recommendations on goals and steps needed to improve the Title I Program; develop and review jointly with the District, the LEA 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>	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.	Varying dates throughout the 2017-2018 school year.	Electronic communications, flyers, agendas, sign-in sheets, minutes, and handouts
3	<p>Content: Provide information via meetings, training, and workshops to assist schools in effectively completing and implementing their School Improvement Plan (SIP)</p> <p>Activity: M-DCPS Meetings, Training Sessions and Workshops</p>	Selected District Staff	Enhance parent and family engagement in the development and review of the SIP, correlated to academic achievement.	Throughout the 2017-2018 school year.	Agendas, sign-in sheets, handouts, PowerPoint presentations, and minutes
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 Schools Meeting</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 2017.	Agendas, sign-in sheets, handouts, and PowerPoint presentations
5	<p>Content: Compile information on how Title I schools are doing in supporting parent and family engagement in their child's education. The information gathered will assist in the development of the 2018-2019 District-level and School-level PFEP</p> <p>Activity: The 2018 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 to improve academic achievement.	May-June 2018	Electronic communication (Weekly Briefing) and survey compilation of results

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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 children academically and socially.	Throughout the 2017-2018 school year.	Agendas, sign-in sheets, handouts, and PowerPoint presentations
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 involved in the academic achievement of their children, thereby building the parental capacity for engagement.	Two (2) times during the 2017-2018 school year.	Copies of the DAC Talk, News for Title I Parents newsletter editions, electronic communications, and 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.</p> <p>Activity: Title I Annual Parent Meeting conducted at the school level</p>	Department of Title I Administration and Schoolsite Administrators	To inform parents regarding 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 2017.	Agendas, sign-in sheets, handouts, PowerPoint presentations, Title I Annual Parent Meeting Documentation Packets, and data submitted via the Monthly Parent and Family Engagement School Reports

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 2017-2018 school year.	Electronic communications, training sessions agendas, sign-in sheets, handouts, PowerPoint presentations, and School-level Compliance Filing System Status Reports and Signature Pages
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 2017-2018 school year.	Agendas, sign-in sheets, and handouts
3	<p>Content: Provide information via meetings, training, and workshops to assist schools in effectively managing 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 2017-2018 school year.	Agendas, sign-in sheets, handouts, and PowerPoint presentations
4	<p>Content: Inform staff of their school's participation in Title I, Part A programs and explain the requirements of ESSA with emphasis on student academic achievement through parent and family engagement.</p> <p>Activity: Opening of Schools Meeting</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 2017.	Agendas, sign-in sheets, and handouts
5	<p>Content: Offer a variety of robust, high-quality staff development opportunities to enable the CIS/CLS to compile all required documents of compliance and to deliver essential information to parents on the availability of district, school, and community resources.</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 2017-2018 school year.	Electronic communications, agendas, sign-in sheets, handouts, PowerPoint presentations, and compliance reports completed during the last training session

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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 2017-2018 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 ESSA, in support of student academic achievement through parent and family engagement.	In September and October of 2017.	Electronic communications, agendas, sign-in sheets, handouts, PowerPoint presentations, and completed Acknowledgement forms

COMMUNICATION AND ACCESSIBILITY

The M-DCPS LEA-wide 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 PFEP, the 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; mail-outs to parents; Title I Parent Newsletters; flyers sent home via student backpack; newspaper advertisements; television; websites, and/or radio announcements.

Reasonable efforts will be made to assist parents in their primary language and parents with special needs, in order to provide them with information regarding the needs and rights of English Language Learners (ELL) 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. On an as-needed basis, parents may register to receive simultaneous translation services. Title I DAC and PAC pre-meeting announcements are electronically provided to schoolsite CIS/CLS to disseminate to all parents. These pre-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 given suggestion slips to complete at each meeting. Suggestions are reviewed 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 schools.

The following District and school multi-level communications will be sent in English, Spanish and Haitian-Creole: Title I Parent Notification Letter, School-Parent Compact, Parent's Right-To-Know Information, Title I Annual Parent Meeting Documentation, 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	Provide literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1116(e)].	The Million Dollar Community Literacy Challenge Program supports family/adult literacy by leveraging private funds with LEA funds and Title I funds.	Division of Early Childhood, Exceptional Student Ed. and Title I Programs Assistant Superintendent	Increase parent and family engagement, which will further help enhance the academic achievement of students.	Throughout the 2017-2018 school year.
2	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.	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Increase parent and family engagement, which will further help enhance the academic achievement of students.	Throughout the 2017-2018 school year.
3	Maximize 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, with parents who are unable to attend those conferences 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, in order 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 enhance the academic achievement of students.	Throughout the 2017-2018 school year.
4	Adopt and implement the model approach to improve 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 provides professional development to CIS/CLS, in order 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 increasing the academic achievement of students.	Throughout the 2017-2018 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 2017-2018 school year.
6	Develop appropriate roles for community based organizations and businesses, including faith-based organizations, in parent and family engagement activities [Section 1116(e)].	The CIS/CLS will reach out to community and faith-based organizations and businesses to disseminate information regarding the Title I Schoolwide Program; thus, increasing parental awareness of the resources available in the community.	Department of Title I Administration District Director, Executive Director, and Selected Title I Staff	Enhance parents' abilities to better support their children's learning, thereby helping to improve the academic achievement of students.	Throughout the 2017-2018 school year.

2016-2017 BUILDING CAPACITY SUMMARY

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Content: Members provided recommendations on goals and steps needed to improve the Title I Program; developed and reviewed jointly with the District the Parent Involvement Plan (PIP); 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	5	89	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 PIP; received information regarding the requirements of the Title I Program, and their 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	2	644	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 PIP; received information regarding the requirements of the Title I Program, and their right to be involved; provided information, resources and services available through the school, the district and the community. Activity: Title I PAC Meetings	7	1059	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: Compiled 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 2017-2018 District-level and School-level PFEP.</p> <p>Activity: M-DCPS 2016 Title I Parent and Family Involvement Survey</p>	1	1440	Compiled parents' feedback and suggestions on ways to improve the academic achievement of students.
5	<p>Content: Informed parents about how they can be involved in their child's education; shared information about students behavioral and academic progress; and addressed barriers within the home, school, and community that interfere with student academic achievement.</p> <p>Activity: Home Training/Visitations with Parents</p>	6320	3161	Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement.
6	<p>Content: Provided support to parents of children participating in the Title I Schoolwide Program by expanding their 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>	70	1954	Implemented programs and activities that supported the increase of student's academic achievement.
7	<p>Content: Provided monthly activities, workshops, resource materials and support to enhance parents'/ guardians', and caregivers' abilities to better support their children's learning.</p> <p>Activity: Schoolsite Parent Resource Centers</p>	289	68159	Implemented programs and activities that supported the increase of student's academic achievement.
8	<p>Content: Enhanced student-teacher relationships; increased parent and family engagement, and assisted with building parental capacity for involvement to improve student academic achievement.</p> <p>Activity: Challenging Higher Education for Students in our Schools (CHESS)</p>	3	2802	Implemented programs and activities that supported the increase of student's academic achievement.
9	<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 to increase student academic achievement.
10	<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>	312	57875	Provided information to parents in an effort to increase student academic achievement through parental involvement.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
11	<p>Content: Helped parents become full partners in their children's education by informing them about their rights, responsibilities and the educational opportunities available to them and their children.</p> <p>Activity: School-level Parent Involvement Activities, Inclusive of The Parent Academy (TPA)</p>	32374	364647	Facilitated parent-to-parent trainings.

2016-2017 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 2016-2017 Title I Schoolwide Program</p>	6	303	Promoted adherence to local, state, and federal mandates regarding the implementation of the Title I Schoolwide Program, in support of parent involvement and student academic achievement.
2	<p>Content: Provided technical assistance and support regarding the requirements of the Title I Program and the compilation and maintenance of all required compliance documents.</p> <p>Activity: Title I School-level Compliance Facilitators Training Sessions</p>	3	400	Provided technical assistance and support to ensure adherence to federal, state and local 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: CIS/ CLS Orientation Meeting</p>	1	251	Provided support and training in understanding and implementing the No Child Left Behind Act; thus, increasing academic achievement through parent involvement.
4	<p>Content: Offered a variety of robust, high-quality staff development opportunities to enable CIS/CLS to compile 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>	7	818	Provided support and training in understanding and implementing the No Child Left Behind Act; thus, increasing academic achievement through parent involvement.
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 2016-2017 school year; and brainstormed on goals, activities and initiatives to be implemented during the 2017-2018 school year.</p> <p>Activity: CIS/CLS End-of-Year Meeting</p>	1	234	Provided information regarding the 2017-2018 requirements of the Title I Parent and Family Engagement Program; thus, increasing academic achievement through parent involvement.

2016-2017 PRIVATE SCHOOL SUMMARY

A total of 16 Parent involvement and capacity building activities were conducted throughout the 2016-2017 school year at various school sites that united families and schools, focused on family learning events, encouraged parent-teacher conferences, provided discipline techniques, and showed parents how to help their children with their homework in specific subject areas and disciplines, such as Reading, Language Arts, Mathematics, Science, Social Studies, and the use of technology. Semi-annual student's progress reports were also provided to the parents of each participating student, as part of the academic interventions implemented during the year. A total of 1,172 parents attended one or more activities during the school year, representing the 102 Title I private schools that participated in the 2016-2017 Title I Non-Public Schools Program. The implementation of these activities contributed to a positive impact on student achievement and fostered family literacy and a love for learning.

2016-2017 BARRIERS WHICH HINDERED PARTICIPATION BY PARENTS IN PARENT AND FAMILY ENGAGEMENT ACTIVITIES

count	Barrier	Steps the School Will Take to Overcome
1	Building Capacity for Involvement (Parents with small children may not have childcare at home. They may want to attend but are unable to do so.)	With the District's assistance and monitoring, schools will offer a flexible number of meetings, such as meetings in the morning and evening, informal and/or one-on-one meetings.
2	Building Capacity for Involvement (Language barrier/Absence of translators)	With the District's assistance and monitoring, schools shall ensure that information related to schools and parent programs, meetings, and other activities is sent to the parents of participating children in a format to the extent practicable, in a language that the parents can understand. Additionally, simultaneous translations will be provided upon request.
3	Accessibility (Lack of accommodations for special needs)	With the District's assistance and monitoring, schools shall provide full opportunity for the participation of parents with special needs by making the necessary accommodations to their special needs.
4	Building Capacity for Involvement (Times and/or dates of meetings and workshops did not work with my schedule)	With the District's assistance and monitoring, schools will offer a flexible number of meetings, such as meetings in the morning, evening and different days of the week.

2016-2017 BEST PRACTICES

Count	Content/Purpose	Description of the Activity
1	<p>Content: Offered a variety of robust, high-quality staff development opportunities to enable CIS/CLS to compile all required documents of compliance and to deliver essential information to parents regarding the availability of district, school and community resources, in order to promote positive parent and community engagement.</p> <p>Purpose: Professional Development</p>	The District established Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Training Centers, which provided high-quality staff development offerings in order to increase each CIS/CLS's capacity to empower parents with information, resources and services available through the District, the school and the community. The CIS/CLS's were also provided with strategies to identify community agencies' services and resources that met the unique needs of each family. This initiative served to enhance parents', guardians', and caregivers' abilities to better support learning. The participating CIS/CLS's were provided with information, resources and services available through the school, the District and community agencies, in order to foster a family environment that promotes learning.

Count	Content/Purpose	Description of the Activity
2	<p>Content: Provided technical assistance and support regarding the requirements of the Title I Program and the compilation and maintenance of all required compliance documents.</p> <p>Purpose: Professional Development</p>	<p>The District established School-level Compliance Facilitator Training Centers that provided small group and individualized support and training to each School-level Compliance Facilitator on Federal, State and District requirements. Training sessions included hands-on activities on the effective utilization of the Title I School-level Compliance Collaboration Site and in-depth information regarding the compliance documents required for each section of the 2016-2017 Title I School-level Compliance Filing System.</p>

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