



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

**Local Education Agency  
Parent and Family Engagement Plan  
2019-2020**

## **2019-2020 Broward County LEA Parent and Family Engagement Plan**

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

### **Assurances**

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

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

reserved for parental involvement is allocated, and will ensure that not less than 95 percent of the one percent reserved is distributed directly to the schools, after equitable provisions have been provided to participating private schools [Section 1116(a)(3)(A-C)].

- ✓ The LEA will be governed by the definition of “family engagement” as defined in the U.S. Department of Health and Human Services’ and U.S. Department of Education’s Policy Statement of Family Engagement From The Early Years to the Early Grades, May 5, 2016, with the expectation that its Title I schools will carry out programs, activities and procedures in accordance with this definition.

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

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

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

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

*(A) that parents and family members play an integral role in assisting their child’s learning;*

*(B) that parents and family members are encouraged to be actively involved in their child’s education at school;*

*(C) that parents and family members are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1116 of the ESSA. (U. S. Department of Education)*

**Broward County’s Parent and Family Engagement Resource Centers**

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

The following centers/websites are available for parents:

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

701 Northwest 31st Avenue  
Ft. Lauderdale, FL 33311  
(754) 321-1425

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

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

Student Support Initiatives – Family and Community Engagement

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

**Bilingual/ESOL (Title III) Parent Outreach Offices**

**Oriole Outreach Office**

3081 NW 39th Street  
Lauderdale Lakes, FL 33309  
(754) 322-7550

**Park Ridge Outreach Office**

5200 NE 9th Avenue  
Deerfield Beach, FL 33064  
(754) 322-7700

**Tamarac Outreach Office**

4157 NE 1st Terrace  
Deerfield Beach, FL 33064  
(754) 322-8650

**Family Strengthening Lab at Gulfstream Academy of Hallandale Beach K-8**

120 SW 4th Avenue  
Hallandale, FL 33009  
(754) 323-4700

<https://www.browardschools.com/gulfstreamacademy>

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

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

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

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

The Local Educational Agency (LEA) has developed the District's Title I Executive Parent Advisory Council (EPAC), which is comprised of parents and family members from various Title I schools. Elections for the EPAC are held every two years during the spring. Parent/Family volunteers are nominated to serve as Title I Executive Parent Advisory Council officers and members. Elections are held by nominations of candidates. The Council consists of a minimum of 15 voting members; with representation of parents and family members from the north throughout the south sectors of the county; at least a minimum of two community stakeholders; one Title I Staff member and an alternate. The Council provides input into the development, implementation and evaluation of all district related plans, including but not limited to the District Improvement and Assistance Plan (DIAP), LEA District's Parent and Family Engagement Plan (PFEP), the Title I, Part A application, and utilization of the parent involvement allocation. The Broward LEA will present all projected district activities for the upcoming school year to the district's Title I Executive Parent Advisory Council (EPAC). During the Title I EPAC meetings (September, December, March, May, and any additional meetings that must be held to reach an agreeable decision by the Council) members will review, provide recommendations and modifications regarding the projected parental engagement activities and LEA Parent and Family Engagement Plan. The LEA and the Title I EPAC members are expected to reach a decision regarding the parental and family engagement activities by a majority vote.

All schools receive training and information on ways to include parents in the school improvement process, school-level parent and family engagement plan, school-parent compact, and the activities of the school through the Title I Liaisons' Technical Assistance Training.

The Broward County School Board's Office of School Performance and Accountability (OSPA) provides professional development for the School Advisory Council (SAC) personnel at each school site. Training includes gaining a thorough understanding of the School Improvement Plan (SIP) template and process for developing a plan, writing an agenda and conducting a SAC meeting, ways to build strong team membership, increase team commitment and involvement in SAC, and strategies for monitoring the SIP goals/objectives on an ongoing basis. These trainings are open to all parents who are participants in the school improvement process.

In addition, parents/guardians are invited and encouraged to become active members of SAC and provide input in the development and decision-making process of all plans related to school improvement. During the course of the school year surveys are distributed to stakeholders and the results are then analyzed to evaluate the school needs. Data collected throughout the year is shared with each SAC. The results are utilized to plan effective parental and family engagement activities for the new school term.

The SAC and the School Advisory Forum (SAF) will make decisions involving the use of the parental involvement funds during the development of the schools' SIP. Parents of students in Title I schools are involved at their individual school's council meetings. Parents will participate in the development of the school's Title I budget through participation in the school's SAC and SAF meetings. The parent and family engagement activities will be developed with the input (recommendations and/or suggestions) of the parents. The LEA will monitor SAC and SAF membership to ensure that parents are represented and involved in the process.

The LEA will conduct the following activities using funds reserved for parent and family engagement activities to build the capacity for increased engagement as outlined in our Parent and Family Engagement Plan:

- 1) Conduct an Annual Parent Meeting (September 26, 2019);
- 2) Provide monthly Title I Parent Training Academy meetings that focus on literacy and academic instruction in the areas of reading, writing, math, science/technology, social emotional learning, health/wellness and participants learn to advocate for students;
- 3) Training and support to the Title I schools (Title I Liaisons technical assistance meetings and support visits) on how to effectively increase parent and family participation at the school-level;
- 4) Utilization of Parent Engagement staff to provide scheduled visitations by way of two mobile units; Title I schools and community partners request the units to

increase parent and family engagement at the schools' literacy nights, academic/health fairs and community events in which Title I, Title III - ELL (English Language Learners), Head Start/VPK, and Title X (Homeless) parents and families can borrow educational materials and receive information regarding educational strategies, services and events provided within the county;

5) Title I Parent Engagement Resource Center (PERC), which offers a welcoming atmosphere for parents and provides educational resources including take-home materials that can be utilized to strengthen academic knowledge. The materials are appropriate for grade levels Pre-K through 12;

6) Computer literacy training will also be provided through our Title I Parent Engagement Resource Center. Parents will be introduced to basic and advanced concepts of the computer (via Phase I and Phase II classes). Participants will learn how to create an email account to communicate with their children's teachers/school and how to maneuver through the district website to monitor their child's progress, as well as other concepts and skills that will enhance the parent's capability for career and personal advancement;

7) Coordinate an annual Parent Seminar with other federally funded grant programs, participants will attend academic workshop sessions to improve literacy skills, engagement in schools and community engagement. During this event parents/guardians will also receive valuable resources from community partners;

8) Partnership development with the Head Start/Early Learning Services Department and the Healthy Mothers, Healthy Babies Coalition of Broward County, FL to institute the "Dad's Chats" and "Me and My Dad Challenge" initiatives which actively employs male engagement with the mission to strengthen and provide training sessions for increased male participation;

9) Purchase current research-based and high-interest instructional materials (for parent workshops, technical assistance training to schools, Parent Engagement Resource Center and mobile units);

10) Provide transportation for Title I parents to participate in district and community sponsored parent engagement events/activities;

11) Institute a summer learning initiative (Summer Break Spot – Academic Learning Program) using the Title I mobile units, whereby the units will partner with various community camps to provide technology learning stations for Title I students to avoid the summer learning loss;

12) Institute the Scholastic Read and Rise Program, a Train-the-Trainer model will be provided to Title I Grant Facilitators and Community Liaisons (Title I/SPARKS Initiative). Grant Facilitators and Community Liaisons will provide the Read and Rise Program to parents throughout the district. The Program will focus on empowering families, uniting communities and building capacity for increased parent family engagement, while promoting stronger readers and proficient learners. In addition, these trainings will allow parents to engage with other parents as they acquire parent literacy skills that help build success for children, create home libraries and strengthen partnerships with schools and communities.



13) Collaborate with the Urban League of Broward County, FL to promote awareness of the Living Well Program. The goal of the Living Well program is to improve the lives of those at risk for developing diabetes or who have been diagnosed with the disease. Health education and activities are designed to focus on being active, healthy eating/monitoring, taking medication, problem solving, reducing risk and healthy coping strategies;

14) Partnership with the Broward Health Community Health Services to provide health awareness and information as it relates to the well-being of the families we serve;

15) Partnership with the Broward County Library to serve the needs of students and families in our community by creating, promoting and implementing environments and tools which support life-long learning, including access to print and database materials. These book-based learning services, materials and tools will provide free and open access, self-empowerment, and exploration to acquire knowledge for learning advancement.

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

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

Technical assistance meetings are provided to new principals and Title I Liaisons of all Title I schools to assist in the development, implementation, review of all required plans, and ensure that schools are knowledgeable of their expectant roles and responsibilities.

Quarterly Title I Liaisons technical assistance meetings serve as the main forum for sharing information regarding the federal requirements of the district as a recipient of Title I, Part A funds. The Program Specialists and Grant Facilitators are responsible for providing information and technical assistance to schools. Additionally, there is a daily two-way communication via an email system (Office 365) for Title I Liaisons to address concerns and/or inquiries as it relates to Title I processes/procedures.

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

The LEA reviews each school-level parent and family engagement plan, school-parent compact, and annual parent survey results to ensure compliance and that the activities planned will provide meaningful opportunities for parents and family members to become more engaged in their child's education. This review process is conducted annually and feedback is provided to the school. Schools begin developing and administering the documents during the months of March through May. The Program Specialist is responsible for monitoring the completion of the school-level PFEP, compact and annual evaluation. Grant Facilitators assigned to various Title I schools are responsible for monitoring SAC/SAF/PTSA/Parent Workshop flyers, agendas and minutes that provide evidence that parents are included in the decision-making process.

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

Parent Literacy Workshops will be provided by the LEA as an additional reasonable support for parent and family engagement activities (IEP Training, up-to-date computers/laptops will be made available for parent usage in both computer classes and the parent engagement resource center, access to GED classes and Mental Health Awareness). The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff to enhance their abilities to present parental engagement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year. In addition, a safe place will be provided for parent visitations to ascertain information/resources (new materials for all grade levels).

3. Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A with other federal programs (including but not limited to Head Start, 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)]. Include the name name of the federal program and describe how parent and family engagement strategies are coordinated.

Program	Coordination
Head Start/Early Intervention Department	The LEA will coordinate services through the Head Start/Early Intervention Department. Title I, Part A funds will be used to support 51 four-year-old early childhood classrooms in 34 schools, by providing instructional and non-instructional positions that deliver research-based curriculum and resources to the preschool students and families. Voluntary Pre-

	<p>Kindergarten funds will be used to provide support to classroom teachers through master coaches as well as professional development opportunities to meet their specific needs. Professional development will include, but is not limited to the following courses: The Creative Curriculum for Preschool, Teaching Strategies GOLD, Classroom Assessment Scoring System and Conscious Discipline. Title I, Part A and VPK funds will also be used to increase parent and family engagement by providing participating families with educational activities/workshops for parents to assist their child(ren) at home, at school and as they transition to Kindergarten. In addition, Title I, Part A and the Head Start program, in conjunction with the Healthy Mothers/Healthy Babies Coalition, and the 5000 Role Model Excellence Project will coordinate activities that target fathers, guardians and other male role-models/mentors for increased male engagement. Head Start, Early Head Start and VPK families will also be invited and encouraged to attend the annual Title I Parent Seminar. Further coordination will be implemented with these programs to strengthen outreach strategies and recruit male participation to attend the Healthy Mothers, Healthy Babies male literacy and Dad's Chat workshops.</p>
<p>Migrant Education Program (Title I, Part C)</p>	<p>Title I, Part A will have ongoing collaboration with the Title I, Part C, Migrant Education Program (MEP). The MEP program will have two Identifiers/Recruiters, which are partially funded by Title I, Part A as well as Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A, C and D will collaborate efforts to inform parents of available services and programs offered through the Parent and Family Engagement Program to include: School/District Community Workshops, Title I Parent Training Academy and Computer Literacy Training. Implementation of the Read and Rise Initiative through collaboration with Title I, Parts A and C which provides information, resources, and professional development that engage families as full partners to support literacy development of children in grades Pre-K through 3rd. Annual Parent Seminar hosted through collaborative effort of several federal programs to include translation from ESOL and Title I, Part C staff. Written and spoken translation in Haitian Creole and Spanish for Title I, Part A Parent Training</p>

	<p>Academies provided by Migrant staff. Title I, Part A funding for Migrant brochures, flyers and refreshments during Migrant parent trainings. Community events and activities attended with representation from both Title I, Parts A and C. Migrant staff at Parent Training Academies to assist with information dissemination, registration and childcare. Title I mobile unit at Migrant parent training at least one time per year to facilitate migrant use of parent mobile resources. Access to Computer Literacy Classes offered to Migrant Families. Information dissemination between Title I, Parts A and C for parent meeting notices, migrant information, referrals services to increase identification of migrant students. Presentation from Title I, Part A/Homeless staff on the HEART program and coordinated support for students through the Title I, ESOL and Homeless Education Department at Migrant parent meetings to increase identification of homeless/migrant children.</p>
<p>Bilingual/ESOL Department (Title III – English Speakers of Other Languages)</p>	<p>Title III (Bilingual/ESOL Department) will coordinate with Title I to offer translation/interpretive services (i.e., parent workshops, multilingual brochures, etc.). Title III has developed and will continue to support Parent Outreach Centers at three targeted Title I schools and their feeder schools (Park Ridge, Tamarac and Oriole Elementary Schools). Title III will also support Title I by Providing translation services of district/department’s correspondences and bilingual staff at the monthly Title I Parent Training Academies and the Annual Parent Seminar. Title I will support Title III with the coordination of a Parent Leadership Training for Title I, Title III and Head Start parents. The goal of the training will be to bring awareness of parents’ legislative rights and build capacity for increased parent engagement.</p>
<p>Annual Parent Seminar</p>	<p>Title I, Title III (Bilingual/ESOL), Head Start (Early Intervention Services), and Exceptional Student Learning Support (ESLS) departments collaborate and coordinate an annual full day conference for district parents. Parents participate in workshops, receive viable information and academic strategies to promote student learning at home.</p>
<p>Title I Family Engagement Center (On Wheels</p>	<p>The Title I, Title III (Bilingual/ESOL) and Head Start (Early Intervention Services) departments provide educational supplementary materials that are on loan to Title I and Head Start parents. These resources are made available to the parents at daily visits to the Title</p>

	I/Head Start schools, Family Literacy Nights and community events by way of the Title I mobile units.
Cooperative District Events	Title I, Title III (Bilingual/ESOL), Head Start (Early Intervention Services) and Student Services (Child Abuse & Neglect, Family Counseling, Foster Care, Homeless, School Social Work, etc.) departments/programs consolidate and coordinate parent literacy trainings. Services are provided to district students/families from district partners and community stakeholders.

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

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

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

5. If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116 (a)(2)(C), 1116 (e)(1-14)].

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

<b>Content and Specific Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline (Including frequency and duration)</b>	<b>Evidence of Effectiveness</b>	<b>Current Evidence-based Research</b>
Title I Executive Parent Advisory Council (EPAC)	Title I Department	Enhance parent engagement advocacy by convening parent leaders, family members and community stakeholders together to develop and provide input regarding the Title I Program.	Quarterly	Sign-in Sheets Evaluation Data on Effectiveness	The Annie E. Casey Foundation. (2016). Engaging Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and schools. Retrieved from <a href="http://www.aecf.org/m/resources/doc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf">http://www.aecf.org/m/resources/doc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf</a>
Title I Orientation Annual Parent Meeting – Kick-Off (Face-to-Face meeting)	Title I Department	An informative meeting regarding Section 1116 (ESSA) and legislative mandates related to parents' rights, the district PFEP, school-level plan/compact, aspects of the Title I program and the services provided by Title I, Part A.	September 26, 2019	Sign-In Sheets Evaluations (Parent Feedback)	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships : A Teacher's guide to Engaging Families for Student Success.
Mathematics	Title I Department	A content specific session will be	October 24, 2019	Sign-In Sheets	U.S. Department

Parent Training (Face-to-Face meeting)		provided for parents. Information will include modeling mathematical concepts and strategies that parents can use at home and assessment methods.		Evaluations (Parent Feedback)	of Education (ED) and U.S. Department of Health and Human Services (HHS). (2016). Retrieved from <a href="https://www2.ed.gov/about/units/ed/earlylearning/files/policy-statement-on-family-engagement.pdf">https://www2.ed.gov/about/units/ed/earlylearning/files/policy-statement-on-family-engagement.pdf</a>
ELA - Reading (Face-to-Face meeting)	Title I Department	Content specific session will be provided for parents. Information will include modeling fluency, vocabulary building and comprehension strategies parents can use at home and assessment methods.	November 21, 2019	Sign-In Sheets Evaluations (Parent Feedback)	Developing Early Literacy: Report of the National Early Literacy Panel. National Institute for Literacy. (2008). Retrieved from <a href="http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf">http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf</a>
ELA - Writing Parent Training (Face-to-	Title I Department	A content specific session will be provided for parents. Information will	December 19, 2019	Sign-In Sheets Evaluations (Parent Feedback)	Developing Early Literacy: Report of the National

Face meeting)		include modeling writing strategies parents can use at home and assessment methods.			Early Literacy Panel. National Institute for Literacy. (2008). Retrieved from <a href="http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf">http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf</a>
Parent Conference (Annual Parent Seminar)(All day Face-to-Face meeting)	Title I Department	Content specific concurrent sessions will be provided for parents. Information will include key-note addresses, workshops and information/ resources parents can use at home to strengthen their child's learning.	January 25, 2020	Sign-In Sheets Evaluations (Parent Feedback)	Strengthening Families, Center for the Study of Social Policy. (2015). Retrieved from <a href="http://www.pastrengtheningfamilies.org/wp-content/uploads/sites/25/2017/12/Stro ng-Families-Brochure_A DA.pdf">http://www.pastrengtheningfamilies.org/wp-content/uploads/sites/25/2017/12/Stro ng-Families-Brochure_A DA.pdf</a>
Science Training (Face-to-Face meeting)	Title I Department	A content specific session will be provided for parents. Information will include awareness of science terminology,	February 27, 2020	Sign-In Sheets and Evaluations (Feedback)	U.S. Department of Education (ED) and U.S. Department of Health and Human Services



		modeling ways to introduce science with hands-on experiments and strategies parents can use at home and assessment methods.			(HHS). (2016). Retrieved from <a href="https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf">https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf</a>
Health & Wellness (community event for Title I schools)	Title I Department	Promote healthy living by Providing Education in personal health, good nutrition, exercise and wellness.	April 18, 2020	Sign-In Sheets Evaluations (Parent and Community Feedback)	The Family Partnership Process: Engaging and Goal-Setting With Families, The National Center on Parent, Family and Community. (n.d.). Retrieved from <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf</a>
Summer Learning - Prevention for Academic Loss during the Summer (Face-to-Face meeting)	Title I Department	Family literacy night; where quality family time through interaction with academic games are modeled and encouraged to	May 14, 2020	Sign-In Sheets Evaluations (Feedback)	U.S. Department of Education (ED) and U.S. Department of Health and Human Services

		avoid the summer learning slide.			(HHS). (2016). Retrieved from <a href="https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf">https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf</a>
Collaboration with the Head Start/Early Intervention Services and Healthy Mothers, Healthy Babies Coalition (Fatherhood Mentorship Program) to institute the “Dad’s Chats” and “Me and My Dad Challenge”	Title I Department; Head Start/Early Intervention Services Department; and Healthy Mothers and Healthy Babies Program	Parenting skills for fathers/guardians and mentors. Male chats on societal concerns/barriers that fathers confront with parenting their children, technology and financial workshops will also be provided.	Quarterly Meetings <i>October 8, 2019</i> <i>December 10, 2019</i> <i>February 11, 2020</i> <i>April 21, 2020</i>	Sign-In Sheets Evaluations (Feedback)	Jung-Ah Choi. Why I’m not Involved? Parental Involvement From a Parent’s Perspective. (2017). Phi Delta Kappan.
Parent Computer Class Training	Title I Program Specialist; Title I Grant Facilitators; Title I Community Liaisons	Participants will gain computer literacy (components and utilization of the computer, navigation through the district website for increased parent and family engagement, etc.)	Bi-annually (Session One and Session Two )	Sign-In Sheets Evaluations (Feedback)	Developing Early Literacy: Report of the National Early Literacy Panel. National Institute for Literacy. (2008).

					Retrieved from <a href="http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf">http://http://familielearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf</a>
Scholastic Read and Rise Program	Title I Grant Facilitators; Title I Community Liaisons	Train-the-Trainer model that will focus on empowering families, uniting communities and building capacity for increased family engagement, while promoting stronger readers and proficient learners.	Continuous (to be held throughout the course of the school year at various Title I schools)	Sign-In Sheets Evaluations (Feedback)	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships : A Teacher's guide to Engaging Families for Student Success.
Collaboration with the Urban League of Broward County, Florida	Title I Department	Promote awareness of the Living Well program. The goal of the Living Well program is to improve the lives of those at risk for developing diabetes or who have been diagnosed with the disease. Health education and activities are designed to focus on being active, healthy eating/monitoring, taking medication, problem solving, reducing risk, healthy coping	Continuous (throughout the course of the school year)	Sign-In Sheets Surveys Evaluations (Feedback)	Strengthening Families, Center for the Study of Social Policy. (2015). Retrieved from <a href="http://www.strong-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_A DA.pdf">http://www.strong-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_A DA.pdf</a>

		strategies and share information on overall programs that are offered to the community.			
Summer Break Spot – Academic Learning Program (Avoiding the Summer Learning Loss)	Title I Department; Head Start/Early Intervention Services Department	Provide interactive learning to reinforce and strengthen academic areas of student participants. Students will engage in these activities to avoid the summer learning slide.	June - August	Sign-in Sheets Surveys Evaluations	U.S. Department of Education (ED) and U.S. Department of Health and Human Services (HHS). (2016). Retrieved from <a href="https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf">https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf</a>
Partnership with the Broward Health Community Health Services (BHCHS)	Title I Department	Provide health awareness and information as it relates to the well-being of the families we serve. Attend monthly meetings facilitated by BHCHS to network and collaborate with like-minded community action agencies to better serve the community.	Monthly; partnership as needed	Sign-in Sheets Surveys Evaluations	The Family Partnership Process: Engaging and Goal-Setting With Families, The National Center on Parent, Family and Community. (n.d.). Retrieved from <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-">https://eclkc.ohs.acf.hhs.gov/hslc/tta-</a>

					<a href="https://eclkc.org/system/family/docs/engaging-and-goal-setting-with-families.pdf">system/family/docs/engaging-and-goal-setting-with-families.pdf</a>
Partnership with the Broward County Library	Title I Department	To serve the needs of students and families in our community by creating, promoting and implementing environments and tools; which support life-long learning, including access to print and database materials. These book-based learning services, materials and tools will provide free and open access, self-empowerment, and exploration to acquire knowledge for learning advancement.	Continuous (throughout the course of the school year)	Sign-in Sheets Surveys Evaluations	The Family Partnership Process: Engaging and Goal-Setting With Families, The National Center on Parent, Family and Community. (n.d.). Retrieved from <a href="https://eclkc.org/system/family/docs/engaging-and-goal-setting-with-families.pdf">https://eclkc.org/system/family/docs/engaging-and-goal-setting-with-families.pdf</a>
Coordination with The Flying Classroom	Title I Department	Content specific sessions will be provided for parents and students. Information will include modeling science strategies and STEM concepts that parents can use at home and	Three parent and family engagement activities will be conducted throughout the school year (two STEMFests and a parent workshop). Dates TBD.	Sign-in Sheets Surveys Evaluations	Engaging and Goal-Setting With Families, The National Center on Parent, Family and Community. (n.d.). Retrieved from <a href="https://eclkc.org/system/family/docs/engaging-and-goal-setting-with-families.pdf">https://eclkc.org/system/family/docs/engaging-and-goal-setting-with-families.pdf</a>

		assessment methods.			<a href="https://www.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf">ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf</a>
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6. Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

<b>Content and Specific Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Current Evidence – based research</b>
Parent Literacy Workshops (Train-the-Trainer)	Assigned Title I Program Specialist; Title I Principals	Staff and parents will be provided a training module to effectively attain parenting skills, positive strategies to conduct clear and concise communication, ways to build positive relationships and become liaisons between the home and school.	Continuous (throughout the course of the school year)	Correspondences/Flyers Agenda Sign-in sheets Feedback Training Evaluation	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships : A Teacher’s guide to Engaging Families for Student Success.
Title I Liaisons’ Technical Assistance Training	Title I Program Specialists; Title I Grant Facilitators	Bring awareness of legislative mandates, the roles and responsibilities of the schools, and provide best practices to increase parent	Quarterly	Correspondences/Flyers Agenda Sign-in sheets Training Evaluation Title I Liaisons’ SharePoint	U.S. Department of Education (ED) and U.S. Department of Health and Human Services (HHS).

		participation at the school level.			(2016). Retrieved from <a href="https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf">https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf</a>
Communicat-ing and working with parents (How to effectively conduct conferences)	School Leaders; Guidance Counselors; Parent Leaders	Improving the ability of staff to work with parents through the effective use of school agenda books.	Continuous (throughout the course of the school year)	Correspon-dences/Flyers Agenda Sign-in sheets Training Evaluation Title I Liaisons' SharePoint Student Agendas	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships : A Teacher's guide to Engaging Families for Student Success.
Active Parenting (six sessions) (Train-the-Trainer)	Exceptional Student Learning Support Department/ FDLRS Program Specialist- Parent Services	Provide staff and parents with guidance and support to transform the challenges of instructing and raising children into productive members of society for today and tomorrow.	Quarterly	Correspon-dences/Flyers Agenda Sign-in sheets Training Evaluation Title I Liaisons' SharePoint	U.S. Department of Education (ED) and U.S. Department of Health and Human Services (HHS). (2016). Retrieved from <a href="https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-">https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-</a>

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

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

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

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

Check here if the LEA does not plan to implement the discretionary parent and family activities.

Check all activities the LEA plans to implement:



- ✓ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1116(e)(6)];
- ✓ Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1116(e)(7)];
- ✓ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1116(e)(8)];
- ✓ Training parents to enhance the involvement of other parents [Section 1116(e)(9)];
- ✓ 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 and parents who are unable to attend those conferences at the school [Section 1116(e)(10)];
- ✓ Adopting and implementing model approaches to improving parental involvement [Section 1116(e)(11)];
- ✓ Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1116(e)(12)];
- ✓ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1116(e)(13)]; and
- ✓ Providing other reasonable support for parental involvement activities under section 1116 as parents may request [Section 1116(e)(14)].

8. Describe how the discretionary activities checked above will be implemented.

<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence-based Research</b>
Train parents and staff as leaders	Train-the-Trainer Workshops	Title I Program Specialist; Title I Staff; Title I Community Liaisons	Improve parents’ and staff’s ability to work effectively	Continuou s (througho ut the course of	The Annie E. Casey Foundation. (2016). Engaging

			with other parents to build increased parent participation.	the school year) (various trainings will be provided)	Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and schools. Retrieved from <a href="http://www.aecf.org/m/resourcedoc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf">http://www.aecf.org/m/resourcedoc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf</a>
Literacy Training	Coordinate District-level Parent Workshops, in which participants will receive training on research-based instructional strategies.	Title I Program Specialist; Title I Liaison; Title I School Principals	Provide parents with grade specific instructional strategies and resources that can be used to enhance their child's education at home.	Monthly (district) Quarterly (school-level)	Developing Early Literacy: Report of the National Early Literacy Panel. National Institute for Literacy. (2008). Retrieved from <a href="http://http://familylearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf">http://http://familylearning.org/blog/wp-content/uploads/2010/08/nelp-report.pdf</a>
Paying reasonable and necessary expenses associated with parental	Child care; Transportation Refreshments Instructional Materials/Resources	Title I Director; Title I Program Specialist; Title I Liaison; Title I Principals	Provide parents with supervision of younger children, allowing	Continuou s (througho ut the course of the school	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful

involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1116(e)(8)]			them to acquire the knowledge and resources that are being presented.	year) (as necessary )	Partnerships : A Teacher's guide to Engaging Families for Student Success.
Maximizing parental engagement by arranging flexible school meetings, etc.	Events and Workshops will be held during mornings, evenings, and weekends.	Title I Program Specialists; Title I Liaisons; SAC/SAF Chairs; PTA/PTSA Chairs	Provide parents opportunities of flexibility to become actively engaged in their child's education.	Continuou s (througho ut the course of the school year)	Anne T. Henderson. (2007). Beyond the Bake Sale: The Essential Guide to Family/scho ol Partnerships .
Adopting and implementing model approaches to improving parental involvement [Section 1116(e)(11)]	Facilitation of PLCs with Title I Parent Engagement Team	Title I Program Specialist; Title I Grant Facilitators; Title I Community Liaisons	Improve parent engagement and strategies utilized at home to improve student performance .	Continuou s (througho ut the course of the school year) (as necessary )	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships : A Teacher's guide to Engaging Families for Student Success.
Establish a LEA Parent Advisory Council	Bi-annually in the Spring, elections will be held. The elected group will meet quarterly or	Title I Program Specialist; Title I Director	Involve parents in the decision-making process in	Quarterly	The Annie E. Casey Foundation. (2016). Engaging

[Section 1116(e)(12)]	as often as needed.		their child's education; allow appropriate advocacy that is in the best interest of all children.		Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and schools. Retrieved from <a href="http://www.aecf.org/m/resourcedoc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf">http://www.aecf.org/m/resourcedoc/AE-CF-EngagingParentsDevelopingLeaders-2016.pdf</a>
Develop partnerships with community-based, faith-based, and businesses in parent involvement activities	Businesses, agencies, and community/faith-based organizations will be invited to become involved in our district as partners, EPAC members or conferencing partners.	Title I Program Specialists; Title I Community Liaisons	Collaborate and coordinate viable services with external organizations that will support and give additional information and resources to the families that we serve.	Continuou s (througho ut the course of the school year)	Strengthenin g Families, Center for the Study of Social Policy. (2015). Retrieved from <a href="http://www.pastrengtheningfamilies.org/wp-content/uploads/sites/25/2017/12/Stro- ng-Families- Brochure_A DA.pdf">http://www.p a- strengthenin g- families.org/ wp- content/uplo ads/sites/25/ 2017/12/Stro ng-Families- Brochure_A DA.pdf</a>
Provide other reasonable support for parental involvement activities	As needed	Title I Director; Title I Program Specialists; School Staff	Provide parents the opportunity to make suggestions and give	Continuou s (througho ut the course of the school	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful

under section 1116 as parents may request [Section 1116(e)(14)]			effective input to better their child's education.	year) (as necessary )	Partnerships : A Teacher's guide to Engaging Families for Student Success.
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9. Describe the barriers that hindered participation by parents in parental involvement activities during the 2018-2019 school year. Include the steps the LEA will take during the 2019-2020 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(D)(i)].

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

	<p>literacy workshops. These workshops will provide support and resources to fathers, guardians and role-models/mentors. In addition, allow an opportunity to network with other men.</p>
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*Provide evidence that the LEA PFEP was developed with the input of parents and based on the evaluation of the 2018-2019 PEFP.*

**Title I Executive Parent Advisory Council (EPAC) Meeting Minutes**

**Tuesday, May 28, 2019**

**Members Present: 11** - Heather Holmes, Chester Brooks, Sara Lassalle, Olivia Holloway, Kim Snyder, Janice Douglas, Dana Goodalle, Camille Plummer, Beverly Thompson, Guerline Toussaint and Linda Howard

**Guest: 7** – Pat McDougale, Edward Nelson, Donna Martin, Yolanda Nails, Tonya Brown, Michael Shorter (Stand In for Ms. Wright) and Sharonda Webb

**Absent: 9** - Steve Barrow, Raphalita Cruz, Raymonde Desire, Sharon Eady, Shakema Glover, Melina Markos, Adriana Possos, Heather Sykes and Luwando Wright

**Pledge of Allegiance:** Performed by Title I Student

**Call To Order:** Linda Howard called Meeting to order at 7:01 p.m. She informed us that Melina Markos would be absent and the Vice Chair was absent also. Everyone was asked to introduce themselves and we had special guest, Pat McDougale and Edward Nelson.

**Reading, Correction and Approval of Minutes:** Linda Howard asked everyone to read over the minutes from the meeting held on May 28th, for corrections, comments and approval. Sara Lassalle asked Chester Brooks was the previous minutes from May 7th corrected? He explained that it has not and he is still figuring out the recorder. Linda Howard suggested that we table that part and wait for Chester Brooks to listen to the minutes. Sara LaSalle made a correction to change the word vapaing to vaping. Olivia Holloway motioned to approve the minutes with the correction of vaping, Kim Snyder second the motion.

**Director’s Report:** Michael Shorter, Program Specialist, present in Luwando Wright’s absence reported no new information and brought greetings and just wanted to remind everyone of the Parliamentarian Training sessions being held in June.

**Officers/Committee Reports:** Linda Howard went over the Parent Engagement Resource Center (PERC) Survey listing the most important activities/resources parents would like for the PERC. She also acknowledged that we have 21 members but only five took the time to take the survey. Sara LaSalle asked for an update of the safety of the portable and follow up on why they don't feel safe. Michael Shorter asked if the survey results had been shared with Mr. Gohl? Linda Howard said once all information is received it will be shared with Mr. Gohl per Luwando Wright's directive.

Kim Snyder spoke on the Promise Program and they will move forward with the summer programs and advised everyone that the name will stay the same. She spoke on vaping and reported that 27 students have had seizures around Broward due to vaping.

Sara LaSalle motioned to move forward with the agenda and Olivia Holloway second the motion.

**Old and Unfinished Business:** Linda Howard went over all the Parent Training Academy Workshops and EPAC Meetings with dates and locations. With no suggestions or changes, Kim Snyder made motion to accept the dates and locations of the workshops and EPAC meetings and Guerline Toussaint second the motion.

**New Business:** Chester Brooks asked to be excused from the meeting indicating that he would have to leave due to a family matter. Sara LaSalle, Assistant Recording Secretary continued with the minutes in his absence.

Linda Howard went over the Parent and Family Engagement Plan (PFEP) asking everyone to please let her know of any corrections or changes. A change was made on page 6 at the bottom of the last paragraph; page 7 last sentence at the bottom, page 12 under #4 add Family to middle paragraph/3 line; also add and family to the last paragraph on page 12, line 3; also added a parentheses after plan and after stakeholders to the top of page 13; page 16 change date of Health & Wellness fair to April 18; page 22 last paragraph, line 2 change to needed, also change feasible to needed on line 6; page 25 add Refreshments and instructional materials/resources to the graph under child care and transportation; page 25, last row, 2<sup>nd</sup> column take out by consensus; Linda Howard explained that she will go back and incorporate all changes into the LEA PFEP.

Camille Plummer made motion to approve the LEA with the corrections and Janice Douglas second the motion and all agreed. Motion was adopted.

**Questions & Answers:** Kim Snyder shared with the council that DAC needs two representatives from Title I EPAC to attend the DAC meetings once a month and bring back info to EPAC for the new year. Linda Howard suggested to send out an email to get two representatives from EPAC.

**Adjournment:** Meeting was adjourned at 8:49.

*As transcribed by Annie Mosley and Chester Brooks*



State Board of Education

Richard Corcoran  
Commissioner of

**Education**

Marva Johnson, *Chair*

Andy Tuck, *Vice Chair*

*Members*

Ben Gibson

Tom Grady

Michael Olenick

Joe York

## 2019-2020 LEA Parent and Family Engagement Plan Adoption Page

The School Board of Broward County, Florida:

This plan was adopted by the LEA on May 28, 2019 and will be in effect for the period of one year through August 31, 2020. The Local Educational Agency will distribute this plan and make it accessible in a variety of ways (Title I website, Title I Executive Parent Advisory Council meeting, Title I Liaison Technical Assistance meetings, schools' websites and front office lobbies, The Family and Community Engagement Office, School Advisory Council meetings, Title I PTSA/SAF/PTO meetings, Family Literacy workshops, and Parent Engagement Resource Centers) to all parents of participating Title I, Part A children on or before September 30, 2019.

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

06/26/19  
\_\_\_\_\_  
(Date)

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