



Title I Parent and Family Engagement Plan 2020-2021

Area of Focus 2

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

Not applicable.

b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

1. *Funding for stipends for instructional personnel to facilitate training events, supplemental parent/teacher/student conferences and provide childcare for the following parent and family engagement events: Family Nights and Parent workshops, Transition to Kindergarten, Parent-teacher conferences, FSA Nights, Expo Nights, Multicultural Nights, Strategies for Test Taking and student led conferences for 40 schools and 1 Charter School from July 1, 2020 to June 30, 2021. Funding = \$43,771.67.*

• *Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. School Community Journal, 26. <https://files.eric.ed.gov/fulltext/EJ1124001.pdf> (Tier 2)*

• *Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income childrens literacy: Longitudinal associations between and within families. Journal of Educational Psychology, 98(4), 653-664. (Tier 2)*

2. *Funding for consultants for workshops. Funding will be provided for the following consultants to provide parents, families and the community with the necessary tools and skills to support students academically, socially, and emotionally; Mad Science, Kathryn Reed, Richard Berthelot, Challenge Island, Lu Martinez, Corey Thornton, Active Parenting Now, and others for 12 schools from July 1, 2020 to June 30, 2021. Funding = \$16,896.10*

• *Kuo, N.-C. (2016). Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. School Community Journal, 26(1). <https://files.eric.ed.gov/fulltext/EJ1104402.pdf> (Tier 2)*

3. *Salary for Parent Community Liaisons to supplement parent and family engagement activities from July 1, 2020 to June 30, 2021 by: organizing and facilitating a school-based Parent Engagement Committee to build capacity with parents and to monitor implementation of the school Parent and Family Engagement Plan (PFEP); supporting and assisting with Title I parent engagement activities including school based parent trainings and workshops (i.e. Title I Annual Meeting, transition activities), community outreach events, and ongoing parent communication; collaborating with administrators, teachers, parents, students, support staff, and community partners to support the goals of the School Improvement Plan (SIP), PFEP and Compact. 35 liaisons for schools and 1 liaison for Charter School up to 1.5 hours per day for 196 days. Funding = \$156,915.88.*

27. *Instructional staff developer (MTSS/RtI, math, and science). Salary for 60.500 MTSS coach to work from July 1, 2020 to June 30, 2021. Instructional staff developer (MTSS/RtI, math, and science) will work to support Response to Intervention/Multi-Tiered Systems/math and science. They will provide support across 47 schools. Instructional staff developers @ 60.500 FTE with benefits = \$4,138,630.37.*

28. *Reading/literacy Coach. Salary for 20 Reading/literacy coaches to work from July 1, 2020 to June 30, 2021. Reading coaches to support with reading curriculum and pedagogy to increase teacher capacity and learning outcomes. They will provide support across 20 schools. Reading coaches @ 18.000 FTE with benefits = \$1,231,432.45.*

29. *Substitutes. Salary for 1,099 substitutes to work from July 1, 2020 to June 30, 2021. Substitutes to support students during professional development opportunities for the instructional staff to ensure continuity in academic time on task. They will provide support across 23 schools. Substitutes for a total = \$110,347.50.*

30. *Consultants. Funds for professional development consultants to work from July 1, 2020 to June 30, 2021. Consultants to provide support for student academic achievement, standards based curriculum development and data driven decision making, college and career readiness, and Social Emotional Learning (SEL) across 7 schools. Total for consultants = \$42,325.00.*

31. *Travel. Funds for travel to across 15 sites from July 1, 2020 to June 30, 2021. Travel funds will support professional development across various conferences, including AVID, Reading Recovery, and Harvard Urban School Leaders. Total across these 5 sites = \$51,990.75.*

32. *Travel Registration. Funds for conference registration cross 12 sites from July 1, 2020 to June 30, 2021. Conference registration will support professional development for various sites including AVID, Reading Recovery, and Harvard Urban School Leaders. Total across these 15 sites = \$54,729.43.*

33. *Professional Resource Materials. Funds for professional resource materials will be used to support existing classroom libraries from July 1, 2020 to June 30, 2021. These resources will be used to ensure that existing libraries are more culturally responsive, including students of poverty. Fund existing classroom libraries at 15 schools for a total of \$21,166.93.*

34. *Bus driver salary and fuel. Funding for bus driver salary and fuel from July 1, 2020 to June 30, 2021. This activity will support extended learning, supplemental field trips, and extended year programs. This activity will happen across 7 schools for a total of \$25,700.00*

35. *Plant Operator for Saturday only. Fund plant operators in order to run Saturday school from July 1, 2020 to June 30, 2021. This activity will be used to support Saturday School to extend learning opportunities for scholars with additional academic needs. 5 plant operators @ 0.200 FTE with benefits = \$3,721.52.*

Area of Focus 2

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

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(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

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b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

(Numbering the activities will be essential to connect each activity to a budget line.)

Response:

1. *Funding for stipends for instructional personnel to facilitate training events, supplemental parent/teacher/student conferences and provide childcare for the following parent and family engagement events: Family Nights and Parent workshops, Transition to Kindergarten, Parent-teacher conferences, FSA Nights, Expo Nights, Multicultural Nights, Strategies for Test Taking and student led conferences for 40 schools and 1 Charter School from July 1, 2020 to June 30, 2021. Funding = \$43,771.67.*

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• Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). *Family involvement in school and low-income childrens literacy: Longitudinal associations between and within families*. *Journal of Educational Psychology*, 98(4), 653-664. (Tier 2)

2. *Funding for consultants for workshops. Funding will be provided for the following consultants to provide parents, families and the community with the necessary tools and skills to support students academically, socially, and emotionally; Mad Science, Kathryn Reed, Richard Berthelot, Challenge Island, Lu Martinez, Corey Thornton, Active Parenting Now, and others for 12 schools from July 1, 2020 to June 30, 2021. Funding = \$16,896.10*

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3. *Salary for Parent Community Liaisons to supplement parent and family engagement activities from July 1, 2020 to June 30, 2021 by: organizing and facilitating a school-based Parent Engagement Committee to build capacity with parents and to monitor implementation of the school Parent and Family Engagement Plan (PFEP); supporting and assisting with Title I parent engagement activities including school based parent trainings and workshops (i.e. Title I Annual Meeting, transition activities), community outreach events, and ongoing parent communication; collaborating with administrators, teachers, parents, students, support staff, and community partners to support the goals of the School Improvement Plan (SIP), PFEP and Compact. 35 liaisons for schools and 1 liaison for Charter School up to 1.5 hours per day for 196 days. Funding = \$156,915.88.*

• Howland, A., Anderson, J., Smiley, A. D., & Abbott, D. (2006). *School Liaisons: Bridging the Gap Between Home and School*. *The School Community Journal*, 16(2). <https://files.eric.ed.gov/fulltext/EJ794797.pdf> (Tier 3)

4. Funding for Parent and Family Engagement Conferences to ensure that parents, educators, administrators continue to strengthen their knowledge in parent and family engagement and learn innovative ways to increase student achievement. Funding will be provided for 22 registration fees for Hooked on Parent and Family Engagement Conference, and 2 registration fees for Pinellas Volunteers from July 1, 2020 to June 30, 2021. Funding = \$2,913.16

• Kuo, N.-C. (2016). *Promoting Family Literacy Through the Five Pillars of Family and Community Engagement*. *School Community Journal*, 26(1). <https://files.eric.ed.gov/fulltext/EJ1104402.pdf> (Tier 2)

5. Funding for Non-Capitalized Computer Hardware. This will fund a parent computer station, iPads, Chromebooks and laptops for 8 schools and 2 Charter Schools. Funding will be provided for access to computer-based resources, including beyond the classroom online educational activities, information for school projects and home use of online instructional programs from July 1, 2020 to June 30, 2021. Funding = \$23,300.00.

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• *Virtual Parental Involvement: The Role of the Internet in Parent-School Communications*. (n.d.). <https://docplayer.net/14834568-Virtual-parental-involvement-the-role-of-the-internet-in-parent-school-communications.html> (Tier 3)

6. Funding for postage. Mailings will include home-school communication of school events, invitations, academic progress, FSA reports, IEP/grading information, mailings for documentation of PMPs, postcards, parent newsletters, PreK connections, Connect for Success communications, attendance letters, compacts, surveys, and other school communications for 53 schools and 2 Charter Schools from July 1, 2020 to June 30, 2021. Funding = \$29,866.58.

• Robinson, C. D., Lee, M. G., Dearing, E., & Rogers, T. (2018). *Reducing Student Absenteeism in the Early Grades by Targeting Parental Beliefs*. *American Educational Research Journal*, 55(6), 1163–1192. (Tier 1)

• *The Parental Involvement Puzzle*. (n.d.). Retrieved from <https://www.gse.harvard.edu/news/uk/09/10/parental-involvement-puzzle> (Tier 4)

7. Funding for parent family engagement materials and supplies for parent and family events. Funds will be provided for Agenda Books for two-way home/school daily communication; post cards, math and science manipulatives, white boards, magnetic letters/numbers, flashcards, folders, paper, scissors, crayons, glue, tape, pens, markers, post-it notes, pens, staples, for 57 schools and 1 Charter School from July 1, 2020 to June 30, 2021. Funding = \$160,188.67.

• *Annotation from the Connection Collection*. (n.d.).

<https://www.sedl.org/connections/resources/citations/151.html> (Tier 2)

• <https://www.gse.harvard.edu/news/uk/09/10/parental-involvement-puzzle> (Tier 4)

8. Funding for food served at a parent and family events during a mealtime. Funds will be provided for light meals or refreshments for parent workshops and trainings, family curriculum training events; family literacy, math, science, multicultural, college and career, PreK to Kindergarten Transition, grade 6 and 9 transition events, All Pro Dads, iMoms, Parent University, conferences, for 55 schools and 2 Charter Schools purchased from July 1, 2020 to June 30, 2021. Funding = \$87,724.79

• *The Parental Involvement Puzzle*. (n.d.). <https://www.gse.harvard.edu/news/uk/09/10/parental-involvement-puzzle> (Tier 4)

• Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). *Family involvement in school and low-income childrens literacy: Longitudinal associations between and within families*. *Journal of Educational Psychology*, 98(4), 653–664. (Tier 2)

9. Funding for Connect for Success backpacks to provide to access to computer-based resources, including: beyond the classroom online educational activities, Information for school projects and homework, home use of online instructional programs for 51 schools from July 1, 2020 to June 30, 2021. Funding = \$16,360.00

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10. Funding for in-house printing services for printing of School-Compacts, informational flyers, handbooks and agenda books. School-Parent Compacts highlight specific academic strategies for schools, parents, and students in a family-friendly format. A school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement for 53 schools and 1 Charter School from July 1, 2020 to June 30, 2021. Funding = \$30,166.15.

• Kuo, N.-C. (2016). *Promoting Family Literacy Through the Five Pillars of Family and Community Engagement*. *School Community Journal*, 26(1). <https://files.eric.ed.gov/fulltext/EJ1104402.pdf> (Tier 2)

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11. Funding for non-capitalized equipment. This will fund document cameras for training events from July 1, 2020 to June 30, 2021. Funding = \$2000.00

• Stefanski, A., Valli, L., & Jacobson, R. (2016). *Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships*. *School Community Journal*, 26. <https://files.eric.ed.gov/fulltext/EJ1124001.pdf> (Tier 2)

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12. *Funding for transportation for parent and family curriculum events and workshops for 1 Charter School from July 1, 2020 to June 30, 2021. Funding = \$800.00.*

• *Mapp, K., & Kutter, P. (2014). Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships.* <http://www.sedl.org/pubs/framework/> (Tier 4)

2 **LEA Written Policy**-Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying-
 - i. barriers to greater participation by parents in activities authorized by this section (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);
 - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Response:
Response A

• *The school district will involve parents and family members in jointly developing the district-wide Parent and Family Engagement plan under section 1112 of the ESEA by collecting and reviewing input provided through the Annual Title I Survey to determine areas of satisfaction and needs. Meetings will be arranged by district and school staff for developing the plan. Parents will be involved in the process of school review and improvement under section 1116 of the ESEA through participation in the School Advisory Council (SAC). The district will provide necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Each Title I parent/family will be invited to attend district Title I Parent and Family Engagement events and trainings. Each Title I school will designate a Parent Advisory Committee member who will receive national, state and district information at bi-annual PAC meetings. Funds reserved for parent and family engagement will be used to provide support for the school-based community and family liaisons with parent and family engagement activities that are outlined in the Parent and Family Engagement Plan (PFEP).*

Response B

The LEA will 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 by:

- *Providing technical assistance to Title I Administrators at staff meetings. Each Title I Principal will receive a Title I Handbook with procedures and policies. The handbook contains information inclusive of the specific requirements of the ESSA, Section 1116, such as the PFEP and the School-Parent Compact sample template.*
- *Additionally, new Title I Principals will receive an additional training as well as periodic help sessions as needed.*
- *District Title I staff will share Title I information and parent and family engagement best practices with the members of the Parent Advisory Council (PAC); they will share information with their various school leadership teams and parent groups.*
- *The Title I School PFEP's will be available at the schools by the end of September. The Title I Parent and Family Coordinator will visit each Title I school to review and monitor the School's Parent Engagement Plan. Additionally, the Title I Parent and Family Coordinator will review the schools' Title I Parent Station, to ensure that the various Title I plans are readily available, Parents Right to Know, the Compact, the Title I Parent Empowerment Toolkit, and additional pertinent information for families. Also, review the school's Title I Electronic Audit Box.*
- *The Title I Parent and Family Coordinator will update information on the eLearn site and share best practices during Title I Technical Assistance meetings. Additionally, provide a timeline of important dates to help schools effectively plan.*

Response C

- *Program: Voluntary Pre-kindergarten*

Coordination: The Title I Parent and Family Coordinator will work with Title I schools to coordinate transition activities for incoming children entering public school kindergarten. These activities will include: parent meetings to explain the expectations for incoming kindergarten students, classroom tours and how parents can help their students academically

• Program: Title III

Coordination: In the Fall 2020, the Title I Parent and Family Coordinator will disseminate contact information for the District's ESOL Department at the Title I Technical Assistance meeting to inform the Title I Contacts of the availability of translators to assist, facilitate, translate parent meetings/workshops/ and materials when needed.

- Title I, Part A coordinates with other district federal programs and departments through the Title I Consultation meeting process held every other month throughout the year.

Response D

Annual Evaluation

- The Annual Title I Parent Survey will be available online at the District's website and Title I schools' websites, paper versions will be distributed to the schools for dissemination to the parents that request a paper survey. During the April meeting, the council will review and analyze the Annual Title I Parent Survey results. Additionally, members will review their schools' data in order to develop strategies and utilize best practices to promote increased and meaningful parent involvement that will positively impact student achievement.
- The Title I Parent and Family Coordinator will also organize and conduct parent focus groups in order to gather parental involvement data, evaluate the effectiveness, as well as barriers of parental involvement and how to continuously build parent capacity to impact student achievement.

Addressing Barriers

- Provide additional flexible meeting times and have materials available for parents that did not attend an event available for pick up or on the website or in the school newsletter or Title I Parent Station.
- Provide free childcare at all Title I meetings and events using funds available in the Title I Parent and Family Engagement budget.
- Transportation to attend school events can be provided.
- Conduct Title I meetings in nearby community centers and neighborhoods.
- The Pinellas County School District Title I Parent & Family Engagement Plan will be summarized in "Title I News" printed in both English and Spanish and, upon request, the PFEP will be translated to other languages, to the extent practical to provide full opportunities for the participation of all families. "Title I News" outlines the major components of the PFEP; a complete copy of the LEA PFEP will be made available upon request. In addition, the complete PFEP will be available at the Title Parent Station. The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that the parents can understand by:

Engaging the translators provided by the District's ESOL department to translate written documents into other languages, as practical, and to assist in oral translation for parent workshops/meetings offered by the District's Title I office and the individual schools. -Using alternative means to inform and communicate to parents such as School Messenger (a district phone and email system), district and school websites and school marquees, direct mail to homes; Title I Parent Newsletters; school marquee, flyers sent home via student backpack -Using the District's television channel (WPDS-Ch. 14) and PCS Newsroom to inform parents of activities related to parental involvement and student achievement, as well as to provide district and school information. The PCS Family Engagement phone App -Making information available in Braille, as requested, through the Office of Communication Disorders, and providing Sign Language interpreters for the hearing impaired, along with providing summary of documents, or short sheets for limited literacy parents, as requested, and the LEA will provide reasonable accommodations as requested for parents with disabilities.

Response E

Building Capacity

- Title I Annual Meeting

Parents will be provided with information of the Title I Schoolwide Program; developing, distributing and reviewing the Title I District and School-level PFEP and budget; distributing the Title I Parents Right to Know Letter in English, Spanish and other languages upon request; and developing, distributing, and reviewing the Title I School-Parent Compacts.

August/September 2021

Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the events.

- School level parent and family engagement activities and events.

Parents will be provided with information, literacy training and using technology (including education about the harms of copyright piracy), that will allow them to help their child be successful, the information will provide an opportunity to increase academic success.

Quarterly, August 2020 - May 2021

Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the events.

- School-Parent Compacts

A School-Parent Compact highlight specific academic strategy for schools, parents, and students in a family-friendly format. A school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It provides an opportunity to strengthen partnerships within the school community.

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Annually, August 2020 - May 2021

• Parent Academy Workshops

Provide parents, families and the community with the necessary tools and skills to support students academically, socially, and emotionally.

Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the events.

Annually, August 2020 – May 2021

• Disseminate the Title I Parent Empowerment Toolkit in English and Spanish and other languages upon request.

Staff Training

• Title I Technical Assistance meeting and articles with information about parent and family engagement will be posted on the Title I eLearn site.

Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement, which will foster higher student achievement.

Annually, August 2020- May 2021

Staff meeting agendas, sign in sheets, survey results and copy of articles/materials will be collected and reviewed after each training.

• Family and Community Liaison Workshop

Provide a positive school environment for parents and students, create strong community partnerships that will positively impact student academic progress. Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources.

Annually, August 2020 – January 2021

Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

• Family Friendly Schools Workshop

Provides training to create a school climate and culture that welcomes families and guests; introduce strategies to create successful school partnerships, suggest techniques to enhance communication between schools and families, and review methods to overcome barriers to family engagement.

September 2020, October 2020, December 2021

Sign in sheets, agendas, presentation materials, and surveys will be reviewed and collected after the workshop.

F. involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Response F

• The Pinellas County School District Title I will meet with the Parent Advisory Council (PAC), made up of parent representatives from Title I schools and District Title I personnel two times during each school year, Fall 2020 and Spring 2021. During the October meeting the PAC will receive a copy of the LEA Title I PFEP. The Parent and Family Coordinator will lead a discussion on each section of the plan. Also, Title I School Administrators and PAC members will be asked to solicit information and input from parents, regarding the LEA PFEP.

• PAC will meet with the Title I Parent and Family Engagement Coordinator to review and revise the Title I Annual Parent Survey, in order to gather information regarding the best day and best time of day for parent involvement activities, what areas do parents need to build their capacity, identify barriers that prevent parents from being involved at individual schools and countywide parent activities, and to determine if we are meeting the needs of our with parents with limited English proficiency and disabled parents.