

### **2025-2026 Purchase Line 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 several specific parent and family engagement activities.

#### **Assurances**

##### **The Purchase Line LEA agrees to implement the following statutory requirements:**

The LEA will put into operation programs, activities, and procedures for the engagement of parents and families 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 and families of participating children.

Consistent with Section 1116, the LEA will work with its schools to ensure that the required school-level parent and family engagement 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 parent and family engagement policy into its LEA plan developed under Section 1112 of the ESSA.

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians 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/guardians 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/guardians of participating children, the LEA will submit any parent/guardian comments with the plan when the LEA submits the plan to FDOE [Section 1116(b)(4)].

The LEA will involve the parents/guardians 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, 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 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 engaged 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)*

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

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

We, the Title I Program of the Purchase Line School District 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/guardians and family members 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), 1112 (d)(1 and 2)]; 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 Parent Advisory Committee, which is composed of parents and stakeholders. The committee provides input into the development, implementation and evaluation of all district related activities, including but not limited to the Title I, Part A application, the LEA District's Parent and Family Engagement Plan and utilization of the parent involvement allocation (if applicable).

The LEA provides the following 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:

Orientation and 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 expected 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 for Title I Liaisons to address concerns and/or inquiries as it relates to Title I processes/procedures and an electronic

compliance tool, which provides feedback to school personnel regarding documentation submitted to meet the requirements.

To further build capacity for increased parent and family engagement the LEA will coordinate activities that promote parent literacy and assist with improving student achievement. A yearly parent teacher conference will be included in the district calendar.

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/guardian satisfaction with Title I school engagement efforts through parents'/guardians' 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 committee and 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. The information generated will be used to strengthen and plan with the involvement of parents/guardians, family members and community stakeholders the parent and family engagement plan and activities for the upcoming school term. The Title I parents/guardians 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 and family engagement within our district.

Ongoing research shows that parent and family engagement in schools improves student achievement, reduces absenteeism, and restores parents'/guardians' confidence in their children's education. Students with engaged parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. By educating families on important subjects such as literacy, financial matters, neighborhood resource and health and wellness schools can better support both families and the communities in which they live. Therefore, the LEA and designated Title I schools 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:

Parent Literacy Workshops/Family Nights; Teacher Presenters; Facilitate workshops topics for parent literacy and test taking strategies for parents/guardians to utilize at home to increase student learning and progress; STEAM related events, supporting the standards at home, Parent Training Academy Workshops/Family Resource Centers, Family Strengthening Labs, Parent Computer Classes, Supplemental Materials and Refreshments; Purchase materials and supplies for marketing participation, increase attendance by providing refreshments and enhance the instruction of the workshop and take home resources to reinforce learning; items to be purchased instructional student

books/workbooks, literacy books for home libraries and instructional games, various colored xerox paper, folders, pens, pencils

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/guardians 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 parent and family engagement activities to improve student academic achievement and school performance:

Orientation and 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 expected 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 inquiries and/or concerns 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 Parent and Family Engagement Specialist is responsible for monitoring the completion of the school-level PEFP, compact and annual evaluation. Grant Facilitators assigned to various Title I schools are responsible for monitoring SAC/PTA/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. The Facilitators will provide train-the-trainer opportunities for Title I Liaisons, parent representatives, and other school staff

to enhance their abilities to present parent and family engagement information and promote parent literacy. These trainings will be conducted as requested and will be available throughout the course of the school year.

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, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116 (e)(4)].

Program	Coordination
Early Learning & Language Acquisition Department (Head Start)	The LEA will also coordinate services through the Early Learning & Language Acquisition Department (Head Start). Title I, Part A funds will be utilized to support 20 four-year-old early childhood classrooms (PREK) in 1 schools, by providing instructional and non-instructional positions that deliver research-based curriculum and resources to the preschool students and families. Voluntary Pre-Kindergarten funds will be used to provide support to classroom teachers through master coaches as well as professional development opportunities to meet their special needs. Title I, Part A funds will also be used for parent and family engagement by providing participating families with educational activities/workshops for parents to assist their child(ren) at home, at home, at school and as they transition to Kindergarten.
Migrant Education Program (Title I, Part C)	Title I, Part A will have ongoing collaboration with the Title I, Part C, Migrant Education Program (MEP). The MEP program will have an Identifiers/Recruiter, partially funded by Title I, Part A as well as a Pre-K teacher and paraprofessional to address the identified needs of migrant students and families. Title I, Parts A and C 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 Parent Computer Literacy Training. Information regarding migrant program services is communicated to all school registrars/Information Management contacts and migrant data entry is conducted through the department's Information Management Technician. Migrant ID& Rs facilitate access for migrant families to district Pre-K programs including Title I, Part A funded Pre-K programs. Migrant staff work collaboratively with Title I, Part A staff in conducting an Annual Parent Seminar eliciting participation from migrant families to

	ensure they receive resources and information to help their children succeed. Title I, Part A funding for Migrant brochures, flyers and refreshments during Migrant parent training as needed. Presentations from Title I, Part A, Homeless staff on the HEART program and coordinated support for students through the Title I, ESOL and Homeless Education Departments at Migrant parent meetings to increase identification of homeless/migrant children.
Title I Family Engagement Center	The Title I department provides educational supplementary materials that are on loan to Title I parents on request. These resources are made available to the parents and guardians Family Literacy Nights and community events by way of the Title Family Resource Library that will be started during the 2023-2024 school year and an online resource webpage.

4. Describe the actions the LEA will take to conduct, with the involvement of parents/guardians, 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 [Section1116(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 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 committee; 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. The information generated will be used to strengthen and plan with the involvement of parents/guardians, family members and community stakeholders the parent and family engagement plan and activities for the upcoming school term. The Title I parents/guardians 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 activities, describe the activities the LEA will take to build the schools' and parents'/guardians' capacity for strong parent and family engagement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement [Sections 1116 (a)(2)(C), 1116 (e)(1-14)]. Please formulate your responses as follows:

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

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title I Executive Parent Advisory Committee	Quarterly	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Title I Orientation Annual Parent Meeting – Kick-Off	Fall of each School year	Nai-Cheng Kuo. (2016). Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. <a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf</a> .	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Parent and Family Night	Spring of Each Year	Nai-Cheng Kuo.(2016).	Proof of Attendance/Sign-in Sheets; Parent Workshop

Engagement Literacy Workshops – Parent Training Academies (PTA)	Once In a morning	Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. <a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf</a>	Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effective- ness
Parent Conference (Annual Parent Seminar)	<i>Once during the year</i>	Authentic and Proven Family Engagement Strategies: Prepared for Southeast Wisconsin Schools Alliance. Hanover Research (2018). <a href="https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf">https://www.schoolsalliance.com/wp-content/uploads/2018/08/Authentic-and-Proven-Family-Engagement-Strategies-Southeast-Wisconsin-Schools-Alliance.pdf</a>	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness



Science, Technology, Engineer and Mathematic s (STEM) Parent Training and STEMFests	<i>Evening during the year</i>	Hanover Research (2014). Best practices in Family and Community Engagement. <a href="https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202018/Best%20Practices%20in%20Family%20and%20Community%20Engagement%202-1-18.pdf">https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202018/Best%20Practices%20in%20Family%20and%20Community%20Engagement%202-1-18.pdf</a>	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Collaboration with the Head Start/Early Intervention Services	<i>During the year</i>	Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs. Shannon Moodie and Manica Ramas. (October 2014) Alliance for Early Success and Child Trends. <a href="https://www.childtrends.org/wp-content/uploads/2014/10/2014-44BCultureCountsFullReport.pdf">https://www.childtrends.org/wp-content/uploads/2014/10/2014-44BCultureCountsFullReport.pdf</a>	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness

- Describe the professional development activities the LEA will provide, with the assistance of the schools and parents/guardians, to educate staff on the value and utility of contributions of parents/guardians; how to reach out to, communicate with, and work with parents/guardians as equal partners; the implementation and coordination of parent and family engagement programs; and how to build ties between parents/guardians and the school [Section 1116 (e)(3)].

<b>Specific Activity</b>	<b>Frequency and Duration</b>	<b>Evidence –Based Research</b>	<b>Evaluation of Implementation and Effectiveness</b>
Parent Literacy Workshops	Monthly; Continuous	Karen Mapp, Ilene Carver and Jessica Lander. (2017).	Corresponden ces/Flyers

(Train-the-Trainer)	(throughout the course of the school year)	Powerful Partnerships: A Teacher’s Guide to Engaging Families for Student Success.	Agenda Sign-in sheets Feedback Training Evaluation
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Title I Liaisons' Technical Assistance Training	Quarterly	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>	Correspondences/Flyers Agenda Sign-in sheets Feedback Training Evaluation
Communicating and working with parents (How to effectively conduct conferences)	Continuous (throughout the course of the school year)	Karen Mapp, Ilene Carver and Jessica Lander. (2017). Powerful Partnerships: A Teacher's guide to Engaging Families for Student Success.	Correspondences/Flyers Agenda Sign-in sheets Feedback Training Evaluation

- Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents/guardians (including parents/guardians of children with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent and family engagement programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in language parents/guardians 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 feasible. Parents/Guardians 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 feasible at parent and family engagement 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 and family engagement 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/guardians 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 parents/guardians 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/guardians 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/guardians, chooses to undertake to build parents'/guardian's capacity for engagement 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 activities listed below.

Check all activities the LEA plans to implement:

Involving parents/guardians 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/guardians 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 parent and family engagement 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/guardians to enhance the engagement of other parents/guardians [Section 1116(e)(9)];

Maximizing 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 and parents/guardians who are unable to attend those conferences at the school [Section 1116(e)(10)];

Adopting and implementing model approaches to improving parent and family engagement [Section 1116(e)(11)];

Establishing a LEA-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs [Section 1116(e)(12)];

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities [Section 1116(e)(13)]; and

Providing other reasonable support for parent and family engagement activities under section 1116 as parents/guardians may request [Section 1116(e)(14)].

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

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Train parents and staff as leaders.	Continuous (throughout the course of the school year) (various trainings will be provided)	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/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf">http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf</a>	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Parent Literacy Training	Yearly	Nai-Cheng Kuo. (2016). Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. <a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf</a> .	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness

Maximizing parent and family engagement by arranging flexible school meetings, etc.	Continuous (throughout the course of the school year)	Nai-Cheng Kuo. (2016). Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. <a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf</a> .	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Adopting and implementing model approaches to improving parent and family engagement [Section 1116(e)(11)];	Continuous (throughout 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.	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Establish a LEA Parent Advisory Committee[Section 1116(e)(12)];	Quarterly	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/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf">http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf</a>	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Develop partnerships with	Continuous	Strengthening Families, Center for	Proof of Attendance/Sign-in Sheets; Parent Workshop

community- based, faith-based, and businesses in parent and family engagement activities.	(throughout the course of the school year)	the Study of Social Policy. (2015). Retrieved from <a href="http://www.pa-strengthening-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_ADA.pdf">http://www.pa-strengthening-families.org/wp-content/uploads/sites/25/2017/12/Strong-Families-Brochure_ADA.pdf</a>	Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness
Provide other reasonable support for parent and family engagement activities under section 1116 as parents/guardians may request [Section 1116(e)(14)].	Continuous (throughout 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.	Proof of Attendance/Sign-in Sheets; Parent Workshop Evaluation; Team/Debriefing Meeting Agenda; Minutes/Notes and Evaluation Data on Effectiveness

9. Describe the barriers that hindered participation by parents/guardians in parent and family engagement activities during the 2020-2021 school year. Include the steps the LEA will take during the 2021-2022 school year to overcome the barriers and design more effective parent and family engagement plans (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)].

Barrier (Including the Specific Subgroup)	Steps the LEA will Take to Overcome
2. Perception: Reversing prior negative experiences with schools	2. Further outreach to Title I after- school programs, parks/recreation centers, local businesses and municipalities will build relationships.