

improve instruction and student achievement. The district allocates state funding for developing and enhancing school library materials. Schools are also supported by district technology integrators who provide classroom coaching for teachers and students as they learn and practice traditional and innovative ways to use digital literacy; such as, social media, digital media and print. Each technology integrator is assigned a specific set of schools to work with and is held responsible for the digital literacy of the administrators, teachers and students.

Area of Focus 2

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

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

Response:

According to our 2018-2019 district parent survey, 72% of elementary families either never or rarely attended academic family engagement events at their child's school. Seventy-two percent of families requested that more academic support materials be provided. Seventy-five percent of middle school families either never or rarely attended family engagement events at their child's school. Seventy-two percent of families requested more academic support materials be provided. Seventy percent of high school families either never or rarely attended academic family engagement events at their child's school. Thirty-seven percent of families requested more academic support materials be provided.

2. Parent & Family Engagement Mission Statement

Response:

At Brevard Public Schools our mission is to serve every student with excellence as the standard. We believe that family engagement is essential to fulfilling this mission. In an effort to build meaningful partnerships with schools, families and community, this district plan seeks to strengthen the relationships among stakeholders and promote collaborative planning, decision making and improvement efforts. We know that engaging our families in the education of their children and fostering leadership opportunities will positively impact student achievement and help ensure that we meet the needs of all students at Brevard Public Schools.

3. List the budget line item(s) that are associated with this area.

64	67	84	85
86	87	88	92

4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
- LEA plan [Section 1112(b)] and
- How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

Response:

Brevard Public Schools has an established Title I District Advisory Council (DAC) and a Parent Leadership Team (PLT). The Council and Leadership Team are comprised of parent and community representatives from Title I schools from across the county. To ensure a fair and balanced council, the district adhered to the parameters used to establish a School Advisory Council. Title I Director and Brevard Public School family engagement resource teachers serve as facilitators of this group. District staff effectively share responsibility with the council members to provide trainings, arrange meetings, provide explanations for the requirements of Section 1116 of the Every Student Succeeds Act, Title I, Part A (ESSA) and provide information parents need to make well informed decisions for their children.

This DAC is involved in the planning, review, evaluation and improvement of Title I programs, including writing of the district's Parent and Family Engagement Plan. The district wide plan is incorporated into the Local Educational Agency (LEA) Plan that was developed under Section 1112 of the Elementary and Secondary Education Act. The DAC, along with input from parents at our 47 Title I schools, are involved in making decisions about how the 1% of Title I, Part A funds reserved for parent and family engagement is spent. The district ensures that not less

than 90 percent of the one percent goes directly to the schools, after equitable provisions are provided to participating private schools. The Title I Director, Title I Coordinator and other Title I Department staff work closely with school teams to ensure the correct allocation of funds and the monitoring of fund expenditures.

Compliance monitoring of the implementation of the LEA's Parent and Family Engagement Plan and School Parent and Family Engagement Plans are documented using multiple means of data collection, including parent interviews, meeting minutes, surveys, evaluative tools, digital compliance documentation, and onsite visits. The Title I Department provides training, guidance, and technical assistance to school, parent, and family engagement contacts; school administrative teams; and parents. During DAC and PLT meetings, information collected from parents, Title I schools, and the district is discussed, analyzed, processed, and documented.

The DAC and PLT provide input in the development of and the implementation and evaluation of the District's Parent and Family Engagement Policy. The process for school-wide improvement is established in all Title I schools. Title I district staff provide training and guidance to Title I, Part A schools to engage parents in the school-wide improvement process as well as trainings on strategies focused on improving family engagement at each school. Additionally, the Academic Parent Teacher Team (APTT) program is active at three Title I schools in the district with the possibility of expanding this to more schools in the future depending on grant funding. District Title I family engagement resource teachers continue to oversee the district Parent University/Parenting in Today's World workshops, Parent Leadership Team meetings, and facilitation of the Poverty Simulation for Title I school administrators, faculty, and community members.

The Director of the Office of Title I and staff consult with teachers, principals, administrators, parents, and other appropriate school personnel to ensure that stakeholders are equally involved in the collaboration and decision-making process as required by Every Student Succeeds Act (ESSA), Section 1116: Parent and Family Engagement. In meaningful and active consultation, as partners, the Title I Department provides technical assistance to schools in writing the Parent and Family Engagement Plan, implementing programs and activities, and understanding the correlation between the Parent and Family Engagement Plan and the School-wide Improvement Plan to make certain requirements are met.

The parents in Brevard County are diverse in culture, language, and needs. They share the school's commitment to the academic success of their children. Brevard Public School's Office of Title I, Title III, ESE/FDLRS, and Title I schools are in collaboration with parents in order to establish programs, activities, and best practices that will enhance the involvement of parents, reflecting on the needs of parents, students, and schools. The Title I Department makes certain that the development of such programs and activities promotes student achievement, provides for continuous improvement of programs, and involves developing parents as leaders and equal partners.

5. Technical Assistance

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

Response:

The Title I Department meets with each Title I, Part A school several times a year to conduct training sessions (onsite, group trainings, and virtual) and provides technical assistance on how to write and implement effective Parent and Family Engagement Plans and Compacts. Technical assistance is also provided throughout the year to assist schools in selecting appropriate, evidence-based activities and how to fulfill the requirements of ESSA Section 1116 of the Elementary and Secondary Education Act (ESEA). The Department and the district's Parent Academy have many resources such as: Parent Resource Centers in most schools, printed materials and other forms of media for schools and parents, online resources, PowerPoint presentations, and opportunities to attend the annual Parent University/Parenting In Today's World conferences and training sessions. Communication with schools happens on a daily basis. Schools are provided support through e-mails, phone calls, and webinars

conducted by the Title I Department and onsite visits. Schools receive updates and ideas through the bi-monthly Title I Chit Chat webinars, as well as the Title I and BPS Family Engagement websites. Schools are also provided with individual support in creating, implementing, and evaluating family engagement activities, programs, and events. Title I Department staff also attend evening family engagement events at each school. Technical assistance is provided that ensures effective training for developing, implementing, monitoring, and evaluating programs and activities that foster the involvement of parents, students, schools, and the community.

The Title I Department is responsible for monitoring the schools' Parent and Family Engagement (PFEP) programs and activities. Monitoring is done by each school providing the Title I Department with documentation via the online compliance platform. Documentation provides a description of activities executed, the number of participants, and feedback collected. Onsite visits are scheduled by the Title I Department to verify and to ensure that family engagement activities are being implemented with fidelity. The school's documentation supports the great things that are being done at Title I schools. The Title I Department assists schools that need support upon request and as needed throughout the year.

6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPO), 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)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

Response:

- Step FOURward /Voluntary Pre-kindergarten (VPK)Title I funding supplements our VPK programs, allowing us to offer full day services for our VPK students and families. These offices work together to coordinate parent training opportunities and transitional services for students entering the regular public school program. Activities may include: coordinated meetings with EC and Title I staff to address school, staff, and family needs; coordinated meetings with parents, VPK teachers, and kindergarten teachers to discuss specific needs.
- Parent University Collaborative effort between Title I, other District departments (Title III, ESE, FDLRS, School aged child care, Government and Community Relations) and local community agencies to enhance student achievement through the support of community and family involvement that focuses on student achievement, parenting, advocacy, personal growth and development, and strengthening the relationship between parents and their child's school.
- Head Start Title I and Head Start will work collaboratively to build the capacity of schools and families to establish partnerships and support student achievement and kindergarten readiness. We will coordinate training and resources to assist Head Start families in achieving the 7 Family Engagement Outcomes, including: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. Coordination of Head Start family services will also occur through contracted services with Brevard C.A.R.E.S.
- Individuals with Disabilities Act (IDEA) Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services.
- Florida Diagnostic and Learning Resources System (FDLRS) FDLRS provides diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. The personnel in the FDLRS Office and the Office of Title I work collaboratively in planning, implementing, and evaluating various parent involvement initiatives and training opportunities, including our annual Parent University and Parenting in Today's World Conferences.
- Title II, Part A (Improving Teacher Quality) The district K-12 Family Engagement Resource Teacher, the Title I Family Engagement Resource Teacher, and the Office of Educational Leadership & Professional Development staff work collaboratively to provide school staff with professional development in working effectively with parents, including a family engagement component in one of the modules of B.E.S.T., our district wide training initiative. An additional

family engagement module has been created for our new teacher training institute and district-wide professional development day.

• *Title III (Language Instruction for English Language Learners) The district Resource Teacher for Title I Family Involvement works collaboratively with the district Resource Teacher – Title III to address the needs of English Language Learners (ELL) and families for language instruction in our Title I schools. We plan and implement appropriate programs, services, and training opportunities for school staff and families without duplicating services. Title I Parent Involvement contacts work with our ESOL teachers to facilitate communication. Title I family engagement funds are used to support translation services/needs at the district and school levels in order to ensure full participation for our Title I ELL families.*

• *Title IX (Homeless Education)/McKinney-Vento The Office of Title I and the district Homeless Liaison work collaboratively to meet the varying needs of our homeless youth and families without duplicating services. Since the number of homeless students in our county has increased significantly over the past few years, we have been planning additional joint awareness training for staff and families.*

7. Annual Evaluation

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)].

Response:

The LEA involves parents of Title I, Part A students in the development of the LEA Parent and Family Engagement Plan (PFEP) and the process of review, evaluation, revision, and in the decisions regarding how the one percent allocation for parent and family engagement will be spent. The Title I Coordinator ensures this process is done by calculating the equitable portion for services to families of students enrolled in Title I and private schools for the fiscal year. The Title I Department, Parent and Family Engagement District Advisory Council (DAC), Parent Leadership Team (PLT), and school administrators and school parent and family engagement committees, provide opportunities for parental input from parents of children receiving services under Title I, Part A. They are included in decisions regarding how funds reserved for parent and family engagement activities at the district and at Title I schools will be spent.

The annual evaluation process is accomplished with the assistance of the DAC, PLT, and a district-wide parent survey. The DAC is comprised of parents, educators, administrators, and community representatives from the district's learning communities, the Title I Director, and Title I staff. To ensure that Title I, Part A schools and parents of participating children have a voice in the decisions regarding the programs and activities included in the LEA PFEP, the Title I Department works with Title I administrators, school coordinators and parent representatives to ensure each family receives the condensed version of the LEA's PFEP Policy and that they, along with the community have access to the full policy through the Title I Department and school websites. Printed copies are stored at Title I, Part A schools, Title I Department, and Parent Resource Centers.

8. Building Capacity

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)]. Please formulate your responses as follows:

1.
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.
 - C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
 - D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

1. Parent and Family Engagement District Advisory Council and Parent Leadership Teams, Parent University, Parenting in Today's World; Title I Department; Enhanced Parent Engagement to Support; November – May; Minutes/Evaluation data on effectiveness; Ames, Carole. (1993). The Relationship Between School-to-Home Communication and Parents'

Perceptions and Beliefs. Center on Families, Communities, Schools and Children's Learning; Illinois Univ, Urbana. Retrieved from <https://files.eric.ed.gov/fulltext/ED362271.pdf>

2. Develop partnerships with schools and community based organizations; District Title I Team/Sr. Administrator Community Resources Parent Academy and Community Engagement; Minutes/Evaluation data on effectiveness; Rowland, Allison. (2016). Three Lessons in Developing a Systemic Approach to Family Engagement. Family Involvement Network of Educators (FINE) Newsletter. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/three-lessons-in-developing-a-systemic-approach-to-family-engagement>

3. Annual Meeting Training and Resources; Title I Department; Build Capacity for Parents and Staff/Greater Understanding of ESSA and Student Achievement; August – September; Agenda/Minutes, Evaluation Tool Analysis; District Required Procedures Mo, Yun. (2008). Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance. Research in Middle Level Education Retrieved from https://www.amle.org/portals/0/pdf/rmle/rmle_vol31_no10.pdf

4. Poverty Simulation; Title I Department; August-May; evaluation data; Vandsburger, Ety. (2010). The Effects of Poverty Simulation, an Experiential Learning Modality, on Students' Understanding of Life in Poverty. Journal of Teaching in Social Work. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/08841233.2010.497129>

5. APTT program support; Title I Department; August-May; evaluation data; Jeynes, William. (2005). A Meta- Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement. California State University at Long Beach. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.843.5835&rep=rep1&type=pdf>

6. Powerful Partnerships Trainings for Educators; Title I Department; August-May; evaluation data; Gonida, Eleftheria. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. British Journal of Educational Psychology. Retrieved from <file:///C:/Users/blum.gevonne/Downloads/GonidaCortinaBJEP2014.pdf>

9. Staff Training

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)]. Please formulate your responses as follows:

1. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Title I Faculty/Staff Trainings for Parent and Family Engagement; Title I Family Engagement resource teachers; Appreciation and value for parent contributions; August – May; Minutes, Evaluation analysis; Ames, Carole. (1993). The Relationship Between School-to-Home Communication and Parents' Perceptions and Beliefs. Center on Families, Communities, Schools and Children's Learning; Illinois Univ, Urbana. Retrieved from <https://files.eric.ed.gov/fulltext/ED362271.pdf>

Title I Principal and Contacts Trainings; Title I Department; Build capacity for parents and staff/greater understanding of ESSA/Student achievement; Ongoing timeline; Agenda/Minutes, Evaluation tool analysis; Mo, Yun. (2008). Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance. Research in Middle Level Education Retrieved from https://www.amle.org/portals/0/pdf/rmle/rmle_vol31_no10.pdf

Bi-Monthly Title I Chit Chats, onsite visits, evening family engagement event attendance; Title I Department; Effective communication and support/Promote student achievement; August – May; Evaluation tool analysis; Rowland, Allison. (2016). Three Lessons in Developing a Systemic Approach to Family Engagement. Family Involvement Network of Educators (FINE)

Newsletter. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/three-lessons-in-developing-a-systemic-approach-to-family-engagement>

Poverty Simulation; Comprehensive and Targeted support schools; August-May; Evaluation tool analysis; Vandsburger, Ety. (2010). *The Effects of Poverty Simulation, an Experiential Learning Modality, on Students' Understanding of Life in Poverty*. *Journal of Teaching in Social Work*. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/08841233.2010.497129>

APTT program support; select schools; August-May; Evaluation tool analysis; Jeynes, William. (2005). *A Meta- Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement*. California State University at Long Beach. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.843.5835&rep=rep1&type=pdf>

Powerful Partnerships Trainings for Educators; Title I Department; August-May; evaluation data; Gonida, Eleftheria. (2014). *Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement*. *British Journal of Educational Psychology*. Retrieved from <file:///C:/Users/blum.gevonne/Downloads/GonidaCortinaBJEP2014.pdf>

10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement 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 a language parents can understand [Section 1116(e)(5) and 1116(f)].

Response:

Brevard Public Schools Office of Title I prints communication in three different languages: English, Haitian Creole, and Spanish. Interpreters are provided at district-level meetings, conferences, training sessions, and other parent events as needed. The Title I Department works diligently with the Title III resource teacher and staff to ensure to the extent possible, that parents of children with limited English Proficiency are given information afforded to other parents regarding parent and family engagement activities. The Office of Title I houses two translation kits and two counter translator devices that are made available for check out to all 40 Title I schools throughout the year. Trainings have also been provided to our Title I schools on how to use the translate function built into our district website and how best to share this feature with our Title I families.

11. Discretionary Activities

The LEA parent and family engagement policy 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 engagement activities.

If your district does plan to implement these activities, please formulate your responses as follows:

1. Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

Evaluation of the Previous Year's Parental Involvement Plan

12. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.

- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

1. *Parenting in Today's World; Activities - 1; Participants – 300; Increased family engagement improves student achievement; Exit slips/survey*
2. *Parent University; Activities- 1; Participants- 300; Increased family engagement improves student achievement; Exit slips/survey*
3. *Title I Parent Advisory Council; Activities-1; Participants- 45; Increased family engagement and advocacy improves student achievement; Exit slips/survey*
4. *Parent Leadership Team; Activities- 6; Participants; 900; Increased family engagement and advocacy improves student achievement; Exit slips/survey*
5. *Communication/Emails; Activities-10; Participants-1900; Increased family engagement improves student achievement; Survey*
6. *Communication/Blackboard; Activities- 10; Participants-50000; Increased family engagement improves student achievement; Survey*
7. *Communication/District Family Engagement/Title I website; Activities-10; Participants-10000; Increased family engagement improves student achievement; Survey*
8. *District parent survey; Activities: 1; Participants-15222; increased family engagement improves student achievement; Survey results/school-based feedback*

13. Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

1. *Title I contact family engagement meetings - Communicating and Working with families; Activities – 4; Participants – 65; Staff understanding of the importance of appropriate communication and engagement with families as partners improves student achievement. Exit slip/survey*
2. *Title I principal family engagement meetings - Communicating and Working with Parents; Activities – 2; Participants – 65; Staff understanding of the importance of appropriate communication and engagement with families as partners improves student achievement. Exit slip/survey*
3. *Title I faculty meetings - Communicating and Working with Parents; Activities – 38; Participants – 4000; Staff understanding of the importance of appropriate communication and engagement with families as partners improves student achievement. Exit slip/survey/administrator feedback*
4. *Poverty Simulation; Activities- 12; Participants – 1200; Staff understanding of the importance of appropriate communication and engagement with families as partners improves student achievement; awareness of stressors of living in poverty and limited access to community resources. Exit slip/survey/administrator feedback*
5. *Powerful Partnerships training; Activities- 2; Participants- 150; Staff understanding of the importance of appropriate communication and engagement with families as partners improves student achievement. Exit slip/survey/administrator feedback*

14. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

Response:

1. *Family engagement materials and resources for Title I families; Participants – 500; Schools Participating – 18; Increased family engagement improves student achievement. Survey*
2. *Parenting in Today's World Conference; Participants – 20; Schools Participating – 18; Increased family engagement improves student achievement. Exit slip/survey*
3. *Parent University; Participants- 15; Schools participating- 3; Increased family engagement improves student achievement. Exit slip/survey*
4. *Family Engagement presentations/trainings for private schools; Participants-35; Schools participating-18; Increased family engagement improves student achievement. Exit slip*

15. Barriers

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

Response:

1. *Child-Care; Use of resources to provide childcare/flexibility for meeting locations; coordination with School-aged childcare department*
2. *Lack of transportation; Use of schools' resources to provide transportation to meetings*
3. *Lack of access to quality materials; Provide education materials via parent resource centers, outreach events, and conferences.*
4. *Limited English proficiency; Provide translation services when possible via translators, translated documents, or access to translation devices. Continue to collaborate with district Title III department.*
5. *Difficulty participating equally in school activities; Offer Poverty Simulation trainings to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty.*
6. *Lack of empathy of family situations; Offer Powerful Partnerships training series to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty.*

16. Best Practices

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

- A. Content/Purpose
- B. Description of the Activity

Response:

1. *Creating a welcoming school climate for families and the students; Focusing faculty/staff training topics on acknowledging families for “doing good” and their value as a true partners in education; Providing families with the tools they need to successfully communicate and engage with their children’s schools; Continuing to build the bridge between our ELL families and our schools for more effective participation and communication.*

? *Difficulty participating equally in school activities; Offer Poverty Simulation trainings to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty.*

? *Lack of empathy of family situations: Offer Powerful Partnerships training series to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty.*

Area of Focus 3

Area of Focus 3: **Homeless Education**

1. Using the data choices listed, provide the baseline data and identify the sources of data used.

- a. Homeless Student Identification Rate (HSIR), Survey 5
- b. Homeless Student Attendance Rate (HSAR), Survey 5
- c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

Response:

The 2017-2018 Trend Data Report indicated that there were 2,763 homeless students in Brevard Public Schools. According to the Homeless Student Promotion Rate Report, 13.8% of our homeless students were retained. Data reflected that students in this population had a higher retention rate when compared to students not classified as homeless. The unmet need of our homeless population is related to academic needs.

2. List the anticipated goal(s) the district plans to accomplish in addressing this area of focus. Ensure the goal is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

By the end of the 2019-2020 school year, 100% of the homeless students’ academic needs will be assessed. Academic services will be provided to the students when deemed necessary.

3. List the budget line item(s) that are associated with this area.

37	47	48	49
103	130	188	192

4. Describe the Activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

- a. List each specific activity(ies) that will be implemented.

Response:

Each public and charter school will have a designated homeless liaison to serve as an advocate for each student and his/her parent(s). Each student’s needs (enrollment, attendance, school supply needs, academic support needs, transportation, opportunities to participate in activities, and other concerns) will be addressed by the school homeless liaison.

Specific activities funded by Title I, Part A will include:

Providing before- or after-school academic support for homeless students who are at risk of failing to meet State standards.

Providing school supplies as needed for homeless students.

Providing payment of fees required for participation in the Eastern State Florida College field trip for homeless high school students.