



MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) 2025-2026 TITLE I DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

The 2025-2026 District-Level Parent and Family Engagement Plan (PFEP) has been jointly developed and agreed upon by stakeholders (e.g., staff, families, community members, etc.) in compliance with Title I federal funding regulations [Section 1112(C) and Section 1116]. The plan describes how the District is conducting outreach to all parents and family members to implement programs, activities, and procedures that promote parent and family engagement. Additionally, the Title I District-Level PFEP is made available to the parents and family members of participating children in Title I Schools.

M-DCPS MEASUREMENT OF PARENT AND FAMILY ENGAGEMENT PARTICIPATION

The M-DCPS Title I Parent and Family Engagement Survey (English, Spanish, and Haitian-Creole), online and printed format, is made available to parents and families of students enrolled in Title I schools by the end of each school year. In addition, schools implementing the Title I Schoolwide Program also distribute the Title I School-Level Parent and Family Engagement Feedback Form to parents of students attending the school. Survey and feedback forms data is utilized to conduct an evaluation of the content and effectiveness of the Parent and Family Engagement Program and to plan for the following school year.

PARENT AND FAMILY ENGAGEMENT MISSION STATEMENT

The mission of the M-DCPS Title I Parent and Family Engagement Program is to enhance meaningful engagement by expanding equity and access, improving advocacy, and building the capacity of all stakeholders to be active participants in support of measurable improvement in student achievement. To that end, M-DCPS will utilize the Title I, Part A Parent and Family Engagement reservation to carry out the following activities and strategies.

ENGAGEMENT OF PARENTS

Miami-Dade County Public Schools will provide training to all school staff participating in the Title I Schoolwide Program regarding ways to include parents in the development of the Local Educational Agency (LEA) Title I PFEP, the LEA-Wide plan, how the funds reserved for parent and family engagement will be spent, and all aspects of the Title I Schoolwide Program. The Title I District Advisory Council (DAC) and four (4) Title I Regional Parent Advisory Councils (PAC) comprised of parents and staff from different school sites elected by parents of students enrolled in schools implementing the Title I Schoolwide Program, to serve during the 2025-2027 term, will review and address the educational needs of participating schools. The DAC Executive Board and PAC Officers will conduct meetings and activities to further the engagement of parents and families.

The scope and sequence of the requirements for engaging parents will be included on the DAC and PAC meeting agendas. Agenda topics may include: involving parents and families in the planning and implementation of the Title I Schoolwide Program at participating schools; utilizing the minimum requirement of the school's Title I allocation to support [Section 1112(C) and Section 1116], Parent and Family Engagement Requirements; conducting the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program at the beginning of the school year to inform parents of the school's participation in the Title I Schoolwide Program; providing the M-DCPS Consultation and Complaint Procedures information; developing, distributing and reviewing the Title I District and School-Level PFEP; distributing the Title I Program Notification Letter in English, Spanish, and Haitian-Creole; and developing, distributing, and reviewing the Title I School-Parent Compacts, also available in multiple languages. Each Title I PAC will meet a minimum of three (3) times during the school year to obtain input from parents in support of the ongoing development of the LEA-Wide PFEP. The DAC Executive Board may advise the Division of Student and Family Support Programs on how the funds reserved for parent and family engagement will be spent. Schools implementing the Title I Schoolwide Program will establish an Educational Excellence School Advisory Council (EESAC). The EESAC will bring together all stakeholders, inclusive of parents, and involve them in the decision-making process of how the school will spend funds reserved for parent and family engagement.

TECHNICAL ASSISTANCE TO SCHOOLS PARTICIPATING IN THE TITLE I SCHOOLWIDE PROGRAM

The District will provide coordination, technical assistance, and other support necessary to assist schools participating in the Title I Schoolwide Program in planning and implementing effective parent and family engagement activities. This effort will assist in building the capacity of parents to improve the academic achievement of their child and increase overall school performance, through the following means and activities: Professional Learning for Principals of schools Implementing the 2025-2026 Title I Schoolwide Program; the M-DCPS Parent Portal; District support provided to school-site Parent Resource Centers; M-DCPS training available to assist each school in effectively managing their EESAC; the Project UP-START Education Program for Children and Youth Living in Transition in Miami-Dade County; The Parent Academy (TPA); and professional learning activities provided via the Title I Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Training Centers. Additionally, school-site CIS/CLS serve as a bridge between the home, school, and the community to facilitate workshops and training sessions, information, resources, telephone calls, home visits, and school-site and community parenting activities that strengthen the parent and family's capacity for engagement to support student achievement.

Schools implementing the Title I Schoolwide Program will be required to electronically submit their completed Title I School-Level PFEP every year. The Division of Student and Family Support Programs' Accountability and Technical Assistance Team (A-TAT) staff members will review the electronic submission of the Title I School-Level PFEP and provide technical assistance and support to ensure compliance with all requirements of Section 1116 of the Every Student Succeeds Act (ESSA). Additionally, to further assist schools in meeting the requirements of the law, A-TAT staff will conduct onsite technical assistance visits to Title I schools to ensure compliance with all requirements [Section 1112(C) and Section 1116].

The LEA will provide other reasonable support for parent and family engagement activities under Section 1116, as may be requested by parents via the Title I DAC general meetings (minimum of two in-person/virtual per year and in the evenings); Title I PAC meetings (minimum of two per year for each administrative region in the District, at different times and locations to maximize parent and family participation); and the Title I school-site meetings/workshops for parents and families throughout the school year. Meeting agenda topics may include Recipes for Effective Parent and Family Engagement, Reviewing and Revising M-DCPS Title I PFEP, and Parent and Family Engagement Practices. Parents and families will also be provided with information and materials in support of improving the academic achievement of their children. Additionally, parents and families will be provided with information and training in the areas of technology use, life skills, and community service needs. The District will provide additional parent and family engagement guidance to schools in the Division of Student and Family Support Programs Procedures Manual, which is an additional resource available to schools participating in the Title I Schoolwide Program. The Procedures Manual contains information on all elements of the Title I Schoolwide Program, inclusive of the specific requirements of ESSA, Section 1116, such as the PFEP and the School-Parent Compact sample template. In addition, the Division of Student and Family Support Programs' Website <http://title1.dadeschools.net>, and the Title I School-Level Compliance Collaboration Site are available to support all participating Title I schools.

**COORDINATION AND INTEGRATION OF PARENT AND FAMILY ENGAGEMENT STRATEGIES
FROM TITLE I, PART A WITH OTHER FEDERAL PROGRAMS**

1	Migrant Program	Under the supervision of the Executive Director of the Migrant Program, staff members provide supplemental instructional and support services to migrant workers and their families through many components, inclusive of the Migrant Early Childhood Learning Program, in conjunction with the Division of Student and Family Support Programs.
2	Project UP-START	Under the supervision of the Director of Project UP-START (District Homeless Liaison) within the Homeless Education Program, School Homeless Liaisons play a vital role in sharing information about professional learning opportunities available to parents. In addition, the Director is frequently invited to present at Title I CIS/CLS orientation sessions and various parent meetings, where they provide critical information about the services and resources accessible to students and families experiencing housing instability or homelessness.
3	The Parent Academy	Under the supervision of the Director, the Miami-Dade County Public Schools Parent Academy is a District-wide initiative designed to support community and family engagement. The Parent Academy partners with local and national organizations to provide a wide range of free resources to assist parents in becoming full partners in their child's education.
4	Early Childhood Programs	Under the supervision of the Administrative Director of Early Childhood Programs, staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences through Head Start, Early Head Start, and Voluntary Pre-Kindergarten programs, in conjunction with the Division of Student and Family Support Programs.
5	Exceptional Student Education	Under the supervision of the Administrative Director of the Office of Educational Services and Support, the Department of Exceptional Student Education serves children and families throughout the District by developing, coordinating, and overseeing programs that support students with disabilities to ensure that curriculum, instruction, and behavioral practices are tailored to meet their educational needs.
6	Educational Alternative Outreach Program	Under the supervision of the Administrative Director of the Educational Alternative Outreach Program, Principal, and Assistant Principal, staff provides supplemental instructional, and support services to neglected and delinquent students, and their families. This office also assists with the dissemination of information regarding the availability of parent training sessions, events/activities, workshops, and other information related to post-secondary education.

**ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF
THE PARENT AND FAMILY ENGAGEMENT PLAN**

An annual M-DCPS Title I Parent and Family Involvement Survey is conducted toward the end of the school year to evaluate the content and effectiveness of the parent and family engagement outreach activities on improving the academic quality of schools funded by Title I, Part A, over the course of the academic year. The survey assists in identifying barriers to greater participation by parents in sanctioned activities. Evaluation findings are used to design more effective strategies for the following school year. A collaborative effort is made to inform parents of the availability and importance of this survey via the CIS/CLS, at Title I District and Region meetings, the Title I DAC Talk News for Parents, the Title I Parent Bulletin, SchoolMessenger, and flyers. This survey is made available online in English, Spanish, and Haitian-Creole for parents to complete. Also, a printed version of the survey is made available at schools, and at District meetings to facilitate the completion of the survey by parents. The school's CIS/CLS or parent contact person will encourage and assist parents with the completion of the survey. Additionally, survey results are used by the District to develop the next school year's District-Level PFEP, and Title I School-Level PFEP. All Title I schools will schedule meetings for parents before the end of the school year wherein participants will identify barriers which may have hindered parental participation in parent and family engagement activities during the school year and identify the steps the school will take to overcome those barriers. Moreover, the Office of Program Evaluation will conduct an annual evaluation of the Title I Schoolwide Program, inclusive of the Parent and Family Engagement Program. The evaluation will focus on the outcomes of the services provided to parents and families.

BUILDING SCHOOLS' AND PARENTS' CAPACITY

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Content: Empower parents with information, resources, and services available through the school, District, and community. Activity: Establish connections with community agencies that provide support services to parents and families.	Title I CIS/CLS, Division of Student and Family Support Programs staff, principals, and CIS/CLS	Connections with community agencies will help address specific family needs to foster a more stable and supportive home environment, ultimately enhancing student academic achievement and overall school success.	Monthly	• Parent Referral to Community Agency logs • Completed Community Agency Referral forms • Monthly Parent and Family Engagement School reports
2	Content: Provide recommendations on goals and steps needed to improve the Title I Schoolwide Program; develop and review the LEA Title I PFEP jointly with the District; and assist with informing parents attending the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, District meetings, and other parent meetings, as appropriate. Activity: Title I DAC Executive Board Meetings	Title I DAC elected officers, Division of Student and Family Support Programs District Director, Executive Director, and selected staff	The recommendations provided by the Title I DAC Executive Board will be utilized to establish goals, initiatives, and activities that support student academic achievement	August 2025- June 2026	• Electronic communications • Flyers • Agendas • Sign-in sheets • Handouts

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
3	Content: Provide information, meetings and training sessions (in person or virtual), and on-site technical support to assist school staff in effectively completing the Title I School-Level PFEP Activity: M-DCPS meetings, training sessions, and technical support and assistance	Selected staff from the Division of Student and Family Support Programs	The participation of school-site staff in Professional Learning offerings on topics related to Parent and Family Engagement will equip them with information, strategies and tools that empower parents and to foster a more supportive home environment, ultimately enhancing student academic achievement and overall school success.	August 2025-June 2026	• Weekly Briefings • Agendas • Meeting minutes • Sign-in sheets • Handouts • Title I School-Level Compliance Report • Canva presentations
4	Content: Inform staff of their school's participation in Title I Schoolwide, Part A programs and explain the requirements of ESSA with emphasis on student academic achievement through parent and family engagement. Activity: Opening of school meetings	Division of Student and Family Support Programs and school-site administrators	The participation of school-site staff in opening of school meetings will enhance their understanding of ESSA requirements, particularly the role of parent and family engagement. This will lead to the development of more effective strategies to engage parents in their children's education, which will contribute to supporting and improving student academic achievement.	By the end of October 2025	• Agendas • Sign-in sheets • Handouts • Canva presentations
5	Content: Compile information on how Title I schools are progressing in support of parent and family engagement via instructional delivery. The information gathered will assist in the development of the LEA and School-Level PFEP for the upcoming school year. Activity: The M-DCPS Title I Parent/Family Engagement Survey	District Director, Executive Director, selected staff from the Division of Student and Family Support Programs, and Director of Research and Evaluation, Office of Program Evaluation	Information gathered from the M-DCPS Title I Parent/Family Engagement Survey will help enhance the delivery of support services and strengthen the relations between parents and the school in meaningful ways that support academic achievement.	May-July 2026	• Electronic communications (Weekly Briefings) • Compilation of survey results

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
6	Content: Afford parents and family members of students in schools implementing the Title I Program an additional opportunity to participate in the education of their children. Activity: DAC Talk, News for Parents	Division of Student and Family Support Programs District Director, Executive Director, and selected staff	Information shared with parents/families on advisory updates, current trends in education, and articles on becoming more involved in the academic achievement of their child, such as accessing the Parent Portal and resources in the District, school and the community, will build the parental capacity for meaningful parent and family engagement.	August 2025-June 2026	• DAC Talk News for Parents • Electronic communications • DAC General Meeting sign-in sheets
7	Content: Inform parents of their school's participation in Title I Schoolwide, Part A programs and explain the requirements of ESSA regarding parent and family engagement and the right of parents to be involved in those programs as well as Parents' Right-to-Know provisions under ESSA. Activity: Annual Parent Meeting About the Benefits of the Title I Schoolwide Program conducted by the school site	Division of Student and Family Support Programs and school-site administrators	Parents and family's participation in the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program is expected to increase awareness and understanding of the program and equip them to collaborate with educators and advocate for their child's needs, ultimately contributing to improved student academic achievement.	During 1 st semester of the 2025-2026 school year	• Agendas • Sign-in sheets • Handouts • Slide deck presentation • Title I Annual Parent Meeting documentation • Title I school-level compliance report • Data submitted via the monthly parent and family engagement school reports

STAFF TRAINING

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Content: Provide technical assistance, support, and monitoring for school-site staff to provide an effective parent and family engagement program. Activity: Accountability and Technical Assistance Team (A-TAT)	Division of Student and Family Support Programs District Director, Executive Director, and selected staff	Ongoing technical assistance, support, and monitoring will enhance school-site staff capacity to support student academic achievement.	August 2025-June 2026	• Electronic communications • Training session agendas • Sign-in sheets • Handouts • Canva presentations • Title I school-level compliance reports
2	Content: Share information with staff assigned to provide support to Title I schools regarding the requirements of ESSA, Section 1116, as well as best practices and strategies to increase parent and family engagement. Activity: Parent and Family Outreach and Compliance Unit Staff Meetings	Division of Student and Family Support Programs District Director, Executive Director, and selected staff	Active participation of staff members in ongoing meetings will deepen their understanding of the effective implementation of the Title I Parent and Family Engagement Program. Through continuous professional dialogue, staff will be better equipped to apply targeted strategies that strengthen the support provided by CIS/CLS and School-Level Title I Compliance Facilitators. This collaborative approach will help cultivate inclusive, supportive learning environments that directly contribute to improved student academic achievement and long-term school success.	August 2025-June 2026	• Agendas • Sign-in sheets • Handouts

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
3	Content: Conduct Professional Learning and training sessions to assist schools in effectively implementing the Title I Parent and Family Engagement Program. Activity: Meetings, Training Sessions, and Webinars	Selected staff from the Division of Student and Family Support Programs	School-site staff participation in professional learning offerings, such as training and webinars, will enhance their understanding regarding the requirements of the Title I Parent and Family Engagement Program, in support of student academic achievement.	August 2025-June 2026	• Agendas • Sign-in sheets • Handouts • Slide deck presentations

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
4	Content: Inform staff of the school's participation in Title, Part A Schoolwide Program, and explain requirements of ESSA with emphasis on student academic achievement through parent and family engagement and provide an overview of federal programs such as migrant and Project UP-START. Activity: Professional Learning sessions for School-Level Title I Compliance Facilitators	Division of Student and Family Support Programs and school-site administrators	School-Level Title Compliance Facilitators' participation in professional learning offerings, such as training and webinars, will enhance their understanding regarding the compliance requirements of the Title I Parent and Family Engagement Program, in support of student academic achievement.	September 2025-June 2026	• Agendas • Sign-in sheets • Handouts • Webinars on the Division of Student and Family Support Programs website
5	Content: Offer a variety of robust, high-quality staff development opportunities to enable the CIS/CLS to effectively support and engage parents and families, deliver essential information to parents on the availability of District, school, and community resources, and compile all supporting documentation regarding Title I parent and family engagement. Activity: Title I CIS/CLS training centers	Division of Student and Family Support Programs District Director, Executive Director, and selected staff	Strengthening the skills of CIS/CLS is expected to significantly improve their ability to foster meaningful parent and family engagement. By building trust, promoting collaboration, and effectively communicating school goals and resources, the CIS/CLS Training Centers sessions will help create a more supportive home-school connection, ultimately contributing to increased student academic achievement and long-term educational success.	October 2025-December 2025	• Electronic communications • Agendas • Sign-in sheets • Handouts • Canva presentations • Completed compliance reports • Webinars on the Division of Student and Family Support Programs website
6	Content: Promote adherence to local, state, and federal mandates regarding the implementation of the Title I Schoolwide Program. Activity: Professional Learning sessions and webinars for principals of schools implementing the 2025-2026 Title I Schoolwide Program	Division of Student and Family Support Programs Administrative Director, District Director, Executive Director, and selected staff	Title I Principals' participation in professional learning sessions and webinars will enhance their understanding regarding the compliance requirements of the Title I Parent and Family Engagement Program, in support of student academic achievement.	September 2025-June 2026	• Electronic communications • Agendas • Sign-in sheets • Handouts • Canva presentations • Webinars on the Division of Student and Family Support Programs website • Principal Assurance (FM-7560)

COMMUNICATION AND ACCESSIBILITY

The M-DCPS LEA-Wide (District) Title I PFEP will be provided to schools, in English, Spanish, and Haitian-Creole, to offer full opportunities for the participation of all parents. The schools' Annual Parent Meeting About the Benefits of the Title I Schoolwide Program and/or parental meetings minutes and agendas will reflect discussions of the current LEA-Wide Title I PFEP, the Title I School-Level PFEP, and Title I School-Parent Compact, and allocation for parent and family engagement funds. The District will make as many attempts as needed to inform parents of the importance of their participation, via the following means of communication: SchoolMessenger and text telephone messages to parents of students participating in the Title I Schoolwide Program; direct mail to homes; Title I parent newsletters; school marquee (where applicable); flyers sent home via student backpack; newspaper advertisements; social media; or other electronic correspondence.

Reasonable efforts will be made to assist parents in their primary language and parents with special needs, to provide them with information regarding the rights of English Learners (EL) and children with exceptionalities. Parents are made aware of the availability of simultaneous translation services in Spanish and Haitian-Creole at all Title I DAC General meetings. Title I DAC General and Region PAC meeting announcements are electronically provided to the school-site CIS/CLS, or designee to disseminate to all parents. These meeting announcements include special needs notifications that are returned to the Division of Student and Family Support Programs, thus helping to increase the participation of parents with special needs. Parents are provided the opportunity to submit suggestions and feedback during parent meetings. Suggestions and feedback are reviewed by staff and implemented as appropriate.

Additional opportunities for parents will be provided through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and supportive services. Parent participation in workshops, parent-teacher conferences, and other school-community activities are infused to include parents as partners in their child's educational development. Family literacy programs are also part of the Family Resource Center and local Migrant Education Program.

The following District and school communications will be sent in English, Spanish, and Haitian-Creole: Title I Parent Notification Letter, Title I School-Parent Compact, Parent's Right-To-Know Information, Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Notice, school newsletters, parent training flyers and notifications, and on the academic performance of students on English Language Arts, Mathematics, Science, and Social Studies state assessments. Information about state assessments can be found at <https://www.fldoe.org/>.

DISCRETIONARY ACTIVITIES TO BUILD PARENTS' CAPACITY FOR INVOLVEMENT IN THE SCHOOL

Count	Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Train parents on enhancing the involvement of other parents [Section 1116(e)].	The Parent Academy training/workshops will help parents become full partners in their child's education.	Family Liaison Officer, Dept. of FSS staff, The Parent Academy staff, and selected staff from the Division of Student and Family Support Programs	Increased parent and family engagement, thereby enhancing the academic achievement of students.	August 2025-June 2026
2	Schedule flexible meetings or conference calls with parents unable to attend regularly scheduled meetings at the school [Section 1116(e)].	Schools implementing the Title I Schoolwide Program will be encouraged to schedule meetings and/or webinars at different times and days throughout the school year and/or provide opportunities for parents to participate via varied modalities, such as conferences, Google Meet, and/or virtual meetings calls, to maximize parental participation.	Division of Student and Family Support Programs' District Director, Executive Director, and selected staff from the Division of Student and Family Support Programs	Increased parent and family engagement by maximizing the participation of parents who are unable to attend regularly scheduled meetings, that may further help to support the academic achievement of students.	August 2025-June 2026
3	Adopt and implement model approaches to improve parent and family engagement [Section 1116(e)].	The A-TAT will schedule technical assistance and support that include professional learning sessions, meetings, and webinars. The CIS/CLS training centers will provide professional learning designed to enhance skills as school ambassadors.	Division of Student and Family Support Programs' District Director, Executive Director, and selected staff from the Division of Student and Family Support Programs	Enhanced school-site staff capacity to empower parents with information, resources and services, thereby supporting the academic achievement of students.	August 2025-June 2026
4	Establish a Parent Advisory Council (PAC) in each region to provide advice on all matters related to parent and family engagement in Title I, Part A programs. [Section 1116(e)]	The Title I Region PAC Executive Board will advise the Division of Student and Family Support Programs on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program.	Division of Student and Family Support Programs' District Director, Executive Director, and selected staff from the Division of Student and Family Support Programs	Fostered a positive family environment by facilitating information dissemination on resources and services available through the District.	August 2025-June 2026

Count	Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
5	Establish an LEA-Wide District Advisory Council (DAC) to provide advice on all matters related to parent and family engagement in Title I, Part A programs [Section 1116(e)]	The Title I DAC Executive Board will advise the Division of Student and Family Support Programs on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program	Division of Student and Family Support Programs' District Director, Executive Director, and selected staff from the Division of Student and Family Support Programs	Enhanced student academic achievement by fostering stronger collaboration between families, schools, and district leadership. By providing a structured platform for parents and community members to give input on Title I programs, policies, and funding decisions, the DAC will help ensure that initiatives are aligned with student needs.	August 2025-June 2026

2024-2025 BUILDING CAPACITY SUMMARY

Count	Content and Type of Activity	Number of	Number of Participants	Impact on Student Achievement
1	Content: DAC Executive Board members provided recommendations on goals and steps needed to improve the Title I Program; developed and reviewed the Title I Parent and Family Engagement Plan (PFEP) jointly with the LEA; and assisted in informing parents of the Title I Annual Parent Meeting, District meetings, and other parent meetings, as appropriate. Activity: DAC Executive Board Meetings	4	71	Strengthened relations between parents and the school in meaningful ways that support academic achievement.
2	Content: Participants developed and reviewed jointly with the Division of Student and Family Support Programs, the District PFEP; received information regarding the requirements of the Title I Program, and parent's right to be involved; and were empowered with information, resources and services available through the school, the District, and the community. Activity: Title I DAC General Meetings	3	1,329	Strengthened relations between parents and the school in meaningful ways, which contributed to support academic achievement.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
3	Content: Developed and reviewed the LEA-Wide Title I PFEP jointly with the Division of Student and Family Support Programs; received information regarding the requirements of the Title I Schoolwide Program, and parent's right to be involved; provided information, resources and services available through the school, the District, and the community. Activity: Title I PAC Meetings	12	1,290	Strengthened partnerships between parents and the school in meaningful ways that supported academic achievement.
4	Content: Collected information on how Title I schools are supporting parent and family engagement in their child's education. The information gathered has been used in the development of the 2025-2026 District and Title I School-Level PFEP Activity: 2024-2025 M-DCPS Title I Parent and Family Engagement Survey	1	4,386	Gathered parents' feedback and suggestions on ways to improve the academic achievement of students.
5	Content: Provided monthly activities, workshops, resource materials and support to enhance parents and caregivers' abilities to better support student learning. Activity: School-site resource centers	16,488	485,204	Implemented programs and activities that supported student academic achievement.
6	Content: Enhanced student-teacher relationships; increased parent and family engagement and assisted with building parental capacity for involvement to support student academic achievement. Activity: Challenging Higher Education for Students in our Schools (CHESS) Program	57	16,070	Implemented programs and activities that supported student academic achievement.

**2024-2025 BARRIERS WHICH HINDERED PARTICIPATION BY PARENTS
IN PARENT AND FAMILY ENGAGEMENT ACTIVITIES**

Count	Barrier	Steps the School Will Take to Overcome the Identified Barrier
1	Parents' work schedule/time conflict	With the District's assistance and monitoring, schools will be required to offer a flexible number of meetings and virtual webinars in the morning, afternoon, evening and on different days of the week which provide opportunities to reduce conflicts with parents' work schedules, to foster parental participation at these events.
2	Language	Con la asistencia y supervisión del Distrito, las escuelas deberán proporcionar oportunidades equitativas para la participación de los padres que no dominan el inglés. Las escuelas ofrecerán materiales traducidos para boletines informativos, formularios y actualizaciones escolares, y garantizarán la disponibilidad de interpretación durante reuniones, talleres y actividades. Además, el personal de Título I CIS/CLS será capacitado para apoyar a las familias en la navegación del sistema escolar.

2024-2025 BEST PRACTICES

Count	Content/Purpose	Description of the Activity
1	Content: Provided in-person and virtual opportunities for parents and families to attend the Title I DAC and PAC meetings. Purpose: To build parents' capacity for engagement.	During the 2024-2025 school year, parents were offered the opportunity to participate in the District Advisory Council (DAC) General meetings and Region Parent Advisory Council (PAC) meetings, both in-person and online, providing flexible options that accommodated diverse schedules and preferences. This approach was designed to maximize parent participation by removing barriers such as transportation, work commitments, or childcare needs, ensuring that more families can stay informed, engaged, and actively involved in their child's education.
2	Content: In-depth Training for Title I CIS/CLS Purpose: Professional Learning Opportunities	The Division of Student and Family Support Programs conducted Professional Learning sessions on topics such as the identification of community partners and the establishment of strong partnerships to help ensure timely provision of support/referral services to families and students. These opportunities expanded CIS/CLS' knowledge of local community agencies that are available to provide services and programs that help strengthen parent and family engagement.