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A QUALITATIVE CASE STUDY EXPLORING HOW
TITLE I SCHOOLS BUILD THE CAPACITY OF STAFF AND FAMILIES
IN SUPPORT OF ACADEMIC ACHIEVEMENT

By

DENISE DIAZ ATWELL

A doctoral dissertation submitted to the College of Education
in partial fulfillment of the requirements
for the degree Doctor of Education
in Curriculum and Instruction

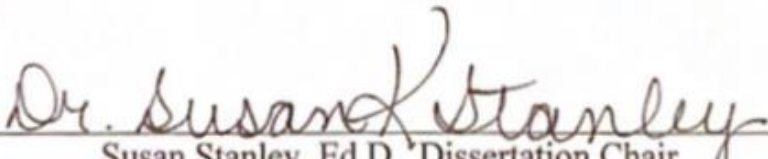
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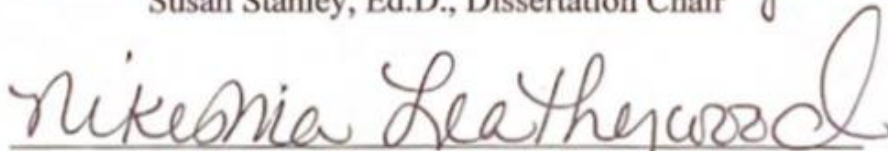
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DEDICATION

This dissertation is dedicated to the most important people in my life: God, family, and friends. Without their love and support, completing my doctorate in curriculum and instruction would not have been possible.

First and foremost, I owe every life success to Jesus Christ, my Lord and Savior. I continue to be blessed beyond measure. Jesus is my strength, and his plan for my life has far surpassed my understanding. "I can do all things through Christ who gives me strength." (Philippians 4:13).

To my biggest cheerleader in life, my husband Everett, I would not have been able to complete this milestone without your love and support. Amid my doubts and through lots of tears, you have been my constant rock of support. Thank you for never losing confidence in my ability to complete the task. You have helped me become a better version of myself, and I love doing life with you.

My greatest blessing and accomplishment in my life are my children: Alexa, Brooklynne, and Corey. I am so thankful God choose me to be your mom. My prayer for you is to always put God first in every aspect of your life. My wish for you is to be a life-long learner because I believe your potential is limitless, and you can accomplish anything you want to if you are willing to do the hard work. Always know that I love you to infinity and beyond!

Finally, I am so grateful to have supportive family and friends. I am thankful for their encouragement and for always being with me in good times and bad.

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Throughout my life, God has placed the most exceptional people in my professional and educational path. I have been blessed to have wise counsel, extraordinary leadership, and supportive mentors who have shaped my professional career in different seasons and for various reasons.

Throughout my career, I have been blessed with wonderful mentors who have shaped me into the educator I am today. First, I must express my gratitude to my former principals who influenced me professionally through their leadership. Dr. Craig Collins, thank you for believing and encouraging the leader in me. You are responsible for introducing me to the world of Title I and igniting my passion for parent and family engagement. Betty Fitzgerald, thank you for giving me opportunities to develop my leadership skills. Lori Morrison, thank you for taking me under your wing as a new administrator and helping me write that chapter for my book of life. Thank you to two of my former Title I directors who contributed to my learning about Title I law and parent and family engagement. First, Rhonda Ashley, thank you for trusting me to step into a district parent and family engagement coordinator position. Dr. Maria Longa, thank you for your enthusiasm for policy; it was contagious!

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feedback was so appreciated, and her suggestions were instrumental in improving my writing quality by leaps and bounds. Working with Dr. Lopez and making her suggested revisions and edits helped me to become a better writer.

Abstract

This qualitative case study explored family-school partnerships in five Title I elementary schools in one central Florida school district. Literature confirms that engaging parents and families in their children's education provides positive results for a child's well-being socially, emotionally, and academically. Furthermore, partnerships between families, schools, and communities, in which all stakeholders share in the responsibility of a child's academic success, are beneficial to everyone, especially children and schools. The existing problem is that most educators do not know how to do this and many educators receive little, if any, support to build their capacity or aid their efforts in meeting the requirements of the law. The purpose of this study was to discover how the schools meet ESSA's Section 1118 compliance requirements to build staff and families' capacity to partner in support of school improvement and academic achievement. More specifically, this study examined the opportunities schools provided to engage their students' families and how they built families' capacity to support and extend learning outside the classroom for their child. Additionally, this study examined how schools developed their staff's ability to work more effectively in partnership with parents to support student academics. The findings provided specific examples of capacity-building activities that the five case schools extended to their staff and families to partner in support of student achievement.

Keywords: ESSA Title I Part A, Section 1118, parent and family engagement, family-school partnerships, building capacity, Title I Parent, and Family Engagement Plan (Policy).

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I. INTRODUCTION

The role of parent involvement and family engagement in education has evolved over the last 50 years. The general mindset of educators and lawmakers have changed from the school being solely responsible for a student's education to the belief that educating a student requires a concerted effort of all stakeholders; school, family, and community (Epstein, 2010; Epstein, 2018; Mapp & Bergman, 2019; Mapp & Kuttner, 2013). Overwhelmingly, research supports the benefits of students having support systems involved with their education.

The reviewed literature substantiates the positive impact of engagement on a child's academic, social, and emotional well-being (Epstein et al., 2018; Henderson & Mapp, 2002; Mapp & Kuttner, 2013). When defining parent and family engagement, definitions included all persons who provided support to a student. Outside of the family, educators and the school system are the primary sources of impact on children's learning. Per Mapp and Kuttner (2013), "when schools, families, and community groups, work in partnership to support learning, children tend to stay in school longer, perform better by earning higher grades and have better behavior and social skills" (Henderson & Mapp, 2002, p. 7). Furthermore, effective family-school partnerships benefited both students and staff, and the benefits held for students at all educational levels, regardless of their parent's education, family income, race, or background (Epstein & Sheldon, 2016; Mapp & Kuttner, 2013; Mapp et al., 2014; Mapp & Bergman, 2019; National Education Association, 2008).

Federal policy protects parent and family engagement in education, beginning with The Elementary and Secondary Education Act (ESEA) in 1965, when President Lyndon B. Johnson launched what became known as his "war on poverty." Signed into law over 50 years ago, ESEA started as a civil rights law and is still a national education law with a commitment to provide equal opportunities for all students. Since the inception of ESEA, the act has been reauthorized several times by different presidents. ESEA's latest reauthorization was the "Every Student Succeeds Act of 2015," referred to as ESSA. With each reauthorization, the parent involvement section has been strengthened to include more robust efforts to engage families and have prompted progress in moving family engagement from a low-priority concern to an essential part of school improvement and reform (Epstein & Sheldon, 2016; Mapp & Kuttner, 2013; Mapp & Bergman, 2019).

For example, the No Child Left Behind Act (NCLB) contained the term "parent involvement." In 2015, when ESSA was enacted, there was a shift in language from "parent involvement" to "parent and family engagement" (Every Student Succeeds Act, 2015). The term *family* is intended to denote a more inclusive term that represents a student's support system. Also, the terms *parent and family engagement* and *family-school partnerships* are often used synonymously, again as a way of recognizing all stakeholders.

Background of the Study

A Brief History of Federal Policy

ESSA Title I Part A

Title I Part A of ESSA provides financial assistance to LEAs (local educational agencies) and schools with high numbers or high percentages of children from low-income families. Title I funding ensures that all children meet challenging state academic standards. Funding is

calculated using a formula that considers the federal poverty level and the number of students who qualify for free or reduced lunch or receive government financial assistance, each based on a per-pupil allocation (U.S. Department of Education (ED), n.d.). By law, Title I, Part A, funding must supplement, not supplant, efforts for raising the achievement of the lowest-achieving students through effective instruction, parent and family engagement, and professional development (U.S. Department of Education (ED), n.d.).

Section 1118 of ESSA's Title I Part A

Section 1118 has explicit parent and family engagement requirements for schools receiving Title I, Part A funding (Appendix A). The guidelines require schools to set aside approximately 1% of their annual Title I school allocation and to utilize those funds in support of parent and family engagement efforts. Title I schools must write a yearly Parent and Family Engagement Plan (PFEP) as well as a school-parent compact. The PFEP outlines the school's plan to engage families in building both family and staff capacity. In this context, building capacity means enhancing knowledge and developing skills that promote effective school-family partnerships through resources or training (U.S. Department of Education, 2016).

In addition to the PFEP, each Title I school will develop a school-parent compact. The compact is a separate document, an informal agreement that outlines how parents, students, and school staff share the responsibility for improving student achievement, and how parents and teachers communicate with families. Annually, by law, schools are obligated to write or revise the PFEP and the compact, with parental input, and make them available to parents in a format and language they can understand (U.S. Department of Education, 2016).

Parent and family engagement is a piece of the school reform puzzle, and the partnership of parents and families is considered a crucial ingredient for school improvement. When utilized

to its potential, parent and family engagement is one of the most meaningful ways to increase student achievement and improve a school (Mapp & Kuttner, 2013). For partnerships to be effective, newer research reiterates the importance of providing support to build the capacity of educators in forming and sustaining those partnership and family capacities to partner with educators in support of their child's learning (Epstein & Sheldon, 2016; Henderson & Mapp, 2002; Mapp & Kuttner, 2013; Mapp & Bergman, 2019). All public K-12 schools develop a School Improvement Plan (SIP). Within the SIP is the goal of engaging parents and families in their children's education (U.S. Department of Education, n.d.). In Florida, the PFEP satisfies this goal and is uploaded as an attachment to the SIP.

Theoretical Foundation

Fullan's (2011) research on change theory served as the theoretical framework for this study. Fullan contended that knowledge of change is useful in education reform strategies and outcomes. Over time, the principal's role has changed from the instructional leader in charge of the daily operation of running a school to a "change agent," adept in leadership skills for change (Fullan, 2011). Today's public K-12 school is a continually changing, multifaceted environment. Change is necessary for the growth and improvement of a school and the principal is responsible for managing and implementing change as needed (Fullan, 2014).

Family engagement is a fundamental part of school improvement and knowledge of how to bring and lead change is critical in developing and implementing effective reform strategies (Fullan, 2011). Per Fullan's theory, the principal is responsible for school improvement and student achievement in his school. Since parent and family engagement is part of school improvement, the principal is also responsible for engaging parents and families in their child's education by initiating engagement efforts and building trusting partnerships between the home

and school. Research confirms that effective family-school partnerships require trusting relationships and the collective capacity of all members. Therefore, the principal must ensure opportunities are provided for families to develop their ability to extend learning beyond the classroom. Equally important is building the staff's capacity to form effective partnerships with families to support student success.

Fullan (2008) introduced six strategies, referred to as six secrets, that he believes are necessary for leaders who are working to initiate and lead change. Fullan's six secrets are; love your employees, connect peers with purpose, capacity-building prevails, learning is the work, systems learn, and transparency rules. Michael Fullan's (2008) theory on change, and his six secrets, tie in perfectly with this study because the principal is the one responsible for leading school-level change and engaging parents and families in their child's education. The principal's role includes promoting school improvement and family-school partnerships. Doing so effectively requires building staff and families' collective capacity to establish and sustain partnerships (Fullan, 2008; Fullan, 2014).

Conceptual Framework

"The Dual Capacity-Building Framework for Family-School Partnerships: Version 2" is the conceptual framework for this study. The framework is a research-based model designed to provide schools with a starting place for discussions and acted as a compass to guide efforts for forming effective family-school partnerships (Mapp & Kuttner, 2013). The framework included research concerning family engagement as well as a previous research study by the Chicago Consortium on School Research, to support the notion, that when combined with other supports, parent and community ties have a systemic and sustained effect on learning and school improvement (Mapp & Kuttner, 2013).

The Four Components

The framework's foundation rested on four components needed to move partnerships towards greater effectiveness (Mapp & Bergman, 2019). The four components are; the challenge, essential conditions, policy and program goals, and capacity outcomes. The framework's premise is to follow the flow of the components, beginning with the challenge, and moving through the model. Addressing all four elements will end with the last component, the expected outcomes for staff and families. An overview of the conceptual framework is presented as Appendix A.

Component #1 - The Challenge

Mapp and Bergman (2019) consider the challenge of establishing school-family partnerships to be integrating capacity-building opportunities into school and community policies, programs, and practices for both educators and family members. In addition, schools must identify barriers to engagement in understanding the reasons why educators and families have struggled to build trusting and effective partnerships (Mapp & Bergman, 2019). ESSA's Section 1118 (Appendix B) requires Title I schools to build relationships with families, build both staff and family capacity, and identify and address barriers that hinder engagement as part of their school PFEP.

The challenge for educators. Per Mapp and Bergman (2019), many educators have not been exposed to strong examples of family engagement. Few educators have received even minimal training in building their capacity to work effectively with families. Many educators have developed deficit mindsets and may not view partnerships between staff and families as an essential practice.

The challenge for families. Per Mapp and Bergman (2019), many families have not been exposed to strong examples of family engagement. Some families may not feel invited to

contribute to their children's education or feel disrespected, unheard, and unvalued. For some families, there is a lack of trust due to negative past experiences with schools or educators

Component #2 - Essential Condition for Partnerships

In addition to addressing the challenge, process conditions and organizational conditions must be addressed in light of the intended participants' needs, purpose, and context (Mapp & Kuttner, 2013; Mapp & Bergman, 2019). The framework described two types of conditions: process and organizational.

Process conditions. These conditions referred to the actions, operations, and procedures necessary to strengthen capacity-building activities for staff and families based on the following six criteria: relational-mutual trust; linked to learning and development; asset-based; culturally responsive and respectful; collaborative; interactive (Mapp & Kuttner, 2013; Mapp & Bergman, 2019).

Organizational conditions. Organizational conditions referred to how districts, schools, or educational programs are structured to support family-school partnerships in ways that are coherent and aligned with academic improvement goals, sustained over time, and spread across the district (Mapp & Kuttner, 2013; Mapp & Bergman, 2019). Organizational conditions applied to this study as part of ESSA's Section 1118 (b) and Section 1118 (d) required schools to write or revise the PFEP annually and compact in consultation with parents, to include discussion of how the school will utilize their 1% set aside budget to support engagement efforts.

Component #3 - Policy and Program Goals

Policy and program goals should be research-based to effectively build and enhance the capacity of both educators and families (Mapp & Bergman, 2019). Embedded in the policy and program goals, Mapp and Kuttner (2013) identify the 4Cs for capacity building. Each C is a

research-based strategy for developing the capacity of adult learners. The 4Cs are cognition, confidence, capabilities, and connections. The research behind the 4Cs can help Title I schools develop their capacity building activities as required by ESSA's Section 1118 (e)(1-14).

Component #4 - Capacity Outcomes

The capacity outcomes resulted in successful partnerships that supported student and school improvement. Mapp and Bergman (2019) alleged that attention to the necessary components, following the framework's flow, should lead to advances in the capacity that promoted educators and families working in mutually supportive ways. Mapp and Kuttner (2013) contended that the desired outcome for effective family-school partnerships is a shared responsibility that supported school improvement and student achievement. ESSA's Section 1118 (e) required schools to build the capacity of both staff and families to promote student achievement

Addressing all components should result in staff and family capacity outcomes that lead to a family-school partnership supportive of school improvement and student achievement. For staff, the predicted capacity outcomes created a welcoming culture, recognized families and their funds of knowledge, and connected engagement efforts to learning and development. For families, the predicted capacity outcome is the ability to negotiate multiple roles in contributing to their child's education (Mapp & Bergman, 2019).

Problem Statement

An extensive literature review about parent and family engagement in education uncovered the importance of providing families opportunities to collaborate and make decisions about their children's education by creating family-school partnerships. The literature revealed three essential ingredients needed to sustain partnerships; establishing trusting relationships,

identifying and addressing barriers that hinder engagement efforts, and building the collective capacity of all stakeholders. However, the problem is, while most educators have a strong desire to work with families, many lack the skills and knowledge to engage with these families (Mapp & Kuttner, 2013). Another significant problem for educators is their struggle to cultivate relationships and form partnerships. Many teachers readily admit that they have little training in effectively working with diverse families (Mapp, 2011; Mapp & Bergan, 2019).

Although parent and family engagement is a protected goal embedded in federal policy, many schools do not prioritize efforts to engage parents as partners (Mapp, 2011). A U.S. DOE monitoring report discovered that parents' and families' involvement in their children's education was one of the weakest compliance areas in many states, districts, and schools (U.S. Department of Education & Reading First Sustainability, 2009). For federal funding compliance, schools must develop a plan on how to engage parents as partners and provide capacity-building opportunities for staff to work effectively with parents. However, while the literature supports the influence of policy on engagement efforts, it is not clear how schools are meeting the compliance requirements. The research confirms that federal policy, and the requirement for Title I schools to have a PFEP, brings attention to parental and family engagement by requiring schools or districts to do something to engage families. However, Epstein and Sheldon (2016) reason that, in addition to a good plan, schools need to have good leadership in promoting policy and utilize research-based strategies that support their efforts to build partnerships between home and school.

Additionally, a compliance requirement dictates that schools identify obstacles that hinder engagement efforts and find ways to address the barriers for parents and families (Mapp & Kuttner, 2013). Challenges to engagement exist for the school, the home, the families, and the

educators, and vary by school and families served. Many schools make efforts to engage families but encounter barriers that hinder engagement efforts. What remains unclear are examples of significant obstacles and how schools address them. However, a review of the literature confirms that few educators receive little, if any, training or professional development to develop their capacity to engage with families effectively or to meet challenges and address barriers of engagement (Epstein, 2018; Henderson & Mapp, 2002; Mapp et al., 2014; Thiers, 2017; Weiss et al., 2010). What is unknown is how leaders promote policy or if research-based strategies are being utilized. It is also the leader's responsibility to build staff capacity and develop the ability of other leaders?

Finally, *The Dual Capacity-Building Framework for Family-School Partnerships: Version 2* is the conceptual framework for this study. The framework, endorsed by U.S. DOE, describes essential components and policy and program goals that are considered necessary for establishing and sustaining family-school partnerships. However, it is unclear if educators are aware of the framework. If educators are not aware, who is responsible for bringing awareness to educators? If educators are aware of the framework, how does it guide efforts to build and sustain partnerships?

Purpose Statement

The purpose of this case study is an exploration of the family-school partnerships in Title I schools to discover how they build the capacity of families and staff to support school improvement and student achievement.

Overview of Methodology

Qualitative research seeks to explore, explain, and understand the ways people experience events, places, and processes (Creswell & Poth, 2012; Yin, 2010; Yin, 2018). Yin

(2018) conceptualized case study research as a form of social science, stating, "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon and context are not evident" (p 18). Case study research is distinct because it is investigated in its context, or real-world setting (Yin, 2018). Based on Yin's descriptions, a qualitative case study is appropriate to this research as it seeks to explore real-world experiences taking place in five Title I elementary schools to discover how these schools engage parents and families in their children's education.

Research Questions

The purpose of this study is to explore family-school partnerships in five Title I elementary schools ($n = 5$) to discover the building capacity opportunities provided to staff and families in support of student achievement and school improvement. The purpose of this research aligns with theory from both Fullan's (2011) change theory, the theoretical framework, and *The Dual Capacity-Building Framework for Effective Family-School Partnerships*, the conceptual framework guiding all design elements for this case study research.

The research questions are:

- a. What are schools doing to build families' capacity to support their child's learning beyond the classroom?
- b. What are schools doing to build staff's capacity to work more effectively with families in support of student achievement?

Research Design

The research design is a qualitative case study. Embedded in the case study are five cases; however, the findings are presented holistically for all cases ($n = 5$). The cases are five Title I schools randomly selected based on a set of criteria. The criteria provided case boundaries by

school level, school location, and a time frame. The five cases are Title I elementary level schools serving students in kindergarten through fifth grade. All five schools are located in the same Central Florida school district, and each school received funding from school years 2016-17 to 2019-20.

From this same time, multiple data sources were collected, inclusive of both current and archived documents for each school. A case study design accepts both inductive and deductive analysis. Analysis occurred case by case and across all cases incorporating elements of thematic analysis, framework analysis, and document analysis. Depending on the approach, several analytic strategies were used; winnowing, coding, sorting, organizing, pattern matching, and elaboration building.

Ethical considerations are addressed by disclosing the researcher's role, reflexivity, bias, and assuring confidentiality. The introduction of biases was minimized due to no interaction with schools or principals. Data relied solely on collecting current and archived documents from the Title I district office or were obtained off the school's website. Keeping a chain of evidence for each case and using a structured approach for analysis, including all procedures and steps along the way, adds ethical soundness to the research and findings (Merriam, 2014; Yin, 2010; Yin, 2018).

Data Collection

A case study allows for many types of data sources, including documents, records, artifacts, and responses collected from questionnaires or surveys (Creswell & Creswell, 2018). Multiple data sources were collected to ensure objectivity with control to biases and add validity and reliability to the findings. The data includes both current and archived documents. The current documents are the 2019-20 Parent and Family Engagement Plan (PFEP) and compact.

The archived documents are annual evaluations of activities to build capacity designed explicitly by the LEA for audit compliance. The evaluation is completed at the end of each school year and signed by the principal. The principal's signature verifies that building capacity activities took place, and the school collected data and keeps evidence of the events for audit compliance. The archived evaluations were prepared for 2016-17, 2017-18, and 2018-19 school years, respectively, and retrieved from the Title I district office where the documents are kept on file for audit purposes.

Procedures

Procedures followed included an approval process, data collection, and conducting the research. The initial approval process began with writing a proposal for the research study and defending it. The next step was seeking approval from the University Instructional Review Board (IRB) (September, 2020), and permission from the school district (August, 2020) to conduct the study. After the approval process, data collection and case selection began. A set of criteria determined which schools were eligible for participation in the study. The case selection criteria are that each school was located in District X (a pseudonym), be elementary level (K-5), and had received Title I, Part A funding for school years 2016-17 to 2019-20. The last procedure, after collecting data from the Title I district office, was conducting the research. Analyzing the data occurred in four stages; becoming familiar with the data and building individual cases, performing a case by case analysis, conducting an across all case analysis, and organizing the findings by the research question.

Limitations

Limitations are the parameters placed on the methodology (Joyner et al., 2012), and boundaries, referred to as delimitations, are outlined in a research study to describe narrowing

the scope of the study (Simon & Goes, 2013). With any research study, choices concerning the research design are necessary, and to justify the decisions made in this study, all procedures and processes are explained step by step, and, when applicable, visual matrices have been provided. This study has several limitations. First, this study only provides a snapshot of five Title I schools in one school district with approximately 101 Title I schools. Of the 101 Title I schools, only five of 64 elementary schools represent cases. Another limitation is that this study only represents one school district in the State of Florida.

Definition of Key Terms

Per Joyner et al. (2012), terms should be defined to give preciseness to terms used ambiguously in the profession.

The following words and phrases are key terms for the study.

- **Building capacity.** In the context of this study, building capacity refers to developing the knowledge and skills of staff and families by providing resources or training to increase their ability to form partnerships in support of student success or achievement.
- **Title I, Part A.** Title I is a federal entitlement grant that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families. Title I funds are to supplement, not supplant, the school's efforts to ensure that all children meet challenging state academic standards (U.S. Department of Education, n.d.).

Significance

The findings from this research will have professional significance by adding to existing literature and offering educators new insight into family engagement practices. This study will

only present a snapshot of five schools in one central Florida school district. However, using case study as the design will allow the findings to include explicit real-life experiences in the schools and provide examples of the methods used to build staff and families' capacity to work as partners supporting student achievement.

A search of current literature provided an abundance of research on different aspects of parent and family engagement and the vital role this engagement has in a child's life. Interestingly, the search uncovered gaps in the existing literature concerning family engagement and federal policy, examples of schools' engagement efforts, and methods used to build staff and families' capacity. The gaps in literature presented a problem in collecting current research regarding some specific elements for this study. However, in contrast, these weak areas support this study's purpose, and the contribution of the study will add to the existing literature.

Summary

Parent and family engagement is a shared responsibility that is continuous across a child's life and is a long-term commitment to children as they mature into adulthood (Henderson & Mapp, 2002; Mapp, 2011; Mapp, 2014). When children have a support system throughout their school career, they tend to enjoy school, stay in school, and do better in school (Henderson & Mapp, 2002; Mapp & Kuttner, 2013). Federal policy through ESSA's Section 1118 protects parent and family engagement with the requirements it places on schools receiving Title I, Part A funding. Each Title I school must write an annual PFEP. The PFEP outlines how schools will comply with ESSA's Section 1118 requirements, emphasizing how and what schools will do to build their staff and families' capacity in support of student achievement. However, if engagement efforts are to be effective, they must serve the purpose of creating family school

partnerships that are supportive of school improvement and student achievement (Epstein & Sheldon, 2016; Mapp & Kuttner, 2013; Mapp & Bergman, 2019).

Federal policy influences schools' efforts to engage families. Still, the existing problem is that most educators do not know how to engage families or establish beneficial partnerships to support school improvement goals. Further compounding the problem is that many educators receive little, if any, support to build their capacity or aid their efforts in meeting the law's requirements. In addition, "The Dual Capacity Framework for Family-School Partnerships: Version 2", endorsed by U.S. DOE, provides a framework to guide schools in establishing successful partnerships. However, many schools do not know the framework exists.

Therefore, with a focus on the five selected Title I elementary schools, this study explored family-school partnerships and the efforts schools are making to meet the requirements of ESSA's Section 1118. The findings provide real-life examples of what schools are doing to engage families and build their capacity to support their child's learning and how schools build staff's capacity to work more effectively in partnership with families.

Chapter 2 will present a review of current literature on different aspects of parent and family engagement in education.

II. REVIEW OF LITERATURE

This case study explores the family-school partnerships in five Title I elementary schools and discovers how they build families' and staff's capacity to support school improvement and student achievement. The purpose of this study focuses on parent and family engagement in education and the influence of federal policy requirements, ESSA's Section 1118, for engaging families in their child's education.

Chapter 2 is a review of current literature, beginning with defining parent and family engagement in education and then discussing federal policy requirements and the influence of policy on engagement efforts. Following is a presentation of national and historical data on parent and family engagement in the United States (U.S.). This national data offers perspective on the factors that influence schools' efforts to engage families and aspects that hinder families' engagement levels. Next, a review of family-school partnerships and the three crucial elements needed to establish and sustain effective family-school partnerships is examined. Finally, Chapter 2 concludes with detailing the importance of building collective capacity among stakeholders by highlighting current studies on building educators' capacity on partnering with families.

Defining Parent and Family Engagement

A solid foundation for family-school partnerships is laid when all stakeholders understand parent and family engagement and their vital role in education, including the influence of the home, school, and community on a child's development and success (Mapp &

Kuttner, 2013). Relative to understanding is Epstein's (2011, 2018) "Overlapping Spheres of Influence," which offers a theoretical perspective recognizing the shared responsibilities of home, school, and community in a child's learning and development. The spheres render the influences on the child, individually and through interactions, across multiple contexts, and place the student in the center as the participant who is central to successful partnerships. Epstein's "Overlapping Spheres of Influence" is provided in Appendix B.

Epstein's (2011, 2018) "Six Types of Parental Involvement" and the National PTA Standards for Parent and Family Engagement provide a basic description of what parent and family engagement might look like in the school setting (Appendix B). Epstein's six types are parenting, communication, volunteering, learning at home, decision making, and community collaboration. The National PTA Standards for Parent and Family Engagement are (1) welcoming all families into the school, (2) communicating effectively, (3) supporting student success, (4) speaking to every child, (5) sharing power, and (6) collaborating with the community.

Federal Policy Requirements for Parent and Family Engagement

Building on the examples from Epstein's (2011, 2018) "Six Types of Parent Involvement" and the National PTA Standards is connecting federal policy requirements. Policy, in the context of this study, generally concerns federal policy and the parent and family engagement goals embedded in teaching and learning standards, school improvement goals and plans or, more specifically, ESSA's Section 1118.

Public Law 114-95 is ESSA Title I Part A, Section 1118

As mentioned in Chapter 1, Section 1118 has explicit parent and family engagement requirements for schools receiving Title I Part A funding. A copy of ESSA's Section 1118 or

Public Law 114-95 is included as Appendix C. This study concentrates on the requirement of Title I schools to write a yearly Parent and Family Engagement Plan (PFEP) per Section 1118 (b) and 1118 (c) and a compact per Section 1118 (d). By law, per Section 1118 (b)(1), schools are obligated, annually, to write or revise the PFEP and the compact, with parental input, and make them available to parents in a format and language they can understand. Additionally, schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and a language the parents can understand (Section 1118 (e)(5)).

The PFEP outlines the school's plan to engage families and details (1) what the school will do to build families' and staff's capacity and (2) how the school will build families' and staff's capacity. In the PFEP, schools must address the requirements of subsections 1118 (c) through (e). In addition to the PFEP, per Section 1118 (d), each Title I school must develop an annual "school-parent compact." The compact is a separate document; an informal agreement that outlines how parents, students, and school staff share the responsibility for improving student achievement and how parents and teachers communicate with families. The compact must address the importance of communication between teachers and parents. Schools will hold parent-teacher conferences (Section 1118 (d)(2)(A)), provide progress reports (Section 1118 (d)(2)(B)), and provide parents, as reasonable, access to staff as well as opportunities to volunteer and participate in their child's classroom activities (1118 (d)(2)(C)).

ESSA's Section 1118 (e)(1-14) lists the requirements for building capacity. In this context, building capacity means enhancing knowledge and developing staff's and families' skills to promote effective school-family partnerships through resources or training. Per Section 1118 (e)(3), schools will educate staff, with parents' assistance, in the value of engaging parents and

how they contribute to their child's learning outside the classroom. Schools will reach out to communicate and work with parents as equal partners to build ties between parents and the school.

Per Section 1118 (e)(1), schools will help parents understand the state's assessments and monitor their child's progress. Schools shall provide materials and training to allow parents to work with their children to improve learning, such as literacy training and technology use, as appropriate (Section 1118 (e)(2)). Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions (Section 1118 (e)(8)).

The Influence of Policy

Epstein, in 1995, established the National Network of Partnership Schools (NNPS) at Johns Hopkins University to research written policies that have directives for family and community engagement at the district, school, and state levels. NNPS provides analysis to help close the gap between policy directives and actions taken at the school, district, and state levels. Epstein and Sheldon (2016), through NNPS, investigated variables that supported the enactment of policies for parental engagement. Epstein and Sheldon's (2016) studied collected survey data from 347 schools in 21 school districts that served diverse populations of students and families, with most schools serving high-poverty communities. Epstein and Sheldon (2016) discovered that federal law supports developing family-school partnerships by requiring schools, as part of school improvement efforts, to engage parents and families in their children's education. An example of this support is ESSA's requirements for Title I schools to develop a PFEP.

Epstein and Sheldon (2016) affirmed that a national U.S. policy is necessary to bring attention to the importance of parent and family engagement and confirmed that valid enactment of policy relies on leadership structure, professional development, budget, and on-going evaluations. Although having a plan is an excellent first step for encouraging engagement efforts, Epstein and Sheldon (2016) believed that schools' engagement efforts could be more successful if they received district-level support to create and enact well-developed plans. Additionally, the parent and family engagement plans, as products of federally mandated policies, should be continually evaluated to refine random engagement activities into more effective and equitable partnership programs (Epstein & Sheldon, 2016).

Epstein and Sheldon (2016) concluded that the challenge to improve family and community engagement as a school organization component is being met incrementally by districts and schools. Knowledgeable leaders who used research-based structures and processes to enhance their schools' engagement programs promoted fair and meaningful partnership. When equitable school organizational practices were in place, more parents became involved and students benefited. In addition, partnership programs that were well-organized and goal-linked increased the involvement of a variety of parents. Student attendance, as well as other academic and behavioral outcomes, improved (Epstein & Sheldon, 2016).

National Data on Parent and Family Engagement in Education

This section will present national data and statistics on parent and family engagement in education. A report from McQuiggan and Merga (2017) provided data on parental involvement in grades K-12 during the 2015-2016 academic year, while a report from the Child Trends.org website compiled historical data. Additionally, a study by Redford et al. (2017) offered data on parent involvement barriers.

Current National Statistics on Parent Involvement

A recent report compiled by McQuiggan and Merga (2017) offered data from the 2015–16 school year on different aspects of parent and family engagement in the United States for students attending kindergarten through grade 12. Data were collected from a survey, the *Parent and Family Involvement in Education* (PFI), administered as part of the 2016 *National Household Education Surveys Program* (NHES). The U.S. Census Bureau conducted the *PFI* survey from January through August 2016, and data were a representative sample of the 50 states and the District of Columbia. The respondents ($N=14,075$) were parents or guardians who knew about the sampled child and represented 53.2 million students who were either home-schooled or enrolled in a public or private school during the 2015–16 academic year (McQuiggan & Merga, 2017).

The 2016 *NHES* survey included data on 51,172 students for the 2015-16 school year. McQuiggan and Merga (2017) reviewed for average parents' presence or attendance at school-related events or activities. The results were organized into categories by the most common school-related events that parents attended. The data yielded the following information about attendance: 89% of parents attended a general school or a parent-teacher organization meeting, 78% attended a regularly scheduled parent-teacher conference, 79% participated in a school or class event, 43% volunteered or served on a school committee, 59% participated in school fundraising, and 33% met with a guidance counselor (McQuiggan & Merga, 2017).

Another aspect reviewed by McQuiggan and Merga (2017) was the communication practices between the home and school. The results showed that 89% of kindergarten through grade 12 students had parents who reported receiving newsletters, emails, or notices from their child's teacher addressed to parents. In contrast, only 62% of students had parents who reported

receiving notes or emails from the school specifically about their child, and 38% of students had parents that said that the school had contacted them by telephone (McQuiggan & Merga, 2017).

Historic Data (1996-2016) on Parent Involvement in Education

Child Trends, a national research organization, compiled historical data obtained through NCES, including the findings presented in a report by McQuiggan and Merga (2017), to show data trends from 1996-2016 concerning the percentage of students whose parents reported being involved in their child's classroom. Historically, data from 2007 revealed high percentages in all measured areas of involvement, small declines in percentages from 2008 through 2012, with an increase in 2016, when rates reached their highest recorded levels (Marschall & Shah, 2020). However, while parent involvement increased in 2016, significant disparities were uncovered by demographic factors such as students' age or grade, poverty levels, language, and parents' education level. A comparison of the 2016 data with historical data showed that these disparities remained relatively constant from 1996 through 2016 (Marschall & Shah, 2020).

National Statistics on Barriers to Involvement

Redford et al. (2017) reported basic descriptive statistics on barriers to parent-school involvement, including differences among poverty levels, levels of engagement, and language. The report focused on the level of parents' participation and the types of activities and barriers from data gathered from the Early Childhood Longitudinal Study (ECLS-K), a national study of kindergartners during the 2010–11 school year. The ECLS-K was designed to study children's experiences from kindergarten through fifth grade with questionnaires to be completed by the parent or guardian in the household who knew the most about the child's education and health. In the 2012–13 school year, most of the 2010–11 kindergartners were in second grade, and the report detailed ECLS-K data from these second-grade students' kindergarten, first grade, and

second grade spring assessments. Redford et al. (2017) discovered that the four most common barriers to parents' level of participation were getting time off work (48%), inconvenient meeting times (33%), and childcare (17). Additionally, parents reported not hearing about things going on at school as a barrier for non-attendance at school (12%). The three least common barriers reported were problems with transportation to the school (4%), feeling unwelcomed in the school (3%), and one percent mentioned not feeling safe at the school. Redford et al. (2017) discovered the two school events with the highest reported attendance were parents attending a regularly scheduled parent-teacher conference or meeting (93%) and attending an open house or back-to-school night (84%). Similarly, 82% of parents participated in a school or class event, compared to 52% who served as volunteers in the classroom or elsewhere in the school, or 42% who attended a PTA or PTO meeting (Redford et al, 2017).

Disparities in Levels of Parent Involvement

The reviewed literature offered several studies which examined disparities in the levels of parent involvement. A review of historical data from the Child Trends website, for attendance in the United States (U.S.) from 1996-2016, presented data detailing disparities in parental involvement by poverty levels and parents' education. McQuiggan and Mergra (2017) reported lower parent attendance rates and involvement between English-speaking and non-English speaking parents. Finally, Marschall and Shah (2020) examined racial gaps in parental involvement levels.

Declines by Student's Age or Grade Level

A review of historical data on parent and family engagement in the U.S. from 1996-2016, retrieved from the Child Trends website, confirmed disparities in attendance and involvement, depending on the student's age or grade. Discovered was that parental attendance was highest for

students in elementary school (85%) compared with (76%) middle school and (73%) high school students level (ChildTrends.Org, n.d.). The percentage of parents who attended a general meeting with their child's teacher was approximately 90% for students in kindergarten through eighth grade compared to 82% of students in grades nine through twelve (Child Trends, n.d.). The percentage of parents who attended a scheduled parent-teacher conference was 92% for students in kindergarten through second grade and 90% for students in third through fifth grade, in contrast to the 73% for middle school students and 58% for high school students (Child Trends, n.d.). Similarly, the data from McQuiggan and Merga's (2017) report revealed declines by the students' grades in the percentages of parents who volunteered or served on a committee; 56% for students in kindergarten through second grade and 51% for in third through fifth grade, compared with 35% in sixth through eighth grade, and 32% in the ninth through twelfth grade. The data provided evidence to warrant further studies into the reasons for declines in involvement as students move up in grade levels.

Families' Poverty Level

The Historical data from Child Trends showed differences in students' parents' level of involvement or attendance at school related to the federal poverty level (FPL). During the 2015-16 school year, households with income at or above the FPL had higher rates of involvement in school activities than homes below the FPL (McQuiggan & Mergra, 2017). The data showed that 47% of students living at or above the FPL had a parent who volunteered or served on a committee at school, compared with 27% of students living below the FPL. One reason may be that low-income workers tend to have rigid work schedules, making it difficult for them to participate in their children's classrooms or attend school functions (McQuiggan & Mergra, 2017). Mapp and Henderson (2002) stated that, regardless of family income or background,

students whose parents were involved in their schooling were more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

U.S. Poverty

The U.S. Census Bureau and the U.S. Department of Health and Human Services gather poverty data. The Child Trends website (n.d.) reported poverty levels from 1964 to 2017 based on different federal poverty level (FPL) thresholds, showing trends in the percentages of children under age 18 living in families with income below the FPL. From 2000 through 2004, poverty rates increased to 18%, and from 2006 to 2010, poverty rates grew to 22%, suggesting the later increase may be due to the 2008 recession. Many researchers and advocates use a measure of less than 200% of the FPL threshold to identify families with low incomes (Child Trends. n.d.). By this definition, in 2017, nearly four in 10 children under age 18, or roughly 39%, lived in low-income families. When applying the below 50% criterion of the FPL, approximately 8% of children live in deep poverty (Child Trends. n.d.).

Payne (2005) believed that poverty brings additional barriers to engagement, and there are opportunities for schools to make provisions, such as providing food, transportation, translation, and childcare. Per ESSA, Section 1118, Title I schools with a large percentage of children from poverty may use funds from their 1% parent involvement budget set-aside to address these barriers (U.S. DOE, n.d.).

Florida Poverty

Relevant to this case study is to grasp the level of poverty in public schools by comparing poverty percentages for Florida and District X, a pseudonym for the district where this study took place. The 2018-19 Florida Department of Education Lunch Status Report showed that in

2018-19, 62.7% or 2,846,857 Florida students, met the poverty guidelines, and in District X, 77.8% or 101,433 students. Overall, the number of students who qualified for free or reduced lunch was 1,786,136 in Florida and 78,905 in District X. The Community Eligibility Provision (CEP) provides eligible schools free breakfast and lunch as identified by household income and students directly certified through government assistance programs. In 2018-19, 656,295 Florida students qualified for CEP and 75,661 in District X, and all 101 of the Title I schools were CEP eligible.

Non-English Speaking Parents

The 2016 NCES survey data conveyed lower attendance rates with non-English speaking parents compared to English speaking parents at general school meetings, parent-teacher conferences, or school or class events (McQuiggan & Mergra, 2017). Also revealed was the participation rate of non-English speaking parents in volunteering or serving on a committee, and was significantly lower with parents who did not speak English at home (McQuiggan & Mergra, 2017). Differences were discovered in parental participation between families with one non-English speaking parent compared with two non-English speaking parents. For example, participation rates at school or class events was 62% for families who had two non-English speaking parents compared to 71% with just one parent who did not speak English (71%), and in contrast was 82% with two English speaking parents (Child Trends, n.d.).

English Language Learners

In fall 2017, the percentage of U.S. public school students who were English Language Learners (ELL) ranged from 0.9% in West Virginia to 20.2% in California. The State of Florida was in the middle with 10.1%, and the U.S. average was 10.1%. The percentage of ELL students in U.S. public schools significantly increased from 2000 to 2016, as evidenced by historical data

showing that, in the fall of 2016, the ELL population in the U.S. was 9.6%, or 4.9 million students, compared to fall 2000 with 8.1%, or 3.8 million students (ChildTrends.Org, n.d.). In District X, the percentage of ELLs in 2017 was 54.8 % or approximately 121,000 students (Florida Department of Education, n.d.).

Parent's Education Level

The 2016 NECS reported findings that higher levels of parent's educational attainment levels were associated with higher parent involvement rates. For example, in 2016, more than 87% of parents with a bachelor's degree or higher attended a school or class event, compared with 54% of parents with less than high school education, with even wider gaps in the percentage of parents volunteering or serving on a committee (Child Trends, n.d.). The data showed that only 25% of parents who did not graduate from high school volunteered or served on a committee at their child's school, in comparison to 65% of parents who completed graduate or professional school (Marschall & Shah, 2020)

Gaps Across Racial Contexts

Research provided evidence indicating that parental involvement positively affects children's academic achievement no matter the racial heritage of the children being studied (Jeynes, 2016). Often, minority parents were viewed as less involved in their children's school and led to the misconception that minority children's underachievement is related to their parents' lack of school participation (Fan et al., 2018; Kim, 2009; Weiss et al., 2014). Kim (2009) warned that this belief is detrimental and cautions that educators should not assume that parents' lack of school involvement also means a lack of interest in their children's education, including their participation at home.

All parents hold strong opinions about their children's education, have a strong desire for their child to be successful, and want their children to be confident learners, given the best opportunities (Epstein, 2006; Henderson & Mapp, 2002; Jeynes, 2003; Kim, 2009). However, Weiss et al. (2010) stated that learning is not perceived as a shared responsibility within many communities of low-income families, including racial and ethnic minorities, and the result is less involvement. In contrast, Kim (2009) debated that minority parents were no different from most parents regarding their children's education but pondered, if minority parents are no different in what they want for their children, why is parental involvement lower?

Racial Assumptions

In a 2014 article, Sattler discussed racial disparities and assumptions about parent involvement and minority families. Families of all races and ethnicities, neighborhoods, and incomes are involved in their children's education to a similar degree (Sattler, 2014). More so than race as a discriminating factor for low involvement, Sattler (2014) alluded to the notion that parental involvement is more significantly impacted by family language, poverty levels, and those who attend a chosen public school, such as a charter or magnet school, than by race. Sattler (2014) stated that students of color and their families prioritize educational success to the same extent as white students and their families. Sattler (2014) further pointed out that this belief will go a long way toward ensuring they have equal opportunities. According to Sattler (2014), optimistic assumptions about white students go unspoken, untested, and rewarded. In contrast, Sattler (2014) commented that negative assumptions about students of color get repeated, go unproven, and lead to real, adverse consequences in life and the classroom. These assumptions, based on race, make it imperative for educators and the broader community to acknowledge, monitor the impacts of, and counter racial bias in school, as with everywhere else (Sattler, 2014).

Understanding Racial Assumptions and Beliefs

Schools must identify factors that hinder families' involvement across racial and ethnic groups. More importantly, schools must be attuned to minority parents' participation in education by examining how their involvement varies (Epstein, 1991; Jeynes, 2016; Kim, 2009; Weiss et al., 2010). Regardless of race or social class, schools need to continue looking for ways to support families to help them navigate the education system (Jeynes, 2016; Kim, 2009; Weiss et al., 2010). Additionally, schools must examine parental interactions with the school and parents' perceptions of school context and practices (Weiss et al., 2010). Kim (2009) concurred that there is a need for an increased understanding of minority parental involvement in their children's education to provide a more collaborative home-school partnership.

Racial Stigmatization. Weiss et al. (2010) discussed how early research on parent involvement focused on white middle-class families, while newer research has begun examining a broader sample across racial and ethnic groups and revealed positive developmental outcomes for some groups (Weiss et al., 2010). Jeynes' (2013) meta-analysis looked more closely at racial gaps in parental involvement by examining the impact of parental involvement on the academic achievement of minority children. It also discovered that parental involvement was found to have a more significant effect on student achievement when there were no other cultural factors working to raise academic achievement and the impact was more significant for some groups than others (Jeynes, 2003). For example, results indicated more benefits for African Americans and Latinos compared to Asians. But interestingly, the results showed that African American children benefited the most from all kinds of parental involvement (Jeynes, 2003, 2011, 2016).

Bartz et al. (2017) discussed racial stigmatization with African-American students and stated that African-American students who enter high school are often more than four academic

years behind their White counterparts and have three times more suspensions than other groups of students. Bartz et al. (2017) commented that African American parents are no different from parents of other racial/ethnic groups and want programs that significantly contribute to improving their children's education. For these reasons, Bartz et al. (2017) recommended that schools design effective parent involvement programs to aid and incorporate African American parents' unique needs and assets to increase academic achievement and reduce their children's suspensions.

Efficacy of Initiatives

Marschall and Shah (2020) researched what schools were doing to foster parent engagement by analyzing the efficacy of initiatives across predominantly Black, Latino, and White schools. The purpose of Marschall and Shah's (2020) study was to discover to what extent parental attributes, expectations, and perceptions account for the variability in the participation gaps and what role schools play in either widening or narrowing this participation gap. Data were collected from the National Center for Education Statistics (NCES) and Schools and Staffing Surveys (SASS, 1999-2004) administered every four years to a nationally representative sample of U.S. schools and districts. Marschall and Shah (2020) combined both school and principal NCES components from 1999-2000 and 2003-2004 to provide a sample that included 1,039 predominantly Black schools, 551 predominantly Latino schools, and 9,828 mostly White schools.

Policies and Programs. Marschall and Shah (2020) concluded that school-based and home-required policies and programs, across Black, Latino, and White racial contexts, are positively related to higher levels of parent involvement. Each additional policy or program implemented was associated with higher participation. Note, policy in this context refers to

school-based programs and requirements. Marschall and Shah's (2020) investigation discovered that parent workshops were not meaningful or substantially effective in overall parental involvement but did boost the level of involvement in predominantly White schools. Another finding was that written contracts between schools and parents were negatively associated with participation levels in mostly White schools, yet positively related to parent-teacher conferences and open houses in Black and Latino schools (Marschall & Shah, 2020).

Resources. According to Marschall and Shah (2020), reliable communication systems yielded between 10% and 13% more parents participating in predominantly White schools compared to Black or Latino schools. School efforts to engage parents by providing opportunities, resources, and incentives to support and encourage participation, a significant difference in the extent of parent involvement in predominantly Black and Latino schools (Marschall & Shah, 2020). In predominantly minority schools, Marschall and Shah (2020) suggested that shorter supplies of socio-economic resources and cultural capital caused these schools to do more to initiate and sustain parent involvement. Also learned was that, in all three racial contexts, schools that assisted parents in the form of childcare and transportation had higher levels of parent involvement (from 4 % to 7 %) than schools that did not. Lower parent involvement levels were discovered in schools where parents lacked financial resources and where a gap existed between school and parent cultural norms (Marschall & Shah, 2020).

Effective Teachers. Studies have shown that teachers' beliefs in the efficacy of their instructional skills are essential in initiating more invitations to parents (Epstein, 1987; Hoover-Dempsey et al., 1987, 2005; Kim, 2009). Teachers' attitudes and efforts to encourage parental involvement in the school are related to their parental involvement programs (Kim, 2009). Marschall and Shah (2020) emphasized that effective teachers can and do make a difference by

prioritizing and investing in parent involvement and these differences were evident in schools serving both minority and White students. Furthermore, having more teachers who teach to high standards were linked to more school initiatives to engage parents in assisting their children with schoolwork and learning at home (Marschall & Shah, 2020).

Professional Development. A significant finding reported by Marschall and Shah (2020) was that schools that devoted more time and support for professional development had higher percentages of effective teachers teaching as well as higher parent involvement levels across racial contexts. The most pronounced effects were evident in predominantly Latino schools, where parental involvement levels increased anywhere from 50% to 100%.

Discipline Problems or Teacher Absenteeism. Schools with discipline and teacher absenteeism problems reported less parent involvement. Teacher absenteeism posed the biggest challenges in predominantly White schools. Severe discipline problems were mainly reported in schools with a high Black and Latino student population (Marschall & Shah, 2020).

Leadership. Marschall and Shah (2020) uncovered significant differences in leadership across contexts. In particular, minority principals were linked with more school- and home-based initiatives to engage parents in contrast to White principals who had fewer, even in predominantly White schools. This finding suggested that the effects of co-ethnic leadership are not based exclusively on shared racial/ethnic identity but rather by who does the asking and how the asking is done (Marschall & Shah, 2020).

Significant Findings. Marschall and Shah (2020) concluded with several significant findings. Marschall and Shah (2020) discovered that leadership by minority principals positively impacted schools' family engagement efforts, policies, and programs; this positive impact held true across all three racial contexts. Predominantly Black and Latino schools achieved substantial

gains in PI when the number of programs in place to support and encourage participation increased, however, not all programs achieved the same results within or across racial contexts (Marschall & Shah, 2020). Interestingly, predominately White schools had higher levels of parent involvement but fewer programs and policies in place. Additionally, the data revealed a significant gap between these predominately white schools compared to mostly minority schools. But, as the number of school programs or policies to encourage and support parent involvement increased, the gaps in mostly minority schools decreased.

Finally, when trying to understand gaps in parent and family engagement or reasons for low levels of involvement in schools, Marschall, and Shah (2020) decided it is essential to consider critical determining factors, such as effective teachers, leadership, schooling arrangements, and resources like Title 1 funding because these factors affected the levels of parent and family engagement taking place in the schools. Per Marschall and Shah (2020), a "one-size fits all" approach to engage parents in school-based initiatives does not work, because some programs or policies work better in particular school contexts, and many factors play an essential role in the level of involvement.

Barrier Models: Factors That Influence Engagement

Hornby and Lafaele (2011) investigated factors that act as barriers to parent involvement (PI) practices. The purpose of their study was to discover a rhetoric-reality gap of how PI occurs in the historical context. Hornby and Lafaele (2011) reviewed the historical background of social and educational development and change, made comparisons between other studies, and used Epstein's model of *Overlapping Spheres of Influence* of home, school, and community, with the child in the center, showing the influences on the child. Hornby and Lafaele (2011) adapted Epstein's model by expanding on the parent and school factors, removing the child at the center,

adding child factors as an independent focus, and broadening community to societal factors that influence the functioning of both schools and families. The result of Hornby and Lafaele's (2011) research was a developed a barrier model with four independent factors, embedded as barriers that are considered to create PI challenges. The four factors are parent and family, parent-teacher, societal, and the child. Per Hornby and Lafaele (2011), understanding barriers is a necessary precursor to effectual PI in education, and they believe that their barrier model provides understanding.

Epstein's (2011) spheres depicted the influence of the home, school, and community on the child. Using Epstein's (2011) spheres model, coupled with Hornby and Lafaele's (2011) barrier model, Weihua et al. (2018) reviewed more current studies that examined barriers to PI, resulting in a reconfigured barrier model (Appendix D). The reconfigured model by Weihua et al. (2018) used spheres, similar to Epstein's model, but added the addition of the fourth sphere for societal factors, showing how various societal factors shape these PI relations. Weihua et al. (2018) stated that the reason for reconfiguring Hornby and Lafaele's (2011) model using spheres was because barriers do not stand alone, but instead interplay with each other, because barriers are multifaceted and interlocked with each other and within themselves. For example, many parent and family factors can act as barriers to PI but are often intertwined with the adverse effects of child factors or societal factors (Weihua et al., 2018). The three models by Epstein (2011), Hornby and Lafaele (2011) and Weihua et al. (2018) are provided as Appendix D.

Using the research from Hornby and Lafaele's (2011) barrier model and the factors that act as barriers, Hornby and Blackwell (2018) offered updates regarding the current situation of parental involvement. Hornby and Blackwell (2018) conducted a small-scale study with 11 primary schools that ranged in size, socio-economic status (SES), and geographic settings. Data

were collected through semi-structured interviews using six questions. The participants were the lead teacher and other delegates from each school.

The findings from Hornby and Blackwell (2018) are embedded in the description of Hornby and Lafaele's (2011) four factors described below.

Hornby and Lafaele's Four Factors that Act as Barriers

Factor 1: Parent and Family Factors

Parent and family factors include focusing on parents' beliefs about PI, current life contexts, and perceptions of invitations for involvement broken down by class, ethnicity, and gender. Examining parents' beliefs is significant to recognizing the way parents view their role in their children's education and to effectively engaging with families; understanding these beliefs is crucial as they can act as barriers (Hornby & Lafaele, 2011; Jeynes, 2003; Weiss et al., 2014). A substantial hurdle is the parents' lack of confidence or the belief that they do not have sufficient academic competence or the ability to help their children succeed (Hornby & Lafaele, 2011; Jeynes, 2003; Mapp & Bergman, 2019; Mapp & Kuttner, 2013; Weiss et al., 2014). Adding to this barrier, and compounding parents' lack of confidence, is when instruction is not in the parents' first language, and parents feel they cannot communicate effectively with teachers (Epstein, 2001; Santiago et al., 2016; Weiss et al., 2014).

Equally important is understanding that some parents have negative views about school or distrust in school. These negative feelings may originate from their personal experiences or difficulties during their schooling, or through encounters with their children's previous schools (Hornby & Lafaele, 2011; Jeynes, 2003; Mapp & Bergman, 2019). Similarly, Bartz et al. (2017) discovered that many parents have negative feelings of alienation or disengagement about staff

interactions at their children's schools. Additionally, some parents are reluctant to get involved in their children's education due to the experiences they had as students (Bartz et al., 2017).

Factor 2: Parent-Teacher Factors

Parent-teacher factors include a focus on differing agendas, attitudes, and language used. A parent-teacher factor could be teachers who have their own goals expecting parents to support with homework, provide a nurturing environment, raise money, and attend school events and parent-teacher meetings (Hornby & Lafaele, 2011). Most parents' goals are focused on improving their children's performance and increasing their understanding of school life (Hornby & Lafaele, 2011).

Teacher Perspectives. Hornby and Blackwell (2018) discovered that most educators ($n = 11$) considered the involvement of parents an essential and necessary part of what they do. The interviewees clearly expressed a strong expectation of parent and family engagement to facilitate their students' most effective education. Equally influential were positive attitudes towards working in partnership with parents, which Hornby and Blackwell (2018) confirmed was at the core of PI theoretical models that have been around for many years. Interestingly, teachers regarded effective leadership as essential to the success of programs and strategies. Hornby and Blackwell (2018) reported that schools with a firm commitment to PI welcomed the challenge of engaging parents in their children's education and used it to build constructive, two-way relationships to support children's well-being and learning. Most PI practices happen in isolation from other schools. Hornby and Blackwell (2018) recommended that schools be provided opportunities to liaise with and learn from other schools, either face-to-face or online. Hornby and Blackwell (2018) emphasized that schools seem adept at integrating new demands, and PI was successful when it formed part of the school's ethos and was delivered using a whole school

approach. Hornby and Blackwell (2018) mentioned PI efforts appeared in many school policies and plans and appeared to have been communicated to staff, stakeholders, and parents.

Factor 3: Societal Factors

Societal factors are historical issues affected by demographic, political, and economic issues. Hornby and Lafaele (2011) claimed that the PI rhetoric is not merely a desire to benefit children, but also the result of differing and sometimes opposing goals and agendas. A societal factor may be that governments and schools may see PI as a tool for school accountability. For example, PI may be viewed as a way of increasing children's achievements or seen as a method of addressing cultural disadvantage and inequality. Differences in goals and assumptions could create conflicts that affect home-school relationships and limit families' engagement (Bartz et al., 2017; Hornby & Lafaele, 2011; Sattler, 2014; Weiss et al., 2014). For example, when PI practices are based upon an agenda of socialization where schools attempt to shape parental attitudes and practices, it may result in a lack of trust with families and affect PI efforts (Hornby & Lafaele, 2011). Hornby and Lafaele (2011) concluded that the term "partnership" is misleading because it applies shared responsibility and mutual respect, when characteristically, more often it is about rights and power. Without addressing barriers, using terms such as partnerships, sharing, collaboration, or reciprocity do little to promote PI and often mask inequalities in actual practice (Epstein et al., 2018; Hornby & Lafaele, 2011; Mapp & Bergman, 2019; Mapp & Kuttner, 2013; Weihua et al., 2018).

Hornby and Blackwell (2011) learned that many families experienced additional pressures due to declining support from external agencies and services. The decline in support means that schools are developing broader roles in supporting families, and a more optimistic pattern of parental involvement in education is emerging (Hornby & Lafaele, 2018). School

staff have more of a social care role for ensuring children and young people's welfare and safety, but, while schools accept these additional roles, the children in their care can only thrive if parents and partners are actively involved (Hornby & Blackwell, 2018). Compared to ten years ago, schools today are better at implementing a more extensive range of needs-based interventions to engage with parents and use a mix of approaches for partnering with the school, home, community and through digital technology (Hornby & Blackwell, 2018). Also, staff are more sensitive to family and community life realities and understand the need for continued collaboration moving forward (Hornby & Blackwell, 2018).

Factor 4: Child Factors

Hornby and Lafaele (2011) attested that a child's age or grade level could be a barrier to engagement. Predictably, PI decreases as children grow older, with lower levels of involvement for secondary school-age children than elementary ages (Hornby & Lafaele, 2011; Merga & McQuillan, 2016). One reason for this decline may be that, as children mature, they seek more independence from parents. However, adolescents are considered to desire and benefit from their parents being involved in other ways, such as helping them with homework and making subject choices (Hornby & Lafaele, 2011).

Additionally, child factors can generate situations that lead to conflict between parents and teachers. For example, problems may exist for parents of children struggling with their schoolwork due to learning difficulties or disabilities, or children who underachieve or have discipline issues. Similarly, problems can arise with parents of students who are gifted or insufficiently challenged (Hornby & Lafaele, 2011).

Understanding How These Factors Challenge Engagement

Weihua et al. (2018) asserted the importance of educators understanding PI's barriers in education and considering the intertwining effects among PI factors. Hornby and Blackwell (2018) decided that schools are doing a better job engaging parents supporting children's well-being now than they were ten years ago. The same four factors developed for the barrier model by Hornby and Lafaele (2011) are still in existence today (Hornby & Blackwell, 2018). However, Hornby and Blackwell (2018) believed that these factors appeared to be less of an obstruction to implementing effective parent and family engagement. They attributed the reason to the availability of extensive research, training, and guidance that may be influencing practices.

Family-School Partnerships

The benefits of family-school-community partnerships are many; higher teacher morale, more parent involvement, and tremendous student success (National PTA.org, n.d.). Schools' efforts to engage parents and families are more productive when invitations move beyond being service-oriented to offering opportunities linked to learning goals (Mapp & Kuttner, 2013). For example, rather than just getting families to volunteer or provide services for the school, schools should develop families' capacity by engaging them in their children's learning. However, to actively engage parents in their children's learning requires partnerships and building trusting relationships (Epstein et al., 2018; Henderson & Mapp, 2002; Mapp & Bergman, 2019; Mapp & Kuttner, 2013). For partnerships to be effective, it is necessary to enhance both school staff and families' abilities to work together to improve the school and increase student achievement.

Using A Model Approach

Per Section 1118 (3)(e)(11), schools may adopt and implement model approaches to improving parental involvement. As mentioned in Chapter 1 and building on the research of

Mapp and Kuttner (2013) and Mapp and Bergman (2019) is *The Dual Capacity-Building Framework for Effective Family-School Partnerships: Version 2*, a model to guide schools in establishing partnerships. This framework continues to be endorsed by the U.S. DOE as a model for schools and districts to guide their efforts in engaging families. However, as previously stated, even though this model is nationally recognized, awareness and utilization are not clear.

The literature search produced two studies utilizing the dual capacity framework. Each study used the framework differently, but both studies yielded findings that confirm the benefits of using a model or having a framework to help lead or plan engagement efforts. The case study by Terry (2016) used the framework to design a literacy program and promote discussions about partnerships. Terry (2016) stated that utilizing the framework brought awareness to the current research around parental engagement. In contrast, Martin's (2017) exploratory case study used the framework as a lens to guide her research questions for semi-structured focus group discussions about parent involvement taking place in her school. Martin (2017) investigated and analyzed parent and teacher perspectives related to family-school partnerships' roles, which was essential for cultivating and sustaining family-school partnerships, communication patterns, networking between home and school, and assumed families' support and leadership roles within the school.

Martin's (2017) study's outcome was that participants perceived that mentoring programs, school leadership, high levels of parental engagement, and faculty availability were the school's strengths that contributed to a strong sense of community. Some findings from Martin's (2017) study indicated that beliefs and values held by the parents and teachers about their roles in family-school partnerships shared a common philosophy through shared faith, similar family structure, and socio-economic background.

Essential Ingredients

From the literature reviewed, three themes continually surfaced as elements crucial to establishing and sustaining family-school partnerships: building trustful relationships between the school and families, addressing barriers that hinder engagement efforts, and building the capacity of both staff and families to support student learning.

Building Trusting Relationships

Relationships are crucial in an organization, and according to Fullan (2011), are especially important when they establish program coherence and build greater capacity to get better results. The interactions and relationships among people, not the people themselves, make the difference in organizational success (Fullan, 2014). As school leaders, principals directly impact engagement levels in their schools (Jeynes, 2011). The principal's responsibility is to bring together all involved stakeholders to collaborate to improve the school (Epstein et al., 2002; Rapp & Duncan, 2012).

Family-school partnerships begin with building relationships between home and school (Epstein et al., 2018; Mapp & Bergman, 2019; Mapp & Kuttner, 2013). Engagement efforts flourish when relationships are built on trust and respect between the home and school families (Caspe & Lopez, 2018). No meaningful family engagement will occur until relationships are developed and established on trust and respect (Mapp & Kuttner, 2013). Building relationships requires opportunities that allow collaboration between staff and families to work together in support of student success (Dunst et al., 2013; Epstein, 2006, 2001; Henderson et al., 2007; Henderson & Mapp, 2002).

Identifying and Addressing Barriers that Hinder Engagement

For school partnerships to be successful, schools must pay attention to barriers, address barriers with connected solutions, and move from involvement to engagement (Baker et al., 2016; Epstein et al., 2018; Mapp & Bergman, 2019; Mapp & Kuttner, 2013). Schools, and the students and families they serve, are diverse culturally, economically, and racially, and these differences can create challenges in establishing family-school partnerships. Challenges to parent and family engagement exist for both the school and the families creating barriers that hinder engagement. Barriers vary school by school and differ family by family (Baker et al., 2016); and can originate from the beliefs, perceptions, and attitudes of families and school staff (Henderson et al., 2007; Mapp & Kuttner, 2013).

Negative Feelings or Lack of Trust

The first task to consider when establishing a family-school partnership is building trusting relationships. According to Mapp and Bergman (2019), a challenge to engaging families is that many families have distrust or negative feelings about school due to personal experiences or negative past experiences with schools or educators. Similarly, many parents do not get involved or do not come to the school because of a distrust in school policy or educational bureaucracy (Gary & Witherspoon, 2011). Families need to feel valued and view themselves as partners in their children's education (Mapp & Kuttner, 2013). When a family feels welcomed, and the teacher knows their child, the family is more likely to share information about their child (Buchanan & Buchanan, 2016).

Trust is an essential dimension of family engagement and parent-teacher relationships (Santiago et al., 2016). Preliminary research suggested that parent trust in teachers and schools was associated with student learning and behavior (Santiago et al., 2016). According to Santiago

et al. (2016), demographic variables predicted parent trust, and parent trust indicated parent involvement. Also, parent trust was associated with several dimensions of parent perceptions of student behavior (Santiago et al., 2016). This conclusion is from a survey conducted by Santiago et al. (2016). They investigated the influence of family demographic variables on parents' trust in their child's teacher and parents' confidence in their child's school by conducting a survey that used two different trust scales with Likert scores. The participants ($n=212$) were parents of 212 students in grades kindergarten through grade four. Of the 212 parents surveyed, 92% were female, 4% had less than a high school or GED education, 20% had a high school diploma or GED, 22% indicated having partial college, and 15% stated graduate- or professional-level training.

Santiago et al. (2016) discovered that lower SES significantly predicted decreased parent trust in their child's teacher and school. In contrast, the presence of an alternate caregiver in the home considerably projected an increase in parent trust in their child's teacher (Santiago et al., 2016). Equally significant, Santiago et al. (2016) revealed that the family's primary home language impacted parent trust in the school, but the parents' education level was not significantly associated with parent trust.

Interestingly, parents' trust in teachers showed higher levels when the child had prosocial behavior, decreased peer problems, fewer difficulties, and comparatively, elevated levels of parent trust in teachers correlated with increased levels of parent involvement (Santiago et al., 2016). Similarly, higher levels of parent trust in the school were associated with reduced levels of emotional symptoms, peer problems, and overall challenges, suggesting that issues and behavior may adversely affect aspects of the parent-teacher relationship and trust (Santiago et al., 2016).

Beliefs and Perceptions

A key component to building trusting relationships between home and school may require examining beliefs, attitudes, and preconceived ideas. Schools must take time to get to know the students and families they serve and integrate home values and beliefs into engagement efforts (Gillanders & Gutmann, 2013; Henderson et al., 2011). Differences in beliefs or perceptions can cause cultural and personal barriers that hinder some families from engaging in a productive way (Mapp & Kuttner, 2013).

Educator Beliefs. Educators must have the conviction that all families want the best for their children and want them to succeed in school (Henderson et al., 2007). Staff must believe that engaging parents and families matters and understand the significant role they play in improving student learning. For those who do not think so, they must be convinced of the necessity (Epstein, 1987, 2011; Mapp & Kuttner, 2013).

According to Hoover-Dempsey et al. (1997), a teacher's belief in their effectiveness was a powerful predictor of successful parental involvement. Teachers play a significant role in efforts to engage parents. Schools must take time to get to know the students and the families they serve integrating home values and beliefs in engagement efforts (Gillanders & Guttman, 2013; Henderson et al., 2007, 2011).

A common misperception about families who are not present or actively involved at school is the belief that these parents do not care about their children's education (Henderson & Mapp, 2002; Olmstead, 2013). Many educators conclude that these families are not interested or do not place a high value on education (Henderson & Mapp, 2002). Brewster (2003) reason that, rather than assuming families are unwilling to become more active partners with schools,

educators should carefully examine the specific causes of poor school-family relationships and low involvement levels.

Outreach by Educators. Epstein et al. (2018) contend that educators must realize that the extent of involvement on the part of the family may depend on the school's outreach. Most families, regardless of race, ethnicity, culture, or income, are involved in their child's schooling in some capacity and have the desire for their children to succeed (Boethel, 2003). Epstein (2011) goes on to say that when teachers invite family participation, families usually respond. Hoover-Dempsey et al. (1995) claimed that families' level of engagement was influenced by being asked to be involved, believing that they can make a difference, and understanding or knowing what to do.

Epstein et al. (2018) claimed that parents do care and want to be involved. Parents and families have a vested interest in their children's education and life success, and they have knowledge of their children that is not available to anyone else (Fullan, 2011). Parents want high-quality education for their children, and they want to know what the school is doing for their child, how they can help, and want to connect with the teachers in doing so (Epstein et al., 2018).

Parent Perceptions. In some cultures, collaboration or partnering with the school is perceived as the school's responsibility (Gross et al., 2015). Educators should not assume that, because parents and families are not visible, that they are not interested. Instead, educators must realize that some families may hold quite different beliefs about teachers' and parents' roles than those of educators or the school (Cole, 2008). In some cultures, collaboration or partnering with the school is perceived as the school's responsibility (Gross et al., 2015).

Baker et al. (2016) conducted focus groups with staff and family participants to explore the perception of parent involvement being identified as parents present in the school building and to discover barriers that prevent families from attending events. The findings from the study by Baker et al. (2016) confirmed that parents are engaged through multiple constructs rather than the necessity of parents being present in the building.

Through focus group discussions, Baker et al. (2016) discovered that parents and school staff agreed on barriers but offered different solutions. Parent solutions directly addressed the barriers identified and supported parent engagement; in contrast, the staff provided disconnected solutions. For example, staff identified themes that included; overcoming negative school experiences and breaking down barriers to access, communication issues, including language barriers, and not having correct contact information to communicate with families (Baker et al., 2016). The suggestions offered from focus groups were for schools to provide childcare, host weekend activities, and improve communication.

Poor Home-School Communication

Some parents perceive their school as less family-friendly due to poor communication (Baker et al., 2016). Language barriers and communication, or miscommunication, tend to be a barrier for both schools and parents. Adams and Christenson's (2000) survey of 1,234 parents and 209 teachers in a large suburban school district learned that both teachers and parents believed that improving home-school communication was a primary way to enhance trust in the family-school relationship.

Educators struggle to communicate and engage with all students' families at all grade levels (Epstein, 2016). Maintaining on-going communication with families was significant in helping families stay engaged with their children's learning (Baker et al., 2010; Epstein, 2002;

Henderson et al., 2002). Communication should be two-way between home and school, taking multiple formats and languages (Epstein, 2011).

Using Technology. In a study by Hornby and Blackwell (2018), teachers expressed that parents' expectations for communication have changed over the previous ten years. Today, families expect more communication, mainly via social media and text messages (Hornby & Blackwell, 2018). This claim that parents expect more communication via technology correlates with research by Olmstead (2013), who explored the relationship between parents' and teachers' perceptions of student achievement when electronic communications are used. Olmstead (2013) wanted to determine whether emerging technologies between parents and school facilitated better parent-teacher communication and parent involvement.

According to Olmstead (2013), working parents and non-working parents defined involvement differently. The non-working parents described involvement more reactively such as being at school or volunteering in the classroom. In contrast, the working parents described involvement in more proactive ways, like talking to their child about their school day and making sure homework was completed.

Interestingly, Olmstead (2013) determined that proactive involvement was fostered through technology, and both parents and teachers perceived technology as a useful way to deliver information to parents, depending on the subject. Also, both groups of parents stated that, for information exchanges, email, phone messages, and flyers were preferred methods of communication, especially for quick questions or updates (Olmstead, 2013). However, parents and teachers both liked bi-directional communication when the concern was student performance or behavior. More teachers preferred in-person or phone communication with parents when discussing student progress or behavior, feeling email is too impersonal, and meeting face-to-

face allows for reading body language (Olmstead, 2013). Compared to parents reporting that they liked having access to teacher websites, online textbooks, and emailing teachers, because they are busy and want to get information quickly or conveniently. Teachers expressed that they like the convenience of keeping parents informed by email and their websites and indicated that keeping their websites updated was time-consuming and added another job expectation (Olmstead, 2013).

Olmstead (2013) considered the many benefits technology offered educators for involving parents in their children's academic lives. With the continual advances and availability and access to technology, the capabilities for connecting families and schools magnifies with opportunities. Olmstead (2013) recommended that researchers continue to focus on the effectiveness of these technologies to increase parent involvement and how schools invest in websites, phone calling systems, parent portals, online curriculum, or other types of technologies that connect schools and homes. Parents and teachers both place a high value on proactive parent involvement through technology because it does not require parents to be physically at their children's school (Olmstead, 2013). Olmstead's confirmation that parent and family engagement does require a physical presence in the school correlates with the study presented by Baker et al. (2016).

Building Capacity

Mapp (2011) alleged that poor execution of family engagement initiatives is due to various stakeholders' limited capacity to partner with each other. Evidence from research substantiates that building both staff and families' capacity, with a shared goal for student success, is central to strengthening relationships (Fullan, 2008; Mapp & Kuttner, 2013). Family engagement thrives on all stakeholders' collective capacity, and engagement efforts are enhanced

through capacity-building activities when both families and staff work together to cultivate partnerships (Epstein et al., 2011; Mapp & Kuttner, 2013). Therefore, the challenge remains that family-school partnerships require all school members and communities' collective capacity to support the students' academic success (Epstein et al., 2011; Henderson & Mapp, 2002; Mapp & Kuttner, 2013; Mapp et al., 2014).

The 4Cs: Components for Building Collective Capacity

Within the dual capacity-building framework, the 4Cs are based on Mapp and Kuttner's (2013) research and revised by Mapp and Bergman (2019). The purpose of the 4C's is to achieve higher capacity-building among families and staff by mastering the concept of the 4Cs when planning and implementing capacity-building activities. The 4C concepts are *capabilities, connections, confidence, and cognition*.

Mapp and Kuttner (2013) conducted three case studies featuring a school, a district, and a county, whose efforts to develop capacity around effective family-school partnerships used the 4C concepts. The findings from these case studies revealed that, for family-school alliances to succeed, the adults responsible for children's education must learn and grow, just as they support learning and growth among students (Mapp & Kuttner, 2013). Programs for building capacity for family-school partnerships could be built into and designed according to the process and organizational conditions outlined in the framework. Per Mapp and Kuttner (2013), schools can provide opportunities that simultaneously build relationships, build families' capacity, and address student success.

According to Mapp and Bergman (2019), implementing these 4C concepts can minimize some of the challenges of building family-school partnerships. Attention to the 4Cs when developing capacity ensures recognition of participants' skills and knowledge supporting student

achievement (Mapp & Kuttner, 2013). Mapp and Bergman (2019) alleged that 4Cs could develop metrics to measure capacity growth among families and educators.

Capabilities

To build capacity, schools and families should be aware of the different types of resources available in their communities. School and district staff need to know the assets and funds of knowledge available in the communities where they work. Educators also need skills in the realms of cultural competency and of building trusting relationships with families. Families need access to knowledge about student learning and the school system's workings, along with advocacy skills (Mapp & Bergman, 2019).

Connections

Staff and families need access to social capital through secure, cross-cultural networks built on trust and respect. Networking opportunities should allow collaboration and be inclusive of: families and staff; families with other families; families and the school with outside organizations, agencies, and services (Mapp & Bergman, 2019; Mapp & Kuttner, 2013).

Confidence

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across cultural differences (Mapp & Bergman, 2019). Helping families feel like valued partners in their children's education builds their confidence. Building confidence equips families to identify their role in supporting their child academically and partner with the school to make decisions for their child's education (Epstein, 2001; Epstein et al., 2018; Whitaker & Hoover-Dempsey, 2013).

Some parents do not know how to navigate the school system or know where or how to support their child (Henderson et al., 2007). By law, parents have the right to be involved in their

child's education and can influence what happens to their child at school (Henderson et al., 2007). ESSA's Section 1118 assures that parents and families receive information that may affect a child's education. Parents have the right to know how their child is progressing, explained through an individual report card. Schools must also inform parents of teachers' professional qualifications, knowledge of instructional paraprofessionals at their child's school, and notify them if the student's teacher does not have state certification/licensure. Lastly, parents must be provided with information on state and local assessments, including the state and district policy for student participation.

Cognition

Cognition refers to assumptions, beliefs, and worldviews. Staff needs to be committed to working as partners with families and believe in the value of such partnerships to improve student learning. Mapp and Kuttner (2013) asserted that staff must consider that engaging parents and families matters and understanding their significant role in enhancing student learning. Comparatively, Mapp, and Bergman (2019) deemed the importance of staff being committed to working as partners with families and believe in the significance of such partnerships for improving student learning. Similarly, Epstein et al. (2009) claimed that parents and families want to be involved with their children's education and want to know what the school is doing for their child, as well as how they can help.

Building Families' Capacity

Aside from building trusting relationships with families, Mapp (2014) endorsed the need for a linkage between family engagement initiatives and student learning and development. Student achievement was significantly impacted when family engagement activities are linked to learning and development (Mapp & Kuttner, 2013). Building the capacity of families requires

moving engagement efforts beyond getting families into the school to attend events, to engaging them in activities that allow for collaboration with the staff. Collaboration opportunities should allow for the sharing of knowledge, with resources to develop skills that enable families to extend learning beyond the classroom to support their child's academic achievement (Epstein et al., 2018; Epstein & Sheldon, 2016; Mapp & Bergman, 2019; Mapp & Kuttner, 2013).

Students benefit when efforts to engage families include providing opportunities to participate in their child's learning both at home and school (Epstein, 2010). When parents know what takes place at school and, in turn, can talk to their children about school, they are engaging in their education (National Education Association, 2008). When schools provide assistance to families and help build their capacity in support of their child's academic achievement, they partner with families and engage them in the learning process, allowing them to take an active role in extending learning at home (Epstein et al., 2018, Mapp & Bergman, 2019, Mapp & Kuttner, 2013).

To develop families' skills, schools should provide activities that support children's cognitive, emotional, physical, or social development (Epstein, 2010; Epstein et al., 2018; Henderson & Mapp, 2002; Mapp & Kuttner, 2013). Schools must help families construct their role in their children's learning to include functions, such as supporters, encouragers, monitors, advocates, decision-makers, and collaborators (Mapp & Kuttner, 2013; Mapp & Bergman, 2019). When schools take the time to invest in parents and families to build their capacity, they are empowering families to take a leadership role in their child's education and tap into another valuable resource to aid in their efforts of student achievement (Henderson & Mapp, 2002; (Mapp et al., 2014).

Parent Advocacy

When parents are partners, their participation and voices are valued and heard (Mapp & Kuttner, 2013). Parents and family advocacy are helping them become advocates and giving them a voice in decision making that affects children's education. Many schools do not encourage parents to be advocates, nor do they provide many opportunities to be a part of decision-making or leadership teams (Henderson et al., 2010). Parents need opportunities to develop and use their leadership skills (Epstein, 2011; Henderson et al., 2010). Epstein (2011) included shared decision making in her "Six Types of Involvement." Most commonly, public schools provide opportunities for parent advocacy through the School Advisory Council (SAC) and parent committees, such as a parent-teacher organization (PTO) or Parent Teacher Association (PTA).

School Advisory Councils. Per Florida Statute, Section 1001.452, all schools will have a School Advisory Council (SAC), and the majority of the committee, at least 51 %, must be composed of non-school employed persons, inclusive of parents, family members, and other stakeholders. Membership should also be representative of the ethnic, racial, and economic community served by the school. According to the Bureau of School Improvement (BSI) with the Florida Department of Education (FL.DOE), schools and districts frequently report difficulty securing parent involvement on SAC. Schools that serve high numbers of low-income families say the challenge is more difficult to achieve balance with the membership requirements (bsi@fldoe.org).

Parent-Teacher Committees. Both PTA, or PTO, at the school level include members who advocate supporting the school and students. The PTAs are part of the National PTA, the oldest and largest child advocacy association in the United States, advocating for national

legislation that supports every child (pta.org). The National PTA, comprised of more than four million members, includes all stakeholders who share a commitment to improving all children's education, health, and safety (pta.org). Interestingly, the National PTA has a national set of standards for Family-School Partnerships available through the National PTA website. The National PTA standards are provided in Appendix B.

Building Staff's Capacity

Building staff capacity requires opportunities to learn with and from parents and families through collaboration (Mapp & Kuttner, 2013; Mapp & Bergman, 2019). To effectively build staff's capacity, it is crucial to identify staff's needs and assess their knowledge of forming partnerships with families and communicating effectively. Staff should know how to recognize their students' and families' needs to identify and address barriers to engagement, including the effects of poverty (Epstein, 2011; Epstein et al., 2018; Henderson & Mapp, 2002; Mapp & Kuttner, 2013). Staff needs cultural competency skills to build trusting relationships with families, inclusive of diverse cultures (Mapp & Kuttner, 2013). Staff should be mindful of their beliefs and have the ability to identify misconceptions and evaluate bias or prejudices about their students and families (Epstein, 2018; Mapp & Kuttner, 2013; Santiago et al., 2016).

Certification and Teaching Standards

Equally important to building a pre-service teacher's capacity is reviewing current certification and teaching standards, as well as parent and family engagement. In an interview Theirs (2017), discussed Dr. Mapp's campaign to strengthen professional teaching standards. Relative was a study by Buchanan and Buchanan (2017) who reviewed two sets of national teaching standards.

A 2017 issue of *Educational Leadership Magazine*, a publication by the Association for Supervision and Curriculum Development (ASCD), featured an article by the senior editor Theirs (2017) titled, "Unlocking Families' Potential: A Conversation with Dr. Karen L. Mapp." A section of the interview focused on barriers to engaging families and building the capacity of teachers. The article included Mapp's remarks, as quoted by Theirs (2017), of how family engagement is an area that many educators, teachers, and principals do not know how to do effectively. Also noted from the interview was Mapp's determination to get states to have proficiency standards on family engagement for new teachers as part of the licensure criteria, and for practicing teachers a part of their evaluation standards (Thiers, 2017). Mapp believed that not providing teachers with the training they need to partner with families is a disservice to teachers, and training needs to start with pre-service teachers and continue throughout their careers.

Professional teaching standards influence policy and define what teachers should know and be able to do. Buchanan and Buchanan (2017) studied the concept of family involvement/engagement by reviewing the expectations for teachers to partner with and build relationships with families as part of the standards. Buchanan and Buchanan (2017) examined two sets of current U.S. teaching standards: the Teacher Assessment and Support Consortium (TASC) and the National Board of Professional Teaching Standards (NBPTS). Buchanan and Buchanan (2017) confirmed that both sets of U.S. standards are embedded with school-family relationships, which stresses that it is an essential and necessary element of professional practice. However, while these standards set expectations for family engagement, the findings indicated that what is currently happening in the field is less than ideal (Buchanan & Buchanan, 2017).

Florida Standards. For example, embedded in the Florida Educator Accomplished Practices (FEAPs) are components of family engagement. The FEAPS are Florida's core

standards for effective educators and provide what educators should know and be able to do. The FEAPs, established in 1998, through the State Board of Education Rule 6A-5.065, guide the State's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems (U.S. Department of Education, n.d.). Also, embedded in The Florida Principal Leadership Standards (FPLS) are elements of family engagement. The FPLS is a set of standards for school administrators representing skill sets and the knowledge base needed for effective schools (U.S. Department of Education, n.d.).

Buchanan and Buchanan (2017) discovered most of the focus was on working with families of diverse learners or learners living in poverty. While these topics are essential, they provide little in the way of concepts that could positively influence teachers' work with the families. Buchanan and Buchanan (2017) postulated these findings suggest that a teachers' lack of attention to the knowledge, skills, and attitudes required to lay the foundation for collaborative relationships may account for the slow progress in this area of teacher practice. Simply put, educators often overlook the importance of building meaningful relationships with families, to the detriment of supporting sustained and significant partnerships (Buchanan & Buchanan, 2017). Buchanan and Buchanan (2017) recommended improving professional practice by developing practical relationship-building skills for educators, including concepts and strategies to enhance their effectiveness for partnering with families. Laying the foundation for the kinds of collaborative work that will impact student achievement, as well as building authentic relationships with families must become a priority for every teacher and school administrator (Buchanan & Buchanan, 2017; Epstein, 2001; Mapp & Bergman, 2019).

Building the Capacity of Teacher Candidates

The literature reviewed uncovered several studies that expressed the need for strengthening and preparing new teachers to work with families effectively. A look at pre-service teacher preparation programs and college coursework examined a study by Epstein (2018) who reviewed current educational coursework for upcoming new teachers. Research by Amatea et al. (2012) examined a teacher preparation program to explore courses designed to encourage collaboration with families as partners. Additionally, Brown et al. (2014) evaluated the teacher education curriculum at four universities. In contrast, Mehlig and Shumow (2013) explored ways to help prepare pre-service teachers (PST) to develop basic knowledge and skill for partnering with families. Furthermore, Bergman (2013) examined teacher candidates' fieldwork experiences to see how it prepared teachers for working with families.

College Coursework

In 2018, Epstein studied emerging topics on school, family, and community partnerships and discovered from professors of education activities that they may choose, use, or adapt to enliven their courses and build future teachers' skills on family and community engagement. Epstein's (2018) inquiry resulted in a collection of cross-national studies on school, family, and community partnerships. Discoveries confirmed that, across countries, future teachers are inadequately prepared to conduct effective partnership programs with all students' families. Epstein (2018) considered several topics that should be included in college courses for future teachers and school leaders to extend and enrich their professional learning on parent and family engagement. The topics included an experienced teacher's understanding of partnerships; partnerships as a component of good school organization; the importance of goal-linked family and community engagement for student success in school; the role of the

community partnership programs; and the connections of pre-service and in-service education for preparing and sustaining productive relationships of home, school, and community (Epstein, 2018). Epstein (2018) advised that new teachers must understand family diversities, community resources, student experiences in and out of school, and how to use all available resources to maximize student learning and success. Also, professional teachers must comprehend that education is a shared responsibility of the home, school, and community, understanding how to work effectively with students, parents, other family members, community partners, and colleagues to promote student learning, positive attitudes, and attendance (Epstein, 2018).

Families frequently request information on how to help their child at home. For this reason, Epstein (2018) stressed the importance of taking future teachers beyond routine communication with parents to learn how to design and conduct goal-linked engagement activities for student learning in specific subject contents. In most schools, across countries, pre-service, and in-service education on family engagement, is an afterthought or on the sidelines (Epstein, 2018). Perhaps a reason is typically limited days are scheduled for continuing education, and often that time is mandated for learning new requirements for instruction, assessment, or other policy initiatives (Epstein, 2018).

Epstein (2018) concluded that even if college coursework on family engagement was updated and required for all future teachers, practicing educators also need in-service education in the form of professional development and on-going technical assistance. Technical assistance in this context is support from the LEA or school district. To ensure that prospective teachers' fundamental knowledge is not lost when they become professionals in practice, Epstein (2018)

recommended that schools make time for in-service education to establish and sustain partnerships.

Pre-service Teacher Programs

Amatea et al. (2012) examined a pre-service teacher (PST) preparation program to explore courses designed to encourage PSTs to collaborate as partners with low-income and ethnic minority caregivers in facilitating their children's learning. The participants were 138 elementary education majors, PSTs, enrolled in a teacher preparation program organized around social justice principles and culturally responsive teaching. Data was collected over five courses over one year.

Overall, when PSTs participated in collaborative approaches for involving families in their children's schooling, they came into their professional program with confidence in their abilities to implement many school centric family–school practices (Amatea et al., 2012). For example, the PSTs gained confidence in their ability to imagine how they might reach out, build relationships, and jointly problem-solve with families whose circumstances were quite different from their own families (Amatea et al., 2012). Equally related, the PSTs were more confident in entering their students' families and neighborhoods, while using what they learned to develop more culturally responsive instruction (Amatea et al., 2012).

Amatea et al. (2012) recognized the value of preparing teacher candidates to become confident and knowledgeable of home-school partnerships. Per Amatea et al. (2012), having the PSTs engage in course activities and field experiences allowed them to explore ethnic, minority, and low-income families' perspectives proved beneficial. The experience provided the PSTs with strategies that enhanced their confidence and ability to become more culturally sensitive and committed to partnering with diverse caregivers (Amatea et al., 2012).

Web-based Curriculum. Similar to Amate et al. (20102), who examined a teacher preparation program, Brown et al. (2014) evaluated a Parent-Teacher Education (PTE) curriculum at four universities. The participants were 1,658 undergraduate teacher candidates working toward initial teacher certification at the baccalaureate level, with 7.5% being post-baccalaureate candidates. The four universities were geographically dispersed and employed the curriculum for three years in various pre-service teacher (PST) education programs. The Web-based curriculum instructed PSTs about best practices in family involvement and was embedded with common lessons, but the means and context of delivery varied by institution. The results from the pre- and post-measures of teacher candidates' knowledge and attitude of parent involvement suggested a significant increase from pre- to post-administration and meaningful improvements across all settings (Brown et al., 2014). Variations in teaching strategies, such as case study, role-play, and videos, offered teacher candidates various opportunities to expand and extend their teaching skills (Brown et al., 2014). Brown et al. (2014) concluded that the inclusion of different strategies for addressing parent involvement within the teacher education curriculum enhanced candidates' problem-solving abilities and the ability to identify contemporary issues in classrooms.

Role-Playing to Build Capacity. Mehlig and Shumow (2013) explored ways to help prepare pre-service teachers (PST) to develop basic knowledge and skill for partnering with families on assessment-related issues. The participants in Mehlig and Shumow's (2013) study used a control group and an experimental group who participated in role-playing exercises designed to help them learn how to partner with parents about situations related to student assessment, a requisite embedded as part of the standards for teachers at the undergraduate level. However, while a requisite, there were no specific instructions or related activities to develop

this knowledge and skill. Data was collected using a pre-post questionnaire administered to both groups at the beginning and end of the semester to measure their learning perceptions using a Likert scale.

According to Mehlig and Shumow (2013), teacher preparation programs tended to emphasize concepts and theories rather than offer PSTs enough real-world experience before they are expected to run their classroom. Mehlig and Shumow (2013) reported results that indicated participants in the experimental group gained more knowledge about parental engagement and communicating with parents than the control group. The experimental group students endorsed role-playing activities as being helpful for their education as teachers (Mehlig & Shumow, 2013). Mehlig and Shumow (2013) recommended role-playing as a way to contribute to better prepare new teachers for communicating with parents and bridge the gap between typical classroom learning and what the teacher will professionally experience (Mehlig & Shumow, 2013).

Fieldwork Experience. Bergman (2013) studied the clinical fieldwork experiences of two groups of teacher candidates. One group ($n = 60$) of teachers were in a suburban school setting and the other group ($n = 40$) in an urban school setting. Participants were pre-service teachers (PSTs) in their junior year of college, enrolled in a general methods course, along with a semester-long parallel fieldwork experience (practicum) in local schools. Participants completed a pre- and post-semester survey, based on the National PTA Standards for Family-School Partnerships, specifically, Standard #1 (welcoming all families into the school community) and Standard #2 (communicating effectively about student learning). The survey contained open-ended questions to promote extended answers about experiences, ideas about family engagement with schools, previous experiences, preparation to interact with students' parents/families, and

what participants wanted to learn more about to enhance their interactions with parents/families. The results showed that purposeful instruction, embedding the two standards in the program, improved PSTs awareness of family engagement with significant increases from pre- to post-survey in the number of specific ideas shared for welcoming families into the school, as well as for communicating with parents and families (Bergman, 2013). Participation in the teacher preparation program did influence teacher candidates' perceptions of family engagement. According to Bergman (2013), even one semester of exposure and experience could significantly impact PSTs ideas and attitudes about interacting with students' parents and families.

Bergman (2013) recommended that teacher education programs prepare future teachers for family engagement and assist preparation during clinical fieldwork by introducing teacher candidates to building and district practices, inviting them to participate in the process, regardless of the school setting; urban, suburban, or rural. Bergman (2013) also recommended that teacher preparation faculty insert proactive content about dealing specifically with parent/family interactions into an established class or classes through assignments, discussions, activities, assessments, and guest speakers. Before the student teaching semester, application in fieldwork experiences could further solidify teacher candidates' learning and practice of family engagement (Bergman, 2013).

Summary

The literature reviewed confirms that parent and family engagement, defined in various ways, is significantly associated with better outcomes for children, regardless of their family's education level, income, race, or background (Henderson & Mapp, 2002; National Education Association, 2008, 2011). Throughout the literature, three recurring themes emerged as critical elements needed to develop partnerships between the school and families: building trusting

relationships, identifying and addressing barriers that hinder engagement, and building the collective capacity of staff and families to partner in support of academic achievement. More current research maintains the need for building educator capacity on ways to engage with families, through reexamining professional teaching standards, educator training, professional development, strengthening teacher preparation programs, and including research-based strategies in educational coursework for pre-service teachers (Baker et al., 2016; Brown et al., 2014; Epstein, 2018; Mapp et al., 2014; Santiago et al., 2016; Weiss et al., 2014).

As discovered from a review of statistical and historical data, disparities exist in parent and family engagement by race, poverty, parent education level, students' age, or grade level, affirming the importance of partnerships being inclusive of diverse populations (McQuiggan & Mergra, 2017; Olmstead, 2013; Redford et al., 2017; Santiago et al., 2016). Furthermore, educators must understand that disparity exists and have the ability to identify and address barriers (Epstein & Sheldon, 2016; Hornby & Lafaele, 2011; Hornby & Blackwell, 2018; Mapp & Bergman, 2019; Mapp & Kuttner, 2013; Weihua et al., 2018). Families' engagement in their children's education remains an essential ingredient for improving schools and increasing student achievement. In addition to school reform efforts, family-school partnerships are crucial to quality public education and engaging parents and families in their children's education, must remain a cornerstone of federal law (Epstein & Sheldon, 2016; Mapp & Kuttner, 2013). Educational leaders and teachers influence engagement efforts by the importance placed on them, and rather than a stand-alone project or program, family-school partnerships should integrate with the school's mission and vision and connect to learning goals (Epstein & Sheldon, 2016; Mapp & Kuttner, 2013; Mapp et al., 2014).

III. METHODOLOGY

Chapter 3 presents an in-depth look at the research methodology and design for this qualitative case study regarding family-schools partnerships. This qualitative case study explored ESSA's Section 1118 requirements for Title I schools to engage families in their children's education. More specifically, this case study discovered how Title I schools meet the compliance requirement to build staff and families' capacity to partner to meet students' high academic standards.

Research Questions

The purpose of this research was to discover:

- a. What are schools doing to build families' capacity to support their child's learning beyond the classroom?
- b. What are schools doing to build staff's capacity to work more effectively with families in support of student achievement?

Description of Research Design

The research methodology is a systematic way to solve a research problem using a research design (a plan) and a method (strategy) (Creswell & Poth, 2012). More precisely, the design is a plan that details how the study will be conducted, how the research questions will be answered, and what method or methods will be used to implement the plan. Methods can include

a variety of processes, procedures, or steps for finding a solution to the problem (Creswell & Poth, 2012).

Qualitative Case Study

A qualitative case study allows the use of different approaches for research. Each approach shares a similar goal in seeking to arrive at an understanding of a particular phenomenon from the perspective of those experiencing it (Creswell & Poth, 2012). The design chosen for this research is a qualitative study since qualitative research aims to explore, explain, and understand the ways people experience events, places, and processes (Creswell & Poth, 2012). A case study approach was also chosen to narrow a broad field of research into one easily researchable topic, preferring more depth, detail, and context to better understand a phenomenon or human experience (Creswell & Poth, 2012; Merriam, 2014; Yin, 2018). According to Yin (2018), "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between the phenomenon and context are not evident" (p. 18). Therefore, for this research study, a qualitative case study is an appropriate research design for exploring the characteristics, meanings, and implications of the case to gain concrete, contextual, in-depth knowledge about a specific real-world subject (Merriam, 2014; Stake, 1995; Yin, 2018).

Case Study Advantages

The case study design offers several advantages. One advantage is that the case study allows for the collection of multiple data sources and enables the collection of primary data (collected by the researcher) or secondary data (someone else's data) (Merriam, 2014; Stake, 1995; Yin, 2018). For this case study, multiple data sources were collected, including two current documents and an archived document from three school years (2016-2019). All three documents

are Title I audit compliance documents. The data in these documents helped discover the real experiences or opportunities the five case schools offered to staff and families for capacity-building activities.

Another advantage of a case study design is that findings can be presented in a rich format in detail with specific examples, including narrative explanations, vignettes, and visual matrices. The results from this case study will be presented holistically for all cases ($n = 5$) and in a narrative format that is rich in details. When appropriate, visual matrices or tables are included to offer further understanding of the data. A qualitative case study is a suitable method because this research aimed to explore actual school events that have taken place and explain how schools provided opportunities to build staff and families' capacity to increase student achievement.

Three-Step Research Design

After the decision was made to conduct a qualitative case study, the next logical step was to create a research design. Per Yin (2018), a case study design should include a structure with defined procedures and processes. Yin (2018) recommended the following three steps: defining the case study, designing the case, and using theory in the design work. Yin's three-step recommendations provided the foundation for developing a structured research design for this study. The result of designing this qualitative case study using the three steps is shown as Figure 1.

Step 1: Define the Case

According to Yin (2018), the first step is to define the case, including boundaries and case selection. The result is a qualitative exploratory case study with five cases embedded. The cases are five Title I schools bounded by time, location, and type. All five cases are Title I elementary

schools (K-5) located within the same Central Florida school district, which received Title I, Part A funding from the 2016-17 academic year through the 2019-20 academic year.

Step 2: Design the Case

After the case study was defined, the next step was to design the case (Yin, 2018). The design includes the type of case study and methods for data collection and data analysis. Embedded within this exploratory case study are five units of analysis or five cases; however, the findings are presented for all five cases ($n = 5$) holistically. The data collected for this study were retrieved from the district's Title 1 office and includes the schools' PFEPs, compacts, and annual evaluations from the 2016-17 academic year through the 2019-20 academic year. The analysis was two-fold: case by case and across cases. The analysis methods and approaches varied and included the thematic content analysis, framework analysis, document analysis, and analytic strategies (winnowing, coding, sorting, and organizing).

Step 3: Use Theory in the Design

Per Yin (2014), using theory assists with essential methodological steps such as research question development, case selection, case design, and data collection. The theoretical framework, Michael Fullan's change theory, supports the principal's responsibility to engage parents and families in their child's education and build staff and families' capacity to work as partners to support student academic achievement. The conceptual framework, *The Dual Capacity-Building Framework for Family-School Partnerships: Version 2* confirms that effective partnerships between the school and home rely heavily on the collective capacity of both staff and families to support increased student achievement.

Figure 1

Three-Step Research Design

Three-Step Research Design		
Step	Element	Description
#1 Define the Case	Case & context	Case = Five Title I elementary schools (K-5 th grade levels) Context: Exploration of ESSA's Title I Part A, Section 1116 requirements for parent and family engagement Issue of inquiry: Discovery of schools are meeting the requirement to build the capacity of staff and families in support of student achievement.
	Case boundaries & selection criteria	Case selection is based on the purpose and conditions of the study using specified criteria that is methodical and purposive and allows for replication (YIN, 2014). Each school must meet the following criteria. Time: Received Title I, Part A funding during the school years 2016-17 through 2019-2020 Location: District X, (a pseudonym), located in central Florida. School Type: Elementary Level K-5
#2 Design the Case	Design	Per YIN (2014) the design of a case study is embedded or holistic (YIN, 2014). Design: Qualitative case study embedded with five Title I schools and the findings presented holistically for all schools (n=5).
	Data collection & method	Per YIN (2014) case study allows for multiple sources of evidence for comprehensive depth and breadth of inquiry. Data collection: Two current documents (the PFEP and School Parent Compact) & three years of archived data (An annual Evaluation of Activities to Build Capacity, a LEA created audit document for District X.) Method of collection: All documents are Title I audit documents kept on file with the school and with the LEA for five school years plus the current school year.
	Methods of analysis	Methods of analysis: Elements of thematic, framework, and document analysis. Per YIN (2014) methods can vary and depend on data source and cases. Process and procedures need to be systematic and rigorous and triangulation is highly valued and commonly employed throughout. Analytic Strategies: winnowing, sorting, coding, organizing
	Reflexivity	There is little chance of introducing biases because there is no interaction with the school or person employed at the school and findings rely on data retrieved from current and archived documents. All cases are treated the same allowing for easy replication. The procedures or processes followed are consistent and systemic and clearly outlined and described throughout the case study.
#3 Align with Theory	Theoretical framework	Change theory by Michael Fullan. Principal is responsible for change in his school. Parent and family engagement is part of school improvement. According to Fullan, to make change happen involves building the capacity of participants involved in the change.
	Conceptual framework	Adopted by the U.S. DOE, <i>The Dual Capacity Building Framework for Family School Partnerships: Version 2</i> is based on research and best practices and provides a foundation following four major components that guide establishing and sustaining partnerships. Essential to partnerships is building dual capacity of staff and families to work in partnership to achieve school improvement and increase student achievement.
Source: The researcher designed this case study following Yin's (2018) three steps to case study design		

Participants

The participants (cases) are five elementary Title I schools. The five cases were selected based on the schools meeting a set of established criteria. The criteria were that the participating schools must be elementary schools serving kindergarten through 5th-grade students and families, be located within District X, and have received Title 1, Part A funding for school years 2016-17 to 2019-20. Table 1 provides case demographics disaggregated by school grades, total student enrollment, and students' percentages in different subgroups.

Table 1*Demographics for Five Cases, District X, and the State of Florida*

Identifier	School Grades				Percent of Students						Total Enrollment
	2019	2018	2017	2016	White	African American	Hispanic	SWD	Economically Disadvantaged	ELL	
ES #1	D	C	D	D	30.8	32.6	33.0	13.7	100	16.7	549
ES #2	D	B	C	D	19.3	22.7	53.7	9.2	100	32.6	436
ES #3	B	C	B	B	32.4	17.7	46.8	7.3	82.5	25.8	524
ES #4	C	B	C	C	49.8	27.5	16.4	10.9	90.7	7.0	542
ES #5	B	B	B	B	58.1	17.9	19.5	11.7	72.9	7.7	778
District X	B	B	C	C	41.2	20.8	21.7	12.0	66.2	14.0	121,076
State -Florida	x	x	x	x	38.7	22.3	32.4	13.4	58.1	13.4	2,756,944

Note: The researcher retrieved the school grades from the Florida Department of Education website (2018-19 School Grades) <http://www.fldoe.org/accountability-reporting/school-grades> and the percentages in the subgroups were retrieved from the 2016-17 School Public Accountability Reports (SPAR) also from FL DOE.

Role of the Researcher

In qualitative research, the researcher plays a vital role as a data collection instrument. Creswell and Creswell (2018) suggested a researcher should spend a prolonged time in the field to develop an in-depth understanding of the phenomenon of a study. As the researcher, my background includes over 30 years in public education as a teacher, administrator, and district-level senior coordinator for Title I Part A Parent and Family Engagement and it was important that I identified my personal values, assumptions, contributions, and biases introduced to the study.

My responsibility as a district Title 1 coordinator was in the same school district where this study takes place. My role as a coordinator was to monitor the audit compliance of Section 1118 requirements for approximately 100 Title 1 schools. Having background knowledge and experience in the field and with these schools, I brought extensive knowledge on the subject of

parent and family engagement and the requirements of ESSA, Title I Part A, Section 1118, and could introduce biases to the study. However, as I have not been in this role the two years preceding this study, I no longer had a working relationship with these schools nor could influence a principal's or school's participation. As the researcher, I have been forthcoming in disclosing and addressing any biases and assumptions. Throughout the study I did my best to remain objective and to not interfere with the participants' views or influence the findings. I believe that my experience in the field and my knowledge of Title I requirements for parent and family engagement added to this study's credibility and validity.

Measures for Ethical Protection

Throughout the development, design, and implementation of this qualitative case study, several measures to address and ensure ethical soundness have been taken by including details and specific steps and processes. When appropriate, visual matrices justify the choices made in the design. A coherent alignment between the research questions, assumptions, methodology, and other elements involved in each stage of this research considers ethical inclusiveness. To secure validity and reliability, every measure to be transparent is disclosed, including the researcher's role, reflexivity, and biases.

Triangulation of Data

Triangulation is a method used to ascertain and add to a case study's internal validity by analyzing a research question from multiple perspectives to obtain consistency and reliability across data sources (Yin, 2018). Triangulation was applied to this study by (a) using three different data sources, (b) collecting archived data from three consecutive school years and data from the current school year, and (c) analyzing the data by case and across cases. Not relying on a single data source, but instead using multiple data sources and data collected over an extended

time, allowed triangulation and offered another layer of credibility, providing a higher potential of depth and richness to the findings. Triangulating data allows the researcher to become familiar with the data and to check and recheck data for consistency in results and provides a way to check evidence that may overlap, repeat, or possibly contrast each other or need further explanation. The documents collected for the study are audit compliance documents and are assumed to represent true and accurate data as identified by the principal.

Reduced Incidence of Biases

Because the researcher had no involvement with the schools or principals, the incident of biases was reduced. All data collected for this study were documents available from the Title I district office. Also, the PFEP and compact were accessible on each school's website. For audit purposes, compliance documents are kept on file for five years plus the current school year with each school and on a server with the District Title I office.

Direct Replication and Transparency

The steps used to design this qualitative case study lend to direct replication. When appropriate, all explaining processes and procedures include step-by-step directions or instructions to provide transparency and consistency in data management. Collecting multiple data sources over several years facilitates rigorous data. According to Richie et al. (2003), by using an analytical hierarchy and a framework template, the researcher can move back and forth between data abstraction levels while obtaining a link to original data (p. 219).

Developing a framework template to build individual cases is a method that can be easily replicated by other researchers because it follows systematic procedures. Easy replication provides additional reliability and validity to the findings and will allow further research to extend beyond this case study's parameters. Because all Title I schools are subject to the same

requirements of Section 1118 and would have a PFEP and compact, this study can be easily replicated. The archived document, the evaluation of activities to build capacity, is specific to this school district to monitor compliance. However, all Title I schools are required to document their efforts for capacity-building and collect evidence. Therefore, data of some type would be on file for audit purposes.

Data Organization and Storage

The organization and storage of data involved several different methods. First, all documents were kept in both hard copy and electronic versions to allow for easy retrieval of information. The hard copies of files are in a file cabinet, and the only person with access is the researcher. Electronic documents are on the researcher's personal computer and kept in an online storage system, iCloud. The online file storage system contains copies of files for the study in one central location. Both the hard copies and the electronic copies will stay on file with the researcher for five years after the publication of the dissertation study.

Data Collection

Instrument(s) Used in Data Collection

A case study allows for many data sources, including documents, records, artifacts, and responses collected from questionnaires or surveys (Creswell & Creswell, 2018). Multiple data sources were used to ensure objectivity with control of biases and add validity and reliability to the findings. Two types of data sources were collected: current documents and archived documents. Each type of data collected served a purpose and provided information to answer the two main research questions.

Current Documents

The current documentation is the 2019-20 Title I Parent and Family Engagement Plan (PFEP) and Parent-School Compact. See Appendices H and I for the PFEP template and the compact template used in District X. The PFEP provided data on planned capacity-building activities for the current school year. The compact is an informal agreement that outlines the responsibility of the school, the parent, and the student to support learning. Information in the compact offered additional insight into schools' engagement efforts and data to answer the research questions.

Archived Documents

The annual evaluation of activities to build capacity is a document completed annually by each school to document the building capacity activities. Per ESSA, the local education agency (LEA), also referred to as the school district, must monitor Title I schools' compliance to ensure schools complete an annual plan and implement the plan with fidelity. The archived documents' data were valuable to this study and provided concrete evidence of the five schools' actual activities and events. Both the school and the LEA must keep a copy on file for five years plus the current school year for audit purposes. This evaluation is a compliance audit document required by the LEA where this study takes place; however, all Title I schools must keep evidence of building capacity activities on file. Copies of each school's evaluations were collected from the LEA for 2016-17, 2017-18, and 2018-19 school years, respectively. See Appendix J for the annual evaluation template used in District X.

Validity and Reliability

Validity is one of the strengths of qualitative case study research, as it allows researchers to determine if their findings are accurate and valid, aligning with a broad understanding of the

phenomena under study (Creswell & Creswell, 2018, p. 200). All data collected are audit compliance documents and are assumed to provide accurate data and content. The principal's required signature on the PFEP assures compliance of Section 1118 requirements and attests to implementing the plan during that school year. The annual evaluations, also signed by the principal, verify that the data is representative of the staff and family activities to build capacity provided during the school year.

Creswell and Creswell (2018) mentioned several techniques used to confirm and strengthen reliability: (a) provide a detailed account of the study's focus, researcher's role, and participant selection; (b) use multiple forms of data and employ triangulation; (c) provide a clear and accurate picture of the methods used for data collection and data analysis; and (d) include rich, detailed descriptions to provide a framework for transferability to the findings (p. 209). Within this study, the use of all four of these techniques increases its validity and reliability, in addition to documenting procedures, step by step, so that others can follow them (Creswell & Creswell, 2018; Yin, 2018). Additionally, efforts have been taken by the researcher to clearly explain all procedures and processes used in this study, step by step, for the reader. When applicable, all processes and methods include a visual or matrices labeled as figures in addition to a written explanation.

A way to strengthen validity is to provide findings based on more than one type of data (Creswell & Creswell, 2018; Creswell & Gutterman, 2018). To improve construct validity, Yin (2018) suggested using multiple sources of evidence and maintaining a chain of evidence, hence collecting archived and current documents, the PFEP, compact, and evaluations. Also, the evaluations represented data from three different school years. Triangulation occurred through analyzing various and multiple data sources, and through both case-by-case analysis and across

cases analysis (Yin, 2018). This study also maintained a chain of evidence, including several different documents and survey responses from principals. All evidence will stay on file with the researcher for five years after the study is published. In addition, all of the documents collected are available with the LEA for five years from the document's creation date plus the current school. These documents are available upon request from the Central Florida school district where this study takes place.

Additionally, addressing and clarifying biases or assumptions at the onset of this study further reinforced its validity and reliability (Creswell & Creswell, 2018). Introducing bias for this case study was minimized in several ways. The role of the researcher was disclosed, including background knowledge and experience brought to the study. Assumptions about the study are discussed, including any research design choices that stemmed from those assumptions. Efforts to address any ethical considerations that occurred before or during the study are explained to provide transparency and avoid biases. All processes and procedures employed throughout this study are offered in detail, step by step. When applicable, a matrix or visual provides additional clarity and transparency.

Procedures

After the proposal for this study was approved, several procedures took place. The approval process began with getting Southeastern University's Instructional Review Board (IRB) approval (September 2020) and permission from the school district to conduct the research (August 2020). Following IRB and school board approval, case selection occurred. The cases, five elementary Title I schools, were selected using established criteria. The criteria were that the participating schools must be elementary schools serving kindergarten through fifth-grade students and families, be located within District X, and have received Title 1, Part A funding for

school years 2016-17 to 2019-20. See Figure 1. After choosing the five case schools, the researcher collected the current and archived documents from the district Title I office. Once the documents for each school were received, the research was conducted by analyzing the data following a four-step data analysis plan.

Methods to Address Assumptions of Generalizability

Yin (2010) offered several suggestions for generalization: (a) the theory is made clear at the beginning, (b) the research literature supports the argument for conducting the study, and (c) the findings demonstrate how the theory is either challenged or reinforced by the results (Yin, 2010). Based on Fullan's (2008) research, the theoretical framework confirms the principal's responsibility for ensuring compliance of Title I requirements from Section 1118, including the annual writing or revising of the PFEP and compact, and implementation of the plan. The conceptual framework and the research behind the dual capacity framework reiterate the necessity for building stakeholders' dual capacity to strengthen partnerships. Both theories apply to the purpose of this research to explore and discover how schools are meeting the compliance requirement of building capacity of staff and families to support academic achievement.

Generalizability

Generalizability applies when the research findings and conclusions are based on a sample population representing the large population. Analytic generalizations are more reliable when more than one situation or case study shows results that support the theory (Yin, 2010). The units of analysis for this case study are five elementary schools in District X. District X has 120 (K-12) schools, and of the 120 schools, 101 are Title I schools. From the 101 Title I schools, 64 are elementary level K-5, and from the 64 K-5 elementary schools, five cases were randomly selected based on the case selection criteria. The findings of this study are presented holistically

for all cases ($n = 5$). Therefore, results and conclusions are generalized, as a whole, based on the cases studied: five Title I elementary schools in one central Florida school district.

Assumptions

Assumptions are accepted as accurate or true without proof. Identifying the assumptions helps the reader understand some background and supports the argument for conducting the case study and the choices made about the research design, what data to collect, and how to analyze it. This case study makes the following significant assumptions based on Title I compliance requirements, as outlined in Section 1118 of ESSA.

The following assumptions were applied to this study and each of the five cases.

- Each school has a written or revised Parent-School Compact for 2019-2020. The compact was developed with parental input, and evidence of parent input is kept on file for documentation purposes. The compact was made available to parents and translated, as appropriate, into the parents' native language. Per Section 1118, the compact is referenced at the required face-to-face parent-teacher conference at the elementary level.
- Each school has a current 2019-20 Parent and Family Engagement Plan (PFEP). The PFEP was developed with parental input, and evidence of parent input is kept on file for documentation purposes. The PFEP was made available to parents in a language they can understand. The PFEP contains the principal's signature attesting to meeting compliance requirements of Section 1118, including implementation of the PFEP for that school year.
- The goals in the PFEP are aligned with learning goals in the SIP. The activities provided to staff and families are based on the needs of the participants.

- Schools are identifying barriers that hinder engagement efforts and finding ways to address those barriers.
- Each school has completed the LEA's audit compliance document, the annual evaluation of activities to build capacity for the school years 2016-17, 2017-18, and 2018-19. The principal has signed off on each of the evaluations verifying the building capacity activities the school provided that school year.

Data Analysis

A qualitative case study allows the use of multiple strategies to analyze data effectively. A case study uses both inductive and deductive approaches to construct a valid argument or conclusions (Merriam, 2014; Yin, 2018). Both inductive and deductive approaches are complementary through case-by-case analysis and an across case analysis (Creswell & Creswell, 2018).

Approaches to Analysis

Data analysis approaches included thematic analysis, framework analysis, document analysis, and several analytical strategies such as winnowing, coding, sorting, sifting, and organizing. Document analysis is a systematic procedure for reviewing or evaluating documents that are often used in combination with other qualitative research methods to uncover meaning and discover insights relevant to the research problem (Bowen, 2009; Merriam, 2009; O'Leary, 2014). Document analysis is a form of qualitative research in which records or reports are analyzed by coding content by themes and interpreting content to give meaning (Bowen, 2009). Document analysis was an efficient analysis method for building individual case templates by gathering data from several documents collected for several school years. The framework

method is flexible and adaptable for many different qualitative approaches that aim to generate themes (Gale et al., 2013).

Document analysis proved beneficial in analyzing the multiple documents collected for each school. First, in comparison to other qualitative research methods, document analysis is often less time consuming, making it an efficient approach because data is easily retrievable as many documents are in the public domain and are obtainable without the authors' permission (Bowen, 2009). All documents for this case study are public records accessed through the LEA.

Per Yin (1994), the inclusion of exact names, references, and details of events makes using documents advantageous in the research process. Records or reports can provide data covering extended time, many events or activities, or several settings (Bowen, 2009; Yin, 1994). For each case, three different documents, over a four-school-year period, provided specific examples of capacity-building activities or other supports provided by the five schools.

Document analysis adds validity by reducing the concern of reflexivity because it is less obtrusive due to limited social interactions or the presence of an investigator altering findings (Bowen, 2009; O'Leary, 2014). Document analysis was an appropriate method of analysis method for this case study for two primary reasons. Using documents as the data sources eliminated the need to interact with any school or principal and protected the concern of reflexivity or introducing biases because of my prior background working experience in District X and these five schools. Additionally, all data relied solely on what was reported in each of the three different audit compliance documents, completed by the school annually and approved by the principal attesting to each document's validity.

Among the benefits, Bowen (2009) cautioned that, although documents can be a rich source of data, it is imperative that researchers look at documents with a critical eye as a

limitation of document analysis depends on skimming or not providing a thorough examination or interpretation of the contents. Additionally, Bowen (2009) warned that the researcher should ascertain whether the documents' content fits the study's conceptual framework. All of the documents were reviewed several times to become familiar with the contents, and all case documents were treated the same.

Thematic Content Analysis

Thematic content analysis is a commonly used qualitative research method that involves coding data to recognize patterns and themes that emerge from the data. Themes are conceptualized through patterns of shared meaning across data items. Thematic content analysis was essential to answering the research questions as the findings were presented using categories, themes, and patterns from the across cases analysis.

Framework Analysis

Framework analysis is under the umbrella of thematic content analysis created by Jane Ritchie and Liz Spencer in 1994. Ritchie and Spencer (2003) identified a five-step process to use in framework analysis: familiarization; identifying a thematic framework; indexing; charting; and mapping and interpretation (Srivastava & Thomson, 2009).

The use of a template complimented building individual cases and provided a way to manage the vast amounts of data for each school. Another advantage of using the framework method is that the templates are systematic and allow a similar analysis unit treatment. Using Excel for the framework enabled coded data to be sifted, charted, and sorted according to key issues. The framework method allowed easy comparisons within-cases and between-cases offering a way to reduce data into meaningful and manageable chunks of information based on themes and patterns that support answering the research questions.

Analytical Strategies

Winnowing. Winnowing is an analysis strategy used when there are vast amounts of data in documents or texts, as all of the information is not necessary for inclusion in a study (Creswell & Creswell, 2018, p. 192). For this study, winnowing helped to analyze documents, as they were dense in information, and not all of the data was relevant to answering the research questions. Winnowing allowed aggregating the data in these documents into smaller parts to use with the individual case-building templates.

Coding. In qualitative research, coding refers to abstractly reviewing data and assigning meaningful codes to identify and categorize essential data. Saldana (2016) defined a qualitative code as a word or short phrase generated by the researcher that "symbolically assigns salient and essence-capturing" attributes to "a portion of language-based or visual data" (p. 4). Yin (2018) described coding as assigning a code to data by identifying key issues and themes within each case and across cases to look for similarities and differences.

Sorting. Sorting data allows data to be sifted and categorized into meaningful chunks of information. In the individual case analysis, sorting data was a way to refine the data and reduce redundancy. During the across-case analysis, sorting allowed coded data to be combined by codes and conceptualized across all cases to discover themes and patterns.

Pattern Matching. Pattern matching compares identified codes (patterns) to see if the patterns match or do not match. When patterns match and coincide, an initial proposition can be confirmed and strengthen the research's internal validity. Pattern matching increases the rigor of a case study. Per Yin (2018), pattern matching logically enables comparing an empirically based pattern (based on the data collected) with a predicted one. In this case study, pattern matching took place during the cross-case analysis after data had been coded and sorted by the code

(theme). Then, within the sorted groups of data (themes), patterns emerged and were identified and compared with each other to see if the occurrence was among the cases or in isolation.

Explanation Building. A case study may not have started with any predicted patterns but may have started with an open-ended research question that would lead to the use of an explanation-building technique (Yin, 2018). The process of building an explanation for answering the research questions took place after pattern matching. Explanation building began making sense of the categories, themes, and patterns that emerged to support the final results and answer the research questions.

Four-Step Data Analysis Plan

In a case study analysis, using a structured approach and explaining procedures and steps along the way adds ethical soundness to the research and findings (Merriam, 2014; Yin, 2018). For this reason, a data analysis plan was created to provide a structured, four-step process for analyzing data using multiple approaches for analysis and several analytic strategies. The creation of the analysis plan was based on the research of Richie and Spencer's (1994) process for framework analysis but also took into account the suggested steps for thematic analysis by Clark and Braun (2017) and from Bowen's (2009) document analysis.

Figure 2

Comparison of Qualitative Analysis Methods

Method	Thematic Analysis	Framework Analysis (Falls under Thematic Analysis)	Document Analysis
Source	Clark and Braun (2017)	Richie and Spencer (1994)	Bowen (2009)
Suggested Steps	<ol style="list-style-type: none">1. Familiarization of data2. Assign preliminary codes to describe the content.3. Search for patterns or themes in your codes and review themes.4. Define and name themes.5. Produce a report of the findings	<ol style="list-style-type: none">1. Familiarization of data2. Identifying a framework3. Indexing4. Charting5. Mapping and Interpretation	<ol style="list-style-type: none">1. Define the documents or document types. (more than one)2. Define the textual features you care about.3. Identify the relationships among the features.4. Enrich the collection of text features.
Benefits or Advantages	<ul style="list-style-type: none">• a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data.• used to identify patterns within and across data in relation to participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research which seeks to understand what participants' think, feel, and do.• provides accessible and systematic procedures for generating codes and themes that capture interesting features of the data relevant to the research question	<ul style="list-style-type: none">• flexible during the analysis process and allows the change or addition or amendment throughout the process• In the analysis stage the gathered data is sifted, charted and sorted in accordance with key issues and themes• It is systematic in that it allows a methodical treatment of the data.	<ul style="list-style-type: none">• a systematic procedure for reviewing or evaluating documents—both printed and electronic material• less time-consuming and therefore more efficient than other research methods.• documents are unobtrusive and non-reactive and unaffected by the research process.• the investigator's presence does not alter what is being studied• most effective means of gathering data when events can no longer be observed or when informants have forgotten the details

Combining elements from all the three approaches thematic, framework, and document analysis resulted in a four-step data analysis plan specifically created for this case study.

The four steps followed in the plan were:

- Step 1 - Familiarization with data to build individual cases
- Step 2 - Case by case analysis
- Step 3 - Analyze across all five cases
- Step 4 - Organization and presentation of findings

Figure 3 shows how the four-step process was applied to analyze data case by case and then across all five cases.

Figure 3

Four-Step Data Analysis Plan

Case by Case Analysis	Step 1	Familiarization with data to build individual cases	<ul style="list-style-type: none"> • Collect documents, create five case folders with the five documents for each of the five schools and review documents several times to become familiar with the contents • Create an individual case template/framework based on research questions • Examine documents and begin winnowing out data to insert into the case templates. • For each case, repeat for all five documents. • Then repeat all of the above for all five cases
	Step 2	Analyze each individual case	<ul style="list-style-type: none"> • For each individual case template, review the data within the template. • Clean up the individual case file, merge the data from all five documents, remove duplicate data • Repeat for all five cases
Across Cases Analysis	Step 3	Analyze all five cases	<ul style="list-style-type: none"> • Create an across all cases template/framework • Merge data, Import the data from all five cases into the across case template, use a school identifier ES #1-ES #5. • Begin coding cycle (several rounds of coding) • After coding, begin pattern matching to identify categories, themes, and patterns that emerge from the data.
	Step 4	Organization and presentation of findings	<ul style="list-style-type: none"> • Organize the findings from the across cases analysis by research question, then by category, theme, and pattern. • Begin building explanations from the categories, themes, and patterns as they relate to the research question. • Present the results in Chapter 4, offering explanations of the data • Discuss the results and answer the research questions in Chapter 5

Analyzing the Data

Again, data analysis was two-fold, case-by-case and across all cases but followed the four-step analysis plan. Each of the four steps is explained in Figure 3 to offer more detail of analyzing data step-by-step.

Case-by-Case Analysis

Step 1: Familiarization with data and building individual case templates. Data for each case was collected from the LEA in an electronic format. The data collected for each case was the 2019-20 PFEP and compact, and 2016-17, 2017-18, and 2018-19 evaluations of activities to build capacity. For each school, an electronic and a hardcopy file was created. Step 1 happened in three phases: familiarization, creating a template, and building the cases.

Familiarization. Familiarization with the data happens by reviewing each document several times to understand the contents and data organization. Next, keeping in mind the two research questions, the documents were examined again, and notes were made by assigning the codes RQ #1 or RQ #2 to represent data that would support answering one of the two research questions. Any miscellaneous data, thought to be relevant but not deserving of the codes, was highlighted during this stage and reviewed later.

Creating an individual case template. A framework (or template) is an excellent tool for supporting thematic content analysis and document analysis because it provides a systematic model for managing and mapping the data (Bowen, 2009; Gale et al., 2013). A template was created to build individual case data. Since the PFEP and evaluations each break down data into two categories, staff activities and family activities, it only made sense that a single case building framework be similar. The individual case template was created in Word.

The template framework was a matrix of rows and columns divided into three sections:

- Section 1- Family Activities (data from the PFEP and evaluations)
- Section 2- Staff Training (data from the PFEP and evaluations)
- Section 3- Other supports (data pulled from the compact and any other miscellaneous data from the PFEP and evaluations).

Each section contained a matrix of rows (data) and columns (topic).

Building individual cases. The documents collected for each case were reviewed a third time to build individual case templates. Data believed to be relevant to answering questions RQ #1 about families or RQ #2 about staff were winnowed out and inserted into a case building template with three sections. For each case, all documents were analyzed at least three times to winnow out the data to complete the case templates and repeated for all five cases. The final

result was five individual case templates full of data retrieved from five documents (PFEP, compact, and evaluations for three academic school years) covering four academic school years, 2016-17 through 2019-20. The framework method and document analysis were appropriate methods for building individual cases, allowing the data from each document and data from four academic school years to be organized and managed consistently to create five case data templates.

Step 2: Analyze the individual case data. Each of the five individual case templates were reviewed and organized to clean up the data within each template. Organizing the data involved merging the data from the five documents within the template. Cleaning up the data required removing duplicate data, which was necessary due to several school years of data combined. The result was five individual clean case templates with data organized into three major categories; family activities, staff activities, and other supports.

Cross Cases Analysis

Step 3: Combine data for all cases and analyze data across all cases. Next, a framework was created for combining the data from all five cases, importing the data from all five cases into one framework and analyzing the data across all five cases.

Creating a template for all five cases. The framework method cannot accommodate heterogeneous data. All of the data collected from all five cases were different by school, but homogeneously by significant categories, allowing the framework method to accommodate the large amounts of data in each template. For example, the categories (family activities, staff activities, and other supports) from the individual case templates were the first step in creating the cases template.

The across case framework was created in an Excel workbook. Within the Excel workbook, the three categories became three separate templates (worksheets). The three templates were:

- Worksheet 1- Family Activities
- Worksheet 2- Staff Activities, and
- Worksheet 3- Other Supports Offered to Families.

Each worksheet contained rows (cells) and columns, allowing the data from each single case template to be imported into the appropriate spreadsheet combining data from all five cases. A column was added to identify the data of each case. For example, ES #1 is elementary school #1 and was repeated for ES #1– ES #5.

Coding. After the data from all five cases were imported into the across case templates, then coding began. A convenient feature of using Excel with the framework method is that EXCEL can add additional coding columns. Coding is not precise but rather interpretive by the researcher, and the coding method and codes used (Saldana, 2009, 2016). Per Saldanas (2009,2016), during open coding data codes are generated by identifying concepts and their properties within the data. During axial coding, the generated codes or the coded data is organized according to the relationship between the codes (Saldana, 2009, 2016). The process of selective coding refines the coded data into categories, themes, and patterns that emerge through the process (Saldana, 2009, 2016). For this case study, the coding cycles involved several rounds of coding using open coding, axial coding, and selective coding.

The four rounds of coding cycles were:

- Round 1 used open coding to identify relevant data and assign codes to identify general concepts

- Round 2 employed axial coding by reviewing the coded data or general concepts and sorting that data into categories
- Round 3 began using selective coding by reviewing and coding the data within the categories to identify themes.
- Round 4 in this round of coding, the identified themes were sorted and assigned codes within themes to look for patterns. Then the patterns that emerged were matched within themes looking for similarities among the data.

The initial round of coding assigned codes to identify general meanings, and from the codes to identify broad categories. In the second round, broad categories were refined. In the third round of coding sub-codes were recognized to identify similarly coded data by grouping them to generate themes. Finally, another round of coding clustered the data into descriptive categories based on specific themes, leading to identifying patterns through pattern matching.

Sorting. Using an Excel workbook with three different worksheets as templates provided a structure to manage and organize a large amount of data. For each round of coding, Excel tolerates filtering and sorting data by the assigned codes without losing the data's integrity. Also, within each worksheet, Excel allowed the data to be organized, summarized, and reduced in a way that supported answering the research questions (Bowen, 2009; Gale et al., 2013).

The Coding Cycles

After several rounds of coding, the coded data provided evidence of themes and patterns among all five cases. Within Excel, there were three spreadsheets of data, referred to as worksheets. The data within each worksheet were coded following the coding cycle mentioned above. The data worksheets were Worksheet #1: Data on Family, Worksheet #2: Data on Staff Activities, and Worksheet #3: Other Supports for Families. Appendix E, F, and G present evidence

of the coding cycles during the across-case analysis for the data in Worksheets 1, 2, and 3. Because there was a lot of data for each worksheet, it was necessary to make two tables for each worksheet or data set.

Step 4: Organize and present the findings by the research question. The data plan has two parts for Step 4, the last step; Part 1 is organizing the data by the research question and Part 2 is building explanations from the themes and patterns.

Step 4: Part 1. After the cross-case analysis in Step 3, all the data had gone through the coding cycles to identify categories, themes, and patterns. The data findings from all three worksheets were organized by the research question and grouped by categories and then by the themes and patterns that emerged across the five cases.

Research Question 1

How do schools build the capacity of families to support their child's learning beyond the classroom?

After several rounds of coding, the data from Worksheet #1 and #3 (Appendix E and G) were again sifted and sorted, revealing two major categories for Research Question #1 (RQ #1).

RQ #1-Category 1: Activities for Families. Category 1 included the type of activities or event that schools ($n = 5$) provided to families. Within the category of family activities, three themes emerged: academic activities, non-academic activities, and activities that welcomed families into the school.

RQ #1-Category 2: Other Supports Provided to Parents. Category 2 included other types of supports provided to families. These supports were not necessarily activities or events, but some support could be considered to build families' capacity to help their child succeed in school. Within Category 2, three themes emerged: home-school communication, progress

monitoring, and advocacy. Table 2 provides the data findings that support answering RQ #1, family activities refined by category, themes, and patterns.

Table 2

RQ #1 Family Activities

Category	Themes	Patterns
Activities or events provided to families	Academic component	Parent conferences Curriculum workshops (math, reading, science) FSA and testing workshops Morning workshops <ul style="list-style-type: none"> o Muffins for mom o Donuts for dads o Pastries for parents
	Non-Academic or Informational	Parent workshops on varied topics: bullying, self-esteem, homework, reading at home, stress Kindergarten Transition - Incoming kindergarten students Middle School Transition - Fifth grade students going to middle school
	Welcoming Activities	School and classroom visits Art, music, physical education programs Festivals, performances Open library Student showcase
Other supports offered to families	Home-School Communication	Student agendas School website and Facebook School newsletters & calendars Outgoing information: flyers, marque, sign at car line Phone calls, texts, Remind 101 Awards ceremonies and banquets
	Monitor Progress	Student agenda Parent portal-check grades Parent conference Report cards and interim reports Review homework and assessment data
	Committees	PTA/PTO/PTSA School Advisory Council (SAC)

Note. This table presents the categories, themes and patterns that emerged after several rounds of coding data collected from the schools 2019-20 compact (worksheet #3) and PFEP, and three academic school year's evaluations from 2016-17 to 2018-19 (Worksheet #1).

Research Question 2

How do schools build the capacity of families to support their child's learning beyond the classroom?

To answer RQ #2, the data from the across case analysis framework in Worksheet #2 (Appendix F) exposed two categories for staff activities: the type or format, and the topics. The data showed that schools used a variety of methods to build staff's capacity. Therefore, Category

1 included the type, delivery, or format of staff capacity-building activities such as training, professional development, PowerPoint presentations, book studies, or guest speakers. Category 2 included the different topics for staff training. Category 2 is divided into five themes: communication and conferencing; cultural diversity; data, student achievement, and student engagement; relationship building and partnerships; and team building, cooperative learning, and growth mindset. Table 3 presents the data for RQ #2, organized into categories and then by themes and patterns.

Table 3

RQ #2 Staff Capacity-Building - sorted by category, themes, and patterns

Categories	Themes	Patterns
Format/types	Format District Provided	Powerpoint, Book Study, Guest Speaker, Planning Meeting, Faculty Meetings Powerpoint, Guest Speaker
Topics of Staff Trainings	Communication & Conferencing	Weekly collaboration meetings with principal to discuss concerns, including parent and family Training on effective communication strategies to use with families District provided PPT presentation for schools to use with staff on effective parent conferences.
	Cultural Diversity	ELL training and strategies (district guest speaker) Diversity workshop (district guest speaker) Poverty Simulation -a three hour training provided by the district where participants rotate through simulations of dealing with poverty.
	Data, Student Engagement & Student Achievement	Student Achievement Objectives – Data chats with principal to discuss how to monitor student Critical Thinking and Successful Learners -Training on student engagement strategies MTSS-Multi Tiered targeted support to struggling students. Staff book study, Help for Billy by Heather Forbes (behavior and student engagement) Dual Capacity Framework (district PPT presentation w/video)
	Relationship Building & Partnerships	Building relationships with staff and families (guest speaker) Building relationships with families (district PPT presentation) 100 Tips for Parents (district PPT presentation) New parent and volunteer orientation
	Teambuilding, Cooperative Learning & Growth Mindset	House Colors - Character Development (school wide program to develop teambuilding) KAGAN cooperative learning Books Study – Growth Mindset Accountable Talk - a training is similar to Growth Mindset is teach strategies that teachers can use with students during instruction. It ensures all students have a voice and is respected for their choice.

Note. The researcher gathered data from the 2019-20 PFEP and three academic school year evaluations 2016-2019. This table contains the data after several rounds of coding from across all cases (Worksheet #2).

Specific Note. PPT = PowerPoint Presentation

Summary

This qualitative case study is embedded with five cases, but the final results are presented holistically ($n = 5$) to answer the two research questions. This research study's design was based on Yin's three-step process to define the case, design the case, and incorporate theory. The five Title I elementary schools, the cases, were selected based on a set of criteria that provided boundaries by location (District X, in Central Florida), by time (2016-17 to the 2019-20 academic school years), and by school type (elementary level K-5).

Multiple data sources (three different documents) were obtained for all five cases for four academic school years (2016-17 to 2019-20). Data analysis was two-fold, case-by-case and across all five cases, following a four-step data analysis plan. The data analysis plan incorporated a mixture of analysis methods that included thematic content analysis, framework analysis, document analysis, and several analytical strategies such as winnowing, coding, sorting, organizing, pattern matching, and explanation building.

Each of the four steps of how the data analysis plan was implemented was discussed in great detail. Data analysis involved collecting the data to build individual case templates (Step 1 and Step 2) by analyzing each of the five documents obtained for each school. After the five case templates were constructed the data collected on the individual case templates were used to create an across cases template in Excel (Step 3). Then, using across cases template data analysis continued with several coding cycles (Tables 2, 3, and 4). Lastly, the result of coding the data during the across case analysis allowed the data to then be organized by research question (Step 4, part 1) and by the category, themes, and patterns that emerged from the coding cycles (Tables 5, 6, 7).

Chapter 4 will continue following the data analysis plan (Step 4, Part 2) by addressing each research question. For each research question, the results by category explain the findings (themes and patterns) and, when appropriate, include tables of data disaggregated by case. Finally, Chapter 5, in addition to answering the research questions, will discuss future implications and recommendations as a way of concluding this qualitative case study on family-school partnerships.

IV. RESULTS

This qualitative case study explores the family-school partnerships in five Title I elementary schools in one Central Florida School District. The purpose was to discover how schools meet Title I audit compliance as outlined in ESSA's Section 1118. More specifically, this study examined the requirement to build staff and family capacity to support student achievement.

Two main research questions guided this study:

- a. How do schools build the capacity of families to support their child's learning beyond the classroom?
- b. How do schools build staff's capacity to work more effectively with families in support of student achievement?

Chapter 1 reviewed the background for this research study. Chapter 2 provided an extensive overview of current literature. Chapter 3 appraised the methodology and research design, discussing how data were analyzed following a four-step data analysis plan. Chapter 3 concluded by explaining how the data were coded through several coding cycles. The raw data showing coding cycles were included as Appendix E, F, and G. After coding all of the data, the result was two data sets, one for each research question. Each data set was presented in a table format to show the categories, themes, and patterns that emerged. See Tables 5 and 6. Now, Chapter 4 continues following the data analysis plan with Step 4, Part 2. Chapter 4 offers the results of the data analyzed by explaining the data results in greater detail.

Methods of Data Collection

As discussed in Chapters 1 and 3, the data came solely from current and archived documents. The current documents were the 2019-20 Parent and Family Engagement Plan (PFEP) and 2019-20 compact, obtained from each school's website. The archived documents were the annual evaluations of activities to build capacity. The evaluations were collected for three academic school years (2016-17, 2017-18, and 2018-19) and were obtained electronically from the Title I District office.

For audit purposes, each school and the Title I District office keep compliance audit documents for five years, plus the current school year. Schools are responsible for maintaining records in a hard copy at their school site and in electronic format on the District's Title I server. The District Title I office has access to school Title I files, as all school's compliance documents and evidence are saved on their District server.

Again, the data used in this study came from the documents collected. Collecting data did not involve any interaction between the researcher, any school, or school employee. The researcher's only contact was through the District Title I office, via an email, to obtain electronic copies of archived data.

Presentation of Findings

This qualitative case study's data analysis plan followed the four-step data analysis plan created by the researcher (Figure 3). The last step (Step 4, Part 1) of analysis was to organize the data by research question and refine by categories, themes, and patterns (Tables 2 and 3). Then the refined data was reviewed during Step 4, Part 2 to build explanations of the data.

Step 4: Part 2 -Explanation Building. The final step of the analysis plan took the refined data to build explanations that constructed meaning from the categories, themes, and patterns.

Starting with the first research question the data findings are discussed by category and themes, offering explanations of what the data mean and how they support answering each research question.

Research Question 1

How do schools build the capacity of families to support their child's learning beyond the classroom?

RQ #1: Categories and Themes

There are two major categories for RQ #1. In Category 1 are activities designed for parent attendance or participation, which include academic activities, non-academic activities, and activities that welcome families into the school. Category 2 are other supports provided to families, which are not activities, but are considered a type of support that could build families' capacity.

Category 1: Types of Activities Offered to Families

As evidenced by what schools documented in their PFEP for 2019-20 and in the evaluations of activities to build capacity from 2016-17 through 2019-20, all schools offered family activities to support student learning and academic success. Three types of activities that schools hosted were discovered: academic activities, non-academic activities, and welcoming activities.

Theme 1: Academic Activities. All schools ($n = 5$) offered capacity-building activities with an academic component for families. Activity topics varied from school to school. Through coding, the following patterns emerged: conferences, subject-specific workshops, workshops on the Florida Standards Assessment (FSA), student data, and activities geared to a target audience or specifically to parents.

Subject-Specific Activities. A review of the data discovered that all schools ($n = 5$) offered subject-specific workshops on topics such as literacy, math, and science. For example, four of the five schools promoted literacy through a reading or language arts parent workshop. One school (ES #5) did not specifically document a literacy-focused activity but did document hosting a Florida Standards Assessment (FSA) workshop and parent-specific workshops that included reading and math strategies. Several examples of how schools promote literacy with families was discovered in the data findings. For example, some schools opened their media center so that parents could check out books, another school hosted a book character parade, and one school reported inviting parents or guests into the school to read to students. Additionally, a few schools mentioned providing take-home books for families that attended an event.

For math, the data indicated that only two of the five schools (ES #1 and ES #3) provided an activity specific to the subject of math. ES #1 described its math activity as a make-and-take math night for families. Three of the five schools (ES #2, ES #4, and ES# 5) described their science activity as bringing in an outside museum vendor to host a presentation for families for science-related events. Besides bringing in a science presentation, one school (ES #2) reported holding a student science showcase inviting families to view students' science projects on display.

As far as technology, only one school (ES # 4) offered training for parents to learn how to navigate the parent portal, the online program for District X that provides parents access to their child's school grades. Interestingly, reviewing the documents revealed that every school ($n = 5$) offered parents access to a computer on campus where parents could log in to the portal to check their children's grades.

Florida Standards and Testing. Three schools (ES #1, ES #3, and ES #5) held activities for families focused on the Florida Standards, testing, or curriculum. One school (ES #1) also

documented hosting an FSA training to teach parents how to access CPalms, an online website with parent information and resources concerning the Florida Standards. ES #5 described its FSA parent workshop as discussing the state assessments and using Plickers, an online learning tool to assess knowledge by collecting instant multiple-choice responses from the parents via electronic devices.

Table 4

Academic Activities for Families by School

Topic	Description	School Identifier					Pattern
		ES #1	ES #2	ES #3	ES #4	ES #5	
Holiday math night	Make and take math related games and activities for families to take home.	X					math
Inquiry into Math	parent workshops on math			X			math
Parent Academy	Parents learn how to reinforce language arts at home			X			reading
Bingo Book Bash	literacy activity, free books, play bingo	X					reading
Reading technology	Focus on reading, AR/STAR, and how to use the public e-library.	X					reading
Hallow read	Halloween themes reading event for students and parents		X				reading
Inquiry into Reading	parent workshops on reading			X			reading
Read Across America	Parent strategies about how to get kids to talk about the books they are reading			X			reading
AR Reading Night	learn about AR, read books together, take AR tests				X		reading
Bok Character Parade	Celebration of student reading. Students choose a favorite books and author, and write about their book. Parents are invited in to watch a character parade				X		reading
Summer reading fiesta	Provide parents with reading tips and books for summer	X					reading
Science Night	The school brought in a local science museum for a family presentation		X				science
Cool Science	AM/PM Student Showcase		X				science
Science Night	Hands on science night....Orlando Science center presentation				X		science
Family Science Night	Hands on science activities					X	science
MOSI	Museum of Science, hands on presentation					X	science
FSA curriculum workshops	Workshops on content area subjects. Show parents how to access CPalms for information on state assessments and the Florida Standards	X					FSA, testing
Engaging families in FSA success	parent workshops on the Florida standards and testing			X			
FSA testing Meeting	Testing expectations. Used Plickers to engage parents.					X	FSA, testing
Curriculum Night	Florida Standards					X	FSA, testing

Note: This table shows data that represents the school years 2016-2020 showing Academic Related workshops that schools provided families. The data was retrieved from the 2019-20 PFEP, and from three school years (2016-17, 2017-18 and 2018-19) evaluations of activities to build capacity, a compliance document required by the LEA and specific to District X.

Parent-Specific Activities. All five schools reported offering informational workshops designed for a target group (mom, dad, or both parents) and documented that these workshops included a math or reading component with take-home resources. For example, four of the five schools (ES #1, ES #3, ES #4, and ES #5) hosted “Muffins for Moms” or “Donuts for Dads.” Similarly, one school (ES #5) also hosted a workshop for moms and dads titled "Pastries for Parents." One school (ES#2) hosts a monthly All Pro Dads breakfast for fathers or significant male father figures that included an academic component or learning strategies. All Pro Dads is a national non-profit organization based in Tampa, Florida, and endorsed by Tony Dungy, former coach of the Tampa Bay Buccaneers

Conferences. All schools ($n = 5$), except for one (ES #4), recognized parent conferences as a family capacity-building activity. Interestingly, per ESSA's Section 1118, it is required that all elementary schools hold face-to-face conferencing; however, the evaluation form did not require that information. Of the four schools that did recognize parent conferences, some differences existed in their descriptions. For example, one school (ES #5) described conferences as sharing student portfolios, while another school (ES #2) mentioned holding parent conferences during the day and evenings. In contrast, one school (ES #3) said they held student-led conferences three times a year. An exciting discovery by one of the five schools (ES #3) cited an activity called "a parent experience," where the school invited parents to come into the classroom and participate in a simulation of their child's typical school day.

Theme 2: Non-Academic Activities. The data revealed that schools ($n = 5$) and academic activities offered several activities that did not include an academic component. Although these activities were not educational, they provided relevant information to build parents' capacity to support their child emotionally, physically, or academically. Within non-academic activities, the

following themes refer to the types of events: parenting workshops, transition activities, and welcoming families into the school.

Parent workshops. All schools ($n = 5$) hosted parent workshops on a variety of topics. Some schools offered a one-time parent workshop with a topic based on the needs of the families served or aligned with a school improvement goal. Because these activities were independent of could not be pattern matched with other activities, these activities were grouped together under the theme “parent workshops.” Workshop topics included technology using the parent portal, handling school-related stress, bully prevention, building self-esteem, and successful parent conferences. Table 4 shows the workshops schools hosted on miscellaneous topics.

Table 5

Family Activities - Miscellaneous Activities

Table						
<i>Family Activities - Parent Workshops</i>		<i>School Identifier</i>				
Title	Description	ES #1	ES #2	ES #3	ES #4	ES #5
Technology night	Teach parents how to use the parent portal to check student grades.	X				
Stress and Parenting	Strategies for parenting and handling stress school related			X		
Bully Prevention	Inform parents of bullying, how to prevent it and how to report it.				X	
Omega Man	Parent Night with guest presenter on building self esteem				X	
Parent Conference	Learn how to have successful parent conferences					X

Note: Data represents the school years 2016-2020. Data was retrieved from the 2019-20 PFEP, and three school years (2016-17, 2017-18 and 2018-19) evaluations of activities to build capacity, a compliance document required by the LEA and specific to District X.

Transition activities. Of the five schools' data, all but one school (ES# 5) documented transition activities. In this context, transition activities refer to students transitioning from elementary to middle school or new incoming kindergarten students. Two schools (ES #1 and ES #2) hosted both middle and kindergarten transition activities. In comparison, two different schools (ES #3 and ES #4) only reported kindergarten transition activities, and only one school (ES #5) did not indicate any transition activity type.

Theme 3: Welcoming Families into the School. Sorting all of the activities schools provided to families, in addition to academic and non-academic activities, all of the schools ($n = 5$) provided opportunities that extended invitations to get families into the school. See Table 3. Examples of the various activities schools provided in their evaluations included; awards, ceremonies, banquets, festivals, parades, guest speakers, open library nights, and fine arts showcases. These activities were inconsistent in pattern and were grouped under one theme, "welcoming activities." It is essential to mention that these activities were not required to be reported for Title I compliance as they are not capacity-building activities but are crucial to recognize as they help schools build relationships with families through a welcoming environment.

Table 3*Welcoming Families into the School***Table*****Families Activities - Welcoming Families into the School***

Topic	Description	School Identifier					Pattern
		ES #1	ES #2	ES #3	ES #4	ES #5	
Awards	End of year awards ceremony	X					awards
5 th Grade Banquet	parents are invited to attend a celebration of 5th grade graduations	X					graduation
Fall Festival	Fun activities for parents and students to spend time together	X					activities/games
Spring Fling	Parents are invited into the school to visit classrooms and see what students have been learning.				X		visit classroom
Fall Festival	Parents are invited into the school to visit classrooms and see what students have been learning.				X		visit classroom
Bully Prevention	Inform parents of bullying, how to prevent it and how to report it.				X		bullying
2 Parent meetings	Meeting to learn about school programs and to learn about the 6 units of inquiry			X			IB Meeting
Veterans Day Parade	parents are invited to attend a veteran's day ceremony and parade	X					parade
Winter Wonderland	Literacy Night. Open library night, parents and students can read together				X		literacy
Multicultural Night	Learn about other countries, celebrate diversity, student showcase	X					multicultural
Career Day	Great American Teach in		X				guest speakers
Field Day	fun event for parents and students		X				fun
Showcase	showcase student work for parents to come visit		X				welcome
Fine Arts Nights	showcase of art, music, and physical education			X			art, music, pe

Note: Data represents the school years 2016-2020. Data was retrieved from the 2019-20 PFEP, and three school years (2016-17, 2017-18 and 2018-19) evaluations of activities to build capacity, a compliance document required by the LEA and specific to District X.

Category 2: Other Supports Provided to Families

The compact is a written agreement between the school staff, parents, and students that identifies a shared responsibility for improving student achievement by outlining how each person

will undertake their obligation in working towards a common goal. The compact template used in District X has five categories: curriculum, progress monitoring, partnerships, communication, and learning environment. From each of the five school compacts, the key phrases or ideas that suggested ways the school supported families were extracted, included in case templates, and coded. See Appendix G. After coding the data, the data was organized around three themes: communication, progress monitoring, and advocacy. Within each theme is a variety of ways schools are offering additional support.

Theme 4: Home-School Communication. All schools ($n = 5$) communicated with families and provided information from the school to the home in various ways such as newsletters, signage, website, social media or Class Dojo, student agendas, and call out systems, as shown in Table 5. Schools ($n = 5$) encouraged parent communication with the school by suggesting parents attend conferences and stay in touch with their child's teacher via the student's agenda planner, email, or phone.

Information from the School. All schools ($n = 5$) mentioned inviting families to attend school events through flyers sent home via backpack and adding labels inside the student agenda or planner.

Signage. Similarly, all schools ($n = 5$) mentioned using some type of signage, and examples were posting information on the school's marquee, posting signs in the front of the school or around the school, or having signage at the car drop-off and pick-up area.

Call Out Systems. Also, all schools ($n = 5$) use a district-provided school messenger call out system. Only two schools of the five schools mentioned using Remind 101 as a another method for contacting parents.

Social Media. All five schools indicated that they used various social media giving examples such as websites, Facebook, texting, Instagram, and Class Dojo to communicate with parents.

Resources. Interestingly, one school mentioned sending home packets of information from parent workshops for parents who could not attend. All schools ($n = 5$) in the compact provided the website address or link to the district website, school website, and other educational websites as a resource to parents.

Monitoring Student Progress. The compact discussed how parents could monitor their child's learning by checking grades and behavior, becoming familiar with the curriculum, and tips or suggestions for extending knowledge at home. District X provides a parent portal that allows parents access to their children's grades. Some schools also mentioned offering a computer on their campus to enable parents to access the parent portal.

Also noted, District X provided paper report cards every 9-week grading period and interim reports between grading periods. Additionally, some schools sent home progress monitoring reports, which included those generated by Accelerated Reading (AR) and STAR math. All schools ($n = 5$) used student agenda planners for sending home information and for documenting student behaviors.

Learning at Home. All school compacts ($n = 5$) offered suggestions for ways parents could help their child's educational success or home learning. Some examples schools mentioned included setting goals, establishing routines, limiting the child's time with electronics, making sure the child is getting rest, dressing appropriately, and encouraging attendance at school. Also, every compact ($n = 5$) mentioned the importance of reading at home nightly or encouraged reading 20 minutes a day.

Table 4*Home-School Communication*

Table	
<i>Methods for Home-School Communication</i>	
Themes	Patterns
Social Media	FaceBook Instagram Class Dojo
Technology	website email text
Call Out	Remind 101 phone Calls Translation offered
Signage	car line signs marquee home packets
Paper via backback	monthly calendars interim reports, report cards newsletters (weekly, monthly, 9 week) agendas, labels in agendas home packets flyers
Agendas	behavior/academic goals in agenda Reminders - labels in agenda
Computer	A computer is provided on campus for parent use.
Note: These key ideas or themes were collected from the 2019-20 compacts.	

Theme 6 -Ways to be Involved, Advocacy, and Volunteering. Another category from the compact was "ways to be involved." Table 6 shows the findings for Theme 6.

Advocacy. The data indicated that schools ($n = 5$) encouraged parental advocacy or participation through the School Advisory Council (SAC) and parent organizations such as PTA, PTSA, or PTO. One school mentioned parent surveys but provided no additional information.

Volunteering. All five schools encouraged parents to volunteer, and each school's compact provided a link to the volunteer page on District X's website. To become a school-approved volunteer requires a background check and fingerprinting, as well as a \$25 processing fee in District X.

Staying Involved. Schools offered the following suggestions as a way families could remain involved. Recommendations included checking the student's agenda planner daily, attending school events and conferences, reading at home with their child, asking their child questions about his school day, monitoring the parent portal, and staying in touch with their child's teacher.

Research Question 2

How do schools build staff's capacity to work more effectively with families in support of student achievement?

RQ #2: Categories and Themes

The data (Appendix F) revealed that schools build staff capacity by offering training or professional development on various subjects and various formats. After several rounds of coding, the data collected on staff activities revealed two categories: the type or design for delivery and the topics offered by schools. The themes in Category 2 are communication, conferencing, diversity, data, student achievement and engagement, relationship building, and team building and cooperative learning.

Category 1: Types/Format of Activities

Format or Delivery Type. From the data, differences were noticed in the design of staff activities. The delivery type was inclusive of meetings, PowerPoint presentations, guide speakers, training, and professional development.

District Provided. The data indicated that District X offered different training opportunities for staff working in Title I schools. For example, some schools had guest speakers from the District office or personnel from other programs such as diversity, homelessness, or the ELL department. The District Title I office provided Title I schools with several PowerPoint presentations on various parent and family engagement elements that schools could share with their staff. The data revealed three schools (ES #1, ES #4, and ES #5) shared a PowerPoint presentation (PPT) provided by the Title I District office on the topic of parent conferencing, and two schools (ES #2 and ES #4) shared a PPT on building relationships with families. Three schools (ES #1, ES #3, and ES #4) hosted the District X's Poverty Simulation training, a free 3-hour training where participants learn about the effects of poverty through active simulations. Only one school (ES #2) had an ELL guest speaker from the District provide a staff training, and only one school (ES #) had a guest speaker from the Diversity department within the District present to staff.

Category 2: Topics of Staff Training or Professional Development

After coding the data collected for staff capacity-building activities, the following themes emerged: communication and conferencing; cultural diversity; student achievement and student engagement; relationship building and partnerships; and teambuilding or cooperative learning.

Theme 1: Communication and Conferencing. All schools ($n = 5$) except for one (ES #3) provided staff capacity-building activities to work with families through conferencing or

communication. As previously mentioned, ES #1, ES #4, and ES #5 conducted staff training on effective parent conferencing using PowerPoint presentations provided by the District.

Interestingly, a review of the documents for ES #2 revealed that for staff capacity-building, each grade level has a weekly planning meeting with the principal to discuss student achievement, including parent involvement-related issues. Additionally, ES #2 listed another training activity to discuss strategies for effective communicating with parents.

Theme 2: Cultural Diversity. Under the umbrella of cultural diversity, Theme 2 includes topics such as ELL strategies, growth mindset, accountable talk, and poverty.

Cultural diversity. First, the staff at ES #1 participated in a District-provided workshop on diversity and had a guest speaker come into their school to discuss diverse cultures' strategies. ES #3 reported a faculty meeting that held discussions on cultural diversity including parent and family engagement barriers.

ELL Strategies. ES #2 held two different training sessions for staff on ELL strategies, one session with a guest speaker from the ELL District office, and the other staff speakers.

Poverty Simulation. Interestingly, the Poverty Simulation Training was a free, 3-hour workshop provided by the HEARTH or homeless District office. The poverty simulation training engages participants through simulations providing information about the stress of poverty.

Theme 3: Data, student achievement, and student engagement. Only ES #1 and ES #2 offered staff training on student engagement or student achievement.

Student engagement. ES #1 reported that the principal led a book study for teachers over the summer break. According to ES #1, participation was optional, and 20 teachers participated. The book study aimed to provide staff with interventions and strategies to deal with students who act out in class.

Student Achievement. ES #1 offered training to staff titled Critical Thinking and Student Learning. The description states that this training emphasized the importance of using critical thinking to increase student achievement. ES #2 also mentioned MTSS training to assist teachers in dealing with students experiencing academic difficulties.

Progress Monitoring. In contrast, ES #2 offered professional development training to all staff on student achievement objectives. The workshops aimed to train staff to monitor student progress and report the data quarterly to parents via conferences, including a tracking sheet requiring a parent signature. ES #2 also mentioned MTSS training to assist teachers in dealing with students experiencing academic difficulties.

Theme 4. Relationship Building and Partnerships. Interestingly the data revealed that the LEA provided several different PowerPoint (PPT) presentations to the Title I schools to build staff's capacity. For example, two schools (ES #2 and ES #4) offered a PPT presentation on building relationships with parents. Similarly, one school (ES #5) shared a PPT on the *Dual Capacity Framework and Family-School Partnerships*, and another school (ES #4) shared a PPT titled "100 Tips for Involving Parents." One school (ES #3) utilized District support differently by bringing in a guest speaker from the Florida Diagnostic and Learning Resources System (FDLRS) to discuss relationship building between staff and families. Uniquely, one school (ES #4) offered parents a new parent orientation, as well as a volunteer orientation to provide information to parents new to their school about ways to be involved.

Home visits. One school (ES #1) involved its staff in conducting home visits. School ES #1 is a neighborhood school with very few bused students, as all homes were within a two-mile radius. Before the start of school, ES #1 reported that the staff was divided into four teams. The four teams divided the school zone into four quadrants and targeted about 15 homes to make

home visits to meet and greet families and deliver school magnets with parent strategies, as well as school dates. ES #1 explained home visits as a staff capacity-building activity to build relationships.

Theme 5: Teambuilding or Cooperative Learning. One school, (ES #1), participates in a program titled the "House of Colors," developed by the school for team building. The program uses colors and keys as characters to build teamwork and collaboration between families, staff, and students. "House of Colors" is conducted schoolwide to tie-in with the school's Positive Behavior System (PBS). One school (ES #2) planned Kagan cooperative learning workshops to build staff's capacity for teamwork with students and families and to help with being inclusive of cultural diversity.

Growth Mindset. At one school (ES #3), the staff participated in a book study of Carol Dweck's *Growth Mindset*. Another school (ES #2) reported hosting a training titled "Accountable Talk." The school stated that the premise of the training was similar to that of having a growth mindset. The purpose of the activity was to provide communication strategies that ensure everyone's voices are heard and respected.

Evidence of Quality

The researcher explored this topic of study by adhering to Yin's (2018) three-step research design. The researcher addressed and clarified biases or assumptions at the onset of this study to reinforce its validity and reliability (Creswell & Creswell, 2018). The role of the researcher was disclosed, including background knowledge and experience brought to the study.

Assumptions concerning this case study were discussed, including any research design choices that stemmed from those assumptions. Efforts to address any ethical considerations that occurred before or during this study were explained to provide transparency and avoid biases. All

processes and procedures employed throughout this study were offered in detail, step by step, and when applicable, a matrix or visual provided additional clarity and transparency.

Multiple data sources were collected, as well as a variety of data sources. All data were Title I audited compliance documents and were obtained electronically through the Title I District office or the school's website. For each case, three different document types were collected from four academic school years (2016-2020). The cases were selected based on a set of criteria, and from those eligible, the schools in this study were randomly chosen. The researcher had no interaction with any school or school personnel, and data solely relied on what was retrieved from the documents collected.

Analyzing the data followed a four-step data plan for transferability (Creswell & Poth, 2012; Yin, 1994). Using the framework method allowed consistent and equal treatment of the data from all five cases. The coding cycles were explained in detail, and the raw data showing the rounds of coding were presented as Appendices E, F, and G. The results from analyzing the data are presented in a narrative format that includes rich, detailed descriptions. When appropriate, visual matrices or tables are included to provide additional insight into the data findings.

Summary

Chapter 4 provides detailed explanations of data findings from a case-by-case analysis and an across-case analysis. To analyze the data, the researcher followed a four-step data analysis plan presented in Chapter 3 (Figure 3). The data collected came from three different data sources; two of which were the 2019-20 Title I Parent and Family Engagement Plan and Parent-School Compact. The third data source was an annual evaluation of activities to build capacity,

an audit compliance document specific to District X. The evaluations were collected for the academic school years 2016-17, 2017-18, and 2018-19, respectively.

The results for RQ #1, how schools build family capacity, indicated that all schools ($n = 5$) develop their families' ability to support their child's learning by offering activities for participation and a mixture of other types of support. For example, all schools ($n = 5$) hosted academic and non-academic activities for families that provide them with information, skills, or strategies to help extend their child's learning outside of the school. Also, to encourage attendance and build relationships with families, all schools ($n = 5$) extended invitations to welcome families into the school for various activities and events.

The results for RQ #2, how school build staff's capacity to work more effectively with families, revealed that all schools ($n = 5$) offered staff activities on various topics that ranged from communication, conferencing, student achievement, and student engagement. Staff capacity-building activities were delivered using multiple formats such as; trainings, professional development, book studies, PowerPoint presentations, and book studies.

Chapter 5 will conclude the results of the research conducted for this qualitative case study. Chapter 5 will address the two research questions with a discussion on how the five schools met the requirements of Section 1118. In addition, Chapter 5 will discuss the implications for future practice, as well as recommendations for future research.

V. DISCUSSION

Chapter 5 is the final chapter of this qualitative case study that explored the family-school partnerships in five Title I elementary schools located in one Central Florida school district. The purpose was to discover how these five schools build staff's and families' capacity to promote student achievement.

Two research questions guided this study:

RQ #1: How do schools build families' capacity to extend their child's learning beyond the classroom?

RQ #2: How do schools build staff's capacity to work more effectively with families to support student achievement?

Background

Chapter 1 introduced this research study and provided an overview of background information. The focus of this case study examined Public Law 114-95, also referred to as The Every Student Succeeds Act (ESSA), Section 1118. ESSA's Title I Part A, Section 1118, is titled Parent and Family Engagement and places a strong emphasis on the need for districts and schools to actively engage with parents and family members in their children's education (U.S. Department of Education, n.d.).

Literature Reviewed

Chapter 2 discussed the current literature on parent and family engagement, the role of federal policy, and family-school partnerships. Partnerships between families, schools, and communities, in which all stakeholders share in the responsibility of a child's academic success, are beneficial to everyone, especially children and schools. The literature revealed three essential ingredients needed to sustain family-school partnerships; establishing trusting relationships, identifying and addressing barriers that hinder engagement efforts, and building all stakeholders' collective capacity. According to Henderson and Mapp (2002), students benefit academically, socially, and emotionally when they have a support system.

Problem

While most educators have a strong desire to work with families, many lack the skills and knowledge to do so effectively (Mapp & Bergman, 2019; Mapp & Kuttner, 2013). The existing problem is that most educators do not know how to establish family-school partnerships that support student achievement and school improvement goals. Further compounding the problem is that many educators receive little, if any, support to build their capacity or to aid their efforts in meeting the law's requirements.

Methods of Data Collection

Chapter 3 discussed in detail the methodology and research design for this qualitative case study. All data collected for this research came from Title I audit compliance documents. The documents were retrieved from the Title I District office in an electronic format. The data came from three different documents: 2019-20 Title I Parent and Family Engagement Plan (PFEP), 2019-20 Parent-School Compact, and the annual evaluations of activities to build

capacity. The evaluations were collected for three academic school years (2016-2019), respectively. Therefore, for each of the five cases, data came from five documents in total.

Data Analysis

Data were analyzed following the four-step data analysis plan explained in Chapter 3. The analysis was two-fold: case by case and across cases, following the four-step data analysis plan which integrated thematic content analysis, document analysis, and the framework method. Analytic strategies used in the study included sorting, coding, organizing, sifting, winnowing, pattern matching, and explanation building. Chapter 3 presented the data analyzed through several coding cycles (Appendices E, F, and G) and concluded with the cross-case analysis results showing the data refined by categories, themes, and patterns (Tables 2 and 3).

Chapter 4 presented the findings for each research question by category, then by themes and patterns. The results were written in a narrative format for all cases ($n = 5$) and, when appropriate, included a data table showing the data disaggregated by the school. For each research question, the categories discussed the themes that emerged and explained the findings and the relationship to how it supported answering the research question.

Summary of Results

In Chapter 3, the researcher made assumptions at the onset of the study. After collecting and analyzing data, the assumptions provided in Chapter 3 proved to be accurate. First, the documents collected for all five schools provided evidence that schools ($n = 5$) were compliant with ESSA's Section 1118.

The results of this case study are discussed first by the sub-sections of ESSA's Section 1118, specifically, sub-sections 1118 (b), (c), (d), and (e). Then, the results are discussed by

research question. For each research question, the results are summarized by sub-sections to show how schools met compliance.

Sections 1118 (b), (c), and (d): School PFEP and Compact

Within ESSA's Sections 1118, Section 1118 (b) and (c) is the requirement for schools to develop a Title I Parent and Family Engagement Plan (PFEP). Section 1118 (d) requires schools to create a compact. All five schools in this case study met the requirements of Section 1118 (b), (c), and (d) because all five schools had a current 2019-20 PFEP and compact.

A review of each school's PFEP offered evidence of parental input in developing the PFEP and compact. Each of the five schools documented the methods, dates, and times they met with parents in order to write or revise the PFEP and compact. The schools ($n = 5$) also stated that they kept evidence on file of their parent meetings such as sign-in sheets, minutes, parent surveys, and photos of posters or copies of notes from the meetings showing parent input.

There were some differences in how the school gathered feedback. For example, some schools hosted meetings to discuss revising the PFEP and compact while other schools mentioned including a discussion throughout the year at activities and events in order to gather input. All five schools documented that the School Advisory Committee (SAC) approved the revised PFEP and compact before the school year began.

Section 1118 (e): Building Capacity for Involvement

The two research questions to discover how schools build staff and family capacity directly link to ESSA's Section 1118 (e). Section 1118 (e) has 14 criteria for Title I schools to build capacity for involvement and support partnerships among the school, parents, and the community to improve student academic achievement. In District X, the evaluations of activities to build capacity represented three academic school years, 2016-19, respectively, documenting

what each school did annually to meet the requirements of Section 1118 (e). The evaluations provided evidence substantiating that all five schools met the compliance for building staff and family capacity, as outlined in Section 1118 (e).

Next, to summarize the results and answer RQ #1 and RQ #2, the data findings presented in Chapter 4 will be applied to compliance requirements per Section 1118 (b) – (e) to show how schools ($n = 5$) are compliant with the law.

Research Question #1.

How do schools build the capacity of families to extend their child's learning beyond the classroom?

The data findings for RQ #1 revealed that schools build their families' capacity in various ways such as workshops, activities, events, parenting tips and suggestions, and communication. All schools ($n = 5$) hosted academic workshops and non-academic meetings. For example, all schools ($n = 5$) hosted educational family activities addressing topics such as reading, math, science, state standards, or testing. Some schools also held parent-specific workshops, like Muffins for Moms or Donuts for Dads, that included an academic component. All schools ($n = 5$) hosted non-academic informational meetings with topics such as transition to middle school or kindergarten, bullying, self-esteem, and stress.

Some of the activities that schools offered were not considered capacity-building activities but were worthy of mentioning because the activity or event was an invitation to welcome families into the school and build relationships. Some examples schools provided included awards, art shows, musicals, banquets, ceremonies, book fairs, and other performances. In addition to activities, meetings, and events, schools ($n = 5$) provided a variation of support to engage families in their child's education. Some examples offered different communication

modes via the phone, internet, social media, and information sent home with the students. All schools ($n = 5$) relied on the student agenda planners as a way for teachers to stay in contact with parents daily. Schools encouraged families to monitor their child's progress through the parent portal, interim reports, report cards, and parent-teacher conferences. Additionally, parents were encouraged to volunteer; participate on a parent committee, such as the SAC or the PTA/PTO; and attend school events and activities.

Section 1118 (c)(1): Annual Title I Meeting. Section 1116 (c)(1) requires schools to convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The purpose of the Title I Annual Meeting is to inform parents about Title I Part A and their right to be involved. All schools ($n = 5$) hosted a Title I Annual Parent Meeting and offered more than one meeting date or time to encourage attendance. District X provided all schools with a meeting agenda and a PowerPoint presentation that schools followed as part of their meeting. All schools offered translation for non-English speaking parents, one school (ES #3) provided childcare, and some schools provided refreshments or a meal as part of the meeting. Interestingly, one school (ES #2) mentioned providing a "sorry we missed you" information packet that was sent home to parents who could not or did not attend. The schools ($n = 5$) invited parents to or informed parents of the annual meeting in several ways: flyers, labels in agendas, marquee, callouts, calendars, and Facebook.

Parents' "Right to Know." All five schools documented in their PFEP that parents were informed of their right to be involved at the annual parent meeting from a district-provided "Right to Know" (RTK) letter. Schools documented that the RTK letter was available in English, Spanish, and Haitian Creole and distributed to all parents of Title I students at the start of the

school year. Additionally, District X requires their Title I schools to keep a copy of this letter on their school website and a copy in the front office in a "Parent Informational Notebook" (PIN).

Section 1118 (c): Flexible Dates and Times and Addressing Barriers. Section 1118 (c)(2) requires schools to offer a flexible number of meetings, such as meetings in the morning or evening. Section 1118 (c)(2) allows the school to use their Title I funds to provide transportation, childcare, or home visits, as appropriate. Similarly, 1118 (e)(8) mentions that schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

The PFEP and evaluations documented some barriers schools encountered. A review of the documents learned that some schools provided translators, childcare, and refreshments or meals for some activities, depending on the type of the activity and the time of the activity. All schools ($n = 5$) offered flexible meeting times to encourage attendance. Some schools hosted morning or evening events. Other schools provided school start and dismissal activities to encourage parents who have children who are car riders to and from school. Only one school (ES #3) stated that childcare was available for parents who attended the annual meeting. One school (ES #1) made random home visits a yearly part of welcoming students back to school.

Section 1118 (d): Monitor Progress. Schools must provide frequent reports to parents on their children's progress, as stated in Section 1118 (d)(2)(B). All schools ($n = 5$) provided parents a 9-week report card and an interim report in between grading periods. Also, District X provides parents access to their child's grades via the "Parent Portal."

Sections 1118 (d)(2)(A) and Section 1118 (e)(10): Conferences. Another way parents could monitor their child's progress was to attend parent-teacher conferences. As required by

1118 (d)(2)(A), schools must hold a minimum of at least one face-to-face parent conference, and schools are required to discuss data with parents at these conferences. Section 1118 (e)(10) allows schools to conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who cannot attend such conferences at school, to maximize parental involvement and participation. All elementary Title I schools ($n = 5$) to hold face-to-face parent-teacher conferences and document efforts by keeping a communication log. Of the five schools examined in this study, some differences were noted in the format for conferences. Some schools mentioned having student-led conferences, and others reported sharing portfolios during the conference. Some schools hold conferences during the day and other schools in the evenings. Some schools mentioned hosting parent conferences three times a year. One school hosted "a parent experience," where the school invited parents to join the classroom and participate in a simulation of their child's typical school day.

Section 1118 (d)(2)(C): Participation and Involvement. Section 1118 (d)(2)(C) states that schools should offer families reasonable access to staff and opportunities to volunteer and participate in their child's class, including observation of classroom activities. The only evidence found to show compliance in this area was that all schools' ($n = 5$) compacts specifically encouraged parents to become volunteers. All of the schools ($n = 5$) compact urged parents to review the school's website, stay in touch with their child's teacher, and attend conferences and school meetings. A review of each school's website revealed that parents could access their child's teacher via email.

Additionally, all schools ($n = 5$) mentioned having some type of parent organization. All schools had a School Advisory Council (SAC), and parents were encouraged to attend meetings.

Some schools mentioned having business partners for donations, and one school reported a mentoring program with a local university.

Section 1118 (e) (1-2): State Standards. Schools shall help parents understand the state's academic content standards and state student academic achievement standards, as cited in 1118 (e)(1). Similarly, 1118 (e)(2) allows schools to provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology. Schools ($n = 5$) provided materials and training for their students' parents through academic and non-academic workshops, take-home packets, calendars, and school websites. Some schools specifically held workshops on the Florida State Assessment (FSA). However, District X's website and each school's website ($n = 5$) has parent resources and links for parents about the state standards, assessments, and curriculum.

Section 1118 (e)(4) Coordination and Integration. Section 1118 (e)(4) states that schools shall coordinate and integrate parent involvement programs with other federal programs that encourage and support parents in participating in their children's education. In the school's PFEPs, the following programs were included: Title IV-Homeless offers resources through the HEARTH program for homeless students and families, Title III-resources for ELL students, and Migrant Program offers resources for migrant students and their families. All five schools have a preschool program on their campus and stated that efforts were made to extend invitations to include those families in all schoolwide events.

Section 1118 (e) (5): Language. Schools should ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and language that the parents can understand, as stated in 1118 (e)(5). A review of the school's PFEP and website revealed that all five schools in this study provided information to parents in English

and Spanish, and two schools also provide Haitian Creole. All schools ($n = 5$) offer translation on their campus and at school events.

Section 1118 (e)(11): Parent Involvement Model (PI). Section 1118 (e)(11) states that schools may adopt a PI model and implement model approaches to improving parental involvement. No evidence could be found from the documents' data to show that any schools ($n = 5$) have adopted or used a PI model.

Section 1118 (e)(13): Community Involvement. Schools may develop appropriate roles for community-based organizations and businesses in parent involvement activities Section 1118 (e)(13). Little evidence was found to show if schools met this compliance. In the PFEP, schools ($n = 5$) did mention generic information that they have local business partners or a local church who provide donations or meet a need. However, one school (ES #1) did discuss two mentorship programs: a tutoring program with a university and a reading mentoring program with a private Christian school.

Section 1118 (e)(6) Parent Input. Section 1118 (e)(6) states that schools may involve parents in developing training for teachers, principals, and other educators to improve such training effectiveness. No evidence to verify compliance was found in any of the documents collected from the schools ($n = 5$). However, this item may be addressed during the meetings to gather parental input into planning and revising the PFEP.

Research Question 2

How do schools build the capacity of staff to partner with families in support of student achievement?

The second research question was to determine how schools build staff's capacity to work more effectively in partnership with families to support academic achievement. Per Section 1118

(e)(3), schools shall educate staff, including the principal, with parents' assistance, in the value and utility of parents' contributions. Also, schools will also educate staff on how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs, building ties between parents and the school.

First, no evidence was found that provided proof that parents assisted in staff training or determining the staff training that would be held. However, it is possible that parental input was sought during the meetings for revising the PFEP. The template provided by the LEA, the annual evaluation of activities to build capacity, prompts schools to include the topic, presenter, and intended audience. For the most part, the schools completed the audience section stating that the training was for teachers or staff. Only one school (ES #3) included administration as part of the audience. There is no evidence to show if the staff consists of support personnel or special area teachers.

The data collected from the documents revealed that schools ($n = 5$) provided training or professional development for their staff, which occurred through different formats and addressed various topics. Staff capacity-building activities included communication, conferencing, diversity, data, student achievement and engagement, relationship building, and team building and cooperative learning. Some schools included a capacity-building activity in faculty meetings and grade-level meetings. Schools ($n = 5$) took advantage of the district's support by bringing in a guest speaker to present, participating in a district training, or utilizing resources such as PowerPoint presentations prepared by the district.

Discussion

Reflecting on the Data Findings and Theory

According to Fullan's Change Theory (2011), the theoretical framework for this study, the principal is responsible for the change in a school and makes change happen, involving building participants' capacity to change. The principal signed the 2019-20 PFEP, assuring the responsibility for meeting compliance by implementing the PFEP for that school year. In District X, the principal's signature on each of the annual evaluations of activities to build capacity attests to meeting compliance of implementing the PFEP and building staff and families' capacity.

Based on *The Dual Capacity-Building Framework for Family-School Partnerships: Version 2*, the conceptual framework, there are four major components that guide schools and districts in establishing and sustaining partnerships. Building the capacity of staff and families' to work in partnership is essential to achieve school improvement and increase student achievement. Mapp and Kuttner (2013) and Mapp and Bergman (2019) identified the 4Cs as necessary components for significant capacity-building. The 4Cs are capabilities (skills and beliefs), connections (networks), confidence (belief and values), and cognition (self-efficacy). The 4Cs can be used as the basis for developing metrics that measure capacity growth among family and staff. Mapp and Bergman (2019) provided possible criteria based on the 4Cs of capacity development and aligned with family and staff outcomes.

From the data collected, it was learned that schools ($n = 5$) are providing capacity-building opportunities to staff and families. However, it is difficult to determine from the data collected how or if schools are implementing the 4Cs. Using the 4Cs to measure capacity-building could be a recommendation for future research.

Reflecting on the Data Findings and the Literature Reviewed

From the literature reviewed in Chapter 2, three actions continually emerged as essential for developing effective family-school partnerships building relationships, identifying and addressing barriers, and building collective capacity.

Building Relationships

One of the categories that emerged from the data collected for family activities was welcoming activities. Although these activities did not necessarily build families' capacity to extend their child's learning, they promoted schools' opportunities to receive families into the school, thereby building relationships between school staff and families.

Barriers that Hinder Engagement

From the PFEP and the evaluations, schools documented barriers that hinder their engagement efforts. The barriers schools mentioned were work schedules, language, childcare, and, at one school, trust. To address work schedules, many of the schools ($n = 5$) offered flexible dates and times for activities. Some schools provided morning and evening activities while other schools offered during school activities, including activities right after school. Some schools ($n = 5$) provided meals if the activities or events were held during a mealtime, compared to all schools offering refreshments. All schools ($n = 5$) provided translation at events and provided communication to families in English, Spanish and Haitian Creole as appropriate. One school, ES #1, mentioned trust as a barrier. ES #1 developed a schoolwide program called "House Of Colors" to build relationships among staff, families, and students.

Collective Capacity

To develop families' skills, schools should provide activities that support children's cognitive, emotional, physical, or social development (Epstein, 2010; Epstein et al., 2018;

Henderson & Mapp, 2002; Mapp & Kuttner, 2013). Some of the schools provided various parent workshops that supported students' academic development, including emotional and social development. Some examples schools provided for parents were workshops on bullying, stress, and student engagement. For staff, topics varied by school, but some schools offered capacity-building activities that were non-academic but provided strategies to support their students and families. Examples were poverty simulation training, cultural diversity training, and ELL strategies.

Study Limitations

This qualitative case study provided analyses and interpretations based on a small sample ($n = 5$) of Title I elementary schools located in one central Florida school district with approximately 101 Title I schools. Of the 101 Title I schools, only five of 64 elementary schools represent cases. Another limitation is that this study only represents one school district in the State of Florida.

Data collection and analysis were limited to the three different data sources collected for each school: the PFEP, compact, and annual evaluation of activities to build capacity. The data reflected four academic school years from 2017 to 2019-2020. Each of the documents collected is a Title I audit compliance document and kept on file for audit purposes. The principal's signatures on the evaluations attest to the contents in the documents as complying.

A limitation of this study was that data relied solely on what was contained in the documents. Because there was no interaction with any school personnel, there was no opportunity for probing or elaborating on the findings. However, while relying only on the data from the documents was a limitation, it also reduced the introduction of biases or reflexivity. The researcher had no contact with the school or any school personnel, thereby allowing the

documents' data to speak for itself. The introduction of biases was a critical concern because, before starting this case study, the researcher worked in the District's Title I office and was responsible for monitoring parent and family compliance.

Implications for Future Practice

The significance of this study was discussed in Chapter 1. The literature search uncovered gaps in the existing literature concerning family engagement and federal policy, examples of schools' engagement efforts, and methods used to build staff and families' capacity. This qualitative case study adds to the existing literature, and the findings from this research have professional significance by offering new insight on family engagement practices. This case study contributes to data findings that provide the reader with explicit real-life experiences and examples that schools ($n = 5$) used to build staff and families' capacity to work in partnership and support student achievement.

According to Roberts (2004), when writing the implications for action, the researcher must consider who will benefit from this study, what they will learn from the study, and why they will gain knowledge. The researcher believes that this study has implications that should be considered at the State, district, and school levels.

Recommendations for State Educational Agencies (SEA)

State Template for the PFEP. The researcher recommends that the SEA develop a parent and family engagement plan template. The template should be based on the components of the law and on research. The template should guide LEAs and schools in developing and writing a well-developed plan based on the needs of those served. A well-developed plan will leave little chance for random engagement activities (Weiss et al., 2010). Also, continuously

enhancing a plan to meet those needs will lead to more effective partnership programs (Epstein et al. 2009; Epstein & Sheldon, 2016).

Following the reauthorization of ESSA in 2015, the SEA in Florida no longer provided their LEAs with a plan template. Having a template provides consistency and another layer of assurance that each school meets the law's specifications. Additionally, it would be beneficial to include a more robust section addressing family engagement in the School Improvement Plans (SIP), thereby benefitting all schools, not just Title I schools, to discuss how to engage families in their children's education. Policy can be strengthened by adopting a model or framework embedded in the components of the PFEP. For example, since U.S. DOE endorses *The Dual Capacity Framework for Family-School Partnerships*, it would make sense that the research behind the framework is part of the guidance provided to LEAs and schools.

Capacity Building for All Stakeholders. The SEA or the Florida Department of Education should offer opportunities to build the capacity of lawmakers, district personnel, and leaders on the importance of family-school partnerships in support of school improvement and academic achievement. Likewise the LEA or the school district should be required to do the same for all support staff and administrators.

Data-Interpretation and Sharing. Because education has become data-driven, parents and families must be educated about their child's progress. There is a need to build educators' capacity in understanding data to enable them to explain and share data with parents. Learning how to interpret data should be a required staff capacity-building activity for LEAs and schools and a necessary component of parent-teacher conferencing with families. Also, learning how to interpret data and have data chats with families should be a required teacher preparation program component.

Teacher Preparation Programs. Parent and family engagement should be a core component of new teacher preparation programs. Additionally, college course requirements should educate pre-service teachers on the importance of engaging with families, communicating with families effectively, and explaining and sharing data with parents as part of progress monitoring. Though parent and family engagement is embedded in teaching standards, learning about or gaining strategies about how to partner with families is often an addition to other course work or learned through field experiences.

Teacher Certification. All teachers, especially those new to the profession, need exposure to resources and strategies that prepare them for working with diverse populations, families from poverty, homelessness, and forming partnerships. Certification or recertification should require a component of family engagement in-service points.

Recommendations for Local Education Agencies (LEA)

Having a district level mission, vision, or purpose statement would provide a common language with administrators, school staff, parents, and community members. Additionally, communicating that statement among stakeholders to reiterate the importance of parent and family engagement in education is vital.

Conclusion

In conclusion, this qualitative case study explored the family-school partnerships of five Title I elementary schools located in one central Florida school district. The purpose was to examine how these schools ($n = 5$) were building staffs and families' capacity to support school improvement and increase student achievement. To discover how schools were building capacity, three different Title I audit compliance documents were collected from the 2016-2019 academic school years. The findings uncovered data to show that the five case schools were compliant with

the requirements of ESSA's Section 1118. All schools ($n = 5$) had a current Title I parent and family engagement plan (PFEP), as stated in Section 1118 (b) and (c) and a compact per Section 1118 (d). The data collected also proved that schools did make efforts to build staffs and families' capacity to promote student achievement, as outlined in Section 1118 (e).

Schools ($n = 5$) provided opportunities to build families' capacity to extend their child's learning beyond the classroom in various ways. First, the schools offer academic and non-academic workshops to enhance families' knowledge and promote their children's academic achievement and success. In addition to academic and non-academic workshops, schools, provided many opportunities to invite families into the school. Aside from offering workshops and extending invitations to come into the school, schools offer many other support types to families. Supports include home-school communication, progress monitoring, opportunities to be involved, and parenting tips. Schools ($n = 5$) build staff's capacity by providing training or professional development on various topics to enhance their abilities to partner with parents and students effectively. Some examples of staff training topics included effective communication and conferencing, diversity, poverty, growth mindset, ELL strategies, and student engagement.

The following three themes continually emerged from the current literature reviewed in Chapter 2: the importance of building trusting relationships, identifying and addressing barriers, and building stakeholders' capacity. The three themes are considered essential elements to establishing and sustaining effective family-school partnerships. The data collected and analyzed evidence demonstrated that all schools ($n = 5$) made efforts to address these crucial elements of their family-school partnerships.

The researcher offered recommendations for the SEA, LEA, and school levels. At the SEA level, the recommendation is for a state-adopted PFEP template and PI model. Also

recommended was for the state to strengthen teacher certification and recertification requirements and for teacher preparation programs to include more robust training on the importance of parent and family engagement in education, including how to form partnerships with families and communicating and sharing data with families. It would also be beneficial if each LEA had a designated position that offered the school's support and provided training to build capacity. Additionally, it would be helpful if the School Improvement Plan (SIP) included more robust documentation for schools to engage families as partners in their children's education.

The LEA or school districts should guide schools in developing and implementing family-school partnerships, utilize a PI model, and adopt a district mission and vision for parent and family engagement. Additionally, the LEA should build school leaders' capacity regarding the importance of parent and family engagement to enhance their ability to support their staff and school's efforts to build partnerships.

The recommendations for schools are to embrace a mission and vision for engaging parents and families in their children's education and adopt a PI model to guide establishing and sustaining effective family-school partnerships that support a common goal of improving student achievement. So much of education and instruction are data-driven. Staff must understand how to communicate data with parents to help them understand and monitor their child's academic achievement.

In conclusion, the data collected and analyzed from the qualitative case study provides evidence that the schools ($n = 5$) comply with ESSA's Section (b), (c), (d), and (e). Each of these schools ($n = 5$) is making efforts to partner with parents and families to support student achievement. Schools ($n = 5$) build families' capacity to extend their children's learning beyond

the classroom by welcoming them into the school to build relationships, identify and address barriers, and offer various academic and non-academic workshops. Also, schools ($n = 5$) support families by hosting informational meetings, home-school communication, and parent suggestions and tips. Lastly, schools ($n = 5$) offer their staff opportunities to enhance their ability to work more effectively with students and their families by providing various training, professional development, book studies, and programs.

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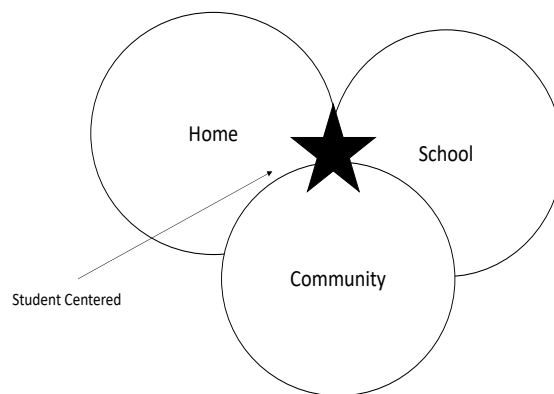
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Appendix A: The Dual Capacity Framework

The Dual Capacity Building Framework for Family School Partnerships: Version 2 A research-based model designed to provide schools with a starting place for discussions and to guide their engagement efforts in forming effective family-school partnerships.			
Based on research from Mapp & Bergman (2019) and revised research from Mapp & Kuttner (2013). Retrieved from www.dualcapacity.org			
The Challenge	Essential Conditions	Policy and Program Goals	Capacity Outcomes
For Educators: <ul style="list-style-type: none"> Have not been exposed to strong examples of family engagement Have received minimal training May not see partnership as an essential practice May have developed deficit mindsets For Families: <ul style="list-style-type: none"> Have not been exposed to strong examples of family engagement Have had negative past experiences with schools and educators May not feel invited to contribute to their children's education May feel disrespected, unheard, and undervalued 	Essential conditions offer research-based best practices to cultivate and sustain partnerships. Process Conditions: <ul style="list-style-type: none"> Relational: built on mutual trust Linked to learning and development Asset-based Culturally responsive and respectful Collaborative Interactive Organizational Conditions: <ul style="list-style-type: none"> Systemic: embraced by leadership across the organization Integrated: embedded in all strategies Sustained: with resources and infrastructure 	The goals for building and enhancing the capacity of both educators and families include 4C's. Each C is a research-based strategy for developing the capacity of adult learners. Attention to the 4C's when developing activities ensures recognition of participants' skills and knowledge in support of student achievement (Mapp & Kuttner, 2013, p. 10). The 4C's: <ul style="list-style-type: none"> Capabilities (skills + knowledge) Connections (networks) Cognition (shifts in beliefs and values) Confidence (self-efficacy) 	The desired outcome for effective family-school partnerships is a shared responsibility that supports school improvement and student achievement (Mapp & Kuttner, 2013). Educators are empowered to: <ul style="list-style-type: none"> Connect family engagement to learning and development Engage families as co-creators Honor family funds of knowledge Create welcoming cultures Families can take on diverse roles: <ul style="list-style-type: none"> Co-creators Supporters Encouragers Monitors Advocates Models

Appendix B: Epstein's Sphere's and Six Types of Involvement, and National PTA Standards

Epstein's Overlapping Spheres of Influence and Six Types of Involvement



Epstein's Six Types of Involvement

Type 1 Parenting occurs when family practices and home environments support "children as students" and when schools understand their children's families.

Type 2 Communicating occurs when educators, students, and families "design effective forms of school-to-home and home-to-school communications."

Type 3 Volunteering occurs when educators, students, and families "recruit and organize parent help and support" and count parents as an audience for student activities.

Type 4 Learning at Home occurs when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning."

Type 5 Decision Making occurs when schools "include parents in school decisions" and "develop parent leaders and representatives."

Type 6 Collaborating with the Community occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development."

National PTA Standards

Standard 1—Welcoming All Families into the School Community Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2—Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3—Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4—Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6—Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Appendix C: ESSA Section 1118

NCLB Section 1116/ESSA Section 1118

(a) LOCAL EDUCATIONAL AGENCY POLICY-

1118 (1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

1118 (2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —

1118 (2) (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

1118 (2) (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

1118 (2) (C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

1118 (2) (D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, **including identifying—**

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions;

1118 (2) use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and 1118 (2) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—

1118 (3) RESERVATION-

(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.”;

1118 (3) (b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

1118 (3) (b) (1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

1118 (3) (b) (2) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

1118 (3) (b) (3) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

1118 (3) (b) (4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

1118 (3)(c) POLICY INVOLVEMENT-

Each school served under this part shall

1118 (3)(c) (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their

school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

1118 (3)(c) (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;

1118 (3)(c) (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

1118 (3)(c) (4) provide parents of participating children —

- (A) timely information about programs under this part;
- (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

1118 (3)(c) (5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

1118 (3)(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Such compact shall —

1118 (3)(d) (1) describe the school's responsibility to provide **high-quality curriculum and instruction** in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

1118 (3)(d)(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

- (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

1118 (3)(e) BUILDING CAPACITY FOR INVOLVEMENT-

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

1118 **(3)(f) ACCESSIBILITY.**—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

1118 **(3)(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.**—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

1118 **(3)(d) (h) REVIEW-** The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

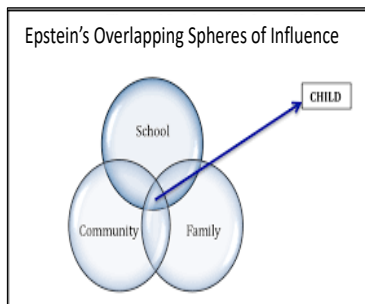
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Appendix D: Barrier Models

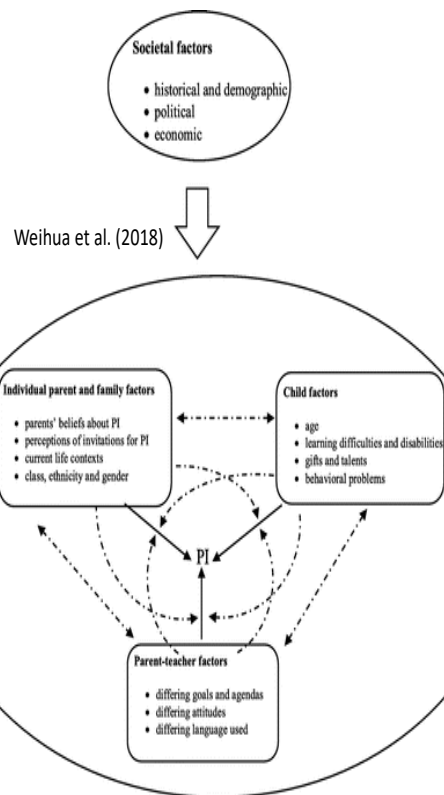
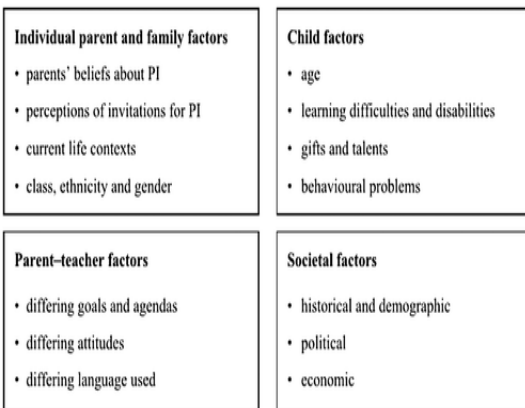
Comparison of Barrier Models

Comparison of Models - Factors and Influences that affect Parent Involvement Practices In Education

Epstein (2011)



Hornby and Lafaele (2011)



Appendix E: Coding Worksheet #1

Worksheet #1 – Data on Family Activities

Table						
Worksheet #1 - Data on Family Activities						
Code = ES #	Type/Topic	Description	Coding	Coding	Themes	Pattern Building
			Round 1	Round 2	Round 3	Round 4
1	Parent Conference nights.	held for each grade level	conferences	conferences	conferences	
2	Parent Conferences	held during the day, evenings,	conferences	conferences		
3	Showcase	parents experience what students are learning	conferences	conferences		
3	Conference nights	3 x's a year student lead conferences	conferences	conferences		
5	Parent Conference Nights	Conferences and sharing of portfolios	conferences	conferences		
1	Holiday math night	Make and take math related games and activities for families to take home.	math	curriculum	curriculum	Math
3	Inquiry into Math	parent workshops on math	math	curriculum		
3	Parent Academy	Parents learn how to reinforce language arts are home	reading	curriculum		Reading
1	Bingo Book Bash	literacy activity, free books, play bingo	reading	curriculum		
1	Reading technology	Focus on reading, AR/STAR, and how to use the public e-library.	reading	curriculum		
2	Hallow read	Halloween themes reading event for students and parents	reading	curriculum		
3	Inquiry into Reading	parent workshops on reading	reading	curriculum		
3	Read Across America	Parent strategies about how to get kids to talk about the books they are reading	reading	curriculum		
4	AR Reading Night	learn about AR, read books together, take AR tests	reading	curriculum		
4		Celebration of student reading. Students choose a favorite books and author, and write about their book.	reading	curriculum		
	Bok Character Parade	Parents are invited in to watch a character parade				
1	Summer reading fiesta	Provide parents with reading tips and books for summer	reading	curriculum		
2	Science Night	The school brought in a local science museum for a family presentation	science	curriculum		Science
2	Cool Science	AM/PM Student Showcase	science	curriculum		
4	Science Night	Hands on science night....Orlando	science	curriculum		
5	Family Science Night	Science center presentation	science	curriculum		
5	MOSI	Hands on science activities	science	curriculum		
5		Museum of Science, hands on presentation	science	curriculum		
3	Engaging families in FSA success	parent workshops on the Florida standards and testing	FSA, testing	data, standards	FSA	Testing
1	FSA curriculum workshops	Workshops on content area subjects. Show parents how to access CPalms for information on state assessments and the Florida Standards	FSA, testing	standards		
5	FSA testing Meeting	Testing expectations. Used Plickers to engage parents.	FSA, testing	data, standards		
5	Curriculum Night	Florida Standards	FSA, testing	data, standards		
2	All Pro Dads	A monthly event for fathers or caregiver to attend and interact with other fathers and children. An academic component with learning strategies is included.	parent specific	informational	Parent specific	muffins for mom , donuts for dad, pastries for parents
4	Muffins with Mom and donuts for dads	Reading resources given to mothers and fathers who attend	parent specific	informational		
1	Donuts for Dads or Muffins for Moms	These events bring in families and include educational and instructional strategies for parents.	parent specific	informational		
3	Time with mom and donuts for dads	Also, pastries with parents for math and for reading	parent specific	informational		

Worksheet #1 – Data on Family Activities

Table Worksheet #1 - Data on Family Activities (Continued)						
Code = ES #	Type/Topic	Description	Coding Round 1	Coding Round 2	Themes Round 3	Pattern Building Round 4
1	Transition to middle school	A school event to prepare 5 th grade parents and students for the transition to middle school.	transition	5th	transition	5th - middle
2	5 th grade transition	Parents and students moving to middle school can come and learn about their options for middle schools, and choice schools, magnet schools, and charter schools. Representatives from these schools for Q & A	transition	5th		
1	Kindergarten	A parent meeting to help prepare incoming kindergarten students and parents for entering school.	transition	kindergarten		
2	Kindergarten Roundup	Parents and student entering kindergarten can come and tour the school, meet the teachers, and learn how to prepare for school.	transition	kindergarten		kindergarten
3	Kindergarten transition	informational meeting for incoming kindergarten students	transition	kindergarten		
4	Kindergarten Roundup	kindergarten	transition	kindergarten		
4	Bully Prevention	Informa parents of bullying, how to prevent it and how to report it.	bullying	informational	misc. informational meetings	informational
3	Parent Academy 1 and II	Mtg 1 learn about IB and Mtg. 2 learn about the 6 units of inquiry	informational	informational		
5	Parent Conference Mtg	How to have successful parent conferences	informational	informational		
3	Stress and Parenting	Strategies for parenting and handling stress school related	parenting	informational		
1	Technology night	Teach parents how to use the parent portal to check student grades.	portal	informational		
4	Omega Man	Parent Night with guest presenter on building self esteem	self esteem	informational		
2	Extended Learning	learn about the extended learning program	tutoring	informational		
1	Veterans Day Parade	parents are invited to attend a veteran's day ceremony and parade	welcome	parade		
4	Winter Wonderland	Literacy Night. Open library night, parents and students can read together	literacy	welcome	welcome into the school	welcome into the school
1	Multicultural Night	Learn about other countries, celebrate diversity, student showcase	multicultural	welcome		
2	Career Day	Great American Teach in	welcome	welcome		
2	Field Day	fun event for parents and students	welcome	welcome		
2	Snively Showcase	showcase student work for parents to come visit	welcome	welcome		
3	Fine Arts Nights	showcase of art, music, and physical education	welcome	welcome		
1	Awards	End of year awards ceremony	welcome	awards	awards	
1	5 th Grade Banquet	parents are invited to attend a celebration of 5th grade graduations	welcome	awards		
1	Fall Festival	Fun activities for parents and students to spend time together	welcome	festival	festival	
4	Spring Fling	Parents are invited into the school to visit classrooms and see what students have been learning.	welcome	festival		
4	Fall Festival	Parents are invited into the school to visit classrooms and see what students have been learning.	welcome	festival		
Source: The researcher retrieved this data from the 2016 -17, 2017-18, and 2018-19 Evaluations of Activities to Build Capcity - an audit compliance document for District X, and the 2019-20 Title I Parent and Family Engagemet Plan. Data is representative of schools ES #1 - ES #5, the five cases						

Appendix F: Coding Worksheet #2

Worksheet #2 – Data on Staff Activities

Table Worksheet # 2- Data on Staff Activities							
School Identifier	Activity Topic	Description	General Coding Round 1	Themes Coding Round 2	Patterns Coding Round 3	District Provided	Activity Type or Format
2	Collaborative Planning	planning, meeting with principal get staff input, discuss issues with students.	communication	communication			planning
2	Effective communication Strategies	A training to provide staff with strategies for more effective communication	communication				training
1	Parent Conferencing	District provided PPT presentation for schools to use with staff.	conferencing	conferencing	Same PPT presentation from district	x	PowerPoint
4	Parent Teacher Conferences	District provided PPT presentation for schools to use with staff.	conferencing			x	PowerPoint
5	Effective Parent Conferencing	District provided PPT presentation for schools to use with staff.	conferencing			x	PowerPoint
1	Cultural Diversity Workshop	District provided. A professional development workshop with the whole staff to discuss diversity and how to be inclusive of all cultures. This is a training offered by district personnel.	cultural diversity	diversity			guest speaker
3	Relating to a variety of families	Cultures, staff participated in a jigsaw activity to discuss barriers to engagement and how to address barriers	cultural diversity				?
2	ESOL	District personnel provide ongoing professional development with staff on strategies and resources for working with ELL students in the classroom.	ESOL	ESOL		x	guest speaker
2	ESOL Strategies	strategies to work with ELL students	ESOL			x	
3	Growth Mindset	Book Study with Staff	growth mindset	growth mindset			book study
2	Accountable Talk	Accountable Talk is a strategy teachers use with students during instruction. It ensures all students have a voice and is respected for their choice. This training is similar to Growth Mindset	accountable talk				
1	Poverty Simulation	A district training offered to schools by the Homeless program. This is a 3hr training simulating the stress of poverty. Participates are actively engaged in the simulation.	poverty	poverty	Same training offered by the district	x	district training
3	Poverty Simulation	HEARTH	poverty			x	district training
4	Poverty Simulation	HEARTH	poverty			x	district training
5	Dual Capacity Framework	District provided PPT presentation for schools to use with staff.	relationships	relationship building		x	PowerPoint
2	Building relationships with staff and families	District provided PPT presentation for schools to use with staff.	relationships			x	PowerPoint
4	Building Relationships with Families	District presentation provided by FDLRS -	relationships			x	guest speaker
4	100 Tips for Parents	District provided PPT presentation for schools to use with staff.	relationships			x	PowerPoint
4	New Parent and Volunteer Orientation	how to provide information to parents about the school and how to be involved.	relationships				
1	Home Visits	The principal has her leadership team and teacher volunteers to pilot a program for making home visits. Since the school is in a neighborhood and all homes are within a 2 mile radius the school zone was divided into four quadrants. The staff divides up and in each quadrant targets, visits, 15 homes but visiting and delivering a school magnet that has strategies and school dates. This program is used as an outreach program to build relationships.	relationships/ home visits				

Continued. Worksheet #2

Table

Worksheet # 2- Data on Staff Activities (Continued)

School Identifier	Activity Topic	Description	General Coding Round 1	Themes Coding Round 2	Patterns Coding Round 3	District Provided	Activity Type or Format
2	Student Achievement Objectives	Principal hosts professional development with staff on the importance of student achievement and objectives. The staff is required to progress monitor student progress and report quarterly the data to the parents via conferences and a tracking sheet that requires a parent signature.	student achievement	data, student achievement			professional development with Principal
1	Critical Thinking and Successful Learners	Training on the importance of using critical thinking with students to increase academic achievement	student achievement				
2	MTSS	Professional development to assist teachers in working with students having academic difficulties	student achievement				professional development
1	Staff book study, Help for Billy by Heather Forbes	The principal led a staff book study for teachers over the summer. The book study was voluntary with approximately 20 teachers participating. The purpose of this training was provide staff interventions and strategies to help students who act out in class. Teachers were paid to participate in the training over the summer. The entire staff will get a crash course at the back to school professional development meetings.	student engagement	student engagement student achievement			book study
1	House Colors - Character Development	This is program that the school has developed for team building using colors and keys to characters. This is used schoolwide to build relationships between families, staff, and students. This also links to the school's PBS positive behavior system.	team building	cooperative learning/team building			program
2	KAGAN cooperative learning	Staff is trained in cooperative learning and how to build teamwork with their students, inclusive of cultural diversity	teambuilding learning				training
Source: The researcher retrieved this data from the 2016 -17, 2017-18, and 2018-19 Evaluations of Activities to Build Capcity - an audit compliance document for District X, and the 2019-20 Title I Parent and Family Engagemet Plan. Data is representative of schools ES #1 - ES #5, the five cases							

Worksheet #3 – Support Pulled from Compact

Worksheet #3 - Support as evidence from data pulled from the Compact

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Continued. Worksheet #3

Table

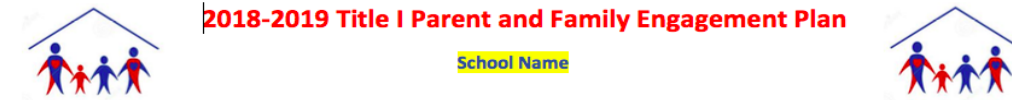
Worksheet #3 - Support as evidence from data pulled from the Compact (Continued)

Category	Key ideas/words	Themes	Data sorted by themes	Patterns within themes
	Round 1	Round 2	Round 3	Round 4
Home/School. Communication	homework	monitor	progress monitoring	homework grades, parent portal report card, intern reports review student work
ways to be Involved	homework	monitor		
Home/School. Communication	interim reports	monitor		
Monitor Progress	interim reports	monitor		
Monitor Progress	check parent portal	monitor		
Learning Environment	limit electronic usage	monitor		
Monitor Progress	monitor progress	monitor		
ways to be Involved	progress monitoring	monitor		
Monitor Progress	report cards	monitor		
Monitor Progress	review compact	monitor		
Monitor Progress	review data	monitor		
Curriculum/High Standards	review student work	monitor		
Learning Environment	set expectations	monitor		
Home/School. Communication	attend parent conferences	parent conferences	conferences	conferences
ways to be Involved	conferences	parent conferences		
Monitor Progress	schedule/attend conferences	parent conferences		
ways to be Involved	Send home resources	resources	resource	resources in the home
Curriculum/High Standards	send home resources for families	resources		
ways to be Involved	attendance	school attendance	Child's school attendance	attendance, tardy, early check out
Learning Environment	attendance	school attendance		
Learning Environment	don't check out of school early	school attendance		
Learning Environment	tardiness	school attendance		
Curriculum/High Standards	attend parent workshops	school events	parent- school attendance	attend meetings, events and workshops
ways to be Involved	attend school events	school events		
ways to be Involved	attend parent meetings	school events		
ways to be Involved	go to parent workshops	school events		
ways to be Involved	Volunteer	school events		
ways to be Involved	complete parent surveys	complete surveys	Student agendas	check daily look for notices behavior
Home/School. Communication	agendas	student agenda		
Home/School. Communication	behavior/academic goals in agenda	student agenda		
Monitor Progress	check agenda daily	student agenda		
ways to be Involved	check agendas	student agenda		
Home/School. Communication	check student agenda	student agenda		
Learning Environment	be respectful	support	support	reinforce school expectations
Curriculum/High Standards	celebrate success	support		
Curriculum/High Standards	reinforce behavior expectations	support		
Curriculum/High Standards	set expectations	support		
Home/School. Communication	classroom visits	visit classroom	visit classroom	presence at the school
ways to be Involved	have lunch with student	visit classroom		

Source: Data was retrieved from the 2019-20 Parent School Compacts for all five elementary schools ES #1 - ES #5. Categories from compact were: Curriculum/High Standards, Way to be involved, Home/school communication, Learning Environment, and Monitor Progress.

Appendix H: PFEP Template (6 pages)

Page 1



General introduction of school's vision for parent and family engagement.

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All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.

Principal: _____ Date: _____

Involvement of Parents	
If the school wide program plan under Section 1116 (b) (1) is not satisfactory to the parents of participating children, the school will include/submit the parents' comments with the plan that will be made available to the local education agency Section 1116(b) (4).	
Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.	
Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?	
How do you use the information from reviewing the plan to design strategies for more effective engagement?	
How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?	
What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)	Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their "Parent and Family Engagement Policy". Schools are required to provide evidence that documents, how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.
How will this plan assist in providing high quality instruction for all learners?	
How will the school share comments received from parents/families?	All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDDE and the District. When, feasible parent suggestions are incorporated into the plan.
How will this plan be made available to the community?	This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.

Page 2

Annual Parent Meeting

The school will conduct an Annual Meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs Section 1116(c)(1)

Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout). Schools are required to conduct a parent evaluation of the meeting to gather input. Evidence that schools comply is documented with: notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations.	
Date and time you will hold your meeting?	
Notification and Invitation: o How will you inform and invite parents/families in a timely way about the Annual Meeting.	
Information: Please describe how your meeting will cover information about: <ul style="list-style-type: none"> the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field. 	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on: 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.</p> <p>Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
Barriers: o What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation	
Evaluations: o How will you get feedback from parents about the meeting?	
Parents who do not attend? o How will you get the information home to parents who do not attend the meeting?	

Building Capacity of Parents

School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e) (1-3)]. School will provide materials and training to help parents work with their child to improve their child's academic achievement. [Section 1116(e) (2)].

Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.

- How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.
- The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards							
State Tests & Achievement Levels							
Transition (Kdg, MS, HS)							
Literacy 1116 (e)							
Technology, Parent Portal							
College and Career							
Graduation Requirements/Scholarships							
How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?							
How do you evaluate effectiveness?							
Explain how your school provides materials and trainings to assist parents/families to work with their child (reg) to support learning at home? Give examples.							
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?							

Flexible Parent Meetings

The school provides trainings, meetings, and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. Section 1116(c) (2) (8)

Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?	
Describe what childcare, home visits and/or transportation services are provided by your school.	

Communication

The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet Section 1116(c)(4)(B); If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children Section 1116(c)(4)(C)

How do you notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?	Schools are required to notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.
How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?	
Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?	
Describe how the school will provide each family an individualized report about their child (reg) on the state assessments?	
How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?	Each Title I elementary school is required to hold at least one face to face conference with each student's parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing.

Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **Section 1116(e) (3)**

Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...				
<ul style="list-style-type: none"> how to reach out to, communicate with, and work with parents/families as equal partners, the value and utility of contributions of parents/families how to implement and coordinate parent/family programs how to build ties between parents/families and the school 				
Topic -Title	Purpose? How does this help staff build school/parent relationships?	Implementation format: (Workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time

Coordination and Integration:

The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)].

Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:

o Homeless	
o Migrant	
o Preschool	
o ESOL	
o SAC School Advisory	
o PTO/PTA	
o Community Agencies	
o Booster Clubs	
o Business Partners	

**Accessibility**

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)**


What opportunities do parents have to participate in their child (ren)s education? Volunteer? Section 1116 (d) (c)	
What forms of communication do you provide parents, in an understandable and uniform format related to; <ul style="list-style-type: none"> school and parent programs meetings school reports and other activities 	
What barriers hinder participation by parents in parental involvement activities? What steps will you take this school year to overcome these barriers (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)	
How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)	
Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain	
How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child. <ul style="list-style-type: none"> Title I Parent/Family Resource Centers Books Bridge Buses Other 	

Appendix I: Compact Template

<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;"> Title I Parent and Family Engagement <small>Polk County Public Schools</small> </div> <div style="text-align: center;"> TITLE I Schools <div style="background-color: black; width: 100px; height: 20px; margin: 5px auto;"></div> School Name School Compact for Learning </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="text-align: center; margin-bottom: 5px;"> Add your school logo </div> </div> <div style="width: 35%; font-size: 0.8em;"> District and School-based Title I Parent and Family Engagement Programs XXXXXXXXXX will strive to BUILD RELATIONSHIPS in order to create real family engagement for every child, every family, every teacher, every day. </div> </div>	
<p>This compact outlines how the parents/family, the entire school staff, and the students will share the responsibility for improved student academic achievement. By linking learning, the school and parents will build and develop a partnership that will help our students achieve the state's high standards for the school year.</p>		
Staff Responsibilities	Parent/Family Responsibilities	Student Responsibilities
We will support learning in the following ways; Curriculum- High Academics		
Monitoring Student Progress		
Partnership - Be Involved		
Communication - Stay Informed		
Learning Environment		
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Please visit our school's website for additional information, including curriculum and instruction; test dates; staff contact information; Title 1 resources; and other important dates.</p> <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px auto; width: 100px;"> Insert Web Address Here </div> <p>If you do not have access to our website please visit the front office for printed information or call the front office at phone # _____</p> </div> <div style="width: 35%;"> <p>Visit the https://polkschoolsfl.com/ website for important information. (Type in the keyword in the search box.)</p> <ul style="list-style-type: none"> PARENT PORTAL VOLUNTEERING PARENT CENTERS FLORIDA STANDARDS TESTING </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Signatures:</p> <p>Parent/Guardian _____</p> <p>Student _____</p> <p>Teacher _____</p> <p>This compact was discussed on _____. <small>Optional for secondary</small></p> </div> </div>		

Appendix J: Evaluation of PI Events (2 pages)

Front

ol:		Principal:		Parent Engagement Contact:			
2018-2019 Evaluation of Title I Parent and Family Engagement Events							
 Title/Topic of Event	Impact on Student Achievement	Date and Time of Event	# Parents Attended	Barriers <small>Transportation Meal or Refreshments Childcare Translation</small>	Persons Responsible	Parent Comments from Evaluations/Surveys	
Title I Annual Parent Meeting				Check if you provided a service to overcome a barrier.			
Curriculum Workshops for Parents (FSA, EOC, testing)				Check if you provided a service to overcome a barrier.			
Transition (Kdg, Elem-MS, MS-HS, Graduation, College & Career)				Check if you provided a service to overcome a barrier.			
Parent Conference Night or Portfolio night				Check if you provided a service to overcome a barrier.			
Other (Academic Related-tied to TTI funding)				Check if you provided a service to overcome a barrier.			

Back

2018-2019 Title I Evaluation of STAFF capacity building activities					
How is staff trained to work more effectively with parents and families?					
Title/Topic	How it was implemented? and Who was the Presenter?	Who was the Audience?	Attendance	Date	How will you know if this activity was effective? (Staff evaluation/comments)
Please complete for any that apply					
Poverty Simulations HEARTH					
Dual Capacity Framework By Dr. Karen Mapp					
A Framework for Understanding Poverty By Ruby Payne					
A Growth Mindset by Carol Dweck					
Effective Parent Conferencing					
Family Friendly Schools (FDLRS)					
This Evaluation is due in Title I Crte in MAY. Please also include a MAY PI 6150 Funds Management report.					
Parent Engagement \$ Requirement					
What is your required Parent Engagement allocation \$		*If the total spent is less than the required allocation given to your school please explain below.			
Family Involvement as shown on Funds Mgmt Report \$					
Difference #VALUE!					
Explanation of why Parent Engagement minimum was not spent:					
Principal's Signature: _____			Date: _____		
School Parent Involvement Contact: _____			Date: _____		