



2020-2021

**Title I, Part A Parent & Family Engagement Plan (PFEP)**

I, Georgia McCurdy, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

- The program will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the program Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- 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 program's Parent and Family Engagement Plan (PFEP) and the joint development of the Program Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the program's PFEP;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the program will submit parent comments with the plan when the program submits the plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned to or has been taught for ~~four~~ (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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Signature of Principal or Designee

Date Signed

*G. McCurdy* 7/30/2020

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## Engagement of Parents & Families

Describe how the program will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used.

**Response: Prior to both the Fall and Spring Open Houses, a caregiver survey will be conducted to gauge interest in how parent and family engagement funds will be used.**

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## Coordination and Integration

Describe how the program will coordinate and integrate parent and family engagement 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 Preprogram Youngsters, the Parents as Teachers Program, public preprogram, Title I, Part C, Title II, Title III, Title IV, and Title VI.

count	Program	Coordination
1	Monthly Parent Contact	Each girl's caregiver will participate in monthly meetings with the girl's counselor and academic advisor (if appropriate) to review on-site attendance, social service and academic progress and concerns, and to provide information and referral to community-based resources. The first monthly contact will consist of a home visit.
2	Triannual Graduation Assurance	Each high program girl's caregiver will review progress toward graduation with a high program diploma and post-secondary education and employment pathways with a certified guidance counselor at least three times per calendar year.
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## Annual Title I Parent Meeting

Describe the specific steps the program will take to conduct an annual meeting designed to inform parents of participating children about the program's Title I program, the nature of the Title I program (program-wide or targeted assistance), program choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the program will use to demonstrate the effectiveness of the activity. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Fall Open House/Title I Parent Meeting (in-person or via ILE)	Academic Manager	September	Date and agenda TBD
2	Spring Open House/Title I Parent	Academic Manager	February	Date and agenda TBD

	Meeting (in-person or via ILE)			
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### Flexible Parent Meetings

Describe how the program will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement.

**Response: Monthly parent contacts are scheduled with caregivers by social services staff who make every attempt to accommodate a caregiver's schedule. At least two "annual" parent meetings will be scheduled and can be accessed in-person or via ILE. Families of Pace girls, including siblings, are generally welcome.**

### Parent & Family Engagement Activities (Building Capacity)

Describe how the program will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the program involved, parents, and the community to improve student academic achievement. Describe the actions the program will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the program will provide other reasonable support for parent and family engagement activities as parents may request.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Monthly Parent Contact	Counselor	Overcommunicating progress and concerns will positively impact achievement	monthly	Pace IS documentation
2	Information and referral	Counselor, Program Director	Community resources assist families with myriad obstacles, positively impacting achievement.	As needed	Pace IS documentation
3	Pace Graduation	Executive Director, Guidance Counselor	Seeing their classmates in caps and gowns inspires girls to achieve.	May	Photographs, program
4	Open House	Academic Manager	Meeting teachers and gathering curriculum information keeps parents informed about what the girls are	September and February	Photographs, agendas, sign-in sheets, Pace IS documentation

			learning.		
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## Staff Training

Describe the professional development activities the program will provide to educate the teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents and programs.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Unconscious Bias training	Pace Learning and Development	Helping professionals acknowledge and work through bias will help them form meaningful relationships with families, positively impacting achievement.	October	Sign-in sheets, pre- and post-tests/surveys
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## Communication

Describe how the program will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the program, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- 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
- If the programwide program plan is not satisfactory to the parents of participating children, the program will submit the parents' comments with the plan that will be made available to the local education agency.

**Response: Caregivers will receive information about Title I programs, explanations of the curriculum and assessment at the program at least twice annually at the Fall and Spring Open Houses/Parent Engagement Meetings. Parents meet monthly with their girl's counselor and are welcome to request additional meetings if necessary. Pace administers a semi-annual caregiver survey to parents and guardians of Pace girls, and results are shared and reviewed with Center staff so that service delivery adjustments can be made.**

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### **Accessibility**

Describe how the program will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the program plans to share information related to program and parent programs, meetings, program reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response: If caregivers need assistance with accessing information such as plans, assessment reports, or schedules, Pace will enlist district personnel to interpret the materials.**

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### **Upload Evidence of Input from Parents**

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Caregiver survey results are not available.

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### **Upload Program-Parent Compact**

Note: As a component of the program-level PFEP, each program shall jointly develop, with parents for all children served under this part, a Program-Parent Compact that outlines how parents, the entire program staff, and students will share the responsibility for improved student academic achievement.

**Attached.**

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### **Upload Evidence of parent and family input in the development of the Program-Parent Compact**

Note: Submit copies of actual parent/family input supporting the development and revision of the Program-Parent Compact (i.e. minutes, surveys etc.).

Caregiver survey results are not available.

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## **Previous year's Parent & Family Engagement Plan (PFEP) Evaluation**

### **Parent & Family Engagement summary (Building Capacity Summary)**

Provide a summary of activities provided during the previous program year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Annual Meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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1				
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### Staff Training Summary

Provide a summary of the professional development activities provided by the program during the previous program year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the program.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1				
2				
3				
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### Barriers

Describe the barriers that hindered participation by parents during the previous program year in parent and family engagement activities. Include the steps the program will take during the upcoming program year to overcome the 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).

count	Barrier (Including the Specific Subgroup)	Steps the Program will Take to Overcome
1		
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### Best Practices (Optional)

Describe the parent and family engagement activity/strategy the program implemented during the previous program year that the program considers the most effective. This information may be shared with other LEAs and programs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1		
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**Please submit completed Parent & Family Engagement Plan (PFEP)  
to your Title I Office Representative.**

***PFEP must be signed by the Principal and approved prior to  
being uploaded into CIMS***

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Approval check by PFE	NS
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