

ESCAMBIA Title I, Part A Parental Involvement Plan

I, Malcolm Thomas , 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: It is the mission of Title I to engage parents at all Title I schools in activities which will increase their capacity to assist their children with learning tasks and work toward self-sufficiency as a family.

Involvement of Parents

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

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The District Parent Involvement Committee, comprised of parents from Title I schools representative of the school's demographics, Title I school administrators, district administrators and coordinators (including the migrant education coordinator, homeless liaison, and subject area specialists) will develop, implement, support, and review the District Parent Involvement Plan, Schools' Parent Involvement Plans and funding related to these plans.

Selection of District Parent Committee: Title I schools were asked to nominate parents to serve on the District Parent Committee. All parents nominated were invited to participate. The committee has representation from both elementary and secondary level schools.

School review and improvement will be facilitated by the sharing of school assessment data both in written format and in School Advisory Council and PTA meetings at the school level. Quarterly meetings of School Advisory Council representatives with the Superintendent will allow review of district wide data and input for parents in planning for school improvement. Information from the district and school level meetings will be combined to develop the LEA plan and develop priorities.

Parents are invited and encouraged to participate in all levels of parent involvement planning and activities. The district committee will meet up to three times each school year to review revised plans (Fall); monitor progress of plans based on needs and feedback (Winter) and revise plans based on program evaluation results and prioritized needs (Spring). Professional development needs, barriers to parent participation and budget issues will be revisited throughout the process.

Parents are notified of opportunities to participate in parental involvement planning and activities through the Escambia County Parent Guide (posted on the district website), PTA and SAC membership, letters and newsletters sent home, automated call-out system, face-to-face invitations from teachers and administrators, and information posted on district and school websites and marquees. Parental input and the evaluation of Parent Involvement Plans will be documented through agendas, attendance records, evaluation and feedback forms/surveys and detailed minutes recorded at Annual Title I Meetings, SAC Meetings, District Parent Involvement Meetings, and other parent involvement activities.

95% of the required set-aside for Parental Involvement is allocated to schools. Parental input is invited when considering set aside allocations.

Each school will develop, with input from parents, a plan which provides training to increase the capacity of parents to support student achievement. This plan will be submitted to FLDOE as well as to the LEA. Additional funds will be allocated to support parental involvement training including but not limited to Bridges Out of Poverty, Frameworks for Understanding Poverty, Parents as Teachers, and 'Parent Tips' subscription posted on the district Title I website.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of

Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: Title I staff will provide support and technical assistance to schools in planning and implementing effective parental involvement activities aimed at improving student achievement in the following ways:

Title I Director and Assistant Director will provide training for Title I principals in August to review Title I, Part A parent involvement requirements. Topics will include Annual Title I Meeting requirements, data collection methods for assessing parent needs, documentation practices for recording parent input, feedback and suggestions, regulations and procedures for use of funds, effective strategies to consider when developing Parent Involvement Plans, translation services available and translation requirements, navigation of the online PIP system, customization of School Compacts, program evaluation and parent notification requirements of all of the aforementioned.

Title I Director and Assistant Director will provide extra support to new Title I schools including meetings with faculty and parents if needed.

Title I Assistant Director and Homeless Liaison/Parent Involvement Coordinator will provide technical assistance to school principals as parent involvement plans are developed. The following parent involvement resources will be available to principals: DOE Toolkit, KIA Monitoring Toolkit, Sample Title I Annual Meeting Agenda, Sample PIP summary for newsletters or call-out systems, Sample PIP, parent letters and Title I annual timeline.

Title I staff (various) will attend randomly selected school-based parent involvement meetings and activities to provide guidance, review parent involvement data, monitor implementation of plan and documentation of compliance (Quarterly monitoring).

Title I Director will post tools and ideas on the Title I website including a subscription service for parent tips and articles related to helping students to increase academic skills (Available Year Round - Parent Tips Change Daily).

Title I Director, Assistant Director, and other key Title I personnel will arrange for targeted professional development for Title I teachers and administrators to increase parent capacity and student achievement (Ongoing).

Title I Director, Assistant Director, and other key Title I personnel will arrange for or provide family activities and training to increase parental capacity and student achievement. Activities to be offered on weekends and after work hours to accommodate parent schedules as indicated in parent surveys and parent committee input (Once per semester).

District Parent Involvement Committee will provide support for school level Parent Involvement Plans (up to three times a year—Fall, Winter, Spring).

The Homeless Liaison/Parent Involvement Coordinator and the Assistant Director for Title I will review each school's Parent Involvement Plan using a district developed rubric to ensure compliance and to ensure all strategies enhance student achievement. Plans are due annually (current due date September 30, 2013).

Title I Director, Assistant Director, and Subject Area Specialist will provide guidance at monthly Principals' Meetings throughout the year (Monthly).

Parent requests for assistance will be directed to principal or the Director for Title I. Resources will be provided to support parent inquiries. Books, video tapes and consultation as well as monthly workshops will be available to address parent needs.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Head Start	LEA co-funds Head Start classes for 125 children. These services are provided in schools where poverty ranking is above 90%. Monthly family night activities provide guidance and modeling of emergent literacy development activities.
2	Parents as Teachers	All members of the FRAME team have been trained to deliver Parents as Teachers Training. Home visitors utilize the training techniques during home visits.
3	Voluntary Pre-Kindergarten	Title I Part A co-funds VPK services, by extending full day services in schools where poverty ranking exceeds 90%. Monthly family night activities provide guidance and modeling of emergent literacy development activities.
4	Part C	Migrant families participate in an LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Monthly family night activities provide guidance and modeling of emergent literacy development activities.
5	Part D	Web-based materials are provided for parents whose children are enrolled in N&D programs.
6	Title X	Title I Part A provides hygiene items, school supplies and tutors at area homeless shelters to support families. Assistance for housing, food and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: A District Parent Involvement Committee, comprised of parents from Title I schools representative of the school's demographics, Title I school administrators, Title I district administrators and coordinators (including the Migrant Coordinator, Homeless Liaison/Parent Involvement Coordinator) will meet up to three times each year to develop and review the implementation and effectiveness of the district Parent Involvement Plan. In September, a meeting will be held by the Title I Director or Assistant Director where input from parent committee members is obtained. The LEA PIP will be reviewed and parent input on strategies and funding solicited. Input given will be considered in writing the LEA PIP. In January, the committee will review the progress of the implementation of the district plan. Parents will be asked to provide input on the plan's implementation and provide feedback on any changes or additions requested by FLDOE since submission and initial review. In April/May, the committee will review evaluation results from planned Title I parent activities, district-wide Climate Surveys and online (and hard copy) Title I Surveys as well as any other data deemed relevant and appropriate for program evaluation. A summary of evaluation results will be provided to Title I principals and discussed. Principals will, in turn, share results with parents and school-based Parent Involvement Teams/SACs. Schools will consider the district results when revising school-based plans, in particular, barriers to parent involvement and ways to overcome these barriers, as well as adoptions of best practices revealed in the program evaluation (School PIPs due September 30, 2013).

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type	Person	Anticipated Impact on	Timeline	Evidence of
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	of Activity	Responsible	Student Achievement		Effectiveness
1	Participation in School Advisory Council, Title I	Marcia Nowlin, Laura Colo	Provide information and resources to support learning in core subject areas	September 2013-May 2014	Parent Surveys, Session evaluations show 90% positive responses
2	On-line Subscription, Daily Tips for Parents	Marcia Nowlin	Daily tips are provided via the Title I web page to support academic and social growth of students	August 2013-June 2014	Parent Surveys
3	On-line subscription, School Success Ideas for Parents	Marcia Nowlin	Provides specific information to assist parents in building student skills	August 2013-June 2014	Parent Surveys
4	Parents as Teachers	Parent Visitors, FRAME	Basic language development, emergent literacy and number sense	Weekly, August 2013-May 2014	Home Visit Notes, Annual report
5	Lap-Sits and Family Nights	Mary Anderson	Basic language development activities using music and movement	Monthly, August 2013-May 2014	Participation and session evaluations
6	Family Fitness and Fun Day	Mary Anderson	Family involvement through movement activities	Spring, 2014	Participation and session attendance, evaluations
7	Migrant Family Activities	Phyllis Cooley	Basic language development and literacy activities	Monthly, September 2013-2014	Participation and session evaluations
8	Wee Read/ECARE Family Nights	Melinda Leonard	Early literacy activities	September 2013-April 2014	Participation and session evaluations

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Beverly Tyner	Marcia Nowlin, Laura Colo	Improved literacy development at school and home	September 2013 - May 2014	Participation and session attendance
2	Wee Read (modified)	Mary Anderson	Yearlong literacy and math training for teachers with classroom support and modeling	August 2013 - May 2014	Pre/Post Test Result, Classroom Observations, Participation in Sessions, Attendance at Family Night
3	TeachScape Early Childhood Program	Mary Anderson	Early childhood video program resources that encompasses all aspects of teaching and learning, including parent involvement	August 2013-May 2014	Participation and attendance, Pre/Post test results, End of year projects
4	Frameworks for Understanding Poverty	Marcia Nowlin	Improving learning through cultural understanding to maximize parent involvement	August 2013-June 2014	Participation and attendance, Evaluations
5	FCAT and	Subject Area	Highest student	August	Participation and

	Standards Training	Specialists	achievement	2013-June 2014	attendance, Evaluations
6	Discovery Education	Marcia Nowlin	Highest student achievement	September 2013-June 2014	Participation and attendance, Evaluations

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Parents receive communication regarding activities at the school level as well as district wide activities, through back-pack notification, newsletters, district and school websites, local media announcements and an automated call out system. Messages are customized by the school staff to meet the unique needs of the parents including the language of parents whose children are enrolled at that site. The most common language translations provided are Spanish and Vietnamese. Foreign Language teachers and Migrant Coordinator provide translation services. At this time, Title I has not been made aware of any parent notification needs related to parents with disabilities (i.e., hearing or visually impaired). Should such need arise, Title I will work with FLDRS and the ESE Department to provide assistance.

A summary of the essential components of the district Parent Involvement Plan will be provided to schools for dissemination to parents at the beginning of the school year (no later than October 11, 2013). The summary will instruct parents on how to obtain hard copies of the complete district PIP (available at the school office, Title I office, district and school websites, or a request can be made for a copy to be sent home with the child). Language needs of parents will be re-evaluated each nine week grading period with the assistance of the Migrant Coordinator.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Buses will be available to transport parents who are unable to provide their own transportation to meetings	Principal	Increased access to school events/parent conferences allows parents to contribute to the development of policies and gain an understanding of learning targets and how to assist their child to reach those goals.	September 2013 - May 2014
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-	Parent conferences with teachers will be scheduled for in school and/or in home throughout the year.	Principals/teachers	Information shared in conferences will assist parent in focusing on helping their child master skills necessary for continuous	September 2013-May 2014

	home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];			improvement	
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Home Visitor Program for Parents as teachers	Pre-K Coordinator, Mary Anderson	Activities to encourage language development, pre-reading and reading skills	September 2013-May 2014
4	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	District Parent Involvement Committee will be created and will meet three times a year to provide input and oversight of the LEA PIP.	Marcia Nowlin, Laura Colo	Activities to encourage parent involvement, funding decisions	August 2013-May 2014

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the 2012-2013 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Participation in School Advisory Council, Title I	10	200	Provide information and resources to support learning in core subject areas
2	On-line Subscription, Daily Tips for Parents	1	200	Daily tips are provided via the Title I web page to support academic and social growth of students
3	On-line subscription, School Success Ideas for Parents	1	200	Provides specific information to assist parents in building student skills
4	Family Nights	12	120	Provides modeling of interaction to inspire language development and pre-reading skills, support and practice for FCAT skills
5	Parents as Teachers	800	800	Basic language development, emergent literacy and number sense
6	Lap-Sits	12	120	Basic language development activities using music and movement
7	Parents K-12 Online Software	1	200	Online parent resource software aligned to standards
8	Family Fitness and Fun Day	1	100	Family involvement through movement activities

Staff Training Summary

Provide a summary of the professional development activities provided during the 2012-2013 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Beverly Tyner	2	20	Improved literacy development at school and home
2	Wee Read (modified)	20	22	Yearlong literacy and math training for teachers with classroom support and modeling
3	TeachScape Early Childhood Program	6	25	Yearlong early childhood program that encompasses all aspects of teaching and learning, including parent involvement
4	FCAT and Standards Training	25	250	Highest student achievement
5	Discovery Education	2	40	Highest student achievement
6	Parents K-12 Training	1	40	Highest student achievement

Private School Summary

Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Resources for	100	St. Paul, St. John, Little Flower,	Increase capacity of parents

	Educators Newsletters		Sacred Heart, East Hill christian, East Hill Academy, Redeemer	to positively impact student achievement
2	Learning Connections Workshop	18	Jubilee Christain	Increase capacity of parents to positively impact student achievement

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2012-2013 school year. Include the steps the LEA will take during the 2013-2014 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Child care	Offer child care, Offer trainings at multiple times to accommodate parent schedules
2	Transportation	Offer online and take home activities, provide transportation to events
3	Welcoming environment at school	Training for staff on creating inviting atmosphere for parents
4	Late notification of events	Provide schedule of events at least 4 weeks in advance of event date, Use multiple notification methods
5	Newsletters too long (parents don't or can't read)	Shorten newsletters and call out messages. Reduce readability level of text within newsletters. Parents who have difficulty reading receive call out messages via phone system to alert them of parent involvement information and activities. Parents who cannot read are referred to outside agencies, if applicable.
6	Events not engaging enough	Offer "Make and Take" workshops or other hands on activities rather than lecture format

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2012-2013 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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