## Title I Part AArea of Focus: Parent and Family Engagement Plan (PFEP)2018-2019

I, Dr Greg Adkins, 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 conduct outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs consistent with ESSA Section 1116. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children [ESSA Section 1118(a)];

## The LEA will work with its schools to ensure that the required school-level parent and family engagement policy is developed under subsection (b). Each school served under this part shall jointly develop with parents a school-parent compact that outlines how parents, the entire 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 [ESSA Section 1116(d)];

## The LEA will incorporate an LEA-wide parent and family engagement policy into its LEA Plan developed under ESSA Section 1116;

## 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 in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand [ESSA Section 1116(e)(f)];

## The LEA will submit any parent comments with the plan when the LEA resubmits the plan to FDOE if the initial LEA Plan for Title I, Part A developed under ESSA Section 1116(b)(4) is not satisfactory to the parents of participating children;

## The LEA will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities, and will ensure that not less than 90 percent of the funds reserved under this part shall be distributed to schools with priority given to high-needs schools [ESSA Section 1116(3)];

## The LEA will be governed by the statutory definition of “parent and family engagement” as defined in ESSA Section 8101, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition;

## The LEA will us funds reserved under this part to carry out activities and strategies consistent with parent and family engagement policy as outlined in ESSA Section 1116(3).

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| **Signature of Superintendent or Designee** |  | Date Signed |
| 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. |

In this section, please show how the district is conducting outreach to all parents and family members to implement programs, activities, and procedures that promote parent and family engagement. The programs and activities need to have been developed with input from the parents and the participating children. The written parent and family engagement policy needs to be distributed to the parents and family members of the participating children [Section 1112(C) and Section 1116].

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

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| *Input and suggestions from parents and family members are essential components of district and school improvement plans that are developed jointly each year. All parents of eligible students are invited to attend meetings described in this plan to share their ideas and suggestions to help the district, schools, and students reach academic achievement goals. Sources used in the development of these policies and plans include individual school meetings, completed workshop evaluations, annual parent survey results, parent meetings, workshop discussions, and parent-teacher conferences, and serve as the data of choice and basis for the identified need.*  |

1. Parent & Family Engagement Mission Statement

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| *To ensure that each student achieves his/her highest personal potentials, the School District of Lee County will build capacity for parent and family involvement and sustained community engagement. It is our belief that a strong home-school relationship will have a positive impact on student achievement.* |

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

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1. Engagement of Parents

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

* LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];
* LEA plan [Sections 1112(b), 1112(d)(1 and 2)]; and
* How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].

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| *The School District of Lee County Title I office will ensure that parents are included in the development, implementation and evaluation of the District Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent and Family Engagement Plans (PFEP) and School Improvement Plans (SIP), through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on the District PFEP at their March or April SAC meetings.**Members of SAC, including parents, community and school staff, are encouraged and invited to participate on this committee via school newsletters, the district Parent Guide, websites (district, school, teacher), flyers, ParentLink, marquee postings, parent letters and personal invitation. In addition, all parents are encouraged to complete the district Parent Satisfaction Survey through the array of communication methods mentioned above.**Parent feedback on the District PFEP, including how Title I funds allocated for parent and family engagement should be spent, are shared with District Title I staff prior to the finalization of the District Parent and Family Engagement Plan. Parents are encouraged and invited to participate in all levels of district and school planning. In addition, parents provide feedback on the District and School PFEPs and SIP through their participation in their schools' Annual Title I meeting and parent workshops. Parent workshop evaluations give parents another opportunity to provide feedback on the effectiveness of the parent involvement program throughout the school year.* *Parent members of SAC, as well as all school and district committee opportunities, are notified through the Parent Guide, school newsletters, school and district websites, through PTA/PTO/PTSA memberships, school marquees, letters sent home and through personal invitation. All records, including, but not limited to flyers, agendas, sign-in sheets, handouts, minutes, and evaluation forms are maintained in Title I Toolkits at the school level and in the online Title 1 Crate.**The summaries of District and School Parent and Family Engagement Plans, as well as School Compacts are distributed to all Title I parents at the beginning of each school year. While District and School level PEFPs are revised with the involvement of parents in the spring of each year, parents are given the opportunity during the Annual Title I meeting for further contribution of their suggestions to both PEFPs and the Compact. The District Parent and Family Engagement Plan, School Parent and Family Engagement Plan, School Compact, and School Improvement Plan are maintained in the school office, should a parent request to review a hard copy of the plans. The District PFEP is also available on the School District website.**The district set aside funds for parental involvement will be used to: assist with support of several school-based Family Learning Resource Centers; purchase a variety of books and resources, including materials on literacy, math and parent training; provide train-the-trainer research-based opportunities for school staff and assist with supplies for enhanced parent communication such as the Talk System, which supplies simultaneous translation.* |

1. Technical Assistance
* Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].
* Include a description of the process the LEA will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].
* Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| *The School District of Lee County will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. District Title I Staff, specifically Parent Involvement Specialists, provide:** *Ongoing technical assistance to all Title I schools for completing Parent Involvement Plans and School Compacts, as well as other required compliance documents PFEP;*
* *Continuous support throughout the year to schools in planning and implementing parental involvement activities to engage parents in their children's education to support academic achievement;*
* *Parent Involvement updates, workshops, and training opportunities at Title I Principals' meetings;*
* *Monthly technical assistance training with school-based Parent Involvement Specialists to enhance their skills in providing opportunities for parent participation, share best practices, provide training and technical assistance, and review data on parent participation;*
* *Train-the-trainer opportunities throughout the school year for school staff and parents that directly relate to improving academic achievement;*
* *Research-based training and information throughout the school year to school staff that enhance their abilities to communicate with parents and to encourage parent participation in their children's education;*
* *Support and encourage Title I school and community events by offering additional assistance throughout the year;*
* *If parents request family involvement activities, the District PI Specialists will work with the schools to ensure that these specific needs are met, when possible;*
* *Each school is responsible for keeping copies of all flyers agendas, sign-in sheets, handouts or meeting minutes and workshop comments of parent and family involvement workshops in their Title I Tool Kit.*
* *Title I staff survey, review, and evaluate all school's parent involvement programs and participation through the Building Capacity Review at the end of each year; and,*
* *In the spring of each year, Technical Assistance sessions are offered to the Title I schools for updating their Parent and Family Engagement Plans. Once the responsible person or team at each school has a draft copy, this is forwarded to the District Parent Involvement Specialists for review and evaluation. The PFEP is returned to the school with suggestions or ideas to consider. It's then taken in draft form to the SAC and/or other parent groups for parent input and finalization in August. The final copy is forwarded to the District PI Specialists. The schools will be notified to enter their PFEP’s in the Online Title 1 Crate.*
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1. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

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| 1. *Head Start/VPK: Title I, Part A has provided to Head Start a portable to be used for Parent Involvement. The Head Start Parent Involvement Specialist holds parent workshops which the Title I PI LEA Specialists and Migrant Recruiters are invited to attend.*
2. *Head Start/VPK: Each Title I school in coordination with Head Start, offers a Kindergarten Orientation for incoming preschoolers to introduce families to the School District.*
3. *Head Start/VPK: Family and Community Specialists in the Student Assignment Office recruit, enroll and assist families with community resources, training and educational opportunities.*
4. *Head Start/VPK: Each Title I school invites parents, including the parents of its Head Start students, to participate in early childhood literacy and parenting training as available.*
5. *Title I, Part C: Migrant Recruiters invite parents of migrant students at all elementary, middle and high schools to attend Parent Leadership Council meetings which are held quarterly in a variety of locations throughout the district to best serve the needs of parents.*
6. *Title III: ESOL Specialists invite parents of ESOL students at all elementary, middle and high schools to attend Parent Leadership Council meetings which are held quarterly in a variety of locations throughout the district to best serve the needs of parents.*
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1. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

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| *The School District of Lee County will involve parents of participating children in an annual evaluation of the content and effectiveness of the District Parent and Family Engagement Plan. Each school receives one section of the plan to review and offer suggestions to the District for the revision of the plan. Parents take an active role in the review and evaluation of the District plan through participation in their School Advisory Committee (SAC), PTO/PTA/PTSA during the spring of each school year. All Title I School SACs receive an annual Title I District Parent and Family Engagement Plan review form provided by the District Parent Involvement Specialists to complete by the beginning of May. School Administration, faculty, staff, community members and parents review and evaluate the implementation and effectiveness of the District Parent and Family Engagement Plan by completing the review form and providing written suggestions and feedback. All completed evaluations are submitted to the District Parent involvement Specialists at the end of the year for review. Results of evaluations and collected data will be used to guide revisions in the Parent and Family Engagement Plan for the following school year.The District Parent Involvement Plan Committee will meet each year in the spring to review and evaluate the effectiveness of this plan. Particular attention will be given to:Data, including, but not limited to, parent surveys, workshop evaluations, parent participation, district and school committee minutes and the annual District Climate Survey; AND**Identified barriers for greater participation in parent involvement activities, with special attention to parents who are economically disadvantaged, disabled, have limited English proficiency or limited literacy, and/or racial or minority background; ANDResearch-based best practices that lead to improved student achievement.When feedback is received from the Title I SAC committees, the PFEP committee will meet to review the comments and suggestions. Submissions will be considered and revisions to the PFEP will be made for the upcoming year.* |

1. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

1. Content and Type of Activity
	1. Person Responsible
	2. Anticipated Impact on Student Achievement
	3. Timeline (including frequency and duration)
	4. Evidence of Effectiveness
	5. Research based evidence

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| 1. Just for Parents – online, web-based, research-based articles
	1. District PI Specialist & School Administration
	2. Increase parental involvement in order to increase student achievement
	3. Content changes daily
	4. Website visitation data
	5. Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003)
2. Title I Schools and Literacy Council Partnership
	1. District PI Specialist, School Staff, Literacy Council Director
	2. Provide English and GED Prep Classes to parents linking literacy skills of parents to student achievement
	3. Ongoing throughout school year
	4. Flyer, Agenda, Sign-in sheets, Handouts, Workshop Evaluations
	5. Types of parent involvement and quality of parent involvement affect results for students, parents, and teachers (Epstein, 1995)
3. Parent Involvement Technical Assistance Training
	1. District PI Specialist, DOE Staff, School Staff
	2. Educational and Social Service programs are utilized to provide information to PI staff regarding services
	3. Throughout school year
	4. Agenda, Sign-in sheets, Handouts, Workshop Evaluations
	5. Parents who participate in decision making experience greater feelings of ownership and are more committed to supporting the school's mission (Jackson & Davis, 2000)
4. Parent Academy
	1. District PI Specialists, Migrant Staff, ESOL Staff
	2. Increase parent understanding of effectiveness of PI on student achievement
	3. Fall 2017
	4. Flyer, Agenda, Sign-in sheets, Handouts, Workshop Evaluations
	5. Parent involvement leads to improved educational performance (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003); Parent involvement fosters better student classroom behavior (Fan & Chen, 2001; NMSA, 2003); Parent involvement increases support of schools (NMSA, 2003); Parent involvement improves school attendance (Epstein et al., 2002); Parent involvement creates a better understanding of roles and relationships between and among the parent-student-school triad (Epstein et al., 2002); Parent involvement improves student emotional well-being (Epstein, 2005)
5. WGCU Literacy Workshops
	1. District PI Specialist, WGCU Staff Member and School Staff
	2. Provide information and activities for families to improve students' literacy skills.
	3. Workshops are offered to schools throughout school year
	4. Flyer, Agenda, Sign-in sheets, Handouts, Workshop Evaluations
	5. Types of parent involvement and quality of parent involvement affect results for students, parents, and teachers (Epstein, 1995)
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1. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)]. Please formulate your responses as follows:

1. Content and Type of Activity
	1. Person Responsible
	2. Anticipated Impact on Student Achievement
	3. Timeline (including frequency and duration)
	4. Evidence of Effectiveness
	5. Research based evidence

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| 1. PI Specialist Technical Assistance Training
	1. District PI Specialist
	2. Increase understanding of effectiveness of PI on student achievement
	3. Monthly
	4. Agendas, Sign-in sheets, Handouts, Workshop Evaluations
	5. Coaches/mentors are found to be highly effective in helping teachers implement a new skill (Showers, 1984; Licklider, 1997; Black, 1998; Richardson, 1998; Rice, 2001; Goldberg, 2002; Slinger, 2004; Roy, 2005; Knight 2007; Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009)
2. Title 1 Crate Training
	1. District PI Specialists
	2. Assist school staff in planning and documenting parent and family engagement activities
	3. Ongoing
	4. Title I Training materials, Agenda, Sign-in sheets, Staff calendars for individual appointments at schools
	5. Coaches/mentors are found to be highly effective in helping teachers implement a new skill (Showers, 1984; Licklider, 1997; Black, 1998; Richardson, 1998; Rice, 2001; Goldberg, 2002; Slinger, 2004; Roy, 2005; Knight 2007; Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009)
3. Parent and Family Engagement Technical Assistance Training
	1. District PI Specialists
	2. Increase parent involvement staff’s knowledge of the value of parent and family engagement
	3. Monthly
	4. Agenda, Handouts, Sign-in sheets, Workshop Evaluations
	5. Professional development is best delivered in the context of the teacher’s subject area (Peery, 2002; Redding and Kamm, 1999; Dunn and Dunn, 1998; Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinksky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009)
4. Poverty Simulation
	1. District PI Specialists
	2. Increase school and district staff’s awareness of the barriers families who are living in poverty experience
	3. As requested
	4. Agenda, Handouts, Sign-in sheets, Workshop Evaluations
	5. Professional development is best delivered in the context of the teacher’s subject area (Peery, 2002; Redding and Kamm, 1999; Dunn and Dunn, 1998; Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinksky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009)
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1. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

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| *The School District of Lee County encourages parents and guardians, regardless of native language or disability, to become involved in school and district activities, advisory committees, surveys, meetings, trainings, workshops, and programs. Every effort is made to provide special accommodations, when requested, for parents with disabilities and/or special needs at the District and in all schools.**The District PFEP will be summarized into a brochure that will be printed in English, Spanish, and Haitian Creole and provided to all parents in the beginning of the school year via each Title I School. The brochure will outline the major components of the plan and the District will offer to provide a hard copy upon request. Each Title I school has hard copies of the District PFEP, School PFEP, School Compact and School Improvement Plan available in their front office. The District Parent Guide is distributed to all students during the first week of school in English, Spanish, and Haitian-Creole. The Student Progression Plan and the Program of Studies are also available in all three languages.**As new students enroll throughout the school year, they receive welcome packets that include information, as well as, Title I information and the Right to Know Letter.**The District contracts with three companies for the translation of documents and pertinent parent information into Spanish and Haitian Creole. All Title I schools have been provided with or have access to an electronic TalkSystem for translation and/or a translator is available at all parent meetings throughout the year. All schools are provided with an electronic communication parent portal (ParentLink), which offers parents multiple languages to receive electronic communications from the schools and the district. Parents may view grades, assignments and communicate with teachers on the computerized version of the ParentLink system.* *Title I schools send out parent newsletters in English and Spanish. The district and school websites provide parents with a variety of information related to parent programs including, for example, a daily parent "Tips & Suggestions" Parent Institute newsletter, which is offered in English and Spanish. Copies of newsletters are maintained in the Title I Toolkit.**The District PI Specialists, Migrant Recruiters and ESOL staff coordinate throughout the year to plan parent and family engagement activities specific to the needs of migrant and ESOL parents and their children.**District Title I staff annually review Title I Toolkits to monitor that schools provide information to parents in a language they can understand, if feasible.* |

1. Discretionary Activities

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| N/A |

1. Upload Evidence of Input from Parents

Upload evidence of parent input in the development of then plan:

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**Evaluation of the Previous Year’s Parental Involvement Plan**

1. Building Capacity Summary

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

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

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| 1. *Various Parent Involvement Activities at Schools*
	1. *1,154 activities*
	2. *84,302 participants*
	3. *Provide information to parents on expectations and how parents can help their children be successful.*
2. *WGCU Literacy Workshops*
	1. *7 activities*
	2. *382 participants*
	3. *Families will be given opportunities to learn and improve reading skills.*
3. *Literacy Council Partnership: English and GED Prep Classes for parents*
	1. *14 schools*
	2. *750 participants*
	3. *Parents will increase their knowledge of English to better assist their children’s learning*
4. *Parent Institute*
	1. *1 activity*
	2. *250 participants*
	3. *Parenting strategies workshop on how parents can help their child succeed in school*
5. *Just for Parents – online, web-based, research-based articles*
	1. *59 Title I Schools*
	2. *104,000 website views*
	3. *Provide information to parents on parenting strategies and how to help their child at home to be successful.*
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1. Staff Training Summary

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

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

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| 1. Technical assistance for School Parent Involvement Specialists and other school staff
	1. 12 activities
	2. 231 participants
	3. Improve the ability of school staff to work effectively with parents
2. Poverty Simulation Training
	1. 1 activity
	2. 60 participants
	3. Improve staff’s awareness of the barriers families of Title I schools face
3. Technical Assistance to school staff on the Title 1 Crate
	1. Ongoing
	2. Varies per need of each Title I school
	3. Increase staff’s awareness of Title I planning and documentation
4. Train new parent involvement staff
	1. Ongoing
	2. Varies per need of each school
	3. Improve the ability of school staff to work effectively with parents.
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1. Private School Summary

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

1. Content and Type of Activity
	1. Content and Type of Activity
	2. Number of Participants
	3. Schools Participating
	4. Anticipated Impact on Student Achievement

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| 1. *Technical assistance training for private schools*
	1. *Technical assistance training for private schools*
	2. *10 participants*
	3. *2 schools*
	4. *Improve the ability of staff to work effectively with parents and provide information to parents on expectations and how they can help their children succeed.*
2. *Parent conferences provided by tutoring staff*
	1. *Parent conferences provided by tutoring staff.*
	2. *25 participants*
	3. *5 schools*
	4. *Provide information to parents on expectations and involve them in their children's education to support academic achievement.*
3. *Tools for Student Achievement*
	1. *Tools for Student Achievement*
	2. *14 participants*
	3. *2 schools*
	4. *Provide information to parents on expectations and how they can help their children succeed.*
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1. Barriers (LEA Plan):

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

1. Barrier (Including the Specific Subgroup)
2. Steps the School will Take to Overcome

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| 1. Lack of Transportation (all subgroups)
2. Provide transportation to conferences and parent trainings via Title I vans.
3. Lack of time/Scheduling (all subgroups)
4. Provide flexible dates and times for all parent trainings/meetings.
5. Language barrier (ELLs)
6. Provide all Title I schools with the Talk System for translation at all parent events. Provide written communication in home language (when feasible).
7. Lack of child care
8. Every effort is made to provide child care during meetings and events.
9. Parents are uncomfortable attending school events
10. Create a family friendly school.
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1. Best Practices

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

1. Content/Purpose
2. Description of the Activity

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| 1. Parent Institute
2. Our District Title I Parent Institute strives to promote and enhance cooperation between families, schools, and the community though a series of comprehensive workshops offered to the parents and caregivers aimed at improving student achievement, parent advocacy, and self-efficacy. The Parent Institute connects parents and caregivers to resources and information, and instructs them on best practices for increased student achievement and parent self-efficacy.
3. Poverty Simulation
4. The Poverty Simulation is designed to help participants (district and school Title I staff) begin to understand what it might be like to live in a typical low-income family and survive from week to week. This interactive workshop allows participants to assume the roles of a family member facing poverty. Participants will experience some of the daily challenges a family in poverty may endure over a simulated experience of one month. The Poverty Simulation lasts approximately 2 hours. It includes an introduction and briefing, the actual simulation exercise, and a debriefing period in which participants and volunteers share their reflections on the experience.
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