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| 2019-20 Title I, Part A *School*Parent and Family Engagement Plan |



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| School Name: Edward H. White High School School #: 3248 |  |  |
| Principal Name: Traci L. Battest School Website: <https://dcps.duvalschools.org/edwhite>  |  |  |

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# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

 **Below is an approach that can be used for Parent and Family Engagement.**

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Traci Battest, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

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| [x]  | The school 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 outlined in ESEA Section 8101; |
| [x]  | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
| [x]  | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
| [x]  | Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| [x]  | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1116(a)(2)(C)]; |
| [x]  | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
| [x]  | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
| [x]  | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
| [x]   | Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.

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Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

|  |  |  |
| --- | --- | --- |
| Total Parent and Family Allocation from the Previous Year  | Total Funds Expended  | Total Funds Remaining |
| $3010 | $ | $ |
| **If funds remained at the end of the year, explain why funds weren’t fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year** |
| We have conducted a needs assessment and are considering the resources requested. We are also planning events according to when funds are available for more efficient planning. The calendar includes dates from October 2019 to May 2020. |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Summative Overview of the Parent Resource Room |
| Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet) | **Total Resources Checked Out from the Parent Resource Room** | **What plans do you have to fully use the Title I Parent Resource Room?****(include inventory that was not returned or any other information pertaining to parent involvement resource room)** |
| 10 | 0 | * **Advertise its availability and what resources are available.**
* **Add material for our ESOL/ELL population.**
* **Work with CHS and CIS to ensure all partner organizations are also available**
 |
| Summary of Parent Engagement Events from the Previous Year |
| Name of Activity(add all activities from the 2018-19 school year) | **Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)** | **Results of Evidence of Effectiveness (how do you know the parents learned what the activity was intended to provide)** |
| Annual Meeting (Beginning of Year) | 24-9-18 | Majority of parents knew Ed White Systems; A climate survey was provided with feedback |
| Developmental Meeting (End of Year) | 11-6-19 | * Received feedback regarding new classes/teachers
* The direction of the school
* Uniforms
* Parent resources
 |
| Westside Family Engagement Night | 4-12-18 | * Large attendance
* Feedback on similar tracks for feeder schools
 |
| Family fun Night with Literacy | 26-3-19 | * Great turnout
* Literacy leaflets and books were provided to parents
* CHS and Reading Coach were present for information
 |
| Resume building and Job Fair | 2-2-19 | * Provide resources and contacts for employment
 |
| Early College Family Night | 21-3-19 | * Resources for Early College parents
 |
| Feast on Facts | 23-4-19 | * Updated information on school data, school systems,
 |
| Alumni Meeting | 21-2-19 | * Parent and community alumni meeting
 |
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*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year – activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn’t held, a 0 should be included for the “Number of Participants” column with an explanation why the event wasn’t held in the “Results” column.*

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| Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools). |
| Parent feedback is consistent with the prior year where resources are not readily available. Parents praised the positive change in communication. We have added all social media sites and updated the website more often. |

## Barriers

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| Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years. |
| 1. Barrier 1 Did not receive a parent liaison until the latter of the school year
2. Barrier 2 New form of call out communication through blackboard
3. Barrier 3 Parent turnout depending on meeting purpose
4. Barrier 4 Transportation
5. Barrier 5 Childcare for infant and toddlers
 |
| (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some) (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).  |
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|  | Barrier | Steps or strategies that will be implemented to eliminate or reduce the barrier |
| 1) | Blackboard Communication | Create other forms of communication and continue to use social media platforms |
| 2) | Meeting purpose | Create events based on assessment needs |
| 3) | Transportation | Provide bus vouchers |

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| What are the overarching outcomes/goals for the current school year for parent and family engagement? |
| * To provide parent workshops that correlate with our school systems
* Maintain resources for parent use
* Communicate all events effectively
 |

# COMMUNICATION AND ACCESSIBILITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Telephone | Envelope | Email | Laptop | Chat |

Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

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| Accessibility |
| **Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child’s education?**  |
| Our plan involves offering parents transportation through school buses and Jacksonville Transit Authority tickets. We will deliver differentiated communication opportunities to reach our diverse parental demographics. We will offer flexible meeting times both in the morning and afternoons. In every parent contact we are offering parent surveys to understand institutional barriers. |
| **Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?**  |
| We distribute parent related information through our Launch Pads (parent resource center), we make reverse phone calls to all parents about upcoming events. We send out text message reminders for parents who participate. Relay information through our website and social media platforms. |
| **What are the different languages spoken by students, parents and families at your school?** |
| EnglishSpanishCerole |

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| COMMUNICATION |
| (1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.  |
| (1) Text messages through GroupMe/Remind(2) Website, school based(3) Social Media platforms |
| How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?  |
| (1) Our Annual meetings(2) SAC and PSTA meeting\Annual Meeting\Parent meetings(3) Parent Night activities\Annual Meeting\Parent meetings |
| (1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?  |
| (1) Text messages through GroupMe/Remind(2) Website, school based(3) Social Media platforms |
| How will the school submit parents’ and families’ comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]  |
| In house complaint form/electronic online survey |
| How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families **(technology cannot be the only option).** |
| SAC meetings, Website, Launch Pad (parent resource center) |

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school’s participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

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| --- | --- | --- | --- | --- |
| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].  |
| Title I meetings are organized to occur before Open House. This ensures a good turnout. We had a developmental meeting in June of last school year. |
| **How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]** |
| * Transportation – JTA bus passes
* Childcare – School vendor will provide
* Home Visits – Will be completed through our partner CHS
* Additional Services to remove barriers to encourage event attendance -
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## FLEXIBLE FAMILY MEETINGS

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| How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)] |
| Parent Survey |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Parent Survey |
| **How flexible meetings will be offered to accommodate parents? Check all that apply.** [ ]  AM Sessions based on documented parent feedback[ ]  PM Sessions based on documented parent feedback[x]  AM & PM Sessions (Same content to appeal to more parents)[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)] |
| 1. Step 1 Pre – planning Meeting June
2. Step 2 Prior year Title I Meeting (Developmental Meeting)
3. Step 3 Title I Annual Meeting
4. Step 4 Plan Parent/Community Events
5. Step 5 Plan Informational Nights (FAFSA night, College Admission Night, etc.)
6. Step 6 Get Plan approved by SAC
7. Step 7 Roll out Plan for the Year
 |
| **Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.**  |
| We will be discussing:• Parent Involvement• Campus Beautification• School Safety |
| **Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.** |
| (1) Current/Projected Grade Categories(2) Magnet Program(3) Parent Compact  |
| **How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?** |
| Flyers in English and SpanishAutomatic Phone Calls |

## Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

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| Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.  |
| • Designee more proficient; last year first itme• Identify and Reduce barriers• Include Parent surveys |

# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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| Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?  |
| • Provide dinner and more family-oriented meetings that provide child care• Sip-N-Chat with Leadership (Every Quarter after progress reports) |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| • Reach out to alumni• Establish community partners/mentors• Student/Community after school activities• Parent tailgate area |
| **(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**  |
| (1) Resource Room established(2) Advertised at the Entrance of the School(3) Student and Community Engagement programs present during Preplanning  |
| **If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?**  |
| • ACT/SAT/GED preparation resources• Self Help Books |

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

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| --- | --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | What will parents learn that will have a measurable,Anticipated impact on student achievement | Month Activity will take Place | Evidence of Effectiveness | Itemized Budget *(if applicable)*EVERY BUDGET LINE MUST BE ON THE BUDGET |
| *Example: FASFA and Scholarship Night* | *Principal Brad Pitt* | *Parents will learn:*1. *How to complete the FASFA with their child*
2. *Storytelling techniques so their child will learn how to write a college essay for scholarships*
3. *How to find scholarships for their child*
 | *October 2019, February 2020* | *Sign-in; Evaluation/ Feedback; Parent involvement increase;**Parent screen shot of completed FASFA parent page;**Student essay.*  | *3 hours of childcare ($9.93), transportation ($50.00);* *light refreshments ($100.00);**10 Scholarship books for parents @ $50;**10 ACT books for parent resource room @50;**Total: $1179.79* |
| Title I Annual Meeting (required) | Mungin/Byrd | Parent Awareness | September | SurveyCompact |  |
| Title I Developmental Meeting (required) | Mungin | Parental Barriers | June | Completed Plan |  |
| Junior/Senior Parent Meeting | Lodge/Howell | Parent Awareness | August | Parent Response to Surveys |  |
| Informational Meeting Specialty Programs | Byrd | Parent Awareness | August | Parent Response to Surveys |  |
| Freshman/Sophomore | Robinson/A. Robinson | Parent Awareness | September | Parent Response to Surveys |  |
| FAFSA Night | Guidance | Parent Awareness | September | Parent Response to Surveys |  |
| Family Fun Literacy Night | Byrd/Launchpad/Children’s Home Society | Literacy Awareness | November | Raise in Student LexileParent Surveys |  |
| Hero Parent/Volunteer Orientation | Byrd/CHS | Systems training and gain creditable volunteers  | October | Raise in Parental involvement |  |
| Life after High School | Byrd/Robinson/CHS | Post -secondary educational and career options, College/Career/ Military Information | November | Raise graduation rate |  |
| ELL Night | Byrd/Robinson/Ms.  |  | January | Raise Lexile for ELL parents/students |  |

*Schools may add or remove rows as needed.*

# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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| As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?  |
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# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

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| As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida’s Approved ESSA State Plan.  |
| • Communication• REMIND• Contact Log In FOCUS• Parent Notebook• Parent Newsletter |

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, 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. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

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| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on… |
| 1. **The assistance of parents and families and in the value of their contributions.**
2. **How to reach out to, communicate with, and with parent and families as equal partners.**
3. **Implementing and coordinating parent and family programs and building ties between parent and families and the school.**
 |
| **Items in red are examples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Activity | Person Responsible | Correlation to Student Achievement | Month Activity will take Place | Evidence of Effectiveness |
| Book Study on Poverty | Ms. Smith | Improved relationships between teachers and students and families | Aug-Dec 2019 | Sign-in sheetCompleted book review form, teacher discussions, evaluation |
| Poverty Simulation with the Title I team | Mr. Black | Improved ability for staff to work with parents and families | Dec 2019 | Sign-in sheets, evaluation sheets, follow up with teachers |
| Homeless and Foster Care Transition Training | Mungin/Byrd | Improved ability with addressing families in transition  | 8/7/19 | Sign-in sheets, evaluation sheets, follow up with teachers |
| CHS/CIS referrals for student resources | Green/ Duhnbar | Eliminates social barriers so that the focus is on academics | 8/8/1912/4/19 | Sign-in sheets, evaluation sheets, follow up with teachers, student data, report cards |
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# COLLABORATION OF FUNDS

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| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)] |
| [ ]  | **IDEA** - The Individuals with Disabilities Education Improvement Act  |  |
| [ ]  | **VPK** - Voluntary Pre-Kindergarten |  |
| [ ]  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
| [ ]  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
| [ ]  | **SAI** - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.  |  |
| [ ]  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
| [ ]  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*