

124. FAST Conference in St. Augustine, FL for 3 teachers to attend to support standards-aligned instruction in social studies. 3 registrations @\$400 + 6 hotel nights @\$300 per night + 3 expense costs @\$250=\$3,750
125. iReady Summit– Location TBD for 1 administrator & 1 literacy coach to attend to support the implementation of iReady to increase achievement in ELA/Math. 2 registrations @\$1,000 + 6 hotel nights @\$300 per night + 2 expense costs @\$650=\$5,100
126. FCTM Conference in Tampa, FL for 2 Math Coaches to attend to support standards-aligned instruction in math. 2 registrations @\$500 + 6 hotel nights @\$300 per night + 2 expense costs @\$250=\$3,300
127. Standards Institute – Location TBA for 8 K-12 teachers & administrators to support standards-aligned instruction in ELA/Math. 8 registrations @\$2,500 + 32 hotel nights @\$300 per night + 8 expense costs @\$650=\$34,800
128. Dues for ASCD, FASA, NAESP, ILA, FLA, and FCTM at school level to support teachers' PD. ASCD-\$69, FASA-\$258, NAESP-\$290, ILA and FLA-\$94, and FCTM-\$25=\$761
129. When Poverty's Children Write: Celebrating Strengths, Transforming Lives books for 19 K-6 teachers to support writing instruction. 19 books @\$18=\$342
130. Spelling Bee registration fees for schools to participate in district competition. 5 schools @\$150 each=\$750 total
131. Supplies such as chart paper, books, videos, folders, etc. to support PD at various schools @Costs vary=\$22,545
132. Pay registration for Consultant, Dr. Jackson, to train 96 9th - 12th grade teachers each semester on how to work with at-risk students to aid in the reduction of suspensions. 192 registrations @\$78.13 each=\$15,000
133. Various technical services such as server maintenance & updates, virus protection @Costs vary=\$7,520
134. Purchase 40 Titlel. Tools to document compliance requirements @\$575 each - \$23,000
135. PFE Services such as digital newsletters, calendars, planners (See B-2 #31-33, 35)=\$16,107
136. PFE Supplies such as games, sci. materials, math manipulatives (See B-2 #15-17, 19-24, 26-29,34)=\$207,010
137. PFE Translation device (See B-2 #30)=\$200

## Area of Focus 2

### Area of Focus 2: Parent and Family Engagement Plan (PFEF)

1 Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus.

- a. Identify if the activity is at the LEA level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

#### Response:

Materials and supplies to support LEA level family engagement activities, meetings, trainings, and outreach efforts listed below. Budget: \$12,000

(office supplies, books, professional development books and support materials, translation services and technology, printing, postage, table top materials)

1. Parent Leadership Team (PLT) meetings Budget: \$1000 Participants: 125 attendees/mtg

(6-8) meetings per year of parents, family members, school-based personnel and community members to train on new engagement strategies, collect feedback, analyze data and provide an opportunity to participate in district-level discussions with district leaders and peers. (funding for table materials, professional development materials and office supplies)

Engaging Parents in Raising Achievement: Do Parents Know They Matter? Tier 3 <https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>

2. Parent University (ParentU) trainings Budget:\$2000 Participants: 900 attendees

(3) meetings per year spread throughout the county. Keynote speakers, panel discussions, and break out sessions on requested family engagement/parenting topics. (funding for printing, office supplies, professional development materials, family engagement support materials for attendees)

Family Involvement in School and Low-Income Children's Literacy: Longitudinal Associations Between and Within Families Tier 2

<http://lls590fall2011.pbworks.com/w/file/attach/45022608/Family%20involvement.pdf>

3. District Advisory Council (DAC) meetings Budget:\$1000 Participants: 50 attendees

(2) meetings per year of parents, family members, school-based staff, community members and district leaders to discuss Title I programming and utilize data to drive change and improvement. (Funding to support meeting materials, postage for invitations, and professional development materials)

Student Achievement Beyond the Classroom: Engaging Families and Communities Tier2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/student\\_achievement\\_beyond\\_the\\_classroom\\_-\\_engaging\\_families\\_and\\_communities.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/student_achievement_beyond_the_classroom_-_engaging_families_and_communities.pdf)

4. Academic Parent Teacher Teams (APTT) support Budget:\$1500 Participants: 10 schools

District-level funding support of the APTT program at 10 schools across the county to include printed family engagement materials, supplies for take home activities such as flash cards, learning games, ziploc bags, pencils, post it notes, and removing barriers to participation (funding to provide child care, assist with transportation costs, pay for translation services).

School, Family, and Community Partnerships: Your Handbook for Action Tier 2

<https://www.govinfo.gov/content/pkg/ERIC-ED467082/pdf/ERIC-ED467082.pdf>

5. Community outreach events and trainings Budget: \$3700 Participants: 200 families

Materials and supplies (printed materials: book packs for families, flyers, Orlando Science Center hands-on site events,community resource cards, conversation starters, family engagement calendars, TAG cards, summer slide and ThinkStretch materials etc)to support and promote

Title I efforts in the community and in alternative settings where families may meet (targeting families that do not have a chance to participate at their home school)

Engaging Parents in Raising Achievement: Do Parents Know They Matter? Tier 3

<https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>

6. Poverty Simulation facilitation Budget:\$500 Participants: 8 Simulations

Multiple facilitations of this simulation across the county. Priority is given to Title I schools and community groups. Funding for materials to replace and maintain the kits.

Prospects for Change: Preparing Educators for School, Family, and Community Partnerships Tier 2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects\\_for\\_change\\_preparing\\_educators\\_for\\_school\\_community\\_prtnerships.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects_for_change_preparing_educators_for_school_community_prtnerships.pdf)

7. Faculty and staff presentations Budget:\$1000 Participants: 20 schools

Annual and series faculty and staff trainings at the school level. Funds used to purchase family engagement materials for professional development and professional development titles such as, but not limited to, *Building Powerful Partnerships*, *The Revolution and Creating Magic*, *Partnering with Families for Student Success*, *Unreached*, *Beyond Grit and Resilience*, *The Energy Bus*, *Natural Allies*, *Middle School Matters*, and *When Parents Ask for Help*.

Prospects for Change: Preparing Educators for School, Family, and Community Partnerships Tier 2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects\\_for\\_change\\_preparing\\_educators\\_for\\_school\\_community\\_prtnerships.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects_for_change_preparing_educators_for_school_community_prtnerships.pdf)

8. Parent Survey implementation and analysis Budget:\$500

Funding to support advertising and collection of parent feedback by printing hard copies, translations, and school posters advertising the survey to families

Teaching the teachers: Preparing educators to engage families for student achievement Tier 4

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching\\_the\\_teachers\\_preparing\\_educators\\_to\\_engage\\_families\\_for\\_student\\_achievement.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching_the_teachers_preparing_educators_to_engage_families_for_student_achievement.pdf)

9. Translation services, materials, and devices Budget:\$500 Participants: district-level support

Funds used to pay for translation of Title I documents (PFEP, Compact, flyers, parent survey) and the purchase of district-level translation kits for events in order for full participation of our EL families.

Family Agency and Voice: Designing the Next Generation of Family Engagement Tier 2

<https://globalfrp.org/Articles/Family-Agency-and-Voice-Designing-the-Next-Generation-of-Family-Engagement>

10. Materials to support at-home literacy Budget:\$1000 Participants: 50-75 families (book packs, TAG cards, printing of conversation starters, Lakeshore reading and math board games)

Promoting Family Literacy Through the Five Pillars of Family and Community Engagement (FACE) Tier 2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting\\_family\\_literacy\\_through\\_the\\_five\\_pillars\\_of\\_face.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/promoting_family_literacy_through_the_five_pillars_of_face.pdf)

11. Salary and benefits for 1.5 parent and family engagement district-level resource teachers. Budget: \$148,582 (funding for salary, benefits, resource teacher stipends, and extra duty pay)

Parent Involvement Facilitators: Unlocking Social Capital Wealth Tier 3

<https://files.eric.ed.gov/fulltext/EJ1066216.pdf>

12. Travel to family engagement conferences (IEL District Leaders Conference and IEL Family Engagement and Community Schools conference, ECTAC and FASFEPA) Budget: \$6000 Participants: 2

Prospects for Change: Preparing Educators for School, Family, and Community Partnerships Tier 2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects\\_for\\_change\\_preparing\\_educators\\_for\\_school\\_community\\_prtnerships.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects_for_change_preparing_educators_for_school_community_prtnerships.pdf)

13. Dues and Fees Budget: \$1000 (NASFCE, IEL, FASFEPA)

Prospects for Change: Preparing Educators for School, Family, and Community Partnerships Tier 2

14. Survey software (Survey Monkey) Budget: \$500

Software program to design, collect and analyze parent survey data to be distributed to schools and analyzed by district and school leaders.

Teaching the teachers: Preparing educators to engage families for student achievement Tier 4

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching\\_the\\_teachers\\_preparing\\_educators\\_to\\_engage\\_families\\_for\\_student\\_achievement.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/teaching_the_teachers_preparing_educators_to_engage_families_for_student_achievement.pdf)

b. Identify if the activity is at the school level and include the evidence-based research for each activity. The four levels of evidence may be used.

**(Numbering the activities will be essential to connect each activity to a budget line.)**

**Response:**

PLEASE SEE SPREADSHEET SENT TO MS RAMSEY WITH SCHOOL LEVEL PURCHASE DETAILS

ELA/Reading school-level events to engage families in reinforcing learning strategies at home. Budget:\$90,248 Schools: 40 Grades: K-12

Parental Involvement and Student Achievement: A Meta-Analysis Tier 2

<https://archive.globalfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

15. ELA Books for families to use at home to reinforce strategies learned at school-based events Budget: \$37,573 Schools: 40 Grades: K-12

16. Materials for families to use at home to reinforce strategies learned at school-based events Budget: \$20,861 Schools: 40 Grades: K-12

17. Games for families to use at home to reinforce strategies learned at school-based events Budget: \$23,959 Schools: 35 Grades: K-6

18. Summer Slide books and materials for families to use at home to reinforce strategies learned at school-based events (Lakeshore learning packs, ThinkStretch, Summer Bridge) Budget: \$7,655 Schools: 5 Grades: K-6

19. Presentation for families: Brevard Zoo- Animals and ELA standard connections Budget: \$200 Schools: 1 Grades: K-6

Math school-level events to engage families in reinforcing learning strategies at home. Budget: \$41,837 Schools: 40 Grades: K-12

Prospects for Change: Preparing Educators for School, Family, and Community Partnerships Tier 2

[http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects\\_for\\_change\\_preparing\\_educators\\_for\\_school\\_community\\_partnerships.pdf](http://www.ectacfl.net/uploads/2/2/1/6/22162720/prospects_for_change_preparing_educators_for_school_community_partnerships.pdf)

20. Math materials for family make and take trainings that reinforce strategies learned at the event to improve learning at home Budget: \$14,545 Schools: 40 Grades: K-12

21. Math-based games for families that reinforce strategies learned at the event to improve learning at home

Budget: \$9,733 Schools: 35 Grades: K-6

22. Math-based books for middle and high school families focused on budgeting and financial literacy standards

Budget: \$11,117 Schools: 2 Grades: 7-12

23. Math manipulatives for family make and take trainings that reinforce strategies learned at the event to improve learning at home Budget: \$5,442 Schools: 38 Grades: K-12

Science school-level events to engage families in reinforcing learning strategies at home. Budget: \$31,963 Schools: 40 Grades: K-12

Evidence-Based Parent Involvement Interventions with School-Aged Children Meta-analysis Tier 3

[http://schoolcounselorsconnect.weebly.com/uploads/1/0/2/4/10242617/evidence-based\\_parent\\_involvement\\_interventions.pdf](http://schoolcounselorsconnect.weebly.com/uploads/1/0/2/4/10242617/evidence-based_parent_involvement_interventions.pdf)

24. Science materials for families to use at home to reinforce strategies learned at school-based science events focused on standards and science fair prep Budget: \$23,188 Schools: 40 Grades: K-12

25. On-site science-based hands-on presentations for families by the Orlando Science Center to reinforce classroom science standards

Budget: \$8,607 Schools: 10 Grades: K-6

26. Science books for secondary families for a Physics and Genetics hands- on science event to reinforce classroom science standards

Budget: \$168 Schools: 1 Grades: 7-12

Social Emotional Learning school-level events to engage families in reinforcing learning strategies at home. Budget: \$22,176 Schools: 40 Grades: K-12

School Liaisons: Bridging the Gap Between Home and School Tier 3

<https://files.eric.ed.gov/fulltext/EJ794797.pdf>

27. Materials for school events focused on providing families with tools and strategies to support the SEL skills needed to be successful in school and relationships Budget: \$7,863 Schools: 20 Grades: K-12

28. Books for families to use at home after trainings that reinforce strategies learned at the event to improve social emotional learning at home (Scholarships, ZONES, Bullying, 7 Habits and Conscious Discipline) Budget: \$13,813 Schools: 15 Grades: K-12

29. Presentations for families on programs that reinforce strategies used at school that can also improve social emotional learning at home (Conscious Discipline) Budget: \$500 Schools: 1 Grades: K-8

Technology purchases to support family engagement at the school level Budget: \$2410 Schools: 2 Grade levels: K-6

Tapping Into Technology: The Role of the Internet in Family–School Communication Tier 4

<https://archive.globalfrp.org/publications-resources/browse-our-publications/tapping-into-technology-the-role-of-the-internet-in-family-school-communication>

30. Technology related supplies (Portable translation device to allow for full participation of EL families in school-based events and conferences, toner, headphones) Budget: \$725 Schools: 1 Grades: K-6

31. Digital family newsletter software to create virtual communications Budget: \$1685 Schools: 1 Grades: K-6

Printed communication/engagement materials for families to ensure full participation and awareness of school events and student achievement. Budget: \$20,426 Schools: 12 Grades: K-12

Parent Involvement: The Relationship between School-to-Home Communication and Parents' Perceptions and Beliefs Tier 2

<https://files.eric.ed.gov/fulltext/ED362271.pdf>

32. Printing of school-based calendars of events including student code of conduct and communication trees Budget: \$1,785 Schools: 2 Grades: K-6

33. Printing of school-based agendas/planners for direct home and school communication regarding student achievement, discipline and SEL Budget: \$9132 Schools: 5 Grades: K-6

34. Purchase home/school connection folders to support family engagement and awareness in at-school learning and the connection to home learning and to promote communication Budget: \$3,361 Schools: 3 Grades: K-6

35. Printed communication tools/office supplies (paper stock, newsletters, exit slips, event flyers, event brochures, parent surveys, required Title I documents (PFEP, Compact, Right to Know, Four week notification)) Budget: \$6,148 Schools: 6 Grades: K-12

2 **LEA Written Policy**—Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. Describe how the agency will:

- involve parents and family members in jointly developing the LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1-2) of section 1111(d).
- provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:
  - i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - iii. strategies to support successful school and family interactions;
- use the findings of such evaluation in subparagraph (D) to design evidence based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

**Response:**

*BPS has an established Title I District Advisory Council (DAC) and a Parent Leadership Team (PLT). The Council and Leadership teams are comprised of parent and community representatives from Title I schools from district. The district adhered to the parameters used to establish a School Advisory Council. Title I Director and BPS family engagement (FE) resource teachers serve as facilitators of this group. District staff effectively share responsibility with the council members to provide trainings, arrange meetings, provide explanations for the requirements of Section 1116 of the ESSA, Title I, Part A and provide information parents need to make well informed decisions for their children. This DAC is involved in the planning, review, evaluation and improvement of Title I programs, including writing of the district's PFEP. The district plan is incorporated into the Local Educational Agency (LEA) Plan that was developed under Section 1112 of the ESEA. The DAC, along with input from parents at our 40 Title I schools, are involved in making decisions about how the 1% of Title I, Part A funds reserved for FE is spent. The district ensures that not less than 90% of one percent goes directly to the schools, after equitable provisions are provided to participating private schools. Title I staff work closely with school teams to ensure the correct allocation of funds and the monitoring of fund expenditures. Compliance monitoring of the implementation of the LEA's Parent and Family Engagement Plan and School PFEPs are documented using multiple means of data collection, including parent interviews, meeting minutes, surveys, evaluative tools, digital compliance documentation and onsite visits. The Title I Department provides training, guidance and technical assistance to school parent and family engagement contacts, school administrative teams and parents. During DAC and PLT meetings, information collected from parents, Title I schools and the district parent survey is discussed, analyzed, processed and documented.*

*The DAC and PLT provide input in the development of and the implementation and evaluation of the District's PFEP. The process for school improvement is established in all Title I schools. Title I district staff provide training and guidance to Title I, Part A schools to engage parents in the school improvement process as well as trainings on strategies focused on improving family engagement at each school. Additionally, the APTT program is active at 10 Title I schools in the district. District Title I FE resource teachers continue to oversee the district ParentU, and facilitation of the Poverty Simulation for Title I school administrators and faculty, staff, and community members as well as additional community outreach opportunities.*

*Title I staff consult with teachers, principals, administrators, parents, and other appropriate school personnel to ensure that stakeholders are equally involved in the collaboration and decision making process as required by ESSA, Section 1116: Parent and Family Engagement. In meaningful and active consultation, as partners, the Title I Department provides technical assistance to schools in writing the PFEP, implementing programs and activities, and understanding the correlation between the PFEP and the School-wide Improvement Plan to make certain requirements are met.*

*The parents in Brevard are diverse in culture, language, and economic needs. They share the school's commitment to the academic success of their children. BPS's Office of Title I and Title I schools work in collaboration with parents in order to establish programs, activities and best practices that will enhance the involvement of parents, reflecting on the needs of parents, students, and schools. The Title I Department makes certain that the development of such programs and activities promotes student achievement, provides for continuous improvement of programs, and involves developing parents as leaders and equal partners.*

*\*The Title I Department meets with each Title I, Part A schools several times a year to conduct training sessions (onsite support, group trainings, and virtual) and provides technical assistance on how to write and implement effective Parent and Family Engagement Plans and Compacts. Technical assistance is also provided throughout the year to assist schools in selecting appropriate, evidence-based activities and how to fulfill the requirements of ESSA Section 1116 of the ESEA. The Department and the district's FE resource teachers have many resources such as: Parent Resource Centers in schools, printed materials and other forms of media for schools and parents, online resources, PowerPoint presentations and opportunities to attend the series of Parent Universities. Communication with schools happens on a daily basis. Schools are provided support through e-mails, phone calls, and webinars conducted by the Title I Department and onsite visits. Schools receive updates and ideas through the bi-monthly Title I Chit Chat webinars, as well as the Title I and BPS FE websites. Schools are also provided with individual support in creating, implementing and evaluating family engagement activities, programs and events. Title I department staff also attend evening family engagement events at each school. Technical assistance is provided that ensures effective training for developing, implementing, monitoring, and evaluating programs and activities that foster the involvement of parents, students, schools and the community. Support is also given to schools on how best to analysis parent survey data and use the results to improve programming at the school level.*

*The Title I Department is responsible for monitoring the schools' PFEP programs and activities. This is done through each school providing the LEA with documentation via the online compliance platform. Documentation provides a description of activities executed, the number of participants and feedback collected. Onsite visits are scheduled by the LEA to verify and to ensure that FE activities are being implemented with fidelity. The school's documentation supports the great things that are being done at Title I schools. LEA staff work closely with Government and Community relations staff members who liaison with local business leaders, faith-based community members and other concerned citizen to ensure their feedback is collected and their offered resources are used at schools where they are most needed.*

*The LEA assists schools that need support throughout the year in the following ways:*

*\*Step FOURward /Voluntary Pre-kindergarten (VPK) Title I funding supplements our VPK programs, allowing us to offer full day services for our VPK students and families. These offices work together to coordinate parent training opportunities and transitional services for students entering*

the regular public school program. Activities may include: coordinated meetings with EC and Title I staff to address school, staff and family needs; coordinated meetings with parents, VPK teachers, and kindergarten teachers to discuss specific needs.

•ParentU Collaborative effort between Title I, other district departments and local community agencies to enhance student achievement through the support of community and family involvement that focuses on student achievement, parenting, advocacy, personal growth and development and strengthening the relationship between parents and their child's school.

•Head Start Title I and Head Start will work collaboratively to build the capacity of schools and families to establish partnerships and support student achievement and kindergarten readiness. We will coordinate training and resources to assist Head Start families in achieving the 7 FE Outcomes, including: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. Coordination of Head Start family services will also occur through contracted services with Brevard C.A.R.E.S.

•IDEA Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services.

•Florida Diagnostic and Learning Resources System (FDLRS) FDLRS provides diagnostic and instructional support services to district exceptional student education programs and families of students with exceptionalities statewide. The personnel in the FDLRS Office and the Office of Title I work collaboratively in planning, implementing and evaluating various FE initiatives and training opportunities, including our annual ParentU.

•Title II, Part A (Improving Teacher Quality) FE resource teachers and the Office of Educational Leadership & Professional Development staff work collaboratively to provide school staff with professional development in working effectively with parents, including a parent involvement component in one of the modules of B.E.S.T., our district wide training initiative.

•Title III The district FE resource teachers work collaboratively with the district Resource Teacher – Title III to address the needs of ELL and families for language instruction in our Title I schools. We plan and implement appropriate programs, services and training opportunities for school staff and families without duplicating services. Title I Parent Involvement contacts work with our ESOL teachers to facilitate communication.

•Title IX (Homeless Education)/McKinney-Vento The Office of Title I and the district Homeless Liaison work collaboratively to meet the varying needs of our homeless youth and families without duplicating services. Since the number of homeless students in our county has increased significantly over the past few years, we have been planning additional joint awareness training for staff and families.

\*A parent survey is also created by the LEA and sent to all families to complete online or by paper copy. This data is analyzed for trends at the district and school level and then used to drive improvement in academic instruction and building the capacity of families to better support at-home learning. Schools share this data with school advisory councils and parents at end of the year meetings and gather feedback from participants. Government and Community Relations and senior-level cabinet members share this data with the Superintendent and school board members in order to evaluate the effectiveness of district and school levels programs.

#### Barriers:

- 1.Child-Care; Use of resources to provide childcare/flexibility for meeting locations
- 2.Lack of transportation; Use of schools resources to provide transportation to meetings
- 3.Lack of access to quality materials; Provide education materials via parent resource centers, outreach events and conferences.
- 4.Limited English proficiency; Provide translation services when possible via translators, translated documents or access to translation devices. Continue to collaborate with district Title III department.
- 5.Difficulty participating equally in school activities; Offer Poverty Simulation trainings to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty. Also, provide school-level Title I teachers with training on how to work with families in poverty, including new methods of outreach, relationship building, digital learning, and using parent survey data to drive changes to the programming they offer families.
- 6.Lack of empathy of family situations: Offer Powerful Partnerships training series to schools and their staff to assist them in understanding and effectively addressing the needs of families living in poverty.
7. Disabled families: continue to coordinate with LEA and school-level student services professionals to ensure these families have equal access to events and materials.
8. Families with limited literacy and/or ethnic minorities: District and school level staff use surveys, personal interactions and observations, and student data to determine which families should be identified to receive additional outreach and support and also modified materials or the offer of one-on-one meetings. By building these relationships, these families will feel more comfortable taking advantage of the services offered by the school and the district that will assist in the academic success of their child(ren). Additional strategies to accommodate these families: creating a welcoming school climate for families and the students; focusing faculty/staff training topics on acknowledging families for "doing good" and their value as a true partners in education; providing families with the tools they need to successfully communicate and engaged with their children's schools; continuing to build the bridge between our families and our schools for more effective participation and communication.

According to our 2019-2020 district parent survey, 59% of elementary families were unable to attend academic family engagement events at their child's school due to work schedules. 70% of families requested that more academic support materials be provided. 53% of middle school families either never or rarely attended family engagement events at their child's school due to work schedules. 56% of families requested more academic support materials be provided. 39% of high school families either never or rarely attended academic family engagement events at their child's school due to work schedules. 59% of families requested more academic support materials be provided. 41% of families request reading materials while 43% request math materials for home use. Using this data, schools are exploring new ways to reach families virtually and asynchronously and will use parent feedback to purchase strategic academic support materials for home that bridge the learning gap. Using this data, schools are exploring new ways to reach families virtually and asynchronously and will use parent feedback to purchase strategic academic support materials for home that bridge the learning gap.

### Area of Focus 3

Area of Focus 3: Homeless Education	
1	Describe the activities that will be implemented to address this Area of Focus. List by number, the detailed activities that will be implemented to address this Area of Focus. (Numbering the activities will be essential to connect each activity to a budget line.)