

2019-20

Title I, Part A *School*
Parent and Family
Engagement Plan



School Name: Fort Caroline Elem.

School #: 235

Principal Name: [Principal Name Here]

School Website: [Website Here]



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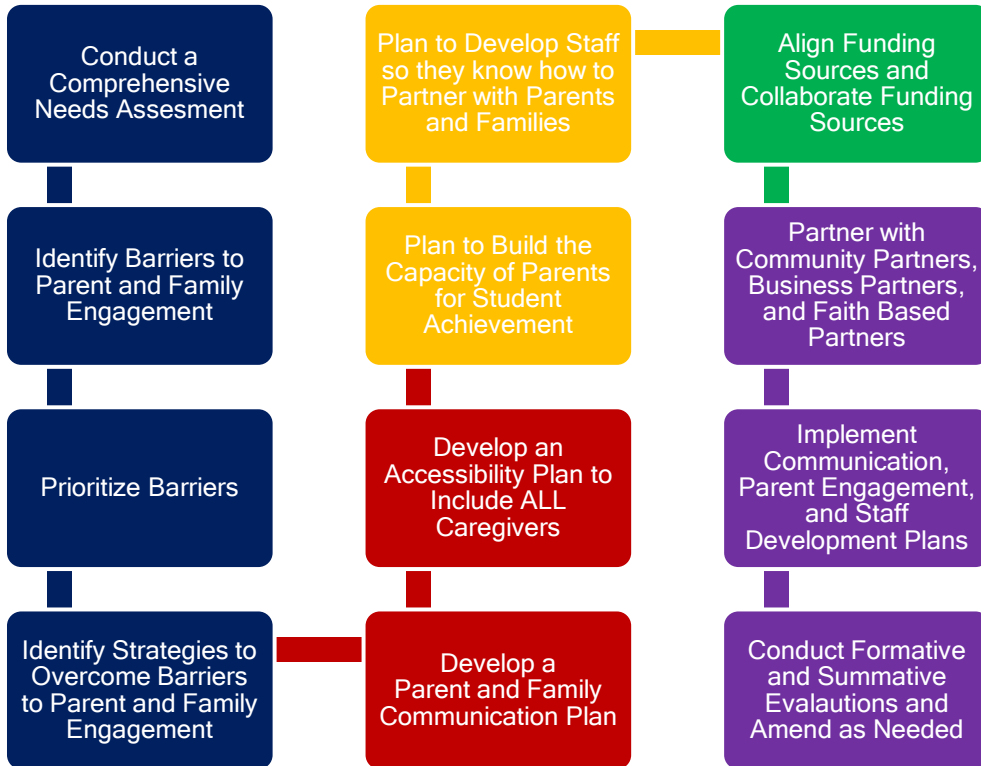


OVERVIEW

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.



"Treat children like they make a difference and they will."



ASSURANCES

I, Fort Caroline Elem., 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.

<input checked="" type="checkbox"/>	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;
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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 Section 1112(c)(1)(A)(ii)].

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

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
\$3,010.00	\$3,010.00	\$
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		

Programmatic Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

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)
N/A		Effectively communicating resources available for parent checkout will increase parent visits.
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)	250	Parents orientated to the school
Developmental Meeting (End of Year)	15	Parents were given the opportunity to provide input on parent involvement activities

Donuts and Dads	250	Male family members were provided academic information on how to help students with work at home.
Science/Data Night	175	Parents were provided assessment data for Science/Reading/Math. The results were explained to parents.
Literacy Night	125	Parents were provided Reading strategies to help students with Reading at home

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.

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).

Based on feedback from parents, the activities were enjoyed and productive for those attending. Parents communicated they were able to apply strategies learned to help their students at home.

Barriers

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 -Parents lack of understanding of the benefit of attending the activities
2. Barrier 2 - Parent work schedules
3. Barrier 3 - Parents lack of interest.
4. Barrier 4 - Lack of communication
5. Barrier 5

(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)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Parents lack of understanding of the benefit of attending the activities.	A description of the benefits will be included in the flyers and parent newsletter. Parents will be provided an overview during the Developmental meeting of the support and resources available during the parent activities.
2)	Parents lack of interest	The teachers will make personalized calls to invite parents to attend. Parent engagement activities will be combined with student performances.
3)	Limited English	Parents who have limited English, will receive translated fliers, communicating the events and information, sent home in the Language of our Non English Speaking parents.

What are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goal for parent engagement is to increase parent awareness to ultimately increase student academic achievement.

COMMUNICATION AND ACCESSIBILITY



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.

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?

Fort Caroline will follow the county guidelines for dissemination of materials and TransACT will be utilized as needed to communicate events and information to parents. We will also utilize the district's new Messenger system to provide parents with information via a telephone recording system.

Additionally, parents have access to teacher's voice mail and teachers are required to return all calls within a reasonable (24 hrs) time frame. Parents are encouraged to schedule visit to the school at any time during the school day to seek out information as needed.

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?

The school will use monthly parent newsletters, flyers, school marque, FB and the school messenger system to communicate information to parents. Information will also be translated as needed. The activities will have flexible scheduling. Eents will be scheduled before school and some in the evenings.

What are the different languages spoken by students, parents and families at your school?

Spanish, Haitian-Creole

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) The Parent Monthly Newsletter is sent home to all parents. Flyers with reminders about specific events are sent home as needed. The new district Messenger system is utilized to call parents with reminders and the building marquee will be updated monthly to include school activities. Parents are provided information via student planners, teacher memos, parent conferences, school FB, school webpage and during Open House Presentations. Parents receive information regarding school activities, curriculum expectations, assessments and student proficiency expectations. As appropriate, special invites are sent through U. S. mail. The communication to parents will be delivered throughout the school year in an understandable, uniform format in languages that meet the needs of all families. Translators and written translation will be available as needed or requested to ensure parents are able to fully participate in activities. The English Language Survey results will be used to determine the number and specific needs for translations into languages other than English. Documents related to all parent involvement programs/activities will be in print and on the website. Copies of flyers with date of distribution will be filed in the parent audit box as evidence.

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) All student academic/curriculum information is presented to parents during Open House and during Parent Nights.
- (2) Parents receive information regarding curriculum expectations, assessments and student proficiency expectations during Open House and Parent Nights. Teachers share student assessment data and academic goals during the parent activities.
- (3) Parents receive student data via Progress Reports, Report Cards and during parent nights when teachers share assessment data and inform parents of grade level standards for mastery.

(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) Parents are informed of the process to contact the child's teacher in the monthly parent newsletter. Parents are consistently encouraged to reach out to teachers and to invite them to monthly SAC meetings to participate in school decision-making. The parents are invited to provide input to the Parent Involvement Activities during the Developmental meeting. Parents are also invited to join SAC, as communicated in the Monthly Parent Newsletter. The SAC Committee is the committee where parents are invited to come and provide feedback and to make request

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]

Parent and family's are able to provide feedback via surveys distributed after each activity. Parents are informed they may share feedback with the Title 1 Office at any time.

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**).

All components of the Parent and Family Engagement Plan (PFEP) will be communicated during the school Orientation/Open House in August. The school will also communicate through monthly newsletters to parents that the published PFEP is available in the main office and on the school's website.

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)]



INVOLVEMENT OF PARENTS and FAMILIES

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)].

The school involves parents and families with the annual planning of the parent involvement and Title 1 programs throughout the school year. A meeting will be scheduled where parents will have an opportunity to evaluate the previous year parent activities for improvements and then assist with the development of a new plan. The recommendations will be used to enhance programming techniques that will help parents help their children become academically successful. The plan will be reviewed and monitored for adjustment based on needs. Parents will provide input on development, implementation and evaluation of plan.

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 - N/A
- Childcare - N/A
- Home Visits - Home visits may occur as needed by the administrative team
- Additional Services to remove barriers to encourage event attendance - N/A

FLEXIBLE FAMILY MEETINGS

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)]

The information from the majority of the parents regarding the best times for meetings will be communicated during Open House/Orientation. The majority of the school's parents attend these meetings in the beginning of the school year.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

The school uses the DCPS Parent Climate surveys to determine parent needs for meeting times. We have feedback forms.

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
- AM & PM Sessions (Same content to appeal to more parents)
- Other _____

REQUIRED ANNUAL MEETING

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: The meeting date is communicated via School Messenger, School Website, School Marque, school's FB and flyer to all students
2. Step 2: Teachers contact parents to invite them to come to the meeting
3. Step 3: The Annual Meeting is held in conjunction with Open House to provide parents and families information about the Title 1 program
4. Step 5:
5. Step 6:
6. And so, on as needed....

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.

All components of the Title 1 program is communicated with parents including the programs and resources funded through the program. The parents were informed of the funds allocated to the school for Parent Activities. The activities and times were shared, as well as the resources that will be available for parents to check out.

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) The Annual Title 1 meeting reviews the previous year's assessment data for all grade levels and subgroups. Parents are also informed of their rights pertaining to students attending a Title 1 school and school choice.

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?

All school events are communicated in a monthly parent newsletter that goes home with every student at the beginning of each month.

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.

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.

A meeting will be held in May to evaluate Parent Activities that occurred during the year and to prepare for the upcoming year. The event will coincide with the school's chorus end of year performance.

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

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?

The school will implement activities that will help parents build capacity with their students at home in all content areas. Parents consistently request assistance on how to help students at home.

How will the school implement activities that will build relationship with the community to improve student achievement?

The school will involve the SAC Committee in the implementation of activities. The SAC Committee includes representatives from the community. Discussion and providing information during SAC meetings will increase the community's relationship with the school. The objective of all activities will be to improve student achievement and increase parent involvement at school.

(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.

The Title 1 parent Resource Room and the resources available for checkout is communicated to parents in the school monthly newsletter. The school will provide information and training materials to assist parents at the end of each parent activity. The materials are also made available for parents who do not attend. The staff are familiar with the items available to parents and will recommend to parents during parent meetings. The School Counselor and Office Staff are trained and available to assist parents with checking out materials.

<p>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?</p>
<p>The support to parents are always based on parent needs, teacher feedback and feedback from family activities.</p>

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.

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
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the FASFA with their child</i> <i>2. Storytelling techniques so their child will learn how to write a college essay for scholarships</i> <i>3. How to find scholarships for their child</i> 	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>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</i>
Title I Annual Meeting (required)	V. Stovall-Principal	Parents will be provided an overview of Title	August 2019	Parent attendance/sign in sheets	N/A

		1 Activities and resources			
Title I Developmental Meeting (required)	V. Stovall-Principal	Parents will be provided an overview of Title 1	August 2019	Parent attendance/sign in sheets	
Donuts With Dads	Administrators/Guest Speaker	Provide male family members with information on how to help students with home learning, reading and math	October 2019	Sign-in sheets/Parent Evaluation/Feedback forms	\$350.00 - Refreshments
Science/Data Night	Teachers & Administrators	Teachers will inform parents of student assessment data and provide strategies to help students at home to improve academics	November/December 2020	Sign-in sheets/Parent Evaluation/Feedback forms	\$225.00 - Refreshments
Literacy Night	Teachers & Administrators	Provide parents with Literacy information to help students with reading strategies to improve overall reading proficiency	January 2020	Sign-in sheets/Parent Evaluation/Feedback forms	\$225.00 - Refreshments

Commented [NRL1]: For the Measurable Impact please add more details. Thank you!
 For your Budget column please change it to \$450.
 Postage: \$50
 Print: \$100
 Food:\$300

Commented [NRL2]: For the Measurable Impact please add more details. Thank you!
 For your Budget column please change it to \$425.
 Postage: \$50
 Print: \$50
 Print:\$75
 Food:\$250

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.

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?

During the Title 1 Developmental Meeting parents were made aware of the Parent Compact and its purpose. The previous year's compact was presented and parents were requested to provide feedback.

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.

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.

An Out of Field letter will be sent home to parents to notify them of student's assignment to teachers who are not properly certified.

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)]

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 "Becoming A Growth Mindset School"	Ms. Parker & PBIS Team	Developing and launching a growth mindset with staff to improve academics and student - teacher relationships	August 2019 - May 2020	Effective teacher discussions on becoming a "Growth Mindset School" during Leadership & PBIS meetings and implementation of strategies observed in classrooms.
Monthly Faculty Meeting Agenda Item "Growth Mindset/Effective Parent Communication"	PBIS Team	Building positive parent-teacher relationships to enhance student learning.	September-May 2020	Improvement in parent-teacher conference attendance request.

COLLABORATION OF FUNDS

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)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The VPK Education Program is a free prekindergarten program for 4 and 5-yearolds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with school aged children adjust to their new parenting roles
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready
<input type="checkbox"/>	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	Funding is allocated to academically assist students who need help with the English language.
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Schools may add lines as needed.