

Mission Statement

Family Engagement Mission Statement

RESPONSE: The Lake County Schools Title I Parent and Family Engagement mission is to empower families with individual opportunities and to maximize student achievement by engaging family, school, and community partnerships.

Engagement of Parents

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

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

RESPONSE: The LEA has a District Parent and Family Engagement Policy/Plan Committee (DPFEC). Parents/Families from Title I schools, Family School Liaisons from Title I schools, community leaders, stakeholders, and the Title I Family Engagement Specialist, will be represented on the committee. Parents/Family of students at private schools receiving Title I funds are provided the opportunity to serve on this committee. The Family School Liaisons/Contact Person assigned and the parent representatives will bring recommendations to the DPFEC from each Title I school. The purpose of the DPFEC will be to review, and/or revise the District Parent and Family Engagement Plan (DPFEP) and to make decisions regarding the use of Title I funds set aside for Family Engagement. The DPFEC will meet three times during the school year in collaboration with Title III, Title IX (homeless), and Title I, Part C - Migrant, at the convenience of the participants, at different times, days, and locations. To keep all parents and families informed of the committee's discussions, the Family School Liaison/Contact Person Assigned of each Title I school will keep a database of parent e-mails to send DPFEC meeting minutes. The minutes will also be posted on the Lake County District Title I website. Hard copies of the minutes will be available at Title I school sites.

In addition to the DPFEC's input, parent/family input is also gathered from a parent/family survey which is posted on the Lake County Title I website in both English and Spanish and on each Title I school's website. Hard copies are also distributed at each Title I school. Family School Liaisons/Contact Person Assigned at each Title I school are responsible for encouraging parents/families to complete the survey. The survey results are analyzed and used to evaluate and revise the DPFEP. The revised DPFEP will be available at each Title I school and posted on the Lake

County District Title I website. Parents/Families can provide written comments or suggestions to the school or Title I Department, in addition to comments or suggestions provided at a school parent/family meeting.

Each Title I school has a School Advisory Council (S.A.C.) consisting of parents/families, community members, and school staff that develop, review and revise the School Improvement Plan (SIP), the school's Parent and Family Engagement Plan (PFEP), Title I Plan, and the school's Parent/Teacher/Student Compact.

The LEA will ensure that not less than 90% of the 1% reserved funds for family engagement will go directly to the schools. Decisions regarding the use of Title I funds set aside for Parent and Family Engagement at the schools will be made at the school level during the development and/or revision of the school's Title I Plan and budget.

Technical Assistance

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

RESPONSE:

The LEA will continue to support and assist Title I, Part A schools in planning and implementing effective parent and family engagement activities by retaining a Title I Parent and Family Engagement Specialist who monitors each Title I school's Parent and Family Engagement Program. Each Title I school also has an assigned Title I Program Specialist who conducts bi-monthly technical assistance visits to include the review of the Parent and Family Engagement budget expenditures and activities. Title I schools are strongly encouraged to provide annually a minimum of three family/student workshops based on the school's academic needs and best practices.

A Title I funded Family School Liaison (FSL) will be located at each Title I, Part A school with the exception of Mascotte Charter and Alee Charter. The FSL/Contact Person Assigned operates the school's Family Engagement Resource Center to provide materials and resources for families to check-out and use at home to help increase their child's academic achievement level. The Family School Liaison/Contact Person Assigned will also facilitate Parent and Family Engagement activities and events based on the school's needs and best practices. The Title I Family Engagement Specialist will make onsite visits and provide assistance to new Family School Liaisons. Professional

development for all Family School Liaisons will be held monthly and consist of topics on how to build parent/family capacity at schools, how to conduct effective workshops, Florida Standards assessment preparation, best practices for parent and family engagement, community resources and connections.

The LEA will offer each Title I, Part A school assistance in implementing programs to build the capacity of parents/families to improve the academic achievement of their child and overall school performance. The Migrant Program, Title IX Homeless, Sed de Saber (Thirst to Know) English Life Skills, and Rosetta Stone will be available.

The LEA utilizes the following procedure to review the school-level PFEP to ensure compliance with all requirements:

1-Each Title I, Part A school is required to develop, and/or revise the PFEP with parent/family input. Title I Program Specialists are available to provide Technical Assistance.

2- A draft of the PFEP is submitted to the Title I Education Family Engagement Specialist for review and suggestions.

3- When the PFEP is approved by the Title I Family Engagement Specialist, it is forwarded to the Title I Director for final approval.

4- The implementation of the PFEP is monitored by the Title I Family Engagement Specialist and by the technical assistance visits made by the Title I Program Specialist.

All parent requests at the LEA will be reviewed and discussed by the Federal Programs Director and Family Engagement Specialist. Reasonable requests which are consistent with the parent and family engagement plan as outlined in the ESSA Section 1116(3) will be presented at the District Parent and Family Engagement Plan meeting for feedback. Activities in accordance with the plan, with a majority vote, and pending available funds if required will be implemented.

Coordination and Integration

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

RESPONSE:

1. VPK -The Title I Director is responsible for the ongoing process of supplemental funding of VPK teachers to have twelve programs for students to attend a whole day of pre-kindergarten. The LEA partially funds a Resource Teacher that coordinates services with VPK students & parents. VPK parents/families are notified of all parent/family meetings, also with input in the DFEP, (District required SIP) and school’s PFEP.

2. Title I, Part C - A portion of a Migrant/Homeless Resource Advocate is funded by Part C. This position provides guidance and assistance to migrant parents/families throughout

the year and coordinates to assist schools with meeting the educational needs of homeless students and families in transition.

3. Early Learning Coalition - Provides funding for school readiness programs for ages 0-5. The Title I, Migrant and Homeless Program Specialists assist families in accessing services available through the ELC. The ELC also provides training to teachers.

4. Title III - Title III and Title I hold joint committee meetings to get parent/family input on the Title III and the DPFE plan.

Annual Evaluation

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

RESPONSE: Information and data from the following will be gathered and analyzed to evaluate the content and effectiveness of the parent and family engagement policy in improving the quality of the Title I, Part A schools.

- District Parent and Family Engagement Plan Committee meeting minutes
- Parent/Family Survey results (online results and hard copies)
- Recommendations from the Title I schools - Any recommendations from the Title I schools will be submitted monthly by the school's Family School Liaison/Contact Person Assigned to the LEA's Parent and Family Engagement Specialist. The recommendations will be saved and compiled for analysis when the annual evaluation occurs.
- Suggestions from the Title I Program Specialist technical assistance school visits - Suggestions from the Title I Program Specialist technical assistance school visits' minutes are reviewed monthly by the LEA's Parent and Family Engagement Specialist. The minutes will be saved and compiled for analysis when the annual evaluation occurs.

The District Family Engagement Plan/Policy Committee meets three times during the school year to make decisions that will increase student achievement. During the final meeting of the school year, the DFEPCC will use results from the above information and data to address barriers prohibiting parent and family engagement and design strategies to promote and provide more effective family engagement.

Parents/Families from Title I schools, Family School Liaisons/Contact Person Assigned, and the Family Engagement Specialist, will be represented on the committee. Parents/families of students at private schools receiving Title I funds will be provided the opportunity to serve on the committee.

Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The

plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

RESPONSE:

1. LEA Parent Guide - Office of the District Chief of Transformation; Parents/Families receive information to stay informed and assist them in promoting student academic achievement; this occurs annually; evidence includes a letter sent to parents/families providing the website to the guide and notifying parents/families that the guide is available from the school per request. Family and School Partnership for Student Achievement Act, fl st s 1002.23

2. Title I Schools Annual Meetings - Principal, Teachers, FSLs, Title I Program Specialist, other school staff; These meetings focus on Title I programs, budget, curriculum, content standards, academic assessments, how to monitor student progress, compacts, and the PFEP; held within the 1st 30 days of school; evidence includes presentation documents, agendas, notifications, minutes, sign-in sheets, parent/family activity log data base. Teacher to Parent Communication: Experimental Evidence from a Low-Cost Communication Policy (Draft, Matthew A.; Rogers, Todd – Society for Research on Educational Effectiveness, 2014) – This research study indicates that by building parent capacity through communication with teachers increases parent/child discussions and has a positive impact on student achievement.

3. The Title I Funded Family School Liaison/Contact Person Assigned and Title I Program Specialist; Increase student achievement by making school to home connections and increasing parent’s knowledge of successful academic strategies; Occurs on-going throughout year; evidence includes sign-in sheets, agendas, newsletters, flyers, parent/family activity log database.

4. Title I Schools Family Engagement Centers - Principals, FSL, other school staff; Increase student achievement by providing resources and activities for parents/families to use at home with their child; On-going (convenient times for parents/families) & special events; evidence includes sign-in sheets, flyers, agendas, parent/family activity log database, newsletters.

Ohio Department of Education. (2016). Sample Best Practices for Parent Involvement in Schools. Retrieved from

<http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Sc>.

Research confirms that the involvement of parents and families in their children's education is critical to students' academic success.

5. Title I Community Participation - Family Engagement Specialist, Title I Program Specialist, FSLs, and other staff as needed will attend community events with a Title I table to highlight programs available for parents and families at our schools. This provides an opportunity for collaboration and networking with community organizations and resources available; Increase awareness of the resources and activities available in the community for parents/families helping to increase their child's academic level; On-going throughout the year; evidence includes sign-in sheets, flyers, newspaper articles, newsletters.

Weiss, Heather B.; Lopez, M. Elena; Rosenberg, Heidi. Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform. National Policy Forum for Family, School, & Community Engagement. Harvard Family Research Project, SEDL. (Dec. 2010) <https://eric.ed.gov/?id=ED517978>

Research indicates that FSCE-Family, School, and Community Engagement supports student success and should be a major component for twenty-first century learning and school turnaround efforts. Article presents a research-based framing of family engagement that promotes systemic FSCE, focuses on data systems as a tool to engage families, and examines the role of families in transforming low-performing schools.

6. Title I District Family Engagement Committee Meetings in Collaboration with Title III, Migrant and Title IX - Title I Director, Administrative Coordinator, Family Engagement Specialist., Title I Program Specialist., FSLs, parents, Migrant; Committee members collaborate to make decisions that will increase student achievement; October 11, January 26, and March 14; evidence includes presentation documents, sign-in sheets, flyers, agendas, minutes.

7. Teacher Prescription Pads (TPPs) - FSL, Teacher; Parents/Families will receive the TPP as a referral to check out materials from the Family Resource Center to help their child at home; On-going throughout year; evidence will be the number of TPPs used to check out materials from the family resource center.

Research:

Description: Mentoring/Counseling

“One critical lever to foster better educational outcomes is to provide positive mentoring relationships that can transform the trajectory of a young person's life. Mentoring — the pairing of a young person with a supportive non-parental adult or older peer — can significantly shape that young person's successful path to adulthood. Studies have shown that mentored youth are 52 percent more likely to stay in school and also complete more homework assignments than youth without mentors.”

Citation:

<https://www.mentoring.org/newsite/wpcontent/uploads/2015/09/Academic-2.pdf>

Research:

Description:

Family Engagement

“The current emphasis on successful strategies for school turnaround necessitates research-based information and practices on effective family and community engagement approaches that support student achievement and school improvement. The passage of the Every Student Succeeds Act (ESSA) calls for increased stakeholder engagement as states, districts, and schools implement provisions of the law.”

Citation:

<https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf>

Research:

Description:

The research outlines some of the mechanisms through which parental school involvement affects achievement and identifies how patterns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels. The research proposes next steps for research, focusing on the importance of considering students' developmental stages, the context in which involvement takes place, and the multiple perspectives through which involvement may be assessed. Finally, the research discusses enhancing involvement in diverse situations.

Citation:

Hill, Nancy E.; Taylor, Lorraine C. “Parental School Involvement and Children’s Academic Achievement Pragmatics and Issues.” *Current Directions in Psychological Science*, vol. 13, Issue 4, 2016, pp. 161-164.

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

1. Content and Type of Activity
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.

- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

RESPONSE:

1. Family School Liaison Training – Family Engagement Specialist and the Title I Director: training is to increase student achievement by making school to home connections and increase parent’s knowledge of successful academic strategies; trainings occur throughout the school year; The evidence of effectiveness of these trainings is documented through the collection of monthly Family School Liaison logs which provide the number of hours spent on job description responsibilities. These responsibilities are communicating with and training parents/families of students enrolled in school; Creating, collecting, organizing and maintaining data/documents/reports/records; Answering and addressing telephone calls concerning family/student /school activities and operations; Creating and assembling documentation/records/flyers to be mailed to families/students; working with professional/instructional staff for academic development of students; communicating with community stakeholders regarding resources available for students/families. Family School Liaisons/Contact Person Assigned complete a monthly “Internal Title I Building Capacity Report” which documents the number of various Family/Parent contacts.

Research:

Description:

The research describes (a) how Family Liaisons support the school, family, and community partnership and (b) the role played by the liaison. On the basis of analyses of interviews, observations, surveys, and document data, the role played by liaisons enhanced home-school partnerships. The liaisons provided (a) direct services to families at risk, (b) support for teacher outreach, (c) support for school-based partnership teams, and (d) data for partnership program improvement. On the basis of these findings, the research offers practical recommendations for districts seeking to establish or improve liaison programs to build stronger ties between schools and the families of all schools.

Citation:

The Journal of Educational Research “How Parent Liaisons Can Help Bridge the Home-SchoolGap”2008.

https://www.researchgate.net/publication/241739468_How_Parent_Liaisons_Can_Help_Bridge_the_HomeSchool_Gap

2.School staff Professional Development Training – School Principals, Family Engagement Specialist, and the FSL; this training is to increase student achievement by educating the staff on the value and utility of contributions of families and how to reach out to communicate with, and work with families as equal partners; occurs annually; evidence of the effectiveness will be the number of Parents/Family Members attending trainings, workshops and other Family Engagement activities as documented by activity sign in sheets and the Family School Liaisons reporting of attendance on the “Title I

Internal Building Capacity Report”. The effectiveness of teacher application of the training will be the number of Teacher Prescription Pads (TPP’s) filled as recorded on the Internal Title I Building Capacity Report completed by the Family School Liaison.

Research:

Description:

The research shows that family engagement must be a core element of any professional development system. It is not enough to offer random, one-time workshops—family engagement must be embedded in pre-service curricula, professional standards, teacher certification, and assessments for learning and accountability. Furthermore, all school personnel, from principals to receptionists, must have access to high quality professional development that reinforces family engagement as an essential strategy for improving student performance. The research is an opportunity for stakeholders representing national, regional, and local organizations to learn about family, school, and community engagement research, best practices from the field, and new innovations that are making a difference in school improvement and student learning. Leading practitioners, researchers, and policymakers will share real-life examples from the field about what it takes to effectively engage family and community with schools.

Citation:

Harvard Family Research Project. “Achieving Excellence and Innovation in Family, School, and Community Engagement.” 2010. <http://www.americaspromise.org/news/achieving-excellence-webinar-series-family-school-and-community-engagement-education-reform>

Communication and Accessibility

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

RESPONSE:

Parents and Families of Title I students receive advance notification of parent and family engagement activities in the language needed via flyers, e-mails, phone call out system, school newsletters, and the website. All Title I schools are required to translate documents in a language and format that parents/families can understand. Funding is provided for translations from Title I, Part A. Based on the district’s demographic population, parent/family documents are printed in English and Spanish. Other translations will be provided as needed.

All identified barriers indicated in surveys or in other forms of communication will be removed to encourage full parent/family participation in all events and activities. Families with disabilities or families of migrant students will be provided accommodations as needed to participate in all parent and family engagement activities. Handouts and/or

minutes of parent and family engagement activities/events are available by mail (to last known address), email or home visits for those families of fluctuating student populations.

Each Title I school is required to keep electronic documentation for compliance. The Title I Program Specialists assigned to each individual Title I school are required to make bi-monthly technical assistance visits which include checking the electronic files for translated plans, flyers, agendas, notes, and minutes that meet compliance.

By providing all the different services mentioned, more and more parents/families from different cultures are attending the district and school events, including special accommodations requested by families of nonverbal and physically impaired students. Funding is provided for these services from Title I, Part A. Food, Childcare and Transportation are always provided in an effort to remove additional barriers.

Discretionary Activities

The LEA parent and family engagement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1116(e)].

1. Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- D. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

RESPONSE: Paying reasonable and necessary expenses associated with parent and family engagement activities which include childcare, translators, interpreters, transportation, and meals that extend through the lunch or dinner hours during the events; Federal Programs Director, Family Engagement Specialist, Principal; evidence includes purchase orders, activity's agenda, sign in sheets, and surveys; occurs throughout the year. Research: Identifying Barriers: Creating Solutions to Improve Family Engagement Baker, Timberly L.; Wise, Jillian; Kelley, Gwendolyn; Skiba, Russell J. School Community Journal, v26 n2 p161-184 2016. This study reframes the notions of parent involvement (being present in the school building) to parent engagement (viewing multiple constructions of how parents are involved) while exploring parent solutions, and addressing identified barriers such as flexible timing options, other children in the family (child care) and school events held in the evening (providing meals).

2. Adopting and implementing model approaches to improving parent and family engagement which includes a poverty simulation for school staff; Federal Programs Director, Family Engagement Specialist, Principals; evidence includes reflection sheets, sign in sheets; occurs with each school per request at least once with a follow-up; Research: Coley, R. Baker, B. (2013) Poverty and Education: Finding the Way Forward.

Retrieved from https://www.ets.org/s/research/pdf/poverty_and_education_report.pdf. This report gives a picture of poverty in America. Information is provided that deals with issues such as home factors, food security, availability of health insurance and child care and the consequences of poverty in our country along with strategies that could make a difference.

Evaluation of the previous year's Parental Involvement Plan
Building Capacity Summary

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

A. Content and Type of Activity

- A. List each specific activity.
- B. Provide the frequency and duration of each activity.
- C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

RESPONSE:

A. LEA Parent Guide (1 activity; 42,456 participants) The impact on student achievement is the task of informing parents/families of the resources available to them. Informed parents/families help students attend and achieve in school.

B. Title I Annual Meetings (19 activities; 3,053 participants) The annual meetings focus on Title I programs, budget, curriculum, content standards, academic assessments, how to monitor student progress, compacts, and the FEP. The impact on student achievement is the task of informing parents of the resources available to them. Informed parents help students attend and achieve in school.

C. Professional Development for FSLs (9 activities; 156 participants) Increase FSL knowledge of how to effectively communicate and work with parents and families. Knowledgeable FSLs work with parents and families to increase student achievement by making school to home connections and increasing parent's knowledge of successful academic strategies.

E. Title I Schools Family Resource Centers (19 activities; 4,464 participants) Student achievement increased by parents engaging in a welcoming environment that has access to information and resources to support the success of all students, including those with learning challenges, special needs and disabilities. Confidential consultations and a lending library of materials to checkout.

F. Title I Community Participation (2 activities; 90 participants) Increase awareness of the resources and activities available for parent use to increase their child's academic level.

G. Title I District Parent and Family Engagement Meeting (3 activities; 553 participants) Participants that attended the Parent and Family Engagement session, gave input on how the district can improve parent and family engagement and impact student achievement.

Staff Training Summary

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

- A. Content and Type of Activity
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.
 - C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.
 - D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

RESPONSE:

- A. Family School Liaisons Professional Development (6 activities; 110 participants; duration: 6 hours each): Increase student achievement by making school to home connections, providing resources, increasing parent's knowledge of successful academic strategies and building stronger ties between school and the parent/families.
- B. School Staff Family Engagement In-service (4 activities; 226 participants; duration: 30-45 minutes each): Improve the ability of staff to work effectively with parents and families. Student achievement increases as a result of parents and families having a relationship with the school which encourages them to play an active role in their child's academic progress.

Private School Summary

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

- A. Content and Type of Activity
 - A. List each specific activity.
 - B. Provide the frequency and duration of each activity.
 - C. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.

- D. What method(s) were used to evaluate the implementation and effectiveness of the activity(ies) listed and how often did this evaluation occur?

RESPONSE:

A. Parent/Student Learning Backpacks - (335 participants) Faith Lutheran School, Liberty Christian Prep., Mt Dora Christian Academy, Family Christian, St. Paul's Catholic, The Learning Curve, Better Life Academy, and First Academy. Tutors and Program Specialist develop/provide take home Parent/Student Backpacks for all families who have students receiving Title I services at participating private schools. Backpacks include engaging workbooks specifically for parents and students to be used with one another; also includes books for students (fiction and non-fiction) with activity guides for parents to help their students use these books to improve their understanding.

B. iReady Tutoring Assessment Data Results—(168)—Family Christian Center School; First Academy Leesburg---Private School Contact and Title I Private School Tutor sent assessment results to parents of Title I eligible students who were being tutored. Reports provided student academic progress in areas of proficiency as well as areas of weakness for Reading and Math.

C. Faith Lutheran---7 individual parent meetings regarding student academic progress as recorded on parent communication logs

D. First Academy Leesburg —37 individual meetings regarding student academic progress as recorded on parent communication logs

Barriers (LEA Plan Infusion):

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

- A. Barrier (Including the Specific Subgroup)
- B. Steps the School will Take to Overcome

RESPONSE:

A. Limited English speaking parents/families have indicated communication as a barrier to engagement. English & life skills training workshops for parents/families. Interpreters are available at meetings to sit 1:1 or in small groups with parents/families. Documents provided in the language requested.

B. Parents/Families have indicated in the parent/family survey that the family events are sometimes difficult to attend due to work schedules. Events/activities will be offered at flexible times and days.

C. Parents/Families of students who are economically disadvantaged are under-represented at Parent and Family Engagement activities. Parents/Families of students

will be identified and personal invitations will be sent to a selected group to encourage participation.

D. Parents/families of students below proficiency, particularly in the lowest 25%, are under-represented at family engagement activities. Send personal invitations to parents/families in these subgroups to encourage participation.

Best Practices (Optional)

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

A. Content/Purpose

B. Description of the Activity

RESPONSE:

A. District Parent and Family Engagement Plan Meeting in collaboration with Title III, ESOL; Title IX, Family in Transition and Migrant. The purpose of this meeting is to increase parent and family engagement, to educate and increase awareness of the Title I, Parent and Family Engagement Programs.

B. The meeting is held in a Title I School Cafeteria. A general session is provided to welcome the parents and families and the opportunity to visit community resource tables. Sessions with topics targeting the different services offered by Title I are scheduled for parents/families to attend while their children participate separately in supervised educational activities specifically designed for them. One of the sessions is about the importance of parent and family engagement and the difference parent input makes in the schools. After the sessions are adjourned, parent/families are invited back to the cafeteria for a final review of the meeting.