

DADE Title I, Part A Parental Involvement Plan

I, Alberto M. Carvalho, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and



10/1/15

**Signature of Superintendent or Designee
Signed**

Date

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

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- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: 2015-2016 M-DCPS Districts' Parent Involvement Plan (PIP) Mission Statement

Response: The mission of Miami-Dade County Public School's Title I Parent Program is to enhance parent engagement, access and advocacy in an effort to build parents' capacity for stronger parent, family, school and community involvement in support of measurable improvement in student achievement.

Involvement of Parents

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

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

Response: Miami-Dade County Public Schools (M-DCPS) provides training to all schools participating in the Title I Program on ways to include parents in the development of the District-level PIP, the school-level PIP, the school improvement process, and all aspects of the school program and activities. The Title I District Advisory Council (DAC) and Title I Parent Advisory Council (PAC), one per Region in the District, are comprised of parents and staff from different schoolsites who have been elected by parents of students enrolled in schools implementing the Title I Schoolwide Program. The scope and sequence of the requirements for involving parents are also included on the DAC meetings' agendas. Agenda topics may include: involving parents in the planning and implementation of the Title I Schoolwide Program at participating schools; utilizing a minimum of one percent of the school's Title I allocation to support the No Child Left Behind Act (NCLB) of 2001, Section 1118, Parental Involvement Requirements; conducting the Title I Annual Meeting at the beginning of the school year to inform parents of the school's participation in the Title I schoolwide program; providing the M-DCPS Consultation and Complaint Procedures directions; developing, distributing and reviewing the District and school-level PIP; distributing the Title I Program Notification Letter in English, Spanish and Haitian Creole; Highly Qualified Notice; Florida Standards/Common Core State Standards; School Grades; and developing, distributing, and reviewing the School-Parent Compacts. The Title I PAC will meet a minimum of two times during the school year, by Region, to get input from parents to support the development of the LEA-wide PIP.

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 parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: M-DCPS Title I PIP outlines specific guidelines for schools participating in the Title I Schoolwide Program regarding the requirements of Section 1118 of the NCLB Act of 2001. M-DCPS will provide training to all schools participating in the Title I Schoolwide Program on ways to involve parents in the development of both the District-level PIP and the School-level PIP, the school improvement process and all aspects of school program and activities. The District will provide the following coordination, technical assistance, and other support necessary to assist schools participating in the Title I Schoolwide

Program in planning and implementing effective parental involvement activities: The Parent Academy (TPA); Title I Administration Principals' Seminar; Project Upstart, M-DCPS Division of Student Services; District's Parent Literacy Program; M-DCPS "Parent Portal"; Title I Neighborhood Resource Center, District support provided to the school sites' parent resource centers; M-DCPS training available to assist each school in effectively managing their Educational Excellence School Advisory Council (EESAC); and Professional Development Activities provided via the Title I Community Involvement Specialist Training Centers. Additionally, Title I will provide support to schools with the purchase of supplemental computer hardware, computer software, instructional technology, materials, and supplies to enhance the schools' parental involvement program.

At the core to the Title I Schoolwide Program, there are over 200 school-based CIS and/or Community Liaison Specialists (CLS), who will serve as a bridge between the home and school through workshops and trainings, telephone calls, schoolsite and community parenting activities, and home visits. The CIS/CLS, funded through Title I, will schedule meetings and activities, to encourage parents to support their child's education, provide materials, and encourage parental participation in the decision-making processes at the schoolsite. Title I Administration's Accountability and Technical Assistance Team (A-TAT) staff members will provide technical assistance and support to schools participating in the Title I Program, regarding the requirements of the Title I School-level Compliance Documentation. In an effort to further assist schools in the Title I Schoolwide Program to meet the requirements of the NCLB Act of 2001, the A-TAT will conduct desktop support and onsite technical assistance visits to ensure school compliance with the requirements of the NCLB Act, Section 1118. The Office of School Improvement works collaboratively with the Department of Title I Administration to support completion and submission of the Title I School-level PIP. In addition, the Title I DAC Executive Board meetings (scheduled throughout the school year); Title I DAC General meetings (scheduled throughout the school year, and in the evenings); Title I PAC meetings (minimum of twice a year for each Region in the District); and the Title I CIS schoolsite on-going meetings/workshops for parents will all provide materials and training to help parents work with their children to improve academic achievement and increase technology use to help learning, home life, and community service needs. These meetings' agenda topics may include: recipes for Effective Parental Involvement; NCLB-Section 1118- reviewing and revising M-DCPS Title I PIP; and Parental Involvement.

The Title I Administration Handbook is an additional resource available to schools participating in the Title I Schoolwide Program. The handbook contains information on all elements of the Title I Schoolwide Program, inclusive of the specific requirements of the NCLB Act, Section 1118, such as the PIP and the School-Parent Compact sample template. In addition, the Title I Website and Title I School-level Compliance Collaboration Site are available to support all participating Title I schools.

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)].

| count | Program | Coordination |
|-------|--------------------------|--|
| 1 | Migrant Program | Under the supervision of the Executive Director of the Migrant Program, staff provides supplemental instructional and support services to migrant workers and their families through many components, inclusive of the Migrant Early Childhood Learning Program, in conjunction with the Department of Title I Administration. |
| 2 | Early Childhood Programs | Under the supervision of the Administrative Director of the Early Childhood Programs, staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences through Head Start, Early Start and Voluntary Pre-Kindergarten, in conjunction with Title I Administration. |

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: The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent outreach program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. A collaborative effort is made to inform parents of the availability and importance of this survey via the CIS, Title I District and Region meetings, Title I DAC Talk News for Title I Parents, Title I Quarterly Parent Bulletins, Connect Ed messages, and flyer sent via backpack with students. This survey will be available online in English, Spanish and Haitian-Creole for parents to complete. Additionally, the printed version of the survey will be made available at schools and at District meetings to facilitate the completion of the survey by parents. The school's CIS/CLS or parent contact person will encourage and assist parents with complete the survey. Survey results will be used by schools and the District to develop the new school year's Title I PIP for schools in the Title I Program and the District's Title I PIP, as appropriate.

Moreover, the Office of Program Evaluation conducts an annual evaluation of the Title I Schoolwide Program, inclusive of the PIP. The evaluation of the Title I Schoolwide Program consists of two reports produced in the school year following each program year. An initial report describes the services provided and includes descriptions of the various programs. The second report produced later in the year focuses on outcomes of the services provided. Although some specific areas are not evaluated, each year, this report may contain: identification of the schools participating in the Title I Schoolwide Program; percentages of students in Title I and in non-Title I schools; characteristics of students participating in Title I schools; summary statistics on students who received various Title I services; performance of Title I and non-Title I students on the Reading, Mathematics, Social Studies and Science state assessments; parent involvement outcomes through assessment of parents' participation in the EESAC; use of Parent Portal (M-DCPS electronic parental access) by parents of students in Title I and in non-Title I schools; average percent of parent participation by group and by year; and correlations between percentages of parent participation with percentages of staff who feels a lack of parental support hinders their teaching performance.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|---|--|----------|---|
| 1 | Electronic submission of the Title I Administration Parent Involvement Monthly School Report | Title I District Staff, Principals, CIS | Data collected via the submission of the Department of Title I Administration Monthly School Reports documents the training information and support services provided to parents in an effort to | monthly | Increased capacity for parental involvement and student academic achievement. |

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| | | | strengthen the relations between parents and the school in meaningful ways that improve academic achievement. | | |
| 2 | Compilation of the School's Parent Survey results | Principals, CIS | Provides information that analyzes and enhances delivery of the support services, strengthening the relations between parents and the school in meaningful ways that improve academic achievement. Results are utilized to amend the school level PIP. | throughout the 2015-2016 school year | Increased capacity for parental involvement and student academic achievement. |
| 3 | The Title I DAC Executive Board Meetings | Title I District Director, DAC Chair, and Staff | Provides input, recommendations, and feedback to the Superintendent and the Department of Title I Administration regarding the Title I budget, curriculum, and parental program, in an effort to increase student achievement. | scheduled throughout the 2015-2016 school year | Increased capacity for parental involvement and student academic achievement. |
| 4 | Title I DAC General Meetings | Title I District Director, DAC Chair, and Staff | Provides workshops, resources and information to parents that will strengthen the relations between parents and the school in meaningful ways that improve academic achievement. | scheduled throughout the 2015-2016 school year | Increased capacity for parental involvement and student academic achievement. |
| 5 | Title I PAC Meetings | Title I District Director, DAC Chair, and Staff | Provides workshops, resources and information to parents that will strengthen the relations between parents and the school in meaningful ways that improve academic achievement. | a minimum of twice a year for each Region in the District | Increased capacity for parental involvement and student academic achievement. |
| 6 | The Title I CIS schoolsite on-going meetings/workshops for parents | Principals, CIS | Provides training, resources, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement. | throughout the 2015-2016 school year | Increased capacity for parental involvement and student academic achievement. |
| 7 | The 2015 M-DCPS Title I Parent/Family Involvement Survey | Title I District Director and Director of Research and Evaluation, Office of Program Evaluation | Provides information that enhances the delivery of support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement. | May-June 2016 | increased capacity for parental involvement and student academic achievement. |

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| | | | Results are utilized to amend the District-level PIP. | | |
| 8 | Miami-Dade County Public Schools EESAC Support | District, Schools | The District provides information and support to schools in an effort to assist them in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that links to improving academic achievement | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 9 | Title I Neighborhood Resource Center-NRC | Title I District Director | Implements programs, workshops, trainings and activities designed to empower parents with the skills needed to effectively assist their children academically and socially | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement |
| 10 | School-Site Parent Resource Centers | District, Schools | Implement programs, workshops, training and activities designed to empower parents with the skills needed to effectively assist their children academically and socially. | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 11 | Miami-Dade "Parent Portal" | District | Registered parents or guardians are able to monitor their children's attendance and academic performance, which allows them to become more involved in the academic achievement of their children. | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 12 | The Challenging Higher Education in Our Schools (CHESS) | Title I District Director | Helps students to become well-rounded learners, develops analytical thinking skills and intellectual maturity while building parental capacity for involvement in an effort to improve student academic achievement. | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 13 | The DAC Talk, News for Title I Parents | Title I District Director | Publication designed to showcase parent advisory updates, current trends in education and articles that empower parents to become more involved in the academic achievement of their children which builds the parents' capacity for parental involvement | twice a school year | increased capacity for parental involvement and student academic achievement. |

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| 14 | Title I Parent Quarterly Bulletin | Title I District Director | Publication designed to provide quarterly updates to parents and students that are linked to improving academic achievement. | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 15 | Title I Annual Meeting conducted at the school level | Title I Administration, School Site Administrators | To inform parents regarding the requirements of the No Child Left Behind Act and provide updates regarding the reauthorization of the ESEA in an effort to build the parents' capacity for involvement. | recommended that the meeting be held no later than the last week of October | increased capacity for parental involvement and student academic achievement. |
| 16 | The Parent Academy (TPA) | District | Parental Engagement initiative designed to help parents become full partners in their children's education through workshops and training in order to provide educational excellence. | throughout the 2015-2016 school year | increased capacity for parental involvement and student academic achievement. |
| 17 | Office of School Improvement and Title I Administration | District/Title I District Director | The Office of School Improvement and Title I Administration provide technical assistance training sessions by Region in order to assist schools in fully involving parents in the development and review of the SIP/PIP that is linked to improve student achievement. | by the end of the 2015-2016 school year | Strengthened the relationships between parents and the school in ways that will help improve academic achievement |

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 1118 (e)(3)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|------------------------------|--|--------------------------------------|---|
| 1 | Department of Title I Administration Technical Assistance Team (A-TAT) | Executive Director and Staff | Provides technical assistance, support, monitoring and implementation guidance for an effective parental involvement program in an effort to improve student academic achievement. | throughout the 2015-2016 school year | Increased parental involvement and student academic achievement |
| 2 | Parent and Family Outreach and Compliance | District Director and Staff | Provides technical assistance, support and training to Title I staff for a | throughout the 2015-2016 school year | Increased parental involvement and |

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| | Unit Monthly Staff Meetings | | successful implementation of the Title I Parental Involvement Program. | | student academic achievement. |
| 3 | M-DCPS | District | Provides trainings provided by the District to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that is linked to improve academic achievement. | throughout the 2015-2016 school year | Increased parental involvement and student academic achievement |
| 4 | Opening of Schools Meeting | Department of Title I Administration, school-site Administrators | Informs staff of their school's participation in the Title I schoolwide program and the requirements of the No Child Left Behind Act, in an effort to increase student academic achievement through parental involvement. | recommended that the meeting be held no later than the last week of October | Increased parental involvement and student academic achievement |
| 5 | Title I CIS Training Centers | Department of Title I Administration | Provide high quality professional development to CIS to enhance their skills as school ambassadors in an effort to increase academic achievement through parent involvement. | throughout the 2015-2016 school year | A-TAT files, meeting evaluations, surveys, and data derived from the monthly school reports |
| 6 | Title I Principals' Seminar | Administrative Director, District Director and Executive Director | Provides information and training to Principals on the requirements of the No Child Left Behind Act in an effort to increase student academic achievement through parental involvement. | In August and September of 2015 | Increased parental involvement and student academic achievement. |

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement 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 1118(e)(5) and 1118(f)].

Response: The M-DCPS 2015-2016 District-level PIP will be provided to schools, in English, Spanish and Haitian-Creole, respectively. The schools' Title I Annual Meeting and/or parental meetings minutes and agendas will reflect discussions of the current District-level PIP, the School-level PIP, and Title I School-Parent Compact. The Department of Title I Administration makes many attempts to get meeting invites and registrations to parents for their participation via: "Connect-Ed" telephone messages to homes of parents of students participating in the Title I Schoolwide program; mail-outs to parents; Title I Parent Newsletters; flyers; newspaper advertisements; television; and/or radio announcements.

Reasonable efforts are made to assist parents in understanding the needs and rights of children with exceptionalities and English Language Learner (ELL) needs, in their primary

language. Parents are made aware of the availability of simultaneous translation services in Spanish and Haitian-Creole, at all Title I DAC meetings. On an as-needed basis, parents sign up for the equipment and receive simultaneous translation services through Title I staff members at meetings. Title I DAC and PAC pre-meeting announcements are mailed to school-site CIS to give to the parents. These pre-meeting announcements include special needs notifications that are returned to the Department of Title I Administration, thus helping to further ensure the meeting participation of parents with disabilities. Parents are given suggestion slips to complete at each meeting. Suggestions are reviewed and implemented as appropriate.

Through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and Supportive Services, parent participation in workshops, parent-teacher conferences and other school-community activities are infused to include parents as partners in their children's educational process. Family literacy programs are also part of the Family Resource Centers and local Migrant Education Program schools.

School and District multi-level communications will be sent in English, Spanish and Haitian-Creole i.e. Title I Parent Notification Letter in English, Spanish and Haitian-Creole, School-Parent Compact, Parent's Right to Know Information, Title I Annual Meeting Documentation, school newsletters, parent training, performance of the Title I students on the Reading, Mathematics, and Science State Assessments, School Public Accountability Report (SPAR).

Discretionary Activities

The LEA parental involvement 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 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|--|---|--|--------------------------------------|
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; | The Million Dollar Community Literacy Challenge Program supports family/adult literacy by leveraging private funds with LEA funds and Title I funds. | Department of Title I Administration Assistant Superintendent | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | The Parent Academy training/workshops | Title I District Staff/The Parent Academy | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |

| | | | | | |
|---|--|---|--|--|--------------------------------------|
| 3 | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Schools implementing the Title I Schoolwide Program are encouraged to schedule meetings at different times and days throughout the school year in order to maximize parental participation. | Department of Title I Administration District Director, Title I District Staff | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; | The Title I Accountability & Technical Assistance Team (A-TAT) schedules schoolsite monitoring and support. Additionally, the CIS Training Center provides high-quality professional development to CIS, in order to enhance their skills as school ambassadors. | Department of Title I Administration District Director | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |
| 5 | Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and | Title I DAC Executive Board advises Title I Administration and the Superintendent on matters related to parental involvement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program | Department of Title I Administration District Director | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | The CIS will reach out to community-based organizations and businesses, including faith-based organizations, to disseminate information regarding the Title I Schoolwide Program; thus increasing parents awareness of the resources available in the community. Additionally, the LEA will reach out to community-based organizations and businesses to promote literacy, through the Million Dollar Community Literacy Challenge. | Department of Title I Administration District Director | The implementation of these programs and/or activities will increase parental involvement, which will further help to improve the academic achievement of students | throughout the 2015-2016 school year |

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

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 1118(e)(1-2)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|--|
| 1 | Title I DAC Executive Board Meetings | 3 | 42 | Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement. |
| 2 | Title I DAC General Meetings | 2 | 747 | Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement. |
| 3 | Title I PAC Meetings | 6 | 490 | Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement. |
| 4 | M-DCPS Title I Parent/Family Involvement Survey 2015 | 1 | 2237 | Gathered parents' feedback and suggestions on ways to improve the academic achievement of students |
| 5 | Home Training/Visitations with Parents | 7199 | 7199 | Provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement. |
| 6 | Neighborhood Resource Centers - North/South/Gratigny | 11 | 3739 | Implemented programs and activities that were linked to improving student achievement. |
| 7 | Schoolsite Parent Resource Centers | 278 | 62329 | Implemented programs and activities that were linked to improving student achievement. |
| 8 | Challenging Higher Education in Our Schools (CHESS) | 26 | 3110 | Implemented programs and activities that were linked to improving student achievement. |
| 9 | DAC Talk, News for Title I Parents | 2 | 4000 | Designed to showcase parent advisory updates, current trends in education and articles that are linked to improving academic achievement. |
| 10 | Title I Parent Quarterly Bulletin | 3 | 616674 | Designed to showcase parent advisory updates, current trends in education and articles that are linked to improving academic achievement. |
| 11 | Title I Annual Parent Meeting conducted at the school level | 285 | 54973 | Conducted to understand and implement the No Child Left Behind Act thus increasing academic achievement through parental involvement |
| 12 | The Parent Academy (TPA) | 707 | 11358 | Facilitated parent-to-parent trainings. |

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 1118(e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|--|
| 1 | Department of Title I Administration Technical Assistance and Support (A-TAT) | 350 | 307 | Assisted with the planning, monitoring, and implementing of effective parental involvement activities that are linked to improving academic achievement. |
| 2 | Department Title I Administration Community Involvement Specialist Professional Development sessions | 2 | 307 | Provided support and training in understanding and implementing the No Child Left Behind Act; thus increasing academic achievement through parent involvement. |

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

| count | Content and Type of Activity | Number of Participants | Schools Participating | Anticipated Impact on Student Achievement |
|-------|---------------------------------------|------------------------|-----------------------|--|
| 1 | Benefits of Tutoring | 220 | 95 | Encouraged parents to ensure students attend tutoring sessions by knowing the benefits involved. |
| 2 | Free Online Resources for Students | 85 | 5 | Provided parents with additional resources to help their child/dren. |
| 3 | Survival Tips for School Success | 115 | 96 | Increased student academic performance |
| 4 | The Three Rs for Parental Involvement | 256 | 98 | Increased parental capacity and knowledge of school policy/processes/rights |
| 5 | At Home Strategies for Success | 145 | 95 | Increased student academic performance |
| 6 | Learning Styles and Modalities | 136 | 93 | Increased parents' knowledge of how their child/dren learn. |
| 7 | Cyber Bullying | 123 | 98 | Increased parents' knowledge of how to empower their child/dren to deal with cyber bullying. |

Barriers

Describe the barriers which hindered participation by parents in parental involvement 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 parental involvement 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 1118(a)(2)(E)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|---|
| 1 | Building Capacity for Involvement | With the District's assistance and monitoring, schools will |

| | | |
|---|--|---|
| | (Parents with small children may not have babysitting at home. They may want to attend but are unable to do so.) | offer a flexible number of meetings, such as meetings in the morning and evening, informal and/or one-on-one meetings |
| 2 | Building Capacity for Involvement (Language barrier/Absence of translators) | With the District's assistance and monitoring, schools shall ensure that information related to schools and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language that the parents can understand. Additionally, simultaneous translations will be provided upon request |
| 3 | Accessibility (Lack of accommodations for special needs) | With the District's assistance and monitoring, schools shall provide full opportunity for the participation of parents with special needs, by making the necessary accommodations to their special needs |
| 4 | Building Capacity for Involvement (Times and/or dates of meetings/workshops did not work with my schedule) | With the District's assistance and monitoring, schools will offer a flexible number of meetings, such as meetings in the morning or evening and on different days |

Best Practices (Optional)

Describe the parental involvement 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. (Optional)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|
