

## Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, 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 schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the

## **Title I, Part A 2023-2024 Parent and Family Engagement Plan for Young Parent Education Program (YPEP)**

I, Monica Urrely, 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**

#### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

#### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

#### **School Parent and Family Engagement Policy**

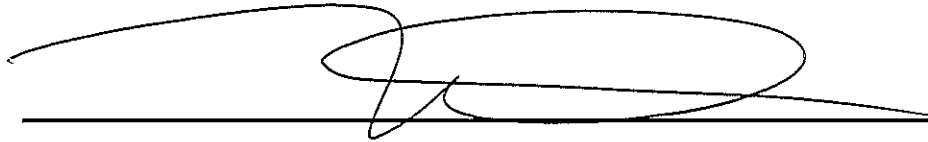
The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

individual child's achievement;

- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.



**Signature of Principal or Designee**

7/20/23

**Date Signed**

## Parent and Family Engagement Plan

In support of strengthening student academic achievement, **YPEP**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

**YPEP** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) families play an integral role in assisting their child's learning;
- (B) families are encouraged to be actively involved in their child's education at school;
- (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

**YPEP** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

YPEP will provide a parent involvement plan input form to all YPEP families. YPEP will also invite YPEP parents and grandparents to our School Advisory Committee meetings. During these meetings we will discuss and vote on the input provided. This meeting will be open to all parents and not just SAC members. Due to the unique nature of our alternative program, weekly orientations throughout the school year with parents and students will be held on Wednesdays or as needed to meet the needs of our parents' schedules. We will be holding our annual Title I meeting in conjunction with our pre-school open house. All stakeholders will be given the opportunity to be involved with the decision-making process for expanding the 1% Title I parent involvement funds, compact, developing our parent involvement plan, and developing our school **compact for success and our final SAC meeting of the school year, and additional SAC meeting for the upcoming year. Parents are invited to participate in SAC through the Parent Guide, Parentlink, newsletters and personal invitation. Additional suggestions for improvement of parental involvement will be an on-going process through parent surveys given at weekly orientations. Sign-in sheets, surveys and SAC minutes/all minutes will be kept as documentation in the Title I Toolkit.**

## ANNUAL TITLE I MEETING

**YPEP** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

| Count | Activity/Tasks   | Person Responsible                  | Timeline | Evidence of Effectiveness |
|-------|--|-------------------------------------|----------|---------------------------|
| 1     | Select a date and time for first SAC Annual 1 meeting                              | Administration                      | August   | Flyers, etc.              |
| 2     | Create an invitation to the SAC Title I meeting to go home to parents / guardians. | Previous SAC Chair                  | August   | Flyers                    |
| 3     | Post invitation on the school website and Peachjar                                 | Website tech/Parent Inv. Specialist | August   | Flyers                    |

|   |  |                                    |           |   |
|---|--|------------------------------------|-----------|---|
| 4 | Post flyers at office entrances and entrance to media center.  | Parent Involvement Specialist      | August    | Flyers  |
| 5 | Prepare Title I power point presentation video, Parents Rights will be discussed along with School Choice Options. Also, Parents will be notified regarding adequate yearly progress of students.(AYP) | Parent Inv. Specialist             | August    | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms |
| 6 | Design a parent survey for the meeting to determine where/how families heard about the meeting.  | PI Specialist                      | August    | Workshop comments forms   |
| 7 | Set agenda for meeting   | Previous SAC Chair/Admin           | August    | Agenda  |
| 8 | Send out reminder in Peachjar  | Assistant Principal, PI Specialist | September | Flyers  |

## **COMMUNICATIONS**

**YPEP** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

**The belief of our school is to provide a variety of times for parents to attend school functions to keep parental participation at a maximum. To do this, meetings will be held weekly in addition to the necessary smaller meetings scheduled to accommodate the needs of working parents and those parents with transportation issues. Parent Involvement Specialist will provide transportation for special meetings to parents, upon request. Childcare and home visits will be provided as needed. In addition, parent contact will be made via peachjar flyers, flyers mailed home, school newsletter, and by phone calls in English and Spanish.**

## **SCHOOL-PARENT COMPACT**

**YPEP** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

The School-Parent compact will be developed during our School Advisory meeting in which all parents will be invited. This will allow students, parents, school employees, community members, and other stakeholders to be involved in the process. The compact will be disseminated in the enrollment packets at the beginning of the school year and when new students enroll throughout the year. The compact will be provided in English and Spanish.

## **RESERVATION OF FUNDS**

**YPEP** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

YPEP will involve parents in the organized, ongoing planning process for implementation of Title 1 programs by inviting parents to School Advisory Meetings quarterly. During these meetings Title 1 programs will be on the agenda and we will vote on how funds will be utilized for parent involvement activities during these meetings as well.

**COORDINATION OF SERVICES**

**YPEP** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

| count | Program                  | Coordination  |
|-------|--------------------------|---|
| 1     | Title I                  | Parents will be offered trainings once a quarter to come in to learn strategies and best practices to work with their children that will increase student achievement. Parents will work with their students alongside our leadership team. |
| 2     | Early Head Start Program | EHS program provides various training opportunities to Teen parents who attend YPEP. For example, training on topics such as Car Seat Safety, Pool Safety, Literacy, Math, discipline, and Reading Benefits are provided.                   |



## Evaluation of the 2022-2023 Parental Involvement Activities

### 2021-2022 Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116)]. Include participation data on the Title I annual meeting.

| Activity | Content and Type of Activity           | Number of Activities | Number of Participants | Impact on Student Achievement   |
|----------|--|----------------------|------------------------|---|
| 1        | Annual Title 1 Meeting                 | 1                    | 15                     | Provide information to parents on expectations and suggestions or helping their children.       |
| 2        | School Advisory Council Meetings (SAC) | 3 as of 3/8          | 16                     | Provide information to parents on expectations and suggestions or helping their children.       |
| 3        | Parent Involvement Activities          | 4                    | Average of 30          | Workshops provide practical tips on how to increase engagement with children or personal health |
| 4        | Open House                             | 1                    | 40                     | Provide information to parents on expectations and suggestions or helping their children.       |
| 5        |  |                      |                        |   |
| 6        |  |                      |                        |   |
| 7        |  |                      |                        |   |
| 8        |  |                      |                        |   |
| 9        |  |                      |                        |   |
| 10       |  |                      |                        |   |
| 11       |  |                      |                        |   |
| 12       |  |                      |                        |   |
| 13       |  |                      |                        |   |
| 14       |  |                      |                        |   |
| 15       |  |                      |                        |   |
| 16       |  |                      |                        |   |
| 17       |  |                      |                        |   |
| 18       |  |                      |                        |   |
| 19       |  |                      |                        |   |
| 20       |  |                      |                        |   |

## 2022-2023 Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year 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)].

| count | Content and Type of Activity   | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement   |
|-------|--|----------------------|------------------------|---|
| 1     | Staff was trained on how to increase student engagement while using Edgenuity, since so many of our students rely on it for credit retrieval | 1                    | 12                     | Staff had a better understanding of the features of Edgenuity that help the students' understanding of the material |
| 2     | PLC-Professional Learning Community Meetings   | 9                    | 12                     | Improved parent communication and student achievement   |
| 3     | Variety of trainings based on communications   | 6                    | 12                     | Improved strategies and systems to communicate with families  |
| 4     | Variety of trainings regarding methods of student support  | 2                    | 12                     | Improved staff strategies to support students' learning   |

## 2022-2023 Barriers Summary

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

| # | Barrier (Including the specific subgroup)- Be specific   | Steps you put in place to overcome barriers • Be specific   |
|---|--|---|
| 1 | Lack of Transportation: Students whose families do not have a car and do not have the means to use public transportation | Utilize Title I parent involvement van, continue to have multiple drivers trained   |
| 2 | Language Barrier/ ESOL and Migrant student families from many different countries  | Provide, when possible, information in other languages, translator and translation earphones  |
| 3 | Proximity between school and home  | Offer referrals in the community and maintain all communication efforts with parents.   |
| 4 | Transient population   | Due to the transient student population, YPEP will work with parents who enter our school to form an extended relationship once their child has returned to their sending school. |
| 5 | Student internet connectivity issues   | provide hotspots for students to use for school work and class, provide information or discounted Comcast internet  |
| 6 | High percentage of students with poor attendance   | Utilize Title 1 funding to pay for an additional day of support for SSW, provides (3 days a week of services for truancy and mental health)                                       |

## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier 1 -Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier 2 -Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier 3 -Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier 4 -Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

# NEW 2023-2024 Parental Involvement Activities

## 2023-2024 Building Capacity Activities

Describe how the school will implement activities that will build the 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 [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1116)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;

| Activity | Content and Type of Activity  | Person Responsible   | Anticipated Impact on Student Achievement   | Timeline                 | Evidence of Effectiveness  | Cost Associated with the Activity |
|----------|---|--|---|--------------------------|--|-----------------------------------|
| 1        | Annual Title I Meeting  | Administration   | Provide information to parents regarding Title I and Right to know as well as curriculum and as academic expectations.  | Once a Year              | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$75                              |
| 2        | Orientations  | Administration, Parent Involvement Specialist, and office staff. | Provide information to parents regarding expectations, curriculum and testing and graduation requirements.              | Weekly August thru May   | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$200                             |
| 3        | (Hybrid) SAC Meetings   | SAC Chair& Admin& Parent Involvement Specialist                  | Provide parents and students With more input into the academic programs and increase parent involvement                 | Quarterly                | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$25                              |
| 4        | (Hybrid) Parenting Classes/Literacy Workshop (topics are open for now since we usually adapt to students' specific needs) | PI specialist  | Improve Parenting Skills to enhance students' academic skills while teaching their children these skills                | Twice a year             | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$200                             |
| 5        | College/Career Fair   | Parent Involvement/ School Counselor                             | Provides Information to Parents and Students regarding opportunities to further their education                         | 2 <sup>nd</sup> Semester | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$200                             |
| 6        | (Hybrid) Health/Parenting Class   | Parent Involvement   | Provides Educational Information to Parents and Students regarding safety precautions for common infant/toddler hazards | Once a Year              | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$200                             |
| 7        | Sociology/Parenting Class/Human Trafficking   | Social Worker, Parent Involvement                                | Provides educational information for students / parents regarding safety and awareness of Human Trafficking             | Once a year              | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$200                             |

|    |                                  |   |   |             |  |       |
|----|----------------------------------|---|---|-------------|--|-------|
| 8  | Various literacy workshops       | Parent Involvement<br>Administration                | Parents/students will be given books and given demonstrations on how to engage their little ones in reading | Once a year | Flyers, Agenda, handouts, sign-in sheets, workshop, comments forms | \$600 |
| 10 | YPEP Enrichment Trip (Tentative) | Parent Involvement<br>Specialist / School Counselor | Educates students / parents regarding higher educational opportunities                                      | Once a year | Announcements  | \$250 |

## 2022-2023 Staff Training Activities

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| count | Content and Type of Activity  | Person Responsible                                     | Anticipated Impact on Student Achievement  | Timeline | Evidence of Effectiveness and Tier  |
|-------|---|--|--|----------|---|
| 1     | Educational technology training   | Technology Specialist/Parent Inv. Specialist           | Teachers will be shown various tools that increase student engagement  | August   | Sign-in sheets, agenda, handouts, 2   |
| 2     | Staff will be informed of our communication methods and practices with parents through regular staff meetings and team meetings | Teachers, Tech Specialist, Admin bilingual translators | Cooperation between family and school provides a strong support system for the Student. Frequent communication between all parties indicates to students that all parties are working together to help them achieve academic success | Ongoing  | Maintenance records: registration of teacher trainings, copies of newsletters, communication logs, parent conference logs and surveys, reports of messages sent via peachjar, |
| 3     | Weekly PLCs discussing parent communication   | Teachers   | When all teachers are informed, they are better able to cater teaching to student needs  | Ongoing  | PLC Agendas   |