

2020-21
Title I, Part A *School*
Parent and Family
Engagement Plan



School Name: Tiger Academy

School #: 1211

Principal Name: Charles McWhite

School Website: ymcatigeracademy.org



TABLE OF CONTENTS

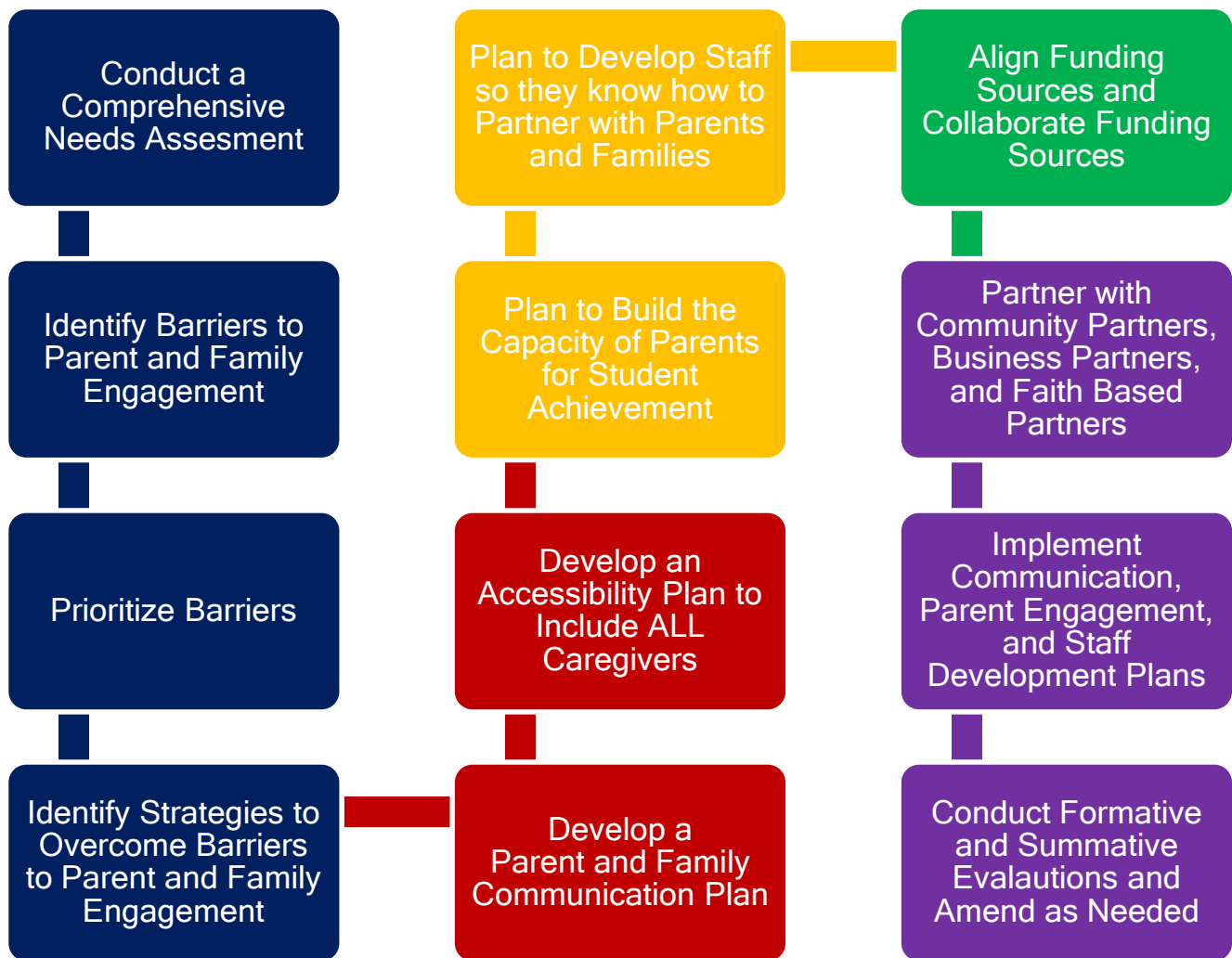
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	6
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	10
INVOLVEMENT OF PARENTS and FAMILIES _____	10
FLEXIBLE FAMILY MEETINGS _____	11
REQUIRED ANNUAL MEETING _____	11
REQUIRED DEVELOPMENTAL MEETING _____	12
BUILDING CAPACITY _____	13
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	13
PARENT AND FAMILY ENGAGEMENT EVENTS _____	14
PARENT COMPACT _____	16
INSTRUCTIONAL STAFF _____	17
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	18
COLLABORATION OF FUNDS _____	19

OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



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



ASSURANCES

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

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

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

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,000	\$3,000	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
There were 15 documented visits.	31	Rekenrek Base-Ten Blocks
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	11	Evaluations
Developmental Meeting (End of Year)	4	Evaluations
Literacy Night	37	Evaluations

STEM Night	68	Evaluations
Science Fair	89	Evaluations
FSA Night	33	Evaluations
Math Night	85	Evaluations
Open House	169	Evaluations

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Parents were very grateful to have virtual meetings and liked the idea of adding more virtual or recorded family nights to increase participation. The events where we complete an activity are enjoyed and wanted to continue.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Time of the meeting
2. Tired after working all day
3. Work obligations
4. Timing of communications
5. Volunteer Trainings

- (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
- (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for

students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work Obligations	Plan to offer virtual options.
2)	Parent Participation	Plan to offer virtual options to increase participation.
3)	Parent Communication	Plan to create a school-wide "Communication to Parents" policy.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?
The goal is increase family participation on family nights with more creative ways to participate.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The facility at Tiger Academy complies with ADA regulations and the school is prepared to accommodate parents in need of special assistance. Parents will be notified of all events with weekly newsletters, flyers, website postings, posters, emails and/or phone blasts.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

All students at Tiger Academy have English as their primary language; however, Tiger Academy has set aside funds for translating materials or providing a translator if necessary.

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

English

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) Tiger Academy will send out weekly parent emails, flyers, phone blasts, save the dates and create posters/marquees that notify parents up to one month in advance for a given event.
 (2) Tiger Academy will send out weekly parent emails, flyers, phone blasts, save the dates and create posters/marquees.
 (3) Tiger Academy uses the internet: email and website, phone blasts, agendas, and flyers for communication.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) The curriculum will be discussed at Orientation, Open House, Academic Parent Nights, Parent-Teacher Conferences and in weekly classroom newsletters.
 (2) The assessments will be discussed at Orientation, Open House, Academic Parent Nights, in Parent-Teacher Conferences and in weekly classroom newsletters.
 (3) The achievement levels will be discussed at Orientation, Open House, Academic Parent Nights, in Parent-Teacher Conferences and in weekly classroom newsletters.
 (4) The only language spoken at Tiger Academy is English. All items above will be written in English unless a family attends Tiger Academy who speaks a new language. In that case, we would need to plan to have interpreters or home-language flyers made on an as-needed basis.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) All parents are able to join the SAC committee, participate in PFEP Developmental Meetings in person or via email.
 (2) Parents are invited to attend these meetings by flyers, marquee reminders, website announcements/calendar, and weekly newsletters/emails.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The Title One Designee, Jessie Didier, or principal, Charles McWhite, will submit parent concerns via email, phone, or other appropriate submission procedure.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) Tiger Academy will print hardcopies to those parents who request one, hardcopies will be kept in the Parent Resource Room for parents to review/take home, the PFEP will be posted on the school's website as well as email notifications will go out.
 (2) The only language spoken at Tiger Academy is English. All items above will be written in English unless a family attends Tiger Academy who speaks a new language. In that case, we would need to plan to have the PFEP written in the home language on an as-needed basis.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Tiger Academy sends out flyers a week or two before the event. Tiger Academy also post the events on the website and sends weekly newsletters and emails to parents.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - as needed basis
- Childcare - as needed basis
- Home Visits - as needed basis
- Additional Services to remove barriers to encourage event attendance - offer alternative days/times for certain meetings/parent nights

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Tiger Academy uses a survey and the developmental meeting as a means for parents to share the times that best meet their needs for parent involvement.

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

Tiger Academy uses surveys from the PFEP Developmental Meeting.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other: Virtual

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Notify Parents: Emails, newsletters, flyers
2. Prepare for the Meeting: PowerPoint
3. Hold the Meeting: One AM and One PM on two different days
4. Ask for Parent Input: Evaluations

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

Tiger Academy will provide a school-wide Title I Program. Coaches will train teachers to become experts on the curriculum in academics and behaviors. Technology Programs will be highlighted at

the STEM Parent Night. Monthly Parent Nights will be held along with additional resources provided to the Parent Resource Room.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) Tiger Academy will provide a PowerPoint and answer any questions concerning student subgroups.
 (2) Tiger Academy will provide a PowerPoint and answer any questions concerning school choice.
 (3) Tiger Academy will provide a PowerPoint and answer any questions concerning parents' rights.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Tiger Academy will provide flyers to each students for every event and post information on the parent bulletin board, in the front office, and on a school marquee.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

1. Notify Parents: Emails, newsletters, flyers
2. Prepare for the Meeting: Collect the year's documentation/compliance documents
3. Hold the Meeting: One AM and One PM on two different days
4. Ask for Parent Input: Evaluations and Surveys

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Tiger Academy will implement activities the first Thursday of most months and give additional dates as availability occurs.

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

Tiger Academy will continue to work with partners to mentor our scholars.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) Tiger Academy opens its PRR during the school day as well as offers some evening hours.
 (2) Parents are given a letter to introduce them to the PRR at Open House. The letter is posted to the website. Weekly parent emails are sent to parents with reminders of the items that are in the PRR to check out/use. A sign is posted in the front office to advertise the items to check out/use.
 (3) Tiger Academy has a Student Support Services Director/Parent Liason who is housed in the PRR to assist with check-outs and computer/printer uses.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

n/a

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Didier	Parents will learn: <ol style="list-style-type: none"> 1. The purpose of Title One Funds 2. How Tiger Academy plans to utilize the funds Parents will have input on the Parent Compact.	September 2020	Sign-In; Evaluations

Open House	Admin	Parents will learn: 1. Changes in school and state mandated policies and procedures 2. Grade level/school expectations	August 2020	Sign-In Evaluations
Math Night	Fuller	Parents will learn: 1. Grade level standards/expectations 2. Complete a task/assignment based on current standards	October 2020	Sign-In Evaluations
Literacy Night	Fuller	Parents will learn: 1. Grade level standards/expectations 2. Complete a task/assignment based on current standards	November 2020	Sign-In Evaluations
Science Fair	Fuller	Parents will learn about various Science experiments and how their child used the scientific method	January 2021	Sign-In Evaluations
FSA Night	Admin	Parents will learn: 1. The importance of the FSA 2. How to help their child prepare at home	February 2021	Sign-In Evaluations
STEM Night	Fuller	Parents will learn: 1. The importance of S.T.E.M. in the classroom and how it applies to the real-world 2. How to collaborate with their child and others in order to complete a grade specific S.T.E.M. challenge	March 2021	Sign-In Evaluations
Title I Developmental Meeting (required)	Didier	Parents will have a chance to voice their opinions on how they would like the monies allocated for the 2020-2021 school year	June 2021	Sign-In Evaluations Surveys

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Tiger Academy will have the parents review and edit the parent compact at the Title One Annual Meeting in September. Tiger Academy will hold parent conferences in October and have parents sign the compact during the parent conferences.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

Tiger Academy's principal will remind teachers of the requirements during staff trainings in August-October. The Title One Designee will provide copies of the parent compact to all teachers.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Tiger Academy will complete a four week notification or out-of-field letter and submit it as necessary.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Family Engagement Article:	Admin Team	Improved ability for staff to work with parents and families.	Aug/ & Sept 2019	Sign-in sheet, teacher discussions, evaluation
Parent-Teacher Conference Communication	Didier, McWhite, Mondy	Improved ability for staff members on how to reach out to, communicate with, and work with parents and families as equal partners.	Oct 2019	Sign-in sheets, follow up with teachers, parent-compacts

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.