



Family & Community Engagement (FACE)

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

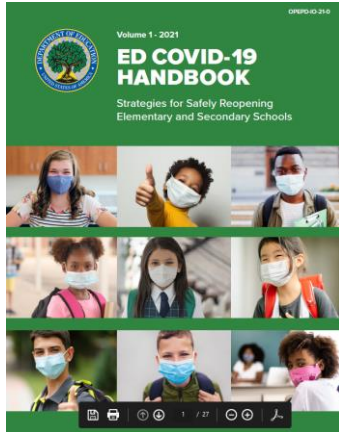
4/27/2021

Hello!

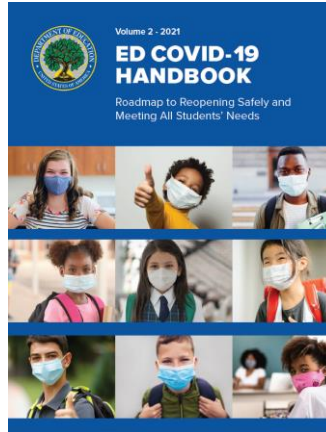
Welcome to the FACE presentation!! I hope you will find the information helpful and useful in your efforts to engage students and families.

If you have any questions about the material or information, please contact me directly.

USED Safely Reopening Schools



<https://www2.ed.gov/documents/coronavirus/reopening.pdf>



<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

2021 Consolidated State and Federal Grant Application (CFSGA) Presentation – FACE | 2

The U.S. Department of Education has recently published two resources related to opening and keeping schools opened. The first volume focuses primarily on health and safety measures and the second volume provides strategies for promoting educational equity by addressing opportunity gaps that have only increased due to the pandemic.



thank you

2021 Consolidated State and Federal Grant Application (CFSGA) Presentation – FACE | 3

A sincere THANK YOU for ALL the work that you have provided for families and students during this very difficult time! Please let me know if there is anything I may do to assist your efforts. Again, thank you so much for the tireless hours that you spend daily to serve Idaho students and families!!

ESSER III



Menu Search Language

Home / Departments / Federal Programs / American Rescue Plan

American Rescue Plan (ESSER III)



<https://www.sde.idaho.gov/federal-programs/american-rescue-plan/>

Community School Strategy



Open to **EVERYONE**,
here for **YOU!**



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CFSGA – Home Page (1)



Log On
Consolidated Federal and State Grant Application

Links

- Home
- SDE Contacts
- Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workbooks
- 2020-2021
- Change Year
- Prior year (save website)

Actions

Select District

At A Glance More Info

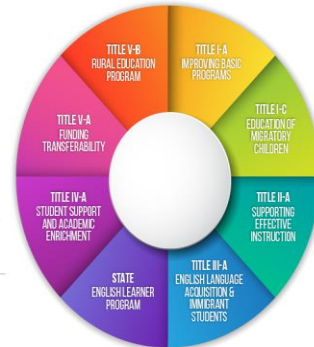
Consolidated Federal and State Grant Application

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title II-A English Language Acquisition
- Title II-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2020. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2020. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



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The Consolidated Federal and State Grant Application (CFSGA) Home Page can be found at the following location: <https://apps.sde.idaho.gov/CFSGA/Home/Home>. It will be necessary for you to access the CFSGA regarding Title I-A funds that are specific for family engagement requirements.

CFSGA – Allocation & Set Asides (2)



General Information & Program Purpose | **Allocation & Set Asides** | Allocation to Schools | Title I-A Budget | Action Plan | Homeless Education | Certification

Log Off | jmatthews@edu.id

Consolidated Federal and State Grant Application

Links: Home, SDE Contacts, Reports, Guidance, Instructions & Program Descriptions, CFSGA Workshops

Title I-A Improving Basic Programs for fiscal 2020-2021

Best viewed in 1280 X 1024 resolution.

Allocations

Less Set-Asides

Title I-A	
Parent and Family Engagement	<input type="text" value="\$19,406"/>

Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.

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Once you are logged in to your district’s CFSGA application – you will notice the tabs (7) that are listed above to assist you in the navigation of each 7 separate sections of the application. For FACE, you will want to first click the Allocation & Set Asides tab. This will direct you to the Parent and Family Engagement report box as indicated in the above slide. In this box, you can indicate the monies that your district will set-aside for Parent and Family Engagement. Please note, that if your district’s allocation is greater than or equal to \$500,000, a 1% set aside is required of those funds. 90% of that 1% amount must go to schools. It is optional to indicate a set aside amount – if the allocation is less than \$500,000.

CFSGA – Title I-A Budget (3)



Log Off jmathews@edu.id

Consolidated Federal and State Grant Application

Links

Home

SDE Contacts

Reports

- General Information & Program Purpose
- Allocation & Set Asides
- Allocation to Schools
- Title I-A Budget**
- Action Plan
- Homeless Education
- Certification

Title I-A Improving Basic Programs for fiscal 2020-2021

Best viewed in 1280 X 1024 resolution.

Parent and Family Engagement Set-Aside	Amount:	Amount:
	\$19,406	\$0
	Description:	Description:
	Parent Engagement: Each of the ten schools in	

Next, you will move to the Title I-A Budget tab. This will indicate the amount that you have set aside for the district’s Parent and Family Engagement Set-Aside.

CFSGA – Action Plan (4)



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Consolidated Federal and State Grant Application

Links

- Home
- SDE Contacts
- Reports
- Guidance, Instructions & Program Descriptions

- General Information & Program Purpose
- Allocation & Set Asides
- Allocation to Schools
- Title I-A Budget
- Action Plan**
- Homeless Education
- Certification

Title I-A Improving Basic Programs for fiscal 2020-2021

Best viewed in 1280 X 1024 resolution.

Parent and Family Engagement Activities

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input checked="" type="radio"/>	<input type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input checked="" type="radio"/>	<input type="radio"/>	If the Local Education Agency (LEA) has set aside Parent and Family Engagement funds, 90% of these funds are distributed to participating schools.

Explain any strategies marked No

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The Action Plan tab will direct you to the requirements for Parent and Family Engagement Activities. Each of these strategies listed above are the federal requirements for Title I-A funds as they relate to Parent and Family Engagement. These requirements are also within the Title I-A Federal Program Monitoring Requirements.



Excellent Ideas!

FACE methods and strategies that have had a significant impact for a school/district and community.

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Slides 9-21 will share with you resources that have been effective and powerful in various school districts throughout the state.

Family Check-in – Sacajawea Elementary



Sacajawea Family Check-In

Hi Sacajawea Family! We hope you are doing well! We wanted to send out a check-in to you all to see if there is anything we can do to help and just see how things are going. This is completely voluntary, but hopefully a helpful way to stay connected!

If there is a specific need, we will do our very best in providing you with information on community resources that may fill that need. They will be the ones to provide any physical item or direct service/information.

We will share this information with your kids' teachers, if appropriate, and if you want to provide that information.

¡Hola, familia Sacajawea! ¡Esperamos que te esté yendo bien! Queríamos enviarles un check-in para ver si hay algo que podamos hacer para ayudar y simplemente ver cómo van las cosas. ¡Esto es completamente voluntario, pero espero que sea una forma útil de mantenerse conectado!

Si existe una necesidad específica, haremos todo lo posible para brindarle información sobre los recursos de la comunidad que puedan satisfacer esa necesidad. Ellos serán los que proporcionarán cualquier elemento físico o servicio / información directa.

Compartiremos esta información con los maestros de sus hijos, si es apropiado, y si desea proporcionar esa información.

English Questions

How are you and your family doing? *

- We are doing great!
- We are doing okay; things could be easier.
- My kiddo could benefit from an encouraging email from their teacher.
- My kiddo could benefit from a phone call from their teacher.
- My kiddo might benefit from a video call from their teacher.
- Honestly, we are having a hard time managing emotionally during this time.
- We could really use some help, please reach out to us.
- Other: _____

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The amazing staff at Sacajawea Elementary in the Caldwell School District designed a Family Check-in to assess the needs of the students and families that they serve! This survey was provided in English and Spanish and delivered through email and text message. The Family Check-in received a very successful response rate!

Family Check-in – Sacajawea Elementary (2)



Our Community School has connections to multiple resources. What resources do you need more information about? *

In general, we will be connecting you with information, not providing resources directly.

- None at this time
- Food Banks
- Childcare
- Educational Resources
- Diapers/Baby Wipes, etc
- Emotional healthcare support
- Other Healthcare services
- Other: _____



Safe and Supportive

Thank You

Feel free to contact either of us by email.

We miss you all!

Mrs. Hernandez - hhernandez1@caldwellschools.org

Mrs. Bunn - bbunn@caldwellschools.org

Mr. Webster - pwebster@caldwellschools.org

And the rest of the Sacajawea family.

Wellness Newsletter – Vallivue School District



WELLNESS NEWSLETTER

APRIL 2020

FOUR STEPS TO CREATING HABITS OF SELF-CARE

1. Build in rest as a catalyst for productivity— not a break from it.
2. Streamline your schedule by doing fewer things better.
3. Pair a self-care habit with your regular routine so it becomes automatic.
4. Focus on the habit of the habit: value right actions over right results.

District Wellness Challenge

We have an amazing staff that works hard every day to teach, guide, and inspire our students.

Now more than ever, it's important that you are all "filling your cups" so you don't run out in the process of giving to others!

Try to complete April's Self-Care Bingo for ten points toward your wellness challenge. Enjoy!



Got 8 hours of solid sleep	Ate something good for me	Made a Gratitude List	Quick Pace Walked Outside for 30 minutes	Experimented with 8 minutes of guided meditation
Experimented with 5 minutes of guided meditation	Read for fun	Did Something I've been putting off	Check on a Friend	Worked out for 20 minutes
Worked out for 10 minutes	Took a nap	Stretched	Wrote some positive affirmations for myself	Savored a Meal

WELLNESS NEWSLETTER

October 2019

Extra Point Opportunities

The **Jubilo Fitness Festival** is October 5th, 2019 at Expo Idaho from 10AM-5PM. There is **free** parking and **free** admission for the day with over 100 sports, fitness, and nutrition exhibitors!

Attend the festival for **5 bonus points**. Snap a selfie during the event and email Joey Palmer before October 11th.

Important Dates

October 5th:

See Spot Walk

October 5th:

Race for the Steaks

October 6th:

See B See DOK

October 6th-7th:

Promo Trifitation

Leave your distractions behind with...



THE ESCAPE PLAN

Sponsored By: WEST VALLEY MEDICAL CENTER

The Goal

Commit to exercising **5 days a week for 4 weeks** for a minimum of **30 minutes a day**. (September 29th - October 27th)

Complete this challenge and send your log to joseph.palmer@vallivue.org by October 29th to be entered in to

win a prize from West Valley to help you **STAY FUELED** at your next sporting event.

The drawing will be held on October 30th

Flu Shots will be available on October 18th

Sage Valley Middle School: 8 AM to 11 AM

Vallivue Middle School: 1 PM to 4 PM



+2 points!

2019 Mammogram Event with West Valley Medical Center

Completing your mammogram earns you an extra 2 points!

Joey Palmer, Vallivue School District Federal Programs Director, creates a monthly Wellness Newsletter for the entire district. This wonderfully effective strategy reminds staff of self-care and community related events. Also, it is a unique way to build camaraderie! This tool could also be used as a Wellness Newsletter for students and families.

Statewide Resources Student Located Behavioral Health



IDAHO PRIMARY
CARE ASSOCIATION



Member Log In

[Home](#) [About Us](#) [Community Health Centers](#) - [Resources](#) - [Contact](#) - [CHCNI](#)

[Member Log In](#)

School Located Behavioral Health

Across the state there is an increased need for behavioral health resources, and for schools, there may be behavioral health services and resources locally. Idaho's Community Health Centers (CHCs) are locally operated health care systems offering affordable care, and many are already collaborating with schools in your area to provide behavioral health services. If you would like to know more about implementing these programs contact **Nicole Pearson** at npearson@idahopca.org or **(208) 898-3822** at the Idaho Primary Care Association for more information.

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Statewide Resources

Changes to eligibility for child care support



IDAHO CHILD CARE PROGRAM INCREASED INCOME LIMITS

In response to the Covid-19 Pandemic, the income limits for the Idaho Child Care Program (ICCP) are increasing. This allows for more Idaho families to be eligible for ICCP benefits.

WHAT IS ICCP?

The Idaho Child Care Program provides child care assistance to working families by paying for a portion of child care.

WHO IS ELIGIBLE?

Idaho residents who:

- Have a child that is a U.S. citizen or a lawful permanent resident and is under the age of 13 (or older if they have special needs)
- Have a provider who is registered as an ICCP provider
- Be working or in a qualified training or education program
- Have an income less than the max income for their family size

MAXIMUM HOUSEHOLD INCOME	
FAMILY SIZE	MONTHLY
1	\$ 1,542
2	\$ 2,084
3	\$ 2,625
4	\$ 3,166
5	\$ 3,708
6	\$ 4,249
7	\$ 4,790
8	\$ 5,332

MORE INFORMATION

Visit our website at healthandwelfare.idaho.gov or call us at 1 (877) 456-1233 to learn more about ICCP and how to apply.



<https://publicdocuments.dhw.idaho.gov/WebLink/DocView.aspx?id=16955&dbid=0&repo=PUBLIC-DOCUMENTS> - English

<https://publicdocuments.dhw.idaho.gov/WebLink/DocView.aspx?id=16973&dbid=0&repo=PUBLIC-DOCUMENTS> - Spanish

Statewide Resources Idaho 211 Careline



Community Resource Locator:

- Head Start
- School Meals
- Idaho Child Care Program
- Medical & Health resources
- Many Service Providers
- 11,000 community resources available to assist

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The Idaho 211 Careline is a tool that can locate resources specific to an individual's community.

Federal Programs Monitoring - FACE



FAMILY AND COMMUNITY ENGAGEMENT (FACE)

[Family & Community Engagement](#) webpage

Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
FACE 1 ● I-A	At the beginning of each school year, the local educational agency (LEA) notified families/ parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. ESSA Section 1112(e) *A second notice requirement for a child who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. ESSA Section 1112(e)(1)(B)(ii)	<input type="checkbox"/> Samples of family/parent notification for each Title I-A building, in multiple languages as practicable. <input type="checkbox"/> Sample Parent Notification for Teacher Qualifications is located under Files for Parent Involvement on the Title I-A webpage				
FACE 2 ● I-A	The LEA ensures that each participating school provides to individual families/parents information on the level of achievement of the parent's child in each of the State's academic assessments as required. ESSA Section 1111(c)(4)(A)	<input type="checkbox"/> Sample of redacted individual student reports <input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report				
FACE 3 ● I-A (revised)	The LEA family engagement policy is developed with families/ parents, agreed upon by families/ parents, and distributed to all families/parents. The policy must describe how the LEA will:	<input type="checkbox"/> Copy of policy <input type="checkbox"/> Evidence of an annual review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent				

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FACE Indicators 1-3 within the Federal Programs Monitoring Tool are indicated in the above slide. The supporting documentation that is noted within an indicator can be located at the following two locations:

1. FACE webpage – <https://www.sde.idaho.gov/federal-programs/face/>
2. Federal Program Monitoring Tool - <https://www.sde.idaho.gov/federal-programs/program-monitoring/>

Template – Family Engagement Policy Indicator - #3



LOCAL EDUCATIONAL AGENCY PARENT & FAMILY ENGAGEMENT POLICY SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA/School Districts, Charter Schools, Tribal Schools) that receives Title I, Part A funds must: **1)** Develop jointly with, **2)** Agree on with, and **3)** Distribute to, the parents of participating children a written parent and family engagement policy.

The parent and family engagement policy must contain information required by section 1116 of the Every Student Succeeds Act (ESSA). The policy describes how the LEA will implement a number of specific parent and family engagement activities, and is integrated into the LEA's plan submitted to the State educational agency (SEA).

LEAs, in consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. LEAs are not required to follow this sample template or framework. Nevertheless, we recommend establishing **the LEA's expectations and objectives for meaningful parent and family engagement** and including all of the components listed under "Description of How LEA Will Implement Required Parent and Family Engagement Policy Components." Once this is completed, the LEA will have incorporated the information that section 1116 requires of the LEA parent and family engagement policy. LEAs, in consultation with parents and families, are encouraged to include other relevant and agreed upon activities and actions. Also, other activities that support effective parent and family engagement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS AND OBJECTIVES (Sample Template)

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FACE Indicator 3 is the Family Engagement Policy requirement. Please note the above SDE template that is designed to assist you in developing a district wide family engagement annual policy. The template cross references the necessary components that must be included in the policy. It can be customized to meet your district's unique needs!

Federal Programs Monitoring – FACE (2)



<p>FACE 4 ● I-A (revised)</p>	<p>Each school building has a parent and family engagement policy (plan). The written policy (plan) must describe how the school will carry out the parent/family engagement activities. The plan is made available to the local community and is updated periodically to meet the changing needs of parents and the school ESSA Section 1116 (b)</p>	<p><input type="checkbox"/> Copy of building parent/family engagement policy (plan) that will provide families/parents with all of the following required components: timely information about programs, shared responsibilities for high student academic achievement, address the importance of communication between teachers and parents, frequent reports to parents on their child's progress, and provide materials and training to help parents work with their child</p> <p><input type="checkbox"/> Evidence of dissemination to families and communities</p> <p><input type="checkbox"/> Evidence of plan review process taking place (recommend annual review) with families and parents playing an active participant role</p>			
<p>FACE 5 ● I-A</p>	<p>Each Title I school jointly develops with families/parents for all children served under Title I, a school - parent compact. School distributes compact to parents annually. ESSA Section 1116 (d)</p>	<p><input type="checkbox"/> Evidence that the Compact contains required elements and is collaboratively written and distributed annually</p> <p>School-Parent Compact Template is located under Files on the Family & Community Engagement webpage</p>			
<p>FACE 6 ● I-A</p>	<p>An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title</p>	<p><input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list. Include parental comment and input to meeting notes.</p>			

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FACE Indicators 4-6 are noted in the above slide.

Family Engagement Plan – Indicator #4



|| 2020-2021 Family Engagement Plan

SCHOOL: HILLCREST
PARTNERSHIP TEAM MEMBERS: LEADERSHIP TEAM

Smart Goals:

ELA Goal: During the 2020-2021 we will increase the percentage of students scoring at or above benchmark on the IRI/CBM fluency assessment by 5% from Fall to Spring from 57% to 62%.

Math Goal: (All students) Hillcrest Elementary will decrease the percent of students that are One of Two grade levels below from 95% to 90%. (This is a 5% growth goal)

As Hillcrest moves forward into year 2 of school wide PBIS implementation, the PBIS Team will provide training to all new staff and classified personnel at Hillcrest Elementary School by the end of the first semester of school year 2020-2021.

TABLE

Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
Parenting	Coordinate & integrate the school's family engagement programs with early childhood programs	Provide a copy to families with information on district parenting classes twice a year.	Counselor	September & January	Copy of brochure

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FACE Indicator 4 - Each school building within a school district must have a family engagement plan. The SDE Template for a family engagement plan is pictured in the above slide. It is an example to help a school with the creation and development process of an ongoing working document that meets the goals of the family engagement requirements.

School-Parent Compact (Template) Indicator - #5



What is a
School-Parent
Compact?

Jointly Developed
ESSA SEC1116(d)

Activities
to Build
Partnerships

Communication about Student
Learning
ESSA SEC1116(d): (1), (2), (2C), (2D)

Cover

2020-2021

replace with
LOGO

REVISED xx/xx/xxxx

2021 Consolidated State and Federal Grant Application (CFSGA) Presentation – FACE | 21

FACE Indicator 5 – the SDE template for the school-parent compact is noted in the above slide. This document cross references the requirements within the ESSA provisions. We encourage you to make this document family friendly and unique to your school and families!

School-Parent Compact (Example)



What is a School-Parent Compact?

A School-Parent Compact is a document jointly developed by our Parent Involvement Committee, made up of parent volunteers and school staff. This document, which is required as a component of our Title I Parent Involvement Plan, outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement at West Canyon Elementary, and describes how parents and our school should build and develop a partnership to help children achieve Idaho's high standards.

Activities to Build Partnerships

Here are several activities planned for this year that we would love for you to be a part of:

September 21:
Jog-a-Thon—come and cheer our kids on!

November 7 & 8:
Parent/Teacher Conferences

December 1, 2018:
Literacy/STEAM Parent Night

February 25-March 1, 2019
Read Week Activities

March 15, 2019:
Annual School Carnival

All parents are invited and welcome to attend monthly PTGO meetings and grade level music programs.

West Canyon Elementary School-Parent Compact



2018-2019
Dare to Dream...It Matters!

REVISED September 4, 2018

This is an example of a school parent compact that was developed by West Canyon Elementary School.

Federal Programs Monitoring – FACE (3)



<p>FACE 7 ● I-A</p>	<p>Assistance, materials, and training have been provided specifically to Title I-A families to help build capacity for their engagement. ESSA Section 1116 (a)(3)(B)</p>	<p><input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, sign-in sheets, etc.</p> <p><input type="checkbox"/> Evidence that schools provide assistance to families/ parents in understanding content and achievement standards, assessments, and how to monitor their child's progress</p> <p><input type="checkbox"/> Evidence that parents and families are provided materials and training to help their children succeed in school, such as literacy training and using technology</p>				
<p>FACE 8 ● I-A</p>	<p>The LEA reserves no less than 1% of its Title I-A allocation (if > \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. ESSA Section 1116(a)(3)(A)</p>	<p><input type="checkbox"/> CFSGA Budget Page</p> <p><input type="checkbox"/> Evidence that funds are used to promote parent and family engagement</p> <p><input type="checkbox"/> Title I-A set aside and budget pages</p> <p>Note: Must include at least one of the following activities:</p> <p>Providing professional development regarding parent and family engagement strategies</p> <p>Supporting programs that reach parents and families</p> <p>Disseminating information on best practices focused on parent and family engagement</p> <p>Collaborating with organizations with a record of success in improving parent and family engagement</p> <p>Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy</p> <p>(Not applicable if allocation is ≤ and no Parent and</p>				

2021 Consolidated State and Federal Grant Application (CFSGA) Presentation – FACE | 23

FACE Indicators 7-8:

FACE 7 – resources and materials that are provided to families

FACE 8 – CFSGA – an LEA reserves no less than 1% of its Title I-A allocation (if greater than \$500,000) for parent and family engagement activities.

Federal Programs Monitoring – FACE (4)



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
		Family Engagement Set-Aside.)				
FACE 9 ● I-A	The LEA distributes at least 90% of family/parental engagement funds to participating schools. ESSA Section 1118(a)(3)(C)	School level budget report for each participating school indicates an allocation from the LEA for family/parent engagement activities. (Not applicable if no Parent and Family Engagement Set-Aside.)				
FACE 10 ● I-A	Parents of children receiving services are involved in the decisions regarding how parent and family engagement funds are allotted for parent and family engagement activities. ESSA Section 1116 (a)(3)(B)	<input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet. <input type="checkbox"/> Copy of survey, if applicable (Not applicable if no Parent and Family Engagement Set-Aside.)				

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FACE Indicators 9-10 are explained in the above slide.

Federal Programs Monitoring – FACE (5)



<p>FACE 12 ● I-A</p>	<p>Parents have been informed of their child's placement into an Language Instruction Educational Program (LIEP) within 30 days of enrolling at the beginning of the school or 2 weeks in the middle of the school year. Parents have been informed regarding their right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction. ESSA Section 1112(e)(3)(A-B)</p>	<p><input type="checkbox"/> LIEP waiver form in cumulative files for English Waived (EW) students (as applicable). (Upload template or redacted form. Onsite file review also.)</p> <p><input type="checkbox"/> Parent Notifications are in student cumulative folders and contain all required components:</p> <ul style="list-style-type: none"> ○ Reason for identification ○ Current ELP level and how it was assessed ○ Current academic achievement scores 				
<p>FACE 13 ● I-A</p>	<p>The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA Section 1112(e)(4)</p>	<p><input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e. district/school/classroom policy/procedures, newsletters, permission forms).</p> <p><input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available).</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>				
<p>FACE 14 ● I-A</p>	<p>The LEA ensures that it implements an effective means of outreach to parents of English Learners regarding their education. ESSA Section 1112(e)(3)(C)</p>	<p><input type="checkbox"/> Evidence of LEA's commitment to involving parents of English Learners (i.e. district policy, family/parent engagement policy, mission statements).</p> <p><input type="checkbox"/> Evidence of outreach invitations: Signed attendance sheets with parents of English Learners clearly identified/highlighted.</p> <p>Other examples of evidence outreach may include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>				

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FACE Indicators 12-14 requirements are noted in the above slide.

**6th Annual Idaho Family & Community Engagement Conference
Boise Centre – October 25-26, 2021!!!!**



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Questions?



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As always, THANK YOU so much for all that you do!