



FEDERAL TITLE GRANTS ANNUAL PARENT MEETING

**(REUNIÓN ANUAL
DE PADRES DE
TITULO I, II, III, IV,
V)**

SPCSA SPONSORED SCHOOL
9/24/2026





Agenda

- Purpose of Meeting
- Overview of ESSA
- Overview of Federal Title funds
 - Use of funds
 - Alignment to needs
 - Monitoring of effectiveness
- Parent/Caregiver Rights and Responsibilities
- School Needs Overview
 - Summary of Funding
 - Alignment to School Plan
- Stakeholder Engagement Policy
- Team Updates and Reminders
- Stakeholder Feedback
- Partnership and Collaboration



Purpose of Meeting

- The purpose of this meeting is to provide stakeholders with an overview of federal grant allocations and planned use of funds, review how grant-funded activities align with identified needs within the Comprehensive Needs Assessment (CNA) in the School Improvement Plan (SIP), gather stakeholder feedback, and promote transparency and collaboration in funding decisions.
- This meeting also supports ESSA compliance requirements and continuous school improvement efforts by ensuring that federal funds are used strategically to improve student outcomes.

EVERY STUDENT SUCCEEDS ACT (ESSA)

(La Ley-cada estudiante tenga éxito ESSA por sus siglas en ingles)

- Federal legislation passed to allow for the use of methods and instructional strategies to strengthen the academic program in the school, increase the amount and quality of learning, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

- *La legislación federal aprobó permitir el uso de métodos y estrategias de enseñanza para fortalecer el programa académico en la escuela, aumentar la cantidad y la calidad del aprendizaje y ayudar a proporcionar un currículo enriquecido y acelerado, que pueden incluir programas, actividades y cursos necesarios para proporcionar una educación completa.*

WHAT IS TITLE I? (*¿QUÉ ES TITULO I?*)

- ☐ Title I is a federally funded academic assistance program for schools.

(Titulo I - es un programa de fondos Federales para la asistencia académica de las escuelas.)

- ☐ The goal of Title I is to ensure a high quality well-rounded education for every child.

(La meta de Titulo I - es asegurar una alta educación de alta calidad para cada uno de los niños/as.)



WHAT IS TITLE II, III, IV, V?

(¿QUÉ ES TÍTULO II, III, IV, V?)

- **Title II:** The purpose is to improve the quality of instruction by providing professional development and support for teachers and school leaders, with the goal of increasing educator effectiveness and improving student academic achievement.
- **Title III:** The purpose is to support English learners and immigrant students through language instruction and related services, with the goal of developing English proficiency and helping students meet challenging academic standards.
- **Title IV:** The purpose is to support a well-rounded education, safe and healthy schools, and the effective use of technology, with the goal of improving students' academic achievement, school safety, and access to educational opportunities.
- **Title V:** The purpose is to provide flexibility and targeted support to eligible schools and educational agencies, particularly those serving rural or underserved communities, with the goal of improving educational opportunities and student outcomes.

(¿QUÉ ES TITULO II, III, IV, V?)

- Título II:** El propósito es mejorar la calidad de la enseñanza mediante el desarrollo profesional y el apoyo a los maestros y líderes escolares, con el objetivo de aumentar la eficacia de los educadores y mejorar el rendimiento académico de los estudiantes.
- Título III:** El propósito es apoyar a los estudiantes que están aprendiendo inglés y a los estudiantes inmigrantes mediante la enseñanza del idioma y servicios relacionados, con el objetivo de desarrollar el dominio del inglés y ayudar a los estudiantes a cumplir con los exigentes estándares académicos.
- Título IV:** El propósito es apoyar una educación integral, escuelas seguras y saludables, y el uso eficaz de la tecnología, con el objetivo de mejorar el rendimiento académico de los estudiantes, la seguridad escolar y el acceso a oportunidades educativas.
- Título V:** El propósito es brindar flexibilidad y apoyo específico a las escuelas y agencias educativas que reúnen los requisitos, especialmente aquellas que atienden a comunidades rurales o desatendidas, con el objetivo de mejorar las oportunidades educativas y los resultados de los estudiantes.

FOR SCHOOLS, ESSA:

(ESSA Para Las Escuelas)

- ☐ Ensures schools measure student progress using approved tests.
- ☐ *(Asegura que las escuelas midan el progreso de los estudiantes utilizando exámenes aprobados.)*

- ☐ Ensures schools issue reports charting school performance.
- ☐ *(Asegura que las escuelas distribuyan reportes del rendimiento escolar.)*

FOR SCHOOLS, ESSA:
(ESSA Para Las Escuelas)

Provides teacher training and professional development to improve instruction.

(Provee entrenamiento y capacitación profesional a los maestros para mejorar la enseñanza.)



For Students, ESSA: ***(ESSA Para Los Estudiantes)***

- ☐ **Sets high expectations for academic achievement.**
- ☐ **Requires yearly testing for Grades 3-8 and High School.**
- ☐ ***(Fija expectativas altas para el logro académico.)***
- ☐ ***(Requiere exámenes anualmente para los Grados 3ro al 8to y la preparatoria.)***

For Students, ESSA:
(ESSA Para Los Estudiantes)

**Provides teachers who are licensed
by the state of Nevada and use
proven teaching methods.**

***(Provee maestros con licencia por el
estado de Nevada los cuales utilizan
métodos de enseñanza aprobados.)***



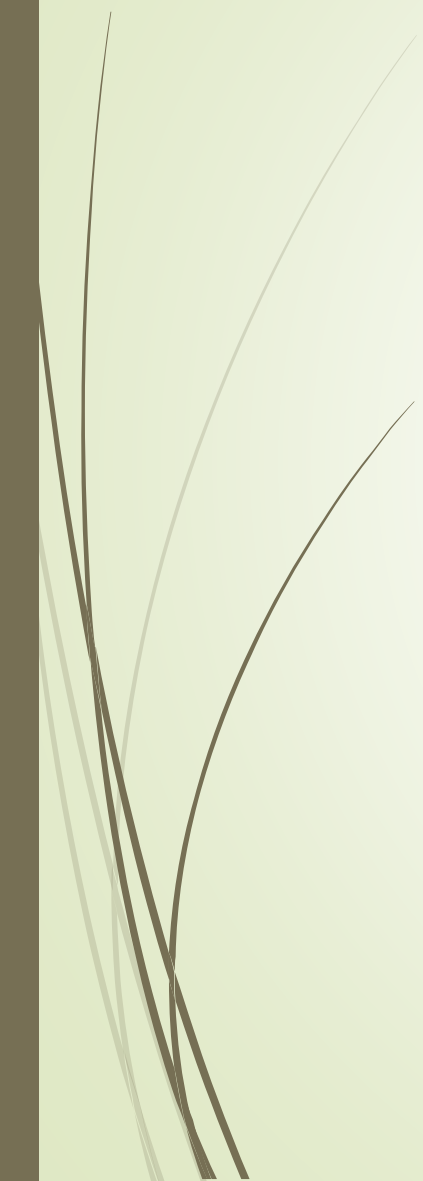
Parents' Rights and Responsibilities

(Derechos de los padres y sus responsabilidades)

The right to receive periodic progress reports on the child and the school. ***(El derecho de recibir informes de progreso académico del niño/a y de la escuela periódicamente.)***

- ☐ The right to request information about the qualifications of their child's teacher. ***(El derecho de solicitar información acerca de las credenciales del maestro de su hijo/a.)***

- 
- 
- ☐ The right to help decide if the school's Title I program is meeting the needs of their child.
(El derecho de ayudar a decidir si el programa de Título I dentro de la escuela esta llenando las necesidades de su hijo/a.)
 - ☐ The right to offer suggestions for academic improvement and increased parental involvement.
(El derecho de ofrecer sugerencias para un mejoramiento académico y aumentar la participación de los padres.)

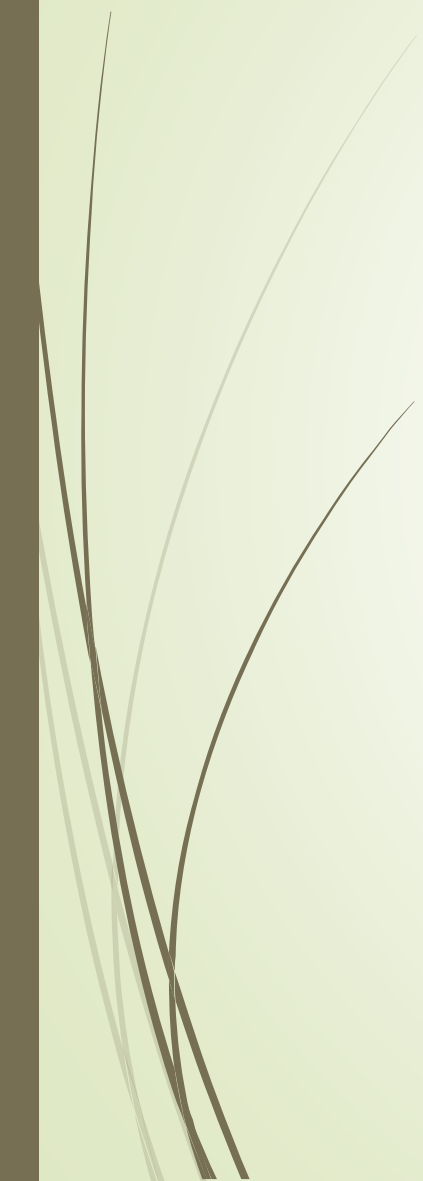
- 
- 
- ☐ The responsibility to share information with the teacher about their child's interests and abilities. *(La responsabilidad de compartir información con el maestro tocante a los intereses y las habilidades del niño/a.)*
 - ☐ The responsibility to attend parent conferences and to communicate regularly with the school concerning their child's academic progress. *(La responsabilidad de asistir a conferencias de padres y de comunicarse regularmente con la escuela acerca del progreso académico de sus niños.)*

- 
- The responsibility to ensure their child attends school regularly, completes all homework and classroom assignments, and adheres to the District's Educational Accord, Honor Code, and school behavior policies.

(La responsabilidad de asegurar que sus hijos asistan a la escuela regularmente, completen todas las tareas y en las del aula, y se adhiere al Acuerdo de la Educación del distrito, código de honor, y las normas de conducta en la escuela.)



Stakeholder Engagement



- ☐ Feedback informs decisions
- ☐ School Improvement Team
- ☐ Fiscal/Grants Staff
- ☐ Staff
- ☐ Families
- ☐ Community



Alignment To School Plan

- ☐ Aligned to SIP & SPCSA Strategic Plan
- ☐ Supports Evidence-Based Interventions (EBI)

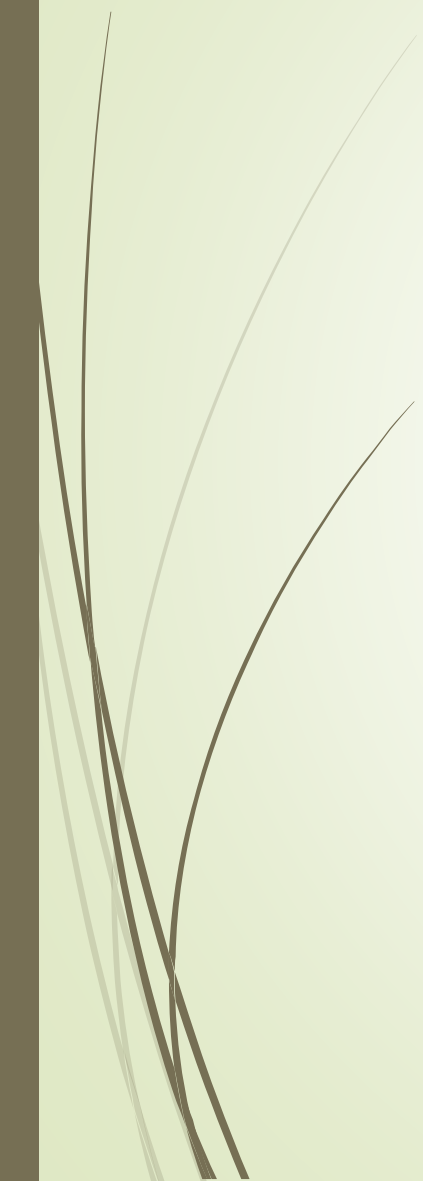


School Needs Overview

- Areas of Strength: visual cues, social emotional learning supports, developmentally appropriate learning, exploratory learning, students demonstrate curiosity and problem solving skills. Parents and caregivers have shown consistence attendance at parent literacy events.
- Areas for Growth: chronic absenteeism, collaboration between general education team and specialized support staff, stronger PLCs, stronger PBIS and MTSS supports.



RDELA's Prioritized Needs

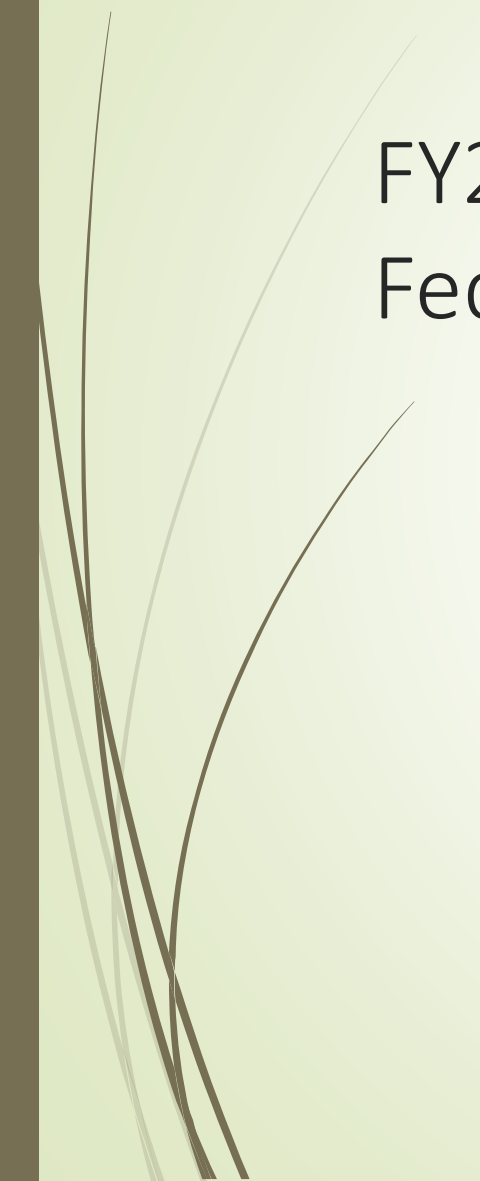


- Chronic Absenteeism
- Additional Behavioral and academic supports for students with identified skill gaps.
- Consistent standards in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards
- Stronger Professional Learning Communities to focus on data analysis, and create accountability structures to ensure follow-through.
- Strategic partnerships with community based resources to extend learning beyond the classroom.
- Consistent implementation of schoolwide Positive Behavioral Interventions and Supports embedded into daily lessons.



FY27

Federal Title Grant Funding





Title I, Part A: Status

Please check the box that applies for FY27 Title I, Part A funding.

☐ Received funding

X Applied and waiting to receive funding

☐ Not applicable

WHAT DOES TITLE I-V PROVIDE AT MY CHILD'S SCHOOL?

(¿Qué es lo que Título I-V le provee a la escuela de mi hijo/a?)

☐ Funds are used for: *(Los fondos se utilizan para)*

- ☐ STAFFING
- ☐ CURRICULUM
- ☐ CLASSROOM SUPPLIES
- ☐ PURCHASES
- ☐ TECHNOLOGY
- ☐ PROFESSIONAL DEVELOPMENT
- ☐ COLLABORATION / TUTORING
- ☐ LEARNING STRATEGIST



Title I: Purpose

- ☐ The purpose of this title is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

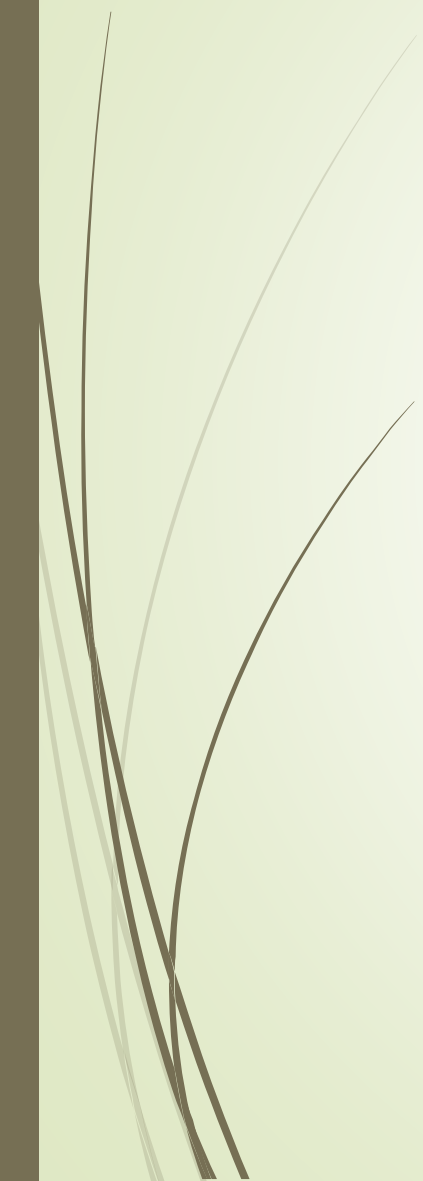


Title I: Use of Funds

- Funds will be used for A part-time Learning Interventionist will deliver targeted small-group instruction, progress monitoring, and Tier II/Tier III interventions, instructional technology including document cameras to model thinking, demonstrate skills, and increase student engagement through explicit, visual instruction, supporting improved Tier I instruction and classroom rigor and instructional laptops to analyze student data and support differentiated instruction, and student supplies to engage students in project based learning. Together, these investments will strengthen instructional practice, increase student achievement, and ensure equitable access to high-quality learning opportunities for all students, particularly those most at risk.



Title I: Alignment to Needs

- Funding under Title I will be used to implement a comprehensive schoolwide program aligned to our School Performance Plan (SPP) goals, with a focus on improving literacy outcomes, reducing chronic absenteeism, strengthening instructional practices, and increasing achievement for students requiring additional academic support.
- 

Title I: Monitoring of Effectiveness

- RDELA uses a comprehensive, multi-layered monitoring system to evaluate Title I program effectiveness and ensure alignment to the SPP. Program implementation is assessed through student data, classroom observation, staff feedback, parent input, and fidelity monitoring.
- Key components include:
 - Bi-weekly data meetings (Tier I & II) reviewing Brigance, MAP Growth, and early literacy benchmarks.
 - Quarterly MAP analysis monitoring growth in reading and numeracy, with specific attention to at-risk subgroups.
 - Administrative walkthroughs, PLCs, and lesson plan reviews to monitor fidelity of Tier I instruction, technology integration, and multisensory material use.
 - Family engagement evaluations using attendance logs, parent surveys, and event feedback.
- Adjustments to instruction or materials are made when data shows the need



Title I, Part A, Section 1003a: Status

Please check the box that applies for FY27 Title I, 1003(a) funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable



Title I, Section 1003a: Purpose

- School improvement - The purpose of Title I is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. **Title I, Section 1003** outlines requirements to support any school identified in need of either comprehensive support and improvement, or targeted support and improvement, and includes requirements for such identified schools.



Title I, 1003a Use of Funds

- ☐ Please describe how FY27 Title I, Part A 1003(a) funds will be used to support student achievement and school improvement efforts. Responses should align with the activities, programs, PD, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- ☐ If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and the intended use of funds.



Title I, 1003a Alignment to Needs

- ☐ Please explain how the use of FY27 Title I, Part A 1003(a) funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- ☐ Please include how the selected activities, programs, PD, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning.



Title I, 1003a Monitoring of Effectiveness

- ☐ Please describe how your school will monitor the effectiveness of the use of FY27 Title I, Part A 1003(a) funds.
- ☐ Please include how student progress, program implementation, and overall impact on student achievement will be evaluated, including any data sources, progress monitoring tools, stakeholder feedback, or review processes that will be used.



Title II, Part A/State Off Set: Status

Please check the box that applies to FY27 **Title II, Part A Federal** funding.

☐ Received funding

X Applied and waiting to receive funding

☐ Not applicable

Please check the box that applies to FY27 **Title II, Part A, State Off Set** funding.

☐ Received funding

X Applied and waiting to receive funding

☐ Not applicable



Title II Part A/State Off Set: Purpose

- Supporting Effective Instruction: The purpose of this title is to increase student academic achievement by improving the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



Title II: Use of Funds and Alignment

- Rainbow Dreams Early Learning Academy has established a comprehensive system of professional growth and continuous improvement designed to build educator capacity and improve student outcomes. This system includes structured induction for new teachers, ongoing coaching and feedback cycles, and targeted professional development aligned to identified student needs.
- New and developing teachers participate in an onboarding and mentorship process that includes classroom modeling, co-teaching opportunities, and regular feedback from instructional leaders. All teachers engage in ongoing capacity-building through professional learning communities (PLCs), where they analyze student data, plan instruction, and reflect on practice.
- Teacher leadership is fostered through opportunities to facilitate PLCs, model instructional strategies, and support peer coaching. School leaders also participate in professional development to strengthen instructional leadership, ensure fidelity of implementation, and support a culture of continuous improvement.



Title II: Use of Funds

- Title II-A funds will be used to provide a full-day, in-person Active Engagement training through Lakeshore Learning Professional Development. This training will equip teachers with practical, research-based strategies to increase student participation, reduce passive learning, and support differentiated instruction. The remaining funds will be for extra duty hours for PLCs and coaching responsibilities in order to ensure that professional development is not a one-time event but an ongoing process tied directly to classroom practice and student outcomes.
- The addition of high-quality, in-person professional development—such as the Lakeshore Learning Active Engagement training—further strengthens this system by providing research-based strategies that can be immediately implemented in early childhood classrooms.



Title II: Alignment to Needs

- The academy's strategic plan for professional development focuses on increasing active student engagement, improving instructional quality, and strengthening outcomes for all learners, particularly students with disabilities and those requiring Tier II and Tier III supports.
- The focus on increasing student achievement through improving teacher effectiveness and active engagement directly supports equitable access to high-quality instruction for all students, including historically underserved populations, the intent of Title II.



Monitoring and Effectiveness

- Rainbow Dreams Early Learning Academy uses multiple data sources and ongoing stakeholder consultation to guide continuous improvement under Title II, Part A. Data sources include student assessment results as measured by Brigance, MAPS, and Teaching strategies Gold, classroom observation and walkthrough data, IEP progress monitoring, and behavior incident reports.
- Instructional leaders and teachers meet regularly in PLCs and leadership team meetings to review data trends, identify gaps in student engagement and learning, and adjust instructional practices accordingly. Walkthrough data has indicated a need for increased student engagement strategies and more consistent implementation of interactive, developmentally appropriate instructional practices.
- Ongoing consultation occurs with teachers, instructional aides, leadership staff, and specialized service providers to ensure professional development is relevant and responsive to classroom needs. Feedback from staff surveys and observation trends directly informed the decision to invest in Active Engagement training.



Monitoring and Effectiveness Continued

- ▶ Rainbow Dreams utilizes multiple data sources to guide continuous improvement, including classroom observation tools aligned with QRIS (e.g., ECERS), behavior incident tracking, and child outcome data related to social-emotional development.
- ▶ Effectiveness will be measured through student achievement data, SEL surveys, and classroom observation feedback. Baseline data will be gathered prior to the professional development session, including student attendance, SEL survey results, behavior referrals, and classroom observation notes. Administrators will conduct classroom walkthroughs and observations to monitor implementation of strategies. Strategy adjustments will be determined during quarterly leadership team reviews of teacher and student data.



Title III: Status

Please check the box that applies for FY27 Title III funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable



Title III: Purpose

- English Language Acquisition, Language Enhancement, and Academic Achievement: The purpose of this title is to ensure that English learners attain English proficiency, achieve at high levels in academic subjects, assist educators in establishing, implementing, and sustaining effective language acquisition programs, enhance the capacity of educators to provide effective instructional programs for English learners, and to promote parent, family, and community engagement.



Title III: Use of Funds

- ☐ Please describe how FY27 Title III funds will be used to support English Learner (EL) students and language acquisition programs. Responses should align with the activities, programs, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- ☐ If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.



Title III: Alignment to Needs

- ☐ Please explain how the use of FY27 Title III funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- ☐ Please include how the selected activities, programs, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning, particularly for English Learner students.

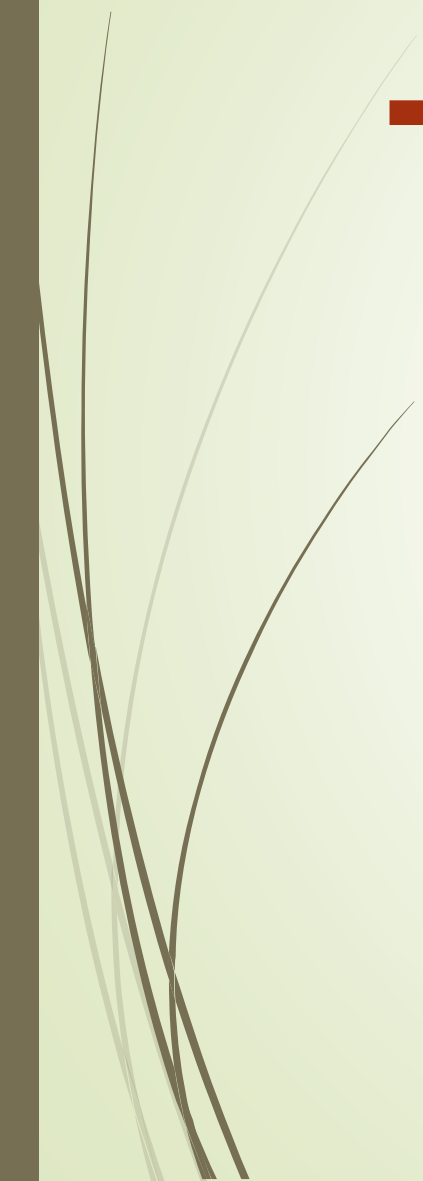


Title III: Monitoring of Effectiveness

- ☐ Please describe how your school will monitor the effectiveness of the use of FY27 Title III funds.
- ☐ The following items must be included:
 - ☐ English Learner student progress
 - ☐ Language acquisition progress
 - ☐ Program implementation
 - ☐ How the overall impact on student achievement will be evaluated, including any data sources, stakeholder feedback, language proficiency data, progress monitoring tools, or review processes that will be used.



Title IV: Purpose

- Student Support and Academic Enrichment: The purpose of this title is to improve students' academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology to improve the academic achievement and digital literacy of all students.
- 



Title IV, Part A: Status

Please check the box that applies to FY27 Title IV funding.

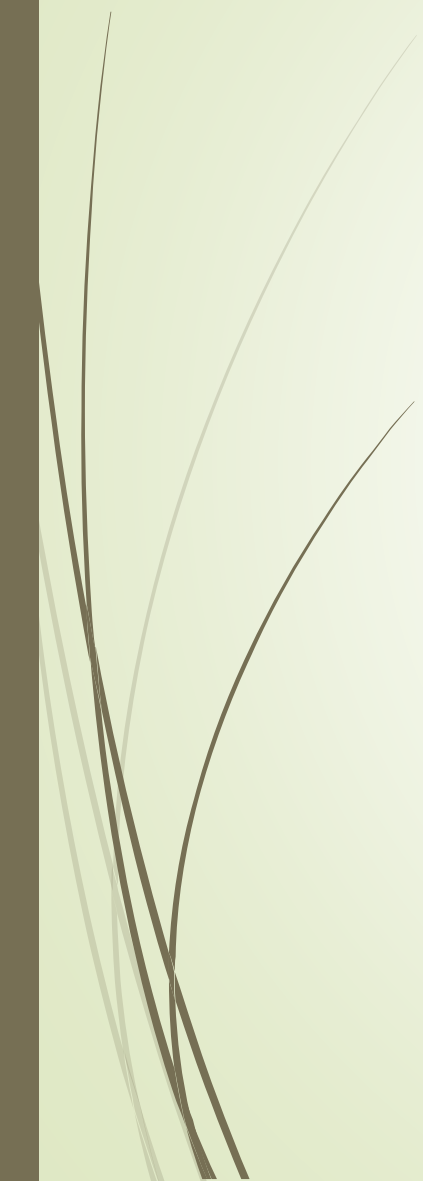
☐ Received funding

X Applied and waiting to receive funding

☐ Not applicable



Title IV, Part A: Purpose

- Student Support and Academic Enrichment: The purpose of this title is to improve students' academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology to improve the academic achievement and digital literacy of all students.
- 



Title IV: Use of Funds

- ▶ Rainbow Dreams Early Learning Academy will utilize Title IV, Part A funds to enhance well-rounded educational opportunities, promote safe and healthy student development, and expand the effective use of technology in early childhood classrooms.
- ▶ Funding will support the acquisition of developmentally appropriate playground equipment to strengthen gross motor and social development, social-emotional learning (SEL) resources to improve student self-regulation and behavior, and instructional technology (ELMO cameras) to increase student engagement and access to high-quality instruction. These investments are aligned with the school's comprehensive needs assessment, which identified gaps in social-emotional development, limited access to structured physical play, and the need for enhanced instructional delivery tools to support diverse learners.



Title IV, Part A: Alignment to Needs

- Behavioral referral trends and classroom observation data suggest a variability in student self-regulation resulting in excessive time out of the classroom.
- To support safe and healthy students, RDELA will implement additional social-emotional learning (SEL) supports and sensory regulation tools. SEL interventions are supported by Level 1 evidence (Strong Evidence), including meta-analyses demonstrating improved behavior, emotional regulation, and academic outcomes (Durlak et al., 2011). Sensory-based interventions and calming strategies align with Level 3 evidence (Promising Evidence) supporting improved self-regulation in early learners. Funds will support the purchase of SEL curriculum materials, calming corner supplies, and sensory tools to be implemented across classrooms. These investments directly align with the needs assessment, which identified high rates of dysregulated behavior, limited self-regulation skills, and increased need for trauma-informed practices among students.
- Visual instructional technology increases student attention and comprehension when teachers are trained in effective integration (U.S. Dept. of Ed. EdTech Evidence Review, 2017).



Title IV: Monitoring of Effectiveness

- Statistical significance will be evaluated by comparing fall-to-spring growth data and cohort trends, with a focus on subgroup performance (IEP and Tier II/III students). Effectiveness will be measured through classroom observation highlighting the integration of play-based and STEM learning, reductions in classroom behavior incidents during unstructured times (15% decrease in behavioral referrals), and through individual student outcomes including developmental domains of motor, language, and social skills as measured through Teaching Strategies Gold, and an increase of students meeting developmental benchmarks of >10% growth.



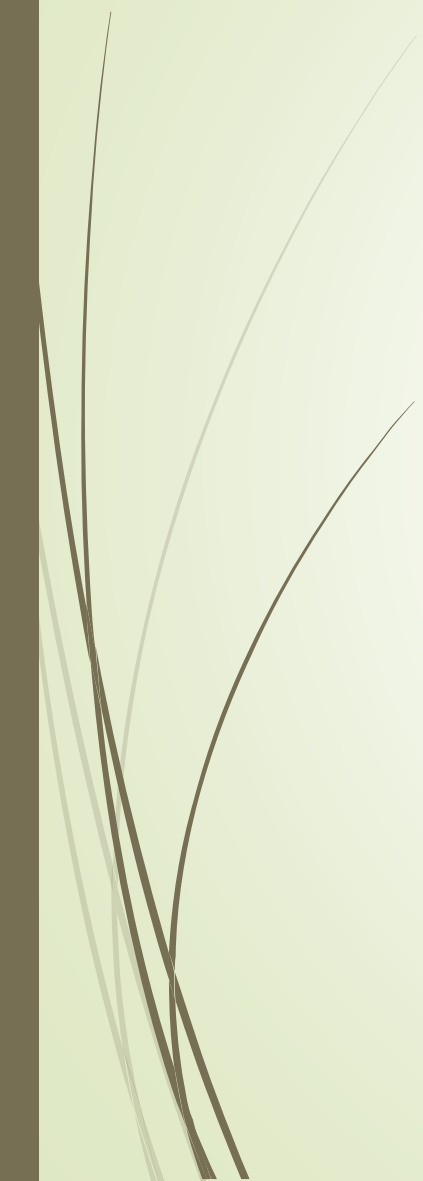
McKinney-Vento: Status

Please check the box that applies for FY27 MKV funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

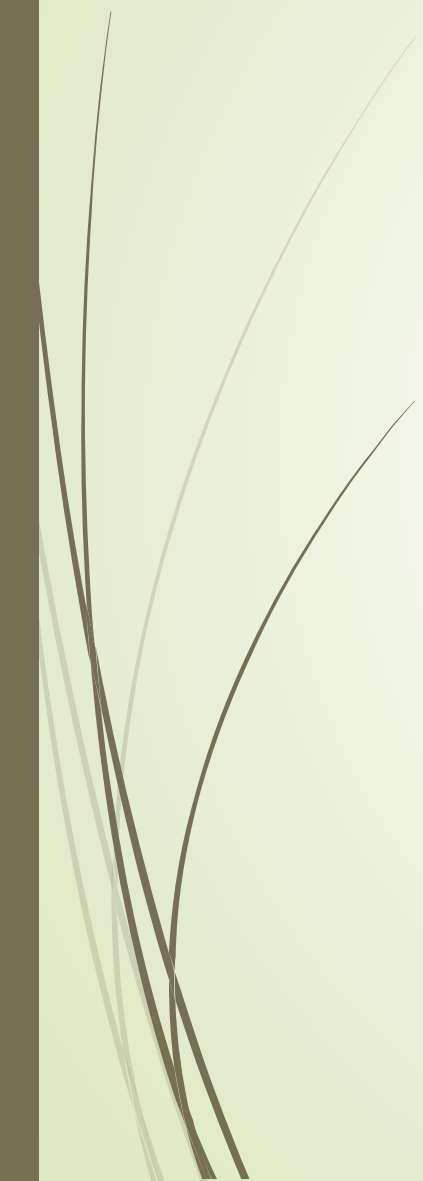


McKinney-Vento: Purpose

- The McKinney-Vento Education for Homeless Children and Youth Program provides subgrant funds to offer such activities as coordination and collaboration with other agencies to provide comprehensive services to homeless children and youths and their families. Services also include expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.
- 



McKinney-Vento: Use of Funds

- 
- ☐ Please describe how FY27 McKinney-Vento (MKV) funds will be used to remove barriers to enrollment, attendance, participation, and academic success for students experiencing homelessness. Responses should align with the activities, programs, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
 - ☐ If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.

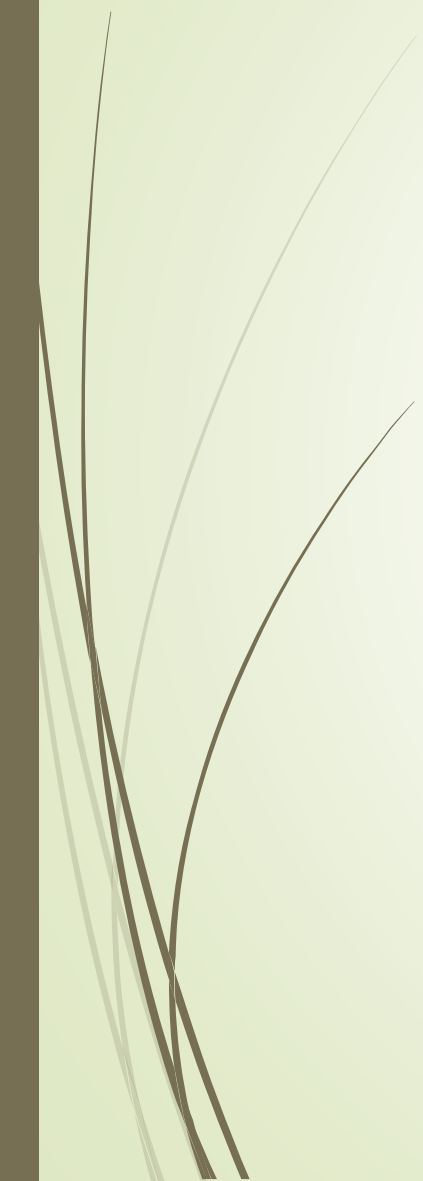


McKinney-Vento: Alignment to Needs

- ☐ Please explain how the use of FY27 McKinney-Vento (MKV) funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- ☐ Please include how the selected activities, programs, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning for students experiencing homelessness.

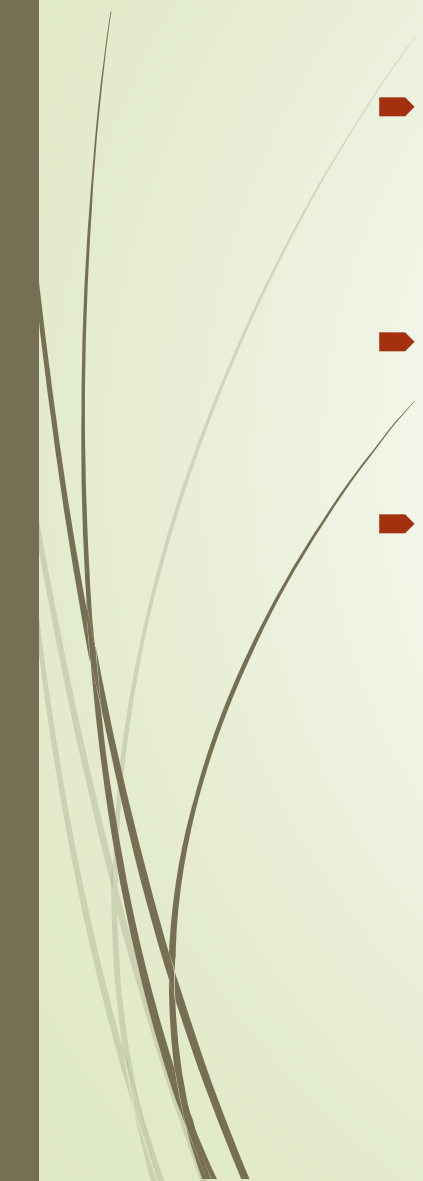


McKinney-Vento: Monitoring of Effectiveness

- ☐ Please describe how your school will monitor the effectiveness of the use of FY27 McKinney-Vento (MKV) funds.
 - ☐ Please include how student attendance, enrollment stability, participation, academic progress, and overall effectiveness of supports for students experiencing homelessness will be evaluated, including any data sources, stakeholder feedback, progress monitoring tools, or review processes that will be used.
- 



Summary of Funding

- Adequate funding from Title grants allows RDELA to provide essential resources, such as textbooks, technology which directly contribute to better educational outcomes.
 - Resources for training and support help educators implement effective teaching strategies, fostering a more effective learning environment.
 - Rainbow Dreams Early Learning Academy's mission is to promote academic equity in early childhood education in order to establish a solid foundation for our scholars to build their future academic success.
- 



Team Updates

- ▶ Beginning in the 2027-28 SY, each federal Title grant application submitted by the school **MUST** align with identified problem statements and critical root causes documented within the Needs Assessment tab in Plan4Learning. Additionally, the budget details, written components, narratives, activities, staffing, curriculum, and interventions included in the Spring Grant Application should align with those identified needs.



Team Updates Cont'd

For Example:

- If a school's Comprehensive Needs Assessment identifies a problem statement indicating that students are not meeting proficiency targets in reading, and the critical root cause identifies a lack of targeted intervention opportunities for struggling readers, then the Spring Grant Application should include budget details, activities, staffing, PD, curriculum, and/or interventions designed to address that need. Examples may include after-school tutoring, evidence-based literacy curriculum, intervention staff, professional development in literacy instruction, or educational technology that supports reading achievement.

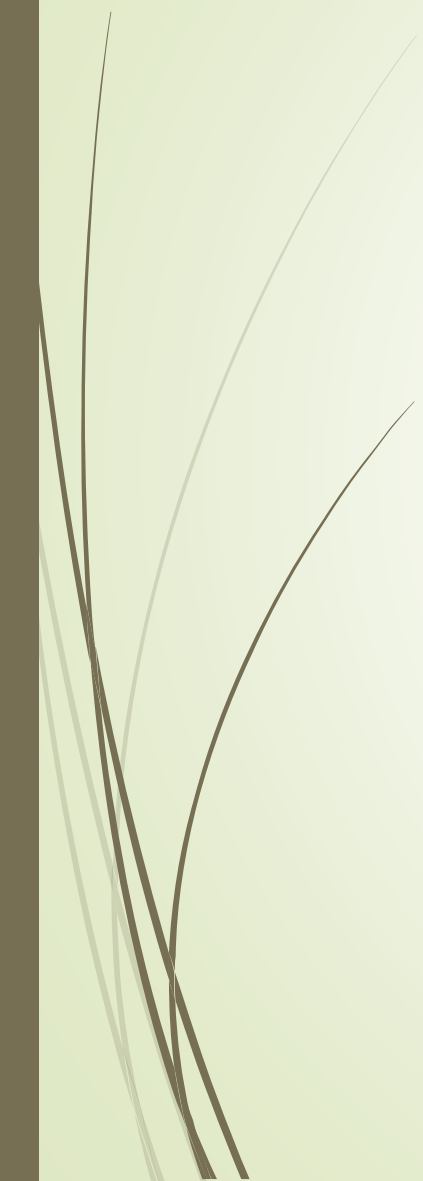


Team Updates Cont'd

- Beginning in the 2027-28 SY, schools will be required to hold an additional stakeholders meeting prior to submitting the FY28 Spring Grant Applications. The purpose of this meeting is to review the effectiveness of current federal grant-funded activities; evaluate the use of funds and their alignment with identified school needs in the Needs Assessment (CNA) tab within the SIP; analyze available data; and gather stakeholder feedback to inform future funding decisions.
- Using this information, stakeholders should discuss:
 - Which federal Title grants should the school apply for during the SY27-28 Spring Grant Application season
 - Whether current grant-funded activities should continue, be modified, or be discontinued
 - Additional needs that may require federal funding support



Team Reminders



- Please note that allocations/projected allocations from the Spring Grant Applications should be entered within the Fund Source Budgets tab in Plan4Learning and linked to the aligned SIP goal. Problem statements and critical root causes should be prioritized and linked to the corresponding goals and improvement strategies within the SIP.
- For additional guidance, please see the SPCSA 2026-27 SIP Guidance:
https://spcsa.instructure.com/courses/68/files/30990?module_item_id=9449



PARENT AND FAMILY ENGAGEMENT POLICY

(la Póliza de Participación de Padres de la escuela?)

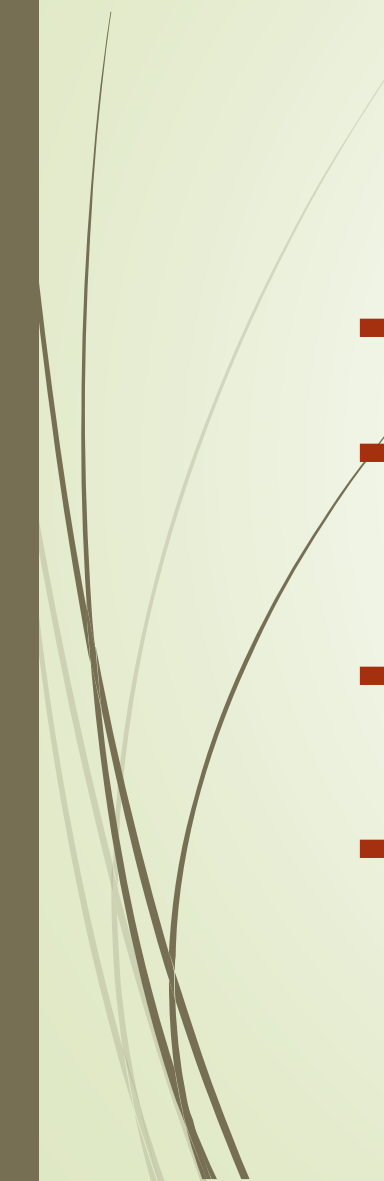
Let's review the Parent and Family Engagement Policy currently in place.

- Focuses on communication and access via ClassDojo Or Campus Messaging
- Includes regular trainings and community forums via Parent Literacy Nights
- Creating a culturally responsive curriculum to ensure representation of all students
- Informal engagement opportunities "Doughnuts with the Director" and "Grandparent's Breakfast"
- Bridging community wrap around services for RDELA families

(Revisemos la Norma de Participación de los Padres actualmente implementada.)

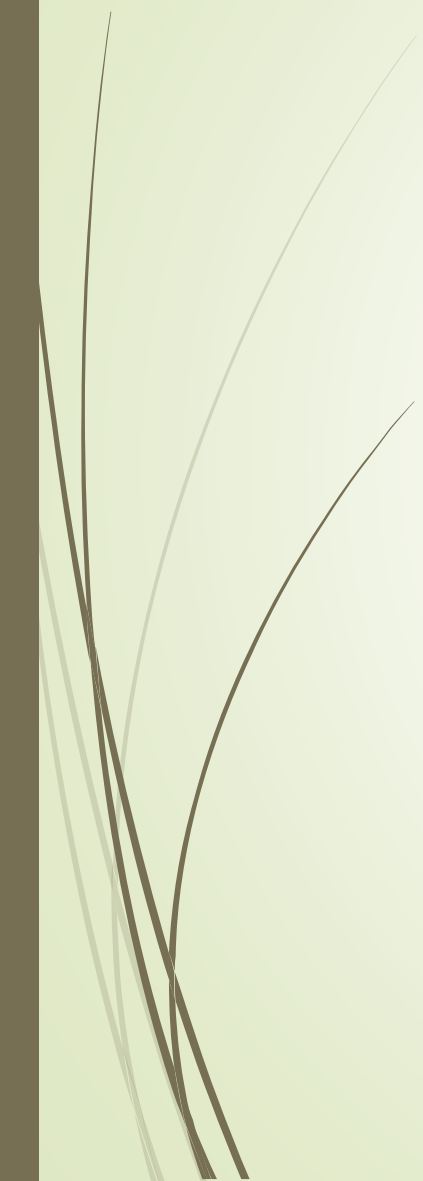


PARENT AND FAMILY PARTNERSHIPS AND COLLABORATION (Colaboración y alianzas con las familias)

- RDELA values input and suggestions from our student's families and support systems.
 - For any suggestions or questions regarding Title I, II, III, IV, V or Family Engagement ideas please reach out to our Grant Coordinator, Kristy Borg at Kristy.Borg@rdacharter.org
 - RDELA valora las opiniones, aportaciones y sugerencias de las familias de nuestros estudiantes y de sus redes de apoyo.
 - Si tiene alguna sugerencia o pregunta relacionada con los Títulos I, II, III, IV o V, o alguna idea para fomentar la participación familiar, comuníquese con nuestra coordinadora de subvenciones, Kristy Borg, a Kristy.Borg@rdacharter.org.
- 



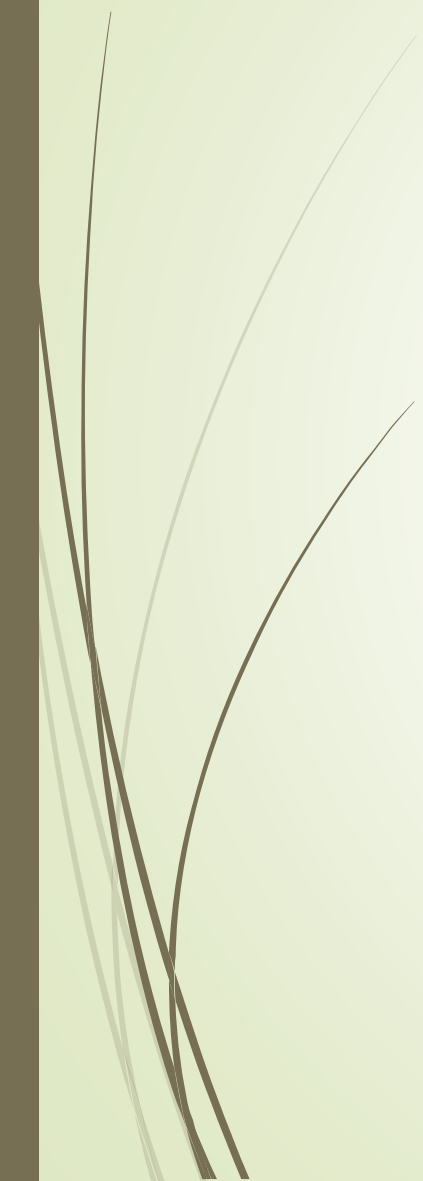
Stakeholder Feedback



- Please provide any questions, feedback, recommendations, or concerns regarding the school's federal grant allocations and proposed use of funds.
- All stakeholder input will be documented and considered when making decisions regarding the implementation of federal grant-funded activities, programs, staffing, curriculum, and interventions.



Next Steps



- ☐ Review stakeholder feedback from the Federal Title Grants Funding meeting and incorporate revisions into the School Improvement Plan (SIP), as appropriate.
- ☐ Monitor the implementation and effectiveness of grant-funded activities, programs, staffing, curriculum, and interventions throughout the school year.
- ☐ Update the SIP during required Status Checks and ensure indicators, progress monitoring data, and funding sources remain aligned within Plan4Learning.



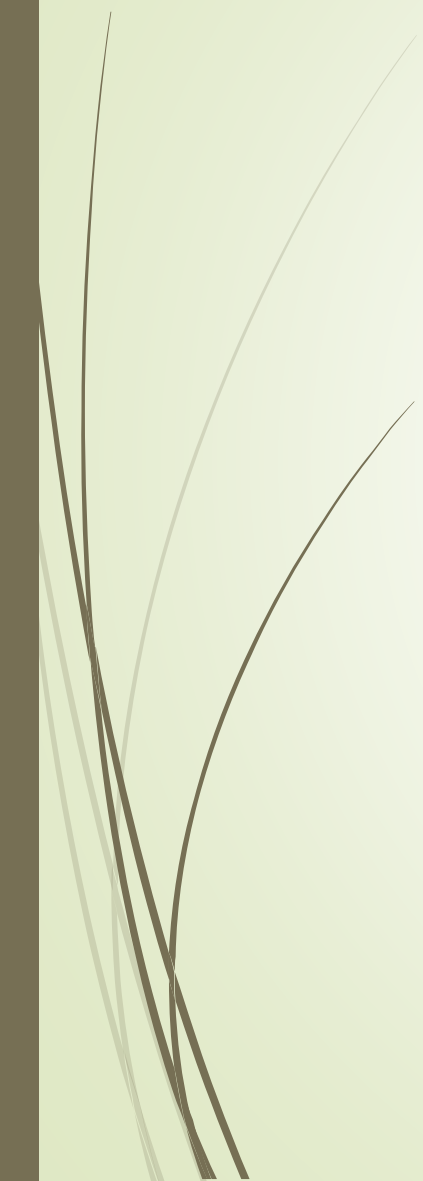
Next Steps

- RDELA will hold a Federal Grants Planning Meeting with stakeholders in March of 2027 **before** submitting the SY27-28 Spring Grant Applications to review:
 - Program effectiveness
 - Stakeholder feedback
 - Identified needs
 - Future funding priorities

- This will ensure the FY28 federal grant applications align with the SY27-28 SIP within Plan4Learning, including:
 - Problem statements
 - Critical root causes
 - Goals
 - Fund Source Budgets



Contacts



- Principal: Janice Henry
 - Janice.Henry@rdacharter.org
- Assistant Principal: Erica O'Connor
 - Ericaoconnor@rdacharter.org
- Director of Grants and Compliance: Kristy Borg
 - Kristy.Borg@rdacharter.org



Thank you for attending

(Gracias por Asistir)

For questions and feedback
regarding today's
presentation, please
reach out to:

Board@rdacharter.org