

Dear School Principal/ Designee: **Principal Anderson**

The Federal Programs Department has **APPROVED** Greenfield's Parent & Family Engagement Plan submission for Title I funding for the 2020-2021 Fiscal School Year (FSY). Our approval was based on the review of the 2020-2021 Title I, Part A School Level Participation Plan submitted by your school on **6/23/20** which included:

Title I, Part A Assurances signed by your school's principal or contact designee,

Reasonable, Allowable, and Necessary (RAN) item requests that are aligned with your school's Needs Assessment, and the entire Parent and Family Engagement Plan (PFEP),

Specific, Measurable, Achievable, Relevant, and Time-based (SMART) Goals that are aligned to reduce identified barriers,

PFEP expenditures that are equal to but do not go over your school's total allocation amount.

Attached to this email is your school's award letter. Your award letter will provide you with information regarding your school's:

Project Title and Period,

Plan Approval Date,

Allocation Amount,

Timelines, Terms, and Special Conditions regarding the Program Title, and

Next Steps to completing your plan purchases.

The attached allocation amount for the 2020-2021 FSY funds are made with the continued understanding that this office may, from time to time, require clarification of information within your application, if necessary. These inquiries may be necessary to allow us to appropriately carry out our administrative responsibilities related to Title I, Part A.

We appreciate your ongoing commitment to implement programs, activities, and procedures for the involvement of parents and families.

Sincerely,

Camille Hillsamer

Federal Programs

Programmatic Specialist

Duval County Public Schools
Federal Programs Plan Approval Notification – Public School

PLAN APPROVAL RECIPIENT (SCHOOL AND ADMININSTRATOR): Greenfield Elementary; Tangia Anderson	FDOE SCHOOL CONTACT INFORMATION LEA – Duval County Public Schools
PROJECT/PROGRAM TITLE: Title I, Part A – Improving the Academic Achievement of the Disadvantaged	DATE PLAN WAS RECEIVED IN GOOD ORDER: 6/23/2020
PROJECT PERIOD: Budget Period: 7/1/2020 – 3/31/2021 Program Period: 7/1/2020 – 6/30/2021	AMENDMENT INFORMATION: N/A
SCHOOL ALLOCATION INFORMATION: \$3,200.00	APPROVAL NOTIFICATION DATE: 09/04/2020

TIMELINES, TERMS, AND SPECIAL CONDITIONS

<ul style="list-style-type: none"> Spending can begin on either the date listed as the Budget Period or the Approval Notification Date, whichever is later, unless otherwise noted. 	
<ul style="list-style-type: none"> The person listed above is the responsible party and should sign all documentation unless the document on file specifically identified another person as the authorized program administrator for federally funded activities at the site. 	
<ul style="list-style-type: none"> One amendment can be submitted per fiscal quarter with the last date for submitting an amendment along with the corresponding budget in good order is: 	January 31, 2021
<ul style="list-style-type: none"> If the school participated in the grant project during the previous school year, the administrator is responsible for producing the evaluative data sources for all approved plan activities by: 	July 31, 2020
<ul style="list-style-type: none"> Evaluative data sources must be archived for: 	5 Years
<ul style="list-style-type: none"> Payment Information (anything purchased for Parent and Family Engagement Plan activities) should be submitted: 	Within 10 calendar days of completion of the Activity
<ul style="list-style-type: none"> Materials and Supplies purchased with Title I Funds must be inventoried and marked as the property of Duval County Public Schools Title I, Part A project: 	Immediately
<ul style="list-style-type: none"> If your school will no longer participate in the Title I Program <i>OR</i> is no longer going to be operational, the DCPS Federal Programs Office should be contacted; documentation for past five years, all equipment/ supplies/ materials should be provided to the Federal Programs Office a month prior to non-participation or closure. 	Immediately
<ul style="list-style-type: none"> Correspondence pertaining to the project should be emailed to: 	Title1@duvalschools.org ; Title1Charter@duvalschools.org

DUVAL COUNTY PUBLIC SCHOOLS FEDERAL PROGRAMS

Programmatic Specialist: Kisy Johnson
Phone: (904) 390-2615
Email: simmons1@duvalschools.org

DUVAL COUNTY PUBLIC SCHOOL TITLE I FISCAL CONTACT

Program: **Tangy Allen**
Phone: **(904) 390-2900**
Email: allent@duvalschools.org

Next Steps – To complete purchases, ensure these steps are taken for the activities included in the approved plan within 5 business days.

- ☐ Vendor Presentations: Contract, W-9, and Vendor Application a minimum of eight weeks prior to the date of the activity.
- ☐ Materials and Storeroom Items for the Parent Resource Room: storeroom order or quote needed
- ☐ Equipment for the Parent Resource Room (includes technology): quote needed
- ☐ Software Licenses for Parent Use: quote needed
- ☐ Other (includes childcare, translators, transportation):

Comments:

Please submit quotes for: Office Depot, Reach, Sta Lee Bus Services and the storeroom

Notification Sent by:

Camille Hillsamer

09/04/2020

Authorized Signature

Date Signed

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



School Name: Greenfield Elementary

School #: 222

Principal Name: Tangia Anderson

School Website: <https://dcps.duvalschools.org/greenfield>



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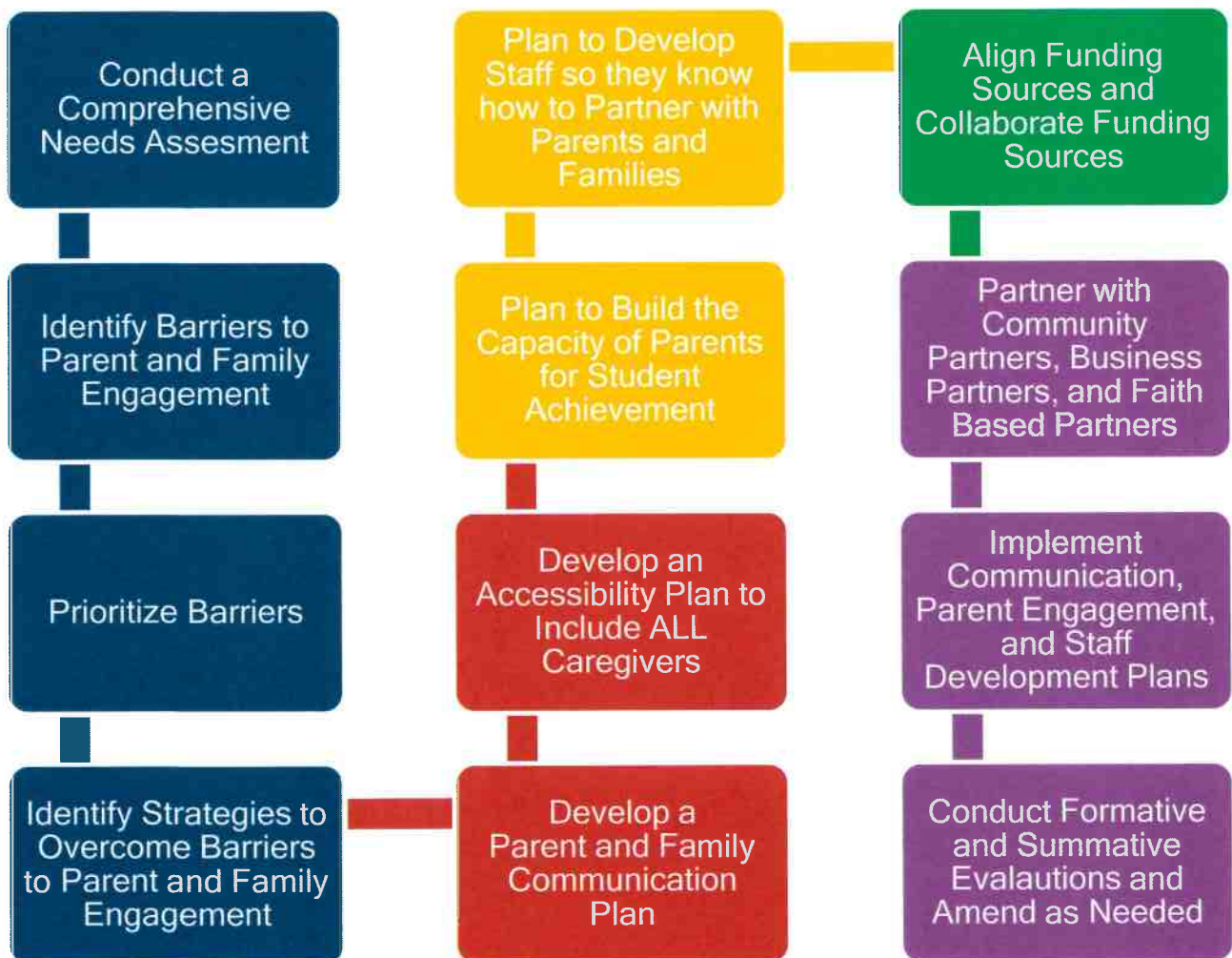
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OVERVIEW

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, Tangia Anderson, 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.

Tangia Anderson
Signature of Principal/School Administrator

6/30/2020
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
\$3,400.00	\$3,328.00	\$72.00
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		
<p>Money was allocated for the Multicultural Extravaganza. However, the items purchased were paid for by the school's counselor. Receipts were not provided to cover the cost.</p> <p>Parents are engaged throughout the budget development process during our initial Title One meeting and initial SAC meeting. We will continue to work with our parents to ensure there is no overage.</p>		

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)
0	0	Information regarding Greenfield's Title I Parent Resource Room is posted on our school's website and Facebook page. Parents are encouraged at each school event and occasionally in the newsletter to visit and checkout the resources available in the Parent Resource Room.
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)	166	Stakeholders are knowledgeable about Title One. They reviewed the plan from last year and provided feedback for this year's plan. They completed an evaluation the end of the meeting, which helps us with this year's development.
Literacy Night	90	Provided Reading Strategies and simple instruction to parents, so they can use in the home setting. Building relationships with child, parents and the school. Completed an evaluation at the end of the session to ensure effectiveness.
S.T.E.M.	101	Parents became more aware of STEM and FSA standards, expectations and/or resources. They, along with their child participated in hands-on activities related to ALL areas of STEM. Completed an evaluation at the end of the learning session to ensure effectiveness.
Donuts for Dads	109	Provided Reading Strategies Dad can use in the home setting. Building relationships with child, other dads and the school. Completed an evaluation at the end of the session to ensure effectiveness.
Muffins for Moms	98	Provided Reading Strategies Mom can use in the home setting. Building relationships with child, other moms and the school. Completed an evaluation at the end of the session to ensure effectiveness.
Multicultural Extravaganza		
Developmental Meeting (End of Year)	5	Stakeholders are knowledgeable about Title One. They reviewed the plan from this year and provided feedback for this next year's plan. They completed an evaluation at the end of the meeting, which helps us with next year's plan.

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.

Greenfield held one Developmental Meetings before the school year ended. The parents evaluated the overall program and provided information for the development of this year's PFEP. They liked all of the activities. They also liked the idea of having parent activities at different times - this makes it easier for people that work, because they can only come after school. Ideas were discussed and parents truly felt like they were major stakeholders in the development of key activities throughout the school year.

Barriers

<p>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.</p>		
<ol style="list-style-type: none"> Barrier 1- Language barrier due to increased ELL population with limited communication between parents and school Barrier 2 - Many of our parents work two jobs or are just getting off work and are too tired to attend. Barrier 3 - Parents not seeing the relevance of attending events, even though they are informational and empowering 		
<p>(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)).</p>		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Language barrier due to increased ELL population	Utilize our Spanish, Burmese and Arabic paraprofessionals to translate as well as partners within the community.
2)	Working Parents	Have meetings at different times of day in order to accommodate working parents, so they can attend some of the meetings.
3)	Parents not seeing the relevance of attending events, even though they are informational and empowering -	Continue to encourage families to come with pairing meetings with other school events to increase attendance, as to empower them as major stakeholders in their child's education.

Overarching Outcomes/Goals for the Current School Year

<p>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?</p>
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- To increase parent participation at school-wide events
- Increase parent usage of the Parent Involvement Resource Room in the library
- Provide parent events at different times throughout the day, as to increase participation
- Utilize the funds in such a manner, so we can do much more, with less, and have no funds left over at the end of the year to return to the district
- Request more involvement from PTA and SAC in the development of the Parent Involvement Plan as major stakeholders of Greenfield Elementary

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?

Parents are always allowed opportunities to discuss learning activities, what they would like to see implemented in our school and how they can be a part of our school during all facets of the school day. Volunteering information is provided at the beginning of school and information is placed on our school's website. Parents are also encouraged to attend SAC and meetings with teachers and/or the counselor. We provide an Open Door policy for parents to be a part of our school. We especially FOCUS on the Parent Involvement Center located in our media center, so parents can come and work throughout the day, as well as be provided various resources to EMPOWER them as parents.

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?

- School's Marquee
- School's Website
- Phone Blasts
- Bi-Weekly Newsletter sent home
- Facebook

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

Spanish, Chinese, Burmese, English, Vietnamese, Tagalog, Haitian-Creole, Arabic, Serbian, Farsi, Other.

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) Parents are provided Title I information at Open House during our general meeting. They are also provided with the information in the front office with at least 2-weeks' notice.
- (2) Greenfield's Marquee
- (3) Greenfield's Website
- (4) Phone Blasts
- (5) Monthly Newsletters sent home
- (6) Facebook

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) Curriculum, current data points and assessments used are shared during some of our nightly activities in which parents are EDUCATED and EMPOWERED, as to assist their students in the home setting.
- (2) Data is shared at the beginning of the year Title One Meeting.
- (3) Data is shared and assessments are discussed during our monthly SAC meetings. All current data points - school wide and grade level specific are shared at the Title One Mid-Year Stakeholders' Meeting.

(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) Parent are asked after each session to provide feedback, so we can improve as a school and provide them what is needed as to EMPOWER them as parents.
- (2) We always encourage our parents to attend our monthly SAC, as a community and stakeholder voice is needed, as we improve as a school.
- (3) Open Door Policy to speak with administration and/or teachers, whether it be by conference, a flexible meeting, or before/after school.
- (4) Parents also have the opportunity for decision making through the Developmental meeting and annual meetings

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]

We will continue to house all feedback forms in our Title One Black Box, which are provided to the district for review, and we will also provide samples within the district's Title One Electronic database that must be updated at the end of each year.

(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?

We always provide parents a copy of the plan by request, and we also leave a copy in the front office and parent involvement center. We solicit feedback, as it is a working document, and then we move accordingly. We also provide copies to everyone that attends SAC, so they can read and provide feedback to leadership. Information pertaining to comments being given is stressed in the newsletter that's sent home bi-weekly.

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)].

Our Title One official meeting will be held right before Open House. During this meeting, parents will learn about Title One, discuss the activities from last year and provide feedback, and briefly discuss the Parent/Teacher/Student Compact, so we can begin developing or making updates to last year's version.

We will conduct various parenting meetings to empower our parents through the utilization of our school's PFEP plan. Parents will be invited to participate and a notice will be sent via the newsletter, school website, flyer sent via Peachjar email notification, phone blast and the use of the school's marquee board. Parent meetings will be an open forum for parents' input, and we will document all meetings through minutes, feedback, sign in sheets, etc...This year, we are planning to balance our nightly activities with our daily activities, all in an effort to increase parental participation.

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 - Most of our families stay within walking distance so no monies will be utilized for transportation
- Childcare - Parents are welcome to bring children and childcare is provided at no cost
- Home Visits - Home Visits are made by the school's Guidance Counselor and Social Worker on a monthly basis.
- We will also have individuals who can translate for those parents that do not speak English.

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)]
We discuss the flexible meetings during the PFEP Development Meeting. From there, we try to balance out activities in the AM, mid-day and PM. We also review feedback from the parents when they complete the beginning and ending of the year evaluation forms to amend as necessary.
What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?
Notes from the Meeting and Evaluation forms.
How flexible meetings will be offered to accommodate parents? Check all that apply.
<input type="checkbox"/> AM Sessions based on documented parent feedback <input type="checkbox"/> PM Sessions based on documented parent feedback <input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening) <input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening) <input checked="" type="checkbox"/> Other <u>Virtual</u>

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)]
<ol style="list-style-type: none"> 1. <u>Step 1</u> - We conduct this meeting prior to Open House 2. <u>Step 2</u> - We will discuss Title I and the School/Parent/Student Compact 3. <u>Step 3</u> - We will allow time for feedback from the previous school year's activities 4. <u>Step 4</u> - A second meeting is provided for those who are unable to attend the first meeting 5. <u>Step 5</u> - All feedback is taken into account to amend as needed

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.

Our targeted audience is every family/stakeholder within our school setting, as we are a CEP school and every student in our building benefits from Title One dollars. By the end of the session, the parents know the following:

- What is Title One and how does it benefit our school?
- How we used our Title One dollars last year?
- What was our school grade and how did Title One dollars affect the increase in our grade?
- A list of our activities and solicited feedback session
- The compact was provided to them and once again, we solicited feedback for updating and improving, so all stakeholders will know how important they are to everyone's success

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) Within the designed PowerPoint, we share our data, which indicates if we are progressing or regressing as a school. We compare this data to the previous year's data.

(2) Our school has a STEM focus and we provide all components in every classroom throughout the building. We also indicate how we utilize some of our Title One dollars to develop our theme.

(3) The Rights of the Parent are covered during this meeting, as we utilize the PowerPoint sent from the district, and we tailor make it for Greenfield by discussing our data, school related activities and discussion/feedback sessions.

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?

- School's Marquee
- Phone Blasts
- Monthly Newsletter sent home

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.

- A meeting will be held in conjunction with our last SAC meeting of the school year.
- A meeting will be held at the end of the school year before our school's Talent Show.
- A meeting will be held at the beginning of the school year within the first three weeks of the school year.

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

<p>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?</p> <ul style="list-style-type: none"> • Collect feedback from the parents concerning the activities from last year • Ask them, as a collective group, what would they like to see this school year (engaged parent and family activities) • Review the feedback, develop activities with our leadership team and implement accordingly. • Always allow the parents an opportunity to provide feedback at the end of each session to ensure we are meeting their needs and making a positive impact in their lives and the lives of our students.
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> <p>All activities that are developed and implemented builds community with our parents and students in a different environment other than the classroom. The activities are interactively engaging, which ensures that all who are present participates. Parents are always allowed opportunities to discuss learning activities, what they would like to see implemented in our school and how they can be a part of our school during all facets of the school day. Volunteering information is provided at the beginning of school and information is placed on our school's website. Parents are also encouraged to attend SAC and meetings with teachers and/or the counselor. We provide an Open Door policy for parents to be a part of our school. We especially FOCUS on the Parent Involvement Center located in our media center, so parents can come and work throughout the day, as well as be provided various resources to EMPOWER them as parents.</p>
<p>(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.</p>
<p>(1) The Parent Resource Room is updated and up and functioning within the first few weeks of the school year. Parents are allowed to use throughout the day.</p> <p>(2) We advertise via the school's marquee, the bi-weekly newsletter and the front office area. We will be placing information on our school's website this year.</p> <p>(3) Teachers are trained concerning its usage during Pre-Planning.</p>

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?

- Math and Reading games to be checked out from the Parent Resource Center
- STEM/Literacy Nights provide resources and free books to be used in the home setting
- Teachers are allowed to attend the ELL trainings (provide resources through various agencies as well as ELL strategies to help support ELL students - home and school settings)
- Parents are provided strategy sheets, websites, and sound instructional strategies to use at home for math, reading and science, when they attend the school wide events Our teachers are provided trainings on DATA, strategy development for varied learners (low learners, ESE, ELL's, etc...)

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
Title I Annual Meeting	Leadership	Parents are informed about Title I and they are afforded opportunities to provide feedback and learn about the various activities that will be implemented this year, which will impact their	August 2020	Sign in sheets, feedback responses, agenda and future developed relationships

		students' achievement		
Title I Annual Meeting (required)	Leadership	PFEP Development. All stakeholders are encouraged to provide feedback concerning activities geared toward increasing student achievement in Math, Reading and Science	April 2021	Sign in sheets, feedback responses, agenda and future developed relationships
Literacy Night	Reading Coach and Classroom Teachers	Provide parents with home strategies, which will impact Reading achievement as evidence by increased iReady reading scores and Lexiles on Achieve 3000	October 2020	Sign in sheets and increased performance on blended learning programs for school and State assessments/FSA
Multicultural Day	Ms. Luck and Classroom Teachers	Parents will learn how to work on reading skills with their ELL children at home increasing their vocabulary skills. Parents will learn how to build relationships with other families to increase parent participation in school events.	November 2020	Sign in sheets, agendas and increased reading proficiency on blended learning platforms and/or FSA
Mad Scientist Day	S.T.E.M. Committee and Classroom Teachers	Science proficiency on PENDA blended learning and Science FCAT	November 2020	Science proficiency on FCAT (investigation s cover various science standards that students have or are learning)
S.T.E.M./FSA Night	S.T.E.M. Committee and Classroom	Math and Science Proficiency on blended learning	January 2021	Math and Science proficiency on

	Teachers	platforms and/or FSA/FCAT		blending learning platforms and/or FSA/FCAT
Donuts with Dads	Admin and Reading Coach	Developing relationships between home and school and reading strategies to implement in home setting	February 2021	Sign in sheets, agenda and increased reading proficiency on the FSA
Muffins with Moms	Admin and Reading Coach	Developing relationships between home and school and reading strategies to implement in home setting	March 2021	Sign in sheets, agenda and increased reading proficiency on the FSA (given reading strategies development sheet to use in the home setting) - focusing on RELATIONSHIPS and READING RIGOR

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?

Teachers will be required to conference with parents regarding the agreement and development of the school-parent compact at which time the signed compact will serve as evidence.

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

Parents will require teachers to review and sign Parent Compact during Teacher-Parent Conference. Teachers will maintain signed compacts in the classroom and provided upon request.

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.

1. Letters will be sent home to parents providing notification that their child was assigned or taught for four or more consecutive weeks by a teacher who is out of field. The letter will be on file with the parent liaison in the parent resource room.
2. Letters will be sent home to parents providing notification that their child was assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified. The letter will be on file with the parent liaison in the parent resource room.

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.
-
1. The assistance of parents and families and in the value of their contributions.
During Pre-Planning, administration receives a session during the Principal Institute on family engagement and building community between school and the home setting. Admin, in turn, turn-keys the information to all faculty and staff as to improve not only relationships but what we provide as a school to increase parent participation in school. This year, we have increased our participation by actively utilizing our Facebook page and sending our school blasts via Parent Link-Messenger.
 2. How to reach out to, communicate with, and with parent and families as equal partners. All faculty and staff receive training during Pre-planning on Family Engagement. This year, many of the teachers are using social media in which to invite parents into the school to learn about their program, as well as participate in school activities. Administration receives a Parent Involvement session during pre-planning also, as well as various meetings throughout the year, the discretion of the Executive Director. We have a new PTA this school year, and they have developed activities with our faith-based partners to garner more parent involvement in the school setting - after school hours.
 3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.
 - Inviting Parents into the School session (Pre-Planning, all faculty and staff)
 - Principals' Meeting - Back to School (Parent Involvement Office) increasing parent participation
 - Englewood Full Service presents during the fall (Sept. - Dec) - Building Connections and providing resources to parents outside the school community (community connections)
 - Monday Kids' Club conducted by Englewood Church (Community Connections for Parents and Students) - utilizing one's faith and staying focused to be successful in school, at home and in the community. This is an ongoing PD piece throughout the year. Building greater stewards

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 checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Does not apply
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Does not apply
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in Kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	Does not apply
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range

Schools may add lines as needed.

Title I, Part A Parent and Family Engagement - Fund 48877

SCHOOL: #3222 GREENFIELD ELEM.

PROJECTED PRELIMINARY ALLOCATION

BUDGETED AMT.

TOTAL BUDGET \$3,400.00 \$3,400.00

Software Licenses for Parent Usage - Quote Required - License term must begin on or after July 01, 2020 and ends on June 30, 2021.

FA/CI	Name, Description, Price	Purpose	Quantity	Total Cost
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
6100/369				
				\$0.00

Materials & Storeroom Items for the Parent Resource Room

FA/CI	Vendor Name (if Applicable)	Materials and Purpose	Total Cost
6100/510		able Tops/Magazine Racks to showcase games and books available for parent	\$450.00
6100/510			
6100/510			
6100/510			
6100/510			
6100/519		(For Printer Toner for PARENTS Only)	
			\$450.00

Equipment for the Parent Resource Room

FA/CI	Vendor Name	Items and Purpose	Total Cost
6100/640			
6100/640			
6100/640			
6100/640			
6100/640			
			\$0.00

Parent and Family Engagement Activity 1 - Complete All Items That Apply for the Event

Activity Name	Donuts with Dad	Activity Date	Sep-20		
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				\$150.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Donuts for Dads (Donuts, Paper Goods, Coffee/Tea Items			\$25.00
6100/390	Light Refreshments - ordered	Donuts for Dads		100	\$150.00
					\$325.00

Title I, Part A Parent and Family Engagement - Fund 48877

Parent and Family Engagement Activity 2 - Complete All Items That Apply for the Event

Activity Name Literacy Night		Activity Date Oct-20			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				\$150.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Scholastic Books for parents and students			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Literacy Night (Paper Goods, Coffee/Tea Items, Chips, Co			
6100/390	Light Refreshments - ordered	Literacy Night Pizza			
					\$925.00

Parent and Family Engagement Activity 3 - Complete All Items That Apply for the Event

Activity Name Multicultural Extravaganza		Activity Date Nov-20			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				\$150.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Multicultural Extravaganza (Paper Goods, Coffee/Tea Items			
6100/390	Light Refreshments - ordered	Multicultural Extravaganza			
					\$275.00

Parent and Family Engagement Activity 4 - Complete All Items That Apply for the Event

Activity Name S.T.E.M. Night		Activity Date Jan-21			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				\$150.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	S.T.E.M. Night (Paper Goods, Coffee/Tea Items, Cookies,			
6100/390	Light Refreshments - ordered	S.T.E.M. Night			
					\$1,150.00

Title I, Part A Parent and Family Engagement - Fund 48877

Parent and Family Engagement Activity 5 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
Muffins With Moms		Mar-21			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				\$150
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Muffins with Mom (Muffins, Paper Goods, Coffee/Tea It			
6100/390	Light Refreshments - ordered	Muffins with Mom			
					\$25.00
					\$100.00
					\$275.00

Parent and Family Engagement Activity 6 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Muffins with Moms (Muffins, Paper Goods, Coffee/Tea It			
6100/390	Light Refreshments - ordered	Muffins with Moms			
					\$0.00

Parent and Family Engagement Activity 7 - Complete All items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

Title I, Part A Parent and Family Engagement - Fund 48877

Parent and Family Engagement Activity 8 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

Parent and Family Engagement Activity 9 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

Parent and Family Engagement Activity 10 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	include up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	include up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace with a description of items here			
6100/390	Light Refreshments - ordered	Replace with a description of items here			
					\$0.00

Title I, Part A Parent and Family Engagement - Fund 48877

Parent and Family Engagement Activity 11 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace this text with up to 6 items that will be purchased			
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00

Parent and Family Engagement Activity 12 - Complete All Items That Apply for the Event

Activity Name	Activity Date				
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @17.35%				-
6100/370	Postage of Parent Mailouts				
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510; 6100/519	Materials purchase for parents workshop from vendor				
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Replace this text with a description of items here			
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$0.00
FOOD BUDGET TOTAL					\$800.00
FOOD BUDGET LESS THAN OR EQUAL TO \$800					YES
TOTAL BUDGET					\$3,400.00
AMOUNT OUT OF BALANCE (MUST BE \$0 and FOOD BUDGET MUST SAY "YES")					\$0.00