

Dear School Principal/ Designee: **Principal James**

The Federal Programs Department has **APPROVED** George W. Carver'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 **7/08/20** 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): George W Carver; Principal James	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: 7/8/2020
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: 09/08/2020

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: Monica Adams Phone: (904) 390-2913 Email: allent@duvalschools.org
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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 Authorized Signature	09/04/2020	Date Signed
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2020-21

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

School Name: George W. Carver

School #: 3158

Principal Name: LaTatia Ray

School Website: www.duvalschools.org/gwc



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

<input 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 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 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 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 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 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 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 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 type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

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

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3400	\$2187.73	\$1212.87
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		
Funds were not totally expended due to the COVID-19 school closures.		

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)
2	2	Teachers will be fully trained in how to encourage parents to use the Parent Resource Area as well as how to best utilize the resources at home with their child(ren).
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)	125	Participation in parent events increased from the prior year.

Developmental Meeting (End of Year)	10	
Goal Setting: Building Strong Foundations	125	
Fall Family Literacy Festival	60	Student lexile levels began to show an increase as students began to use the blended learning platforms outside of the school day. Mid-Year data showed reduction in students performing 2 years below grade level.
Breakfast and Books	15	Participating parents purchased books from the Bookfair during the presentation and asked questions regarding strategies they could use at home to support students.
Family Math Carnival	45	Midyear math data increased as evidenced by i-Ready
FSA Parent Night	3	Not data due to COVID-19 school closure

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

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

Parents participating in the developmental meeting expressed a desire to continue to engage in family activities that teach them what their students are doing in school; however, they believed it should continue to be in a fun way.

Barriers

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

1. Barrier 1 Flexible Meeting Times for Parent Availability
2. Barrier 2 Timely Notification of Events
3. Barrier 3 Transportation
4. Barrier 4
5. Barrier 5

(1) Prioritize the **TOP THREE** the barriers (it may be possible to combine some)

(2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Flexible scheduling will be implemented when planning events and activities.	Parents may choose to attend a.m. or p.m. meetings and events and/or virtually when appropriate
2)	The school will provide notification of meetings and events to parents using a variety of methods.	Dates and times of events will be included in a monthly calendar provided to parents the first Tuesday in each month; school admin will provide weekly updates regarding school-based activities and events via Class Dojo. Flyers will be sent home with students no less than 1 week prior to the event, messages will be sent out on DCPS Blackboard Messengers no less than 2 weeks prior to the event as well as the day before the event is held, and meetings and events will be posted on the school's marquee.
3)	Parents may lack transportation for school-based events	The school will provide transportation for the parents who live in Vista Landing (Cleveland Arms) to the Annual Title I and Goal Setting Meeting. The meeting will also be offered virtually for parents who cannot attend.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goals for the current school year are as follows:

1. Increase parental participation in school-based events and activities;
2. Increase parent knowledge of educational practices and resources to support student acquisition of subject area content outside of the regular school day.
3. Increase parent engagement in student learning, student grades and achievement levels.

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?

Flexible times and meeting dates will be implemented to meet the needs of parents. Flyers will be sent home in the languages of our families. In the event that parents are unable to attend events, they will still be able to receive the information, upon request.

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?

George Washington Carver Elementary will share information related to school and parent and family programs, meetings, school reports and other activities through the following avenues:

- School Accountability Reports will be uploaded to the schools' website;
- Meeting and Event Dates will be updated on the school's marquee at the beginning of each month;
- Monthly newsletters will be sent home in the languages of our families;
- School leaders will employ the use of DCPS Blackboard Messenger to send parent messages in multiple languages (as applicable);
- Weekly Reminders will be entered into Class Dojo by school admin; and
- flyers will be sent home with students informing of school-based events.

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

The primary language spoken by students, parents and families at George Washington Carver Elementary is English.

COMMUNICATION

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

- (1) The faculty and staff of George Washington Carver will employ several methods of delivery for communicating information to parents. The school marquee on the main street side of the building will be updated at the beginning of each month. Students will receive flyers no less than one week before an event is to take place. Events/activities will be publicized in the monthly newsletter which goes home with students the first Tuesday of each month; DCPS School Messenger will provide reminder messages each day of the week of the event.
- (2) Parents who speak different languages will receive flyers created in their native language no less than one week before an event is scheduled to take place. Events and activities will be publicized in the monthly newsletter in the language of the parent, and messages will be posted on Class Dojo in the language of the parent.
- (3) Tools and resources used for communication include web-based technology, the marquee, phone messages and flyers.

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) During the annual Open House event, teachers will explain the current curriculum to parents and families. During this time, parent and families will have an opportunity to review student workbooks and other resources that may be used for learning. Parents will have additional opportunities to learn about the curriculum during parent and family events and activities and parent-teacher conferences.
Additionally, grade level teams will inform parents of the academic standards to be taught in reading, writing, math and science throughout the month in the school-wide monthly newsletter.
- (2) Parents will learn about forms of assessment used to measure student progress during Open House, parent-teacher conferences and parent and family events designed specifically to discuss state assessments.
- (3) Parents will be provided information regarding achievement levels students are expected to obtain during parent-teacher conferences, and FSA Parent Events
- (4) All information will be provided to parents in their native language as needed.

(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 Parents are invited to participate in the decision-making process during the Title I PFEP developmental meeting, the monthly School Advisory Committee Meetings and the School Improvement Planning Meeting.
- 2 George Washington Carver Elementary informs parents of opportunities to participate in decision making through newsletters, DCPS School Messenger and parent surveys.

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]

For immediate concerns, parents may elect to speak directly with school-based administration. A statement can be placed in the compliments/suggestion box located in the main office. Parents may also elect to contact the Title I Parent and Family Engagement Office to share their concerns.

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

(1) The Title I, Part A Parent and Family Engagement Plan will be uploaded to the school's website; the plan will also be available in the Parent Resource Area as well as in the front office at the Parent Kiosk.

(2) This information will be communicated to parents in the monthly newsletter and in written communication during parent events and activities and during the Annual Title I Meeting in the native language of parents as needed.

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)].

At the end of the school year, parents will be provided their input on the programs implemented within the school via surveys. In the beginning of the school year, parents will be encouraged to sign up for the Parent Teacher Association and/or attend School Advisory Council Meetings. Through these avenues, parents will be able to work as a group for the benefit of the school community. This committee will meet jointly to discuss the goals of the school community and the best way to achieve the established goals.

Parents will have the opportunity to provide input in the development of the school PFEP, including making recommendations for parent activities including how PFEP funds will be allocated. Parents will also provide input on the expectations of the school, the parents and the student in the school compact. The Parent and Family Engagement Plan will be uploaded to the schools' website and placed in the Parent Resource Room and Family Engagement Area upon district approval.

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 - Transportation will be provided to events which are held at a site other than that of the school;
- Childcare - Children are welcomed to attend all events held at the school
- Home Visits - Home Visits- The school-based administrative team will work with the district assigned Social Worker and Truancy Officer to conduct home visits of students with the highest number of Early Warning Indicators
- Additional Services to remove barriers to encourage event attendance -

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)]

Parents receive a general survey requesting their input on a variety of topics ranging from scheduling of events to types of events they would like to participate in.

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

Parents were invited to complete a survey which enabled the opportunity to provide information regarding their individual needs in regards to attending parent and family engagement activities.

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

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

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)]

Step 1 Determine a date to host the Annual Meeting

Step 2 Principal will develop the PowerPoint Presentation including necessary school-based information

Step 3 Parent Communication will be distributed via School Marquee, School Website, ClassDojo, Monthly Newsletter, School Messenger and Flyers

Step 4 Parent Sign-In Sheets will be created

Step 5 Parent Evaluation Sheets will be prepared

Step 6 Reminders will be sent home and communicated via technology

Step 7 Meeting location will be set up to accommodate participants (virtually or school-based)

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.

Parents will be informed of how the Title I, Part A program supports school-based initiatives to increase student academic performance and achievement levels. Parents will also be informed of the resources and support available to them through the program.

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) Parents will view a PowerPoint presentation outlining the status of the school in regards to overall student academic performance, and the performance of each subgroup in the school.

(2) Parents will then be informed of school choice programs and options they may have under the current grade designation;

(3) Finally, parents will receive information regarding their rights as a parent of a student that attends a Title I, Part A school.

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?

The school will communicate information regarding dates and times of events on the school's marquee. Information will also be sent home with students in their primary language and included in the school's monthly newsletter.

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.

Step 1: School-Admin will determine a date and time to host the meeting either school-based or virtually;

Step 2: Notification of the meeting will be distributed/communicated through newsletters, Class Dojo, School Marquee, and Blackboard Parent Messenger;

Step 3: PowerPoint will be created including important information to be shared with parents which will require their evaluation of activities implemented during the year as well as activities they would like to see included in the upcoming school year.

Step 4: Parent meeting will be implemented. At the end of the meeting parents will complete the survey. School-based participants will complete a pencil/paper survey. Virtual participants will complete an electronic survey.

BUILDING CAPACITY

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

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

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

George Washington Carver Elementary endeavors to implement no less than 4 activities (each with a specific focus). The activities will be designed to meet the needs of students based on the most current academic data, observations and parent input.

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

George Washington Carver endeavors to build strong relationships and partnerships with school community members through the implementation of impeccable customer service, frequent, timely and sincere parent-teacher communication, professionalism and courtesy. Furthermore, George Washington Carver will continue to provide opportunities for local businesses to support the school community through, mentoring, volunteering and financial and in-kind donations.

These relationships and partnerships will enhance parent reluctance to participate in supporting the school and the student in achieving outline goals.

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

(1) The Title I Parent Resource Area will be available for parents to check out resources.

(2) George Washington Carver will introduce the Title I Parent and Family Engagement Resource Area during the Annual Title I Parent Meeting. Parents will be reminded of the resources provided in the area during PFEP events and activities, parent-teacher conferences and MRT Meetings held with parents.

(3) The school-based Title I Designee will train non-instructional support staff on how to use the Parent Resource Area.

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?

A school-based staff member will provide an orientation to all parents wishing to utilize the Parent Resource Room. This staff member will also direct parents to the best resources to use based on the needs of the student.

During Parent and Family Engagement Activities and parent-teacher conferences, parents will be trained in how to utilize resources purchased with Title I Part A funds. Resources such as parent pamphlets purchased from Channing Bete and the Read and Rise Reading Together Parent and Child trade book pack from Scholastics will be provided to parents during parent activities as take-home resources which parents can use to support learning at home..

PARENT AND FAMILY ENGAGEMENT EVENTS

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

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Annual Title I Parent Meeting (required)	Principal	Parents Will learn: 1. The school grade designation and how Title I funds will support the school 2. Their rights as	August 2020	Sign-in; Feedback Form Pictures from Event

		parents of students attending George Washington Carver 3. Ways that they can support their student in mastering grade level concepts		
Title I Developmental Meeting (required)		1. Parents learned their right to participate in the development of the PFEP plan for the school	May 2020	Sign In Parent Surveys
Goal Setting for Academic Success	Principal K-5 Teachers, Student Support Staff, Instructional Coaches	Parents will learn: 1. Expectations for mastery of grade level standards 2. Importance of their involvement in the student(s) education	August 2020	Sign-in; Feedback Form Pictures from event Parent Survey
Books and Breakfast	Principal Assistant Principal Reading Coach	Parents will learn: Strategies for supporting the development of reading skills	September 2020	Sign-in; Feedback Form Pictures
Fall Literacy Festival	Reading Coach K-5 Teachers Student Support Staff	Parents will learn: 1. simple activities to build reading fluency 2. how to incorporate vocabulary comprehension into everyday conversations 3. how to support the development of reading and comprehending grade level text	October 2020	Sign-in; Feedback Form Pictures from Event
Family Math Night	Math Coach K-5 Teachers Student Support Staff	Parents will learn: 1. simple activities to build math fluency 2. how to incorporate math skills into every day activities 3. how to support	November 2020	Sign-in; Feedback Form Pictures from Event

		the development of grade level math concepts		
Parent Night-Escape Room	Grades 3-5 Teachers	Parents will learn: 1. what the FSA Assesses (3-5) 2. what their students should know and be able to do to perform successfully	January 2021	Sign-in; Feedback Forms; Pictures from Event
Open House	Principal	Parents will learn: 1. about assessments and curriculum for the 20-21 school year 2. parenting skills for homework using the pamphlets available for parents.		
Mid-Year Stakeholders Meeting	Principal	Parents will learn: 1. The current assessment data for the school 2. About the curriculum that is being used and how it is being used		

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?

The school will provide evidences from the parent meeting- agenda, sign-in sheet and minutes in which the school-parent compact was discussed and revised.

Signed copies of the compact will be uploaded to Digital Compliance as evidence of teachers holding a meeting with the parent, describing the compact.

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

Teachers will be required to hold parent conferences with students performing below grade level expectations within the first semester of the school year in which the Parent Compact will be reviewed.

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.

The school will submit a copy of the Principal's Attestation which informs parents if their child was taught by a teacher who was not properly licensed for four or more weeks. Additionally, the school will provide a list of teachers who are inexperienced. Currently, there are no ineffective teachers employed at George W Carver.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

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

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

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Building Relationships PD	Principal	Improved relationships between teachers and students and families	August 2020	Sign-in sheet
Book Study- The Will to Lead the Skill to Teach- Transforming Schools at Every Level	Principal	Improved deliver of instruction to students of all levels	August 2020- May 2021	Sign In Sheets Monthly Reflection
Tips for Effective Parent Teacher Conferences	School Counselor	Improved relationships with families	September 2020	Completed Parent Conference/ Parent Compact Forms

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	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	<p>The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.</p> <p>All students and families participating in the Pre-K program are included in all parent and family engagement activities offered at the school.</p>
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. 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. Title I also seeks to furnish families with strategies for a safe environment.
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	<p>This fund supports districts and school leaders in providing professional development for school leaders. The professional development is designed to encourage the acquisition of best practices and resources to enhance instructional practices.</p> <p>This fund supports districts and schools in providing support to families of students experiencing homelessness.</p>
<input 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.	This fund supports districts and school leaders in providing professional development to educators and school leaders. The professional development is designed to enhance development of pedagogy, acquisition of best practices and resources to enhance instructional delivery and student achievement.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	This fund supports districts and schools in providing support to English Speakers of Other Languages.

Schools may add lines as needed.

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

SCHOOL: 3158 GEORGE W. CARVER 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			
6100/510			
6100/510			
6100/510			
6100/510			
6100/519		(For Printer Toner for PARENTS Only)	
\$0.00			

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	Annual Title I Parent Meeting	Activity Date	1-Aug-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				\$110
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	Copy Paper- Printing Parent' Right to Know and other documens to present information regarding Title I			\$35
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	Ice Cream and Fixings for Parent Ice Cream Social			\$200
6100/390	Light Refreshments - ordered	Replace this text with a description of items here			
					\$345.00

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	Open House	Activity Date	Open House		
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	Copy Paper for Printing Classroom Information for Parents			\$35
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Purchasing parent pamphlets from Channingbete-			\$900
6100/510	Printing for parents - District printshop	George Washington Carver Parent-Student Handbook			\$150
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			
					\$1,085.00

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

Activity Name	Fall Literacy Festival	Activity Date	1-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				
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	Channing Bete- 14 Ways to Encourage Reading at Home			\$250
6100/510; 6100/519	Materials purchase for parents workshop from vendor	Replace with description of items that will be printed			
6100/510	Printing for parents - District printshop	Refreshments and Paper Goods for the Literacy Festival			\$200
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			
					\$450.00

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

Activity Name	Family Math Night	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				
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	Channing Bete Pamphlet--9 Ways to Help Your Child Succeed in Math			\$250
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf	Purchase of Drinks and Paper Goods			\$100
6100/390	Light Refreshments - ordered	Purchase of Pizza			\$100
					\$450.00

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	Goal Setting for Academic Success	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					
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	Printing of the Home-School Parent Compact and Parent				\$170
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				
						\$170.00

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

Activity Name	Books and Breakfast	Activity Date	Feb-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					
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 Read and Rise Reading Together Take-Home Pack				\$600.00
6100/510	Printing for parents - District printshop	Replace with description of items that will be printed				
6100/510	Light Refreshments - off shelf	Pastries, Juices and Paper Goods for Parents				\$200
6100/390	Light Refreshments - ordered	Replace this text with a description of items here				
						\$800.00

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

Activity Name	Mid-Year Stakeholder Meeting	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					\$100
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				
						\$100.00

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					\$600.00
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

Entry Document

Document 2021 / 387361 - Preposted FM Area 0016
 Process Transfer Total Sender 3,400.00 USD
 Value Type Budget Budget Category Payment 3,400.00
 Version 0 Fiscal Year 2021
 Document Type B1 Document Date 08/14/2020
 Document Text BT to align to approved PFEP budget

Created by BISHOPR Changed by
 Created on 08/14/2020 Changed on 00/00/0000
 Created at 15:52:39 Changed at 00:00:00

Line	-/+	Grant	Fund	Funds ctr	Cmnt item	F.Ar	Type	Amount	LC	DK	Text	Add. Line
000001	-	DCPS	48877	3158	390	6100	DCPS	3,400.00	USD	0	BT to align to the approved PFEP	
000002	+	DCPS	48877	3158	510	6100	DCPS	70.00	USD	0	Storeroom Orders	
000003	+	DCPS	48877	3158	510	6100	DCPS	2,000.00	USD	0	Vendor orders	
000004	+	DCPS	48877	3158	510	6100	DCPS	500.00	USD	0	Food-off the shelf	
000005	+	DCPS	48877	3158	390	6100	DCPS	100.00	USD	0	Food-catered	
000006	+	DCPS	48877	3158	510	6100	DCPS	520.00	USD	0	District Printing	
000007	+	DCPS	48877	3158	370	6100	DCPS	210.00	USD	0	Postage	