

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



School Name: Venetia Elementary

School #: 68

Principal Name: Mrs. Monique L. Chatman



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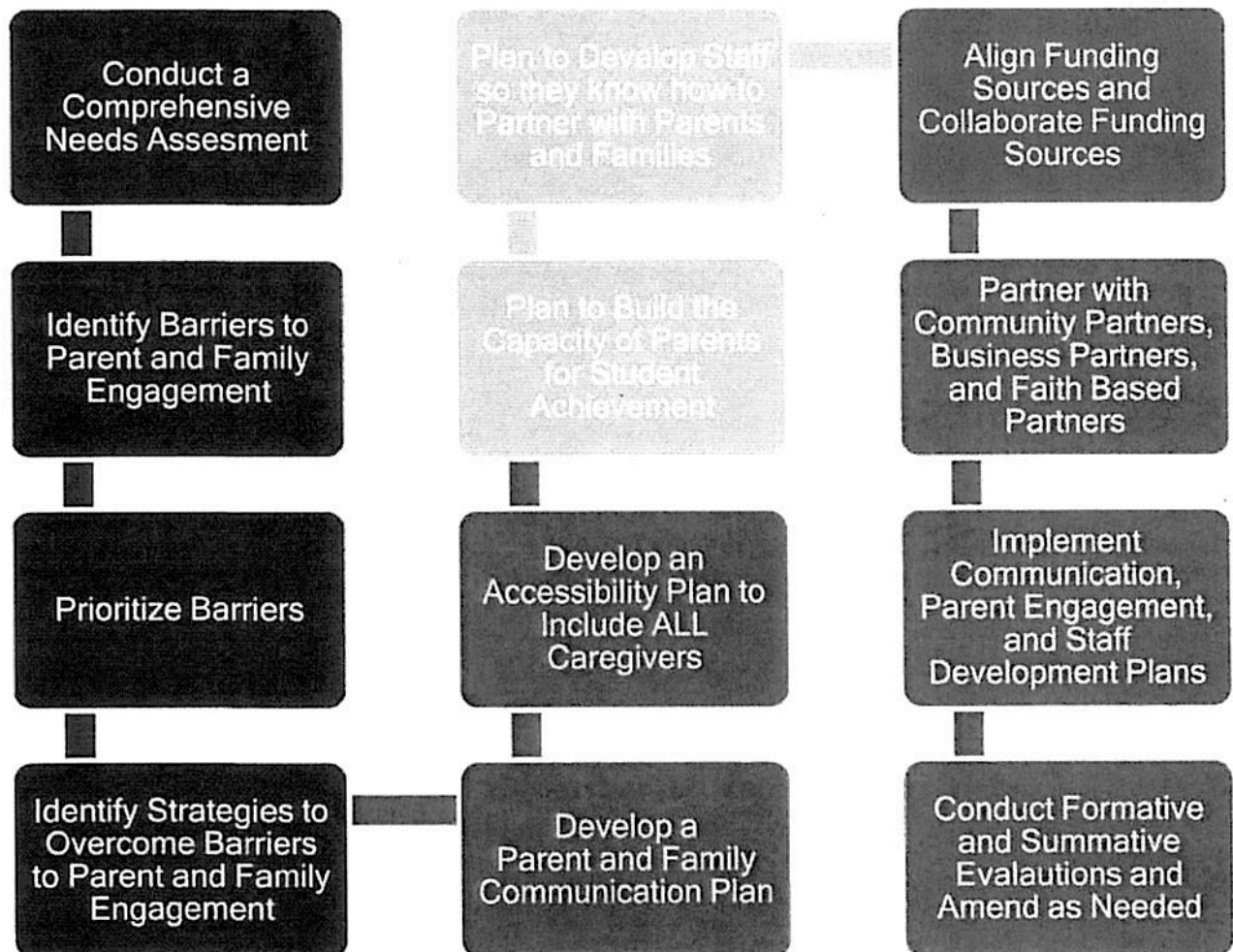
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OVERVIEW

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, Monique L. Chatman, 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.

Monique L. Chatman
Signature of Principal/School Administrator

7/6/2020
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
\$0	\$0	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Venetia did not participate in the Title 1 program during the 19-20 school year.		

Programmatic Overview from the Previous Fiscal Year

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
1	1	Assistant principal will set up a welcome table at school events to promote the parent resource room. Teachers will promote the resource room during parent-teacher conferences. Parents will be reminded of the resource room via signs in the front office.
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)	0	Venetia was not in the Title 1 program during the 19-20 school year.
Developmental Meeting (End of Year)	0	Venetia was not in the Title 1 program during the 19-20 school year.

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.

Even though Venetia wasn't part of the Title 1 program, parents were surveyed in anticipation of reinstatement. Parent survey results indicated that they wanted to make sure they were given timely notice for events and kept up-to-date on activities.

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- Lack of parent involvement at events due to parent work schedules and high military population
2. Barrier 2-Limited communication with families about events
3. Barrier 3-Hispanic families have a language barrier and may miss events due to not knowing about activities

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

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work Schedule	School will continue to use communication with MFLC (Military Family Life Counselor) to support military families.
2)	Communication	Increase use of flyers, school messenger calls, Twitter, Facebook
3)	Language	Communicate with Hispanic families via bilingual staff and dual language flyers/ads

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?

Increase parent engagement through increased effectiveness with scheduling activities at a variety of timeframes throughout the school year, communicating activities via several platforms, keeping our military families informed through the Military Family Life Counselor, and contacting parents via their home language as needed.

COMMUNICATION AND ACCESSIBILITY



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

Accessibility

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

The school will notify all parents of their opportunities to participate in school activities in a timely manner. Communication will be dual language as needed. Flexible scheduling times will be considered as well. Bilingual staff will assist in contacting Hispanic families. Military Family Life Counselor will communicate activity times/dates with military families.

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?

The school will notify all parents in multiple languages via flyers, Twitter, Facebook, school website, school marquee, email, and Military Family Life Counselor.

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

English; Spanish

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) Flyers, robocalls, school website, Twitter, Facebook, school marquee, and email will be used to communicate in a timely manner.
- (2) Communication will be bilingual in both English and Spanish
- (3) Resources include flyers, robocalls, school website, Twitter, Facebook, school marquee, and email.

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) Examples of the curriculum and student work will be shown at parent events and parent-teacher conferences
- (2) Student assessments used by the school will be explained at the meetings
- (3) Progress reports and reports will be used to notify parents of student progress and levels
- (4) Bilingual school staff will reach out to parents 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 will have the opportunity to participate in decision making during the Developmental Meeting and at monthly SAC meetings.
- (2) Parents will be notified via robocalls, flyers, school website, Twitter, Facebook, school marquee, and email.

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 upload parent comments to the 'Good Compliance' site for the Title 1 office to review.
We will contact the program specialist with any 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) Copies will be available in the parent resource room.
- (2) Bilingual copies will be provided 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)].

Parents will be invited to Title I events in a timely manner throughout the school year in order for them to be involved in the decision making of how funds are used. Parents will also complete the end of meeting surveys and share how improvement can be made.

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)]

Meeting times will vary to assist with parents' work schedules.

Bilingual staff will assist Hispanic families with knowing about events in a timely manner.

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>Parents were surveyed during the spring of 2020 in anticipation of holding Title 1 activities during the 20-21 school year.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>Parent surveys were completed in preparation for the 2020-2021 school year.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input checked="" type="checkbox"/> Other <u>Virtual Programs</u></p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> 1. <u>Step 1:</u> Produce flyers to inform parents of the meeting 2. <u>Step 2:</u> Provide Spanish version of flyers 3. <u>Step 3:</u> School messenger robocalls 4. <u>Step 4:</u> Post meeting notice on social media & school marquee 5. <u>Step 5:</u> Have bilingual staff members present to assist
<p>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.</p> <p>Title 1 PowerPoint will be used to inform parents of the school's current data and goals. Parents will be given an opportunity to ask questions and give input.</p>

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) Current state assessment data will be shared showing comparisons to the previous school year. Overall proficiency in reading and math along with learning gains will be shared.
- (2) We will share information about our School of the Medical Arts Magnet as well as share school choice programs offered by the district.
- (3) Parents will be informed of their rights to receive notification of teacher qualifications if students are taught more than four weeks with a teacher that is not highly qualified.

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?

Flyers will be posted around campus and sent home with students. The school marquee will be updated with the monthly activities each month.

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.

First, the school will send out invitations/flyers to all parents. Parents will also be notified via robocalls, Twitter, Facebook, and the school marquee. Next, parent feedback surveys will be reviewed from the school year to better understand how the school can meet parents' needs. Finally, parents will be given time for feedback at the end of year meeting to discuss needs/concerns.

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?
Faculty and staff will promote family engagement activities with parents and students. Staff members will reach out to parents before events and assistant principal will provide a welcome table to parents at each Title 1 event. Parents will provide feedback via surveys at each event on how the school can better serve them.
How will the school implement activities that will build relationship with the community to improve student achievement?
Venetia will build relationships with our community-based partners in efforts to build relationships with our parents and students. This will allow our students to attend local field trips and learn about the local community.
(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) Resource Room is in the media center and is easily accessible to parents. The school office staff is available to assist parents with resources. (2) Reminders to front office visitors, on the school website, on the school marquee and the school's social media accounts (3) All office staff are required to familiarize themselves with the parent resource room at the beginning of each school year. Resource Room training will be provided to all staff at the start of the school year.

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?

Resources are primarily provided to parents through our Parent Resource Room. We share information about the resource room during all Title I events. They are trained on how to check out resources and return when done using the resources.

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 (required)	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn about how the Title 1 program benefits Venetia Elementary and the students.	September 2020	Sign-in, Evaluation/ Feedback
Title I Developmental Meeting (required)	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will assist in creating the Title 1 PFEP budget for the 2021-2022 school year	May 2021	Sign-in, Evaluation/ Feedback
Title 1: Donuts with Dudes	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn how to help their students at home and how to support student achievement throughout the school year.	October 2020	Sign-in, Evaluation/ Feedback
Title 1: Lunch and Learn (Reading)	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn how reading affects student achievement across the curriculum.	December 2020	Sign-in, Evaluation/ Feedback

Title 1: Academic & Science Night	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn about the school academic and science curriculum and how it is used to measure student achievement.	January 2021	<i>Sign-in; Evaluation/ Feedback</i>
Title 1: Lunch and Learn (Math)	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn about math expectations for our students and helpful strategies that can be used at home.	February 2021	<i>Sign-in; Evaluation/ Feedback</i>
Title 1: Donuts with Darlings	Monique L. Chatman, Principal; John K. Booth Assistant Principal	Parents will learn about expectations for the spring term and 'testing season' for the school.	March 2021	<i>Sign-in; Evaluation/ Feedback</i>

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?

Parent compacts were placed in the faculty handbook at the beginning of the school year. They are reviewed with faculty members during pre-planning. Parents and teachers will discuss the compact during parent-teacher conferences throughout the school year.

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

Conferences will include: sign-in log; agenda with compact listed; parent signature on compacts

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.

A four-week letter from the school is generated and sent home to parents of the affected students. An out of field letter is also sent to parents of students who fall into this category.

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. We will conduct teacher training that addresses strategies to better engage parents. Also, we will discuss the Title 1 resources available to parents including the parent resource room.
2. We will train teachers on how to reach out and communicate with parents and families during our school's pre-planning session before the school year begins.
3. We will educate staff on how to build positive relationships with parents. We will work with our staff members on encouraging parents to attend events including monthly SAC and PTA meetings.

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	IDEA ensures that all students with disabilities are entitled to a free appropriate public education to meet their needs. The school will educate families on how to work with those students and give them strategies for success.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Teacher and parent feedback are used to determine a subgroup of students who would benefit from supplemental instruction in reading and math.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.

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

SCHOOL: 3068 VENETIA ELEMENTARY					
PROJECTED PRELIMINARY ALLOCATION				BUDGETED AMT.	
TOTAL BUDGET				\$3,200.00	
TOTAL BUDGET				\$3,200.00	
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	Lakeshore Learning	Social Skills Books, Math, ELA activities for parents and children	\$500.00		
6100/510	Barnes and Noble	Social Skills Books, Math, ELA activities for parents and children	\$400.00		
6100/510	DCPS Storeroom Orders	Copy Paper (2) cases	\$53.00		
6100/510	DCPS Storeroom Orders	File Folders, Clip Boards, Drawing Paper, Colored Pencils, Pencils, Pens	\$125.00		
6100/510					
6100/519	Emtec/storeroom - Laminating film	(For Printer Toner for PARENTS Only)	\$198.00		
				\$1,276.00	
Equipment for the Parent Resource Room					
FA/CI	Vendor Name	Items and Purpose	Total Cost		
6100/640	Emtec	Mutifunction Printer-Parent Resource Center	\$369.00		
6100/640					
6100/640					
6100/640					
6100/640					
				\$369.00	
Parent and Family Engagement Activity 1 - Complete All Items That Apply for the Event					
Activity Name		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				
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	Office Depot- Flyers- Donuts with Dudes		460	80.00
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	Winn Dixie (OI, napkins, plates)		300	45.00
6100/390	Light Refreshments - ordered	Donuts with Dudes (October 2020) Krispy Kreme		300	125.00
					\$250.00