

Dear School Principal/ Designee: Mr. Graham

The Federal Programs Department has **APPROVED** Long Branch's Parent & Family Engagement Plan submission for Title I funding for the 2020-2021 Fiscal School Year (FSY). Our approval was based on the review of the 2020-2021 Title I, Part A School Level Participation Plan submitted by your school on **6/30/20** 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): Windy Hill; Dr. W. Graham	FDOE SCHOOL CONTACT INFORMATION LEA – Duval County Public Schools																		
PROJECT/PROGRAM TITLE: Title I, Part A – Improving the Academic Achievement of the Disadvantaged	DATE PLAN WAS RECEIVED IN GOOD ORDER: 6/30/2020																		
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: 08/14/2020																		
TIMELINES, TERMS, AND SPECIAL CONDITIONS <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"> <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. </td> <td></td> </tr> <tr> <td> <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. </td> <td></td> </tr> <tr> <td> <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: </td> <td style="text-align: center;">January 31, 2021</td> </tr> <tr> <td> <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: </td> <td style="text-align: center;">July 31, 2020</td> </tr> <tr> <td> <ul style="list-style-type: none"> Evaluative data sources must be archived for: </td> <td style="text-align: center;">5 Years</td> </tr> <tr> <td> <ul style="list-style-type: none"> Payment Information (anything purchased for Parent and Family Engagement Plan activities) should be submitted: </td> <td style="text-align: center;">Within 10 calendar days of completion of the Activity</td> </tr> <tr> <td> <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: </td> <td style="text-align: center;">Immediately</td> </tr> <tr> <td> <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. </td> <td style="text-align: center;">Immediately</td> </tr> <tr> <td> <ul style="list-style-type: none"> Correspondence pertaining to the project should be emailed to: </td> <td style="text-align: center;"> Title1@duvalschools.org; Title1Charter@duvalschools.org </td> </tr> </table>		<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
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DUVAL COUNTY PUBLIC SCHOOLS FEDERAL PROGRAMS Programmatic Specialist: Kisya 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: adamsm4@duvalschools.org																		
Next Steps – To complete purchases, ensure these steps are taken for the activities included in the approved plan within 5 business days.																			
<div style="margin-left: 20px;"> <input type="checkbox"/> Vendor Presentations: Contract, W-9, and Vendor Application a minimum of eight weeks prior to the date of the activity. <input type="checkbox"/> Materials and Storeroom Items for the Parent Resource Room: storeroom order or quote needed <input type="checkbox"/> Equipment for the Parent Resource Room (includes technology): quote needed <input type="checkbox"/> Software Licenses for Parent Use: quote needed <input type="checkbox"/> Other (includes childcare, translators, transportation): </div>																			
Comments: Please submit quotes for: Office Depot, Reach, Sta Lee Bus Services and the storeroom																			
Notification Sent by: Camille Hillsamer <div style="text-align: center;">Authorized Signature</div>	07/30/2020 Date Signed																		

Entry Document

Document 2021 / 386544 - 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 08/04/2020
 Document Text BT to align to approved PFEP budget

Created by BISHOPR
 Created on 08/04/2020
 Created at 15:23:32

Changed by
 Changed on 00/00/0000
 Changed at 00:00:00

Line	-/+	Grant	Fund	Funds	Funds ctr	Cmnt item	F.Ar	Type	Amount	Amount	LC	DK	Text	Add.Line
000001	-	DCPS	48877	3106		390	6100	DCPS	3,400.00	3,400.00	USD	0	BT to align with approved PFEP budget	
000002	+	DCPS	48877	3106		370	6100	DCPS	400.00	400.00	USD	0	Postage	
000003	+	DCPS	48877	3106		510	6100	DCPS	500.00	500.00	USD	0	District Printing	
000004	+	DCPS	48877	3106		510	6100	DCPS	747.76	747.76	USD	0	Purchases from a vendor/storeroom	
000005	+	DCPS	48877	3106		640	6100	DCPS	1,000.00	1,000.00	USD	0	Equipment	
000006	+	DCPS	48877	3106		510	6100	DCPS	299.32	299.32	USD	0	off the shelf-food	
000007	+	DCPS	48877	3106		390	6100	DCPS	300.00	300.00	USD	0	catered food	
000008	+	DCPS	48877	3106		310	5900	DCPS	128.40	128.40	USD	0	PCF needed for chldcre - salary	
000009	+	DCPS	48877	3106		310	5900	DCPS	24.52	24.52	USD	0	PCF needed for chldcre - benefits	

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



School Name: Long Branch Elem.

School #: 106

Principal Name: Dr. W Graham

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



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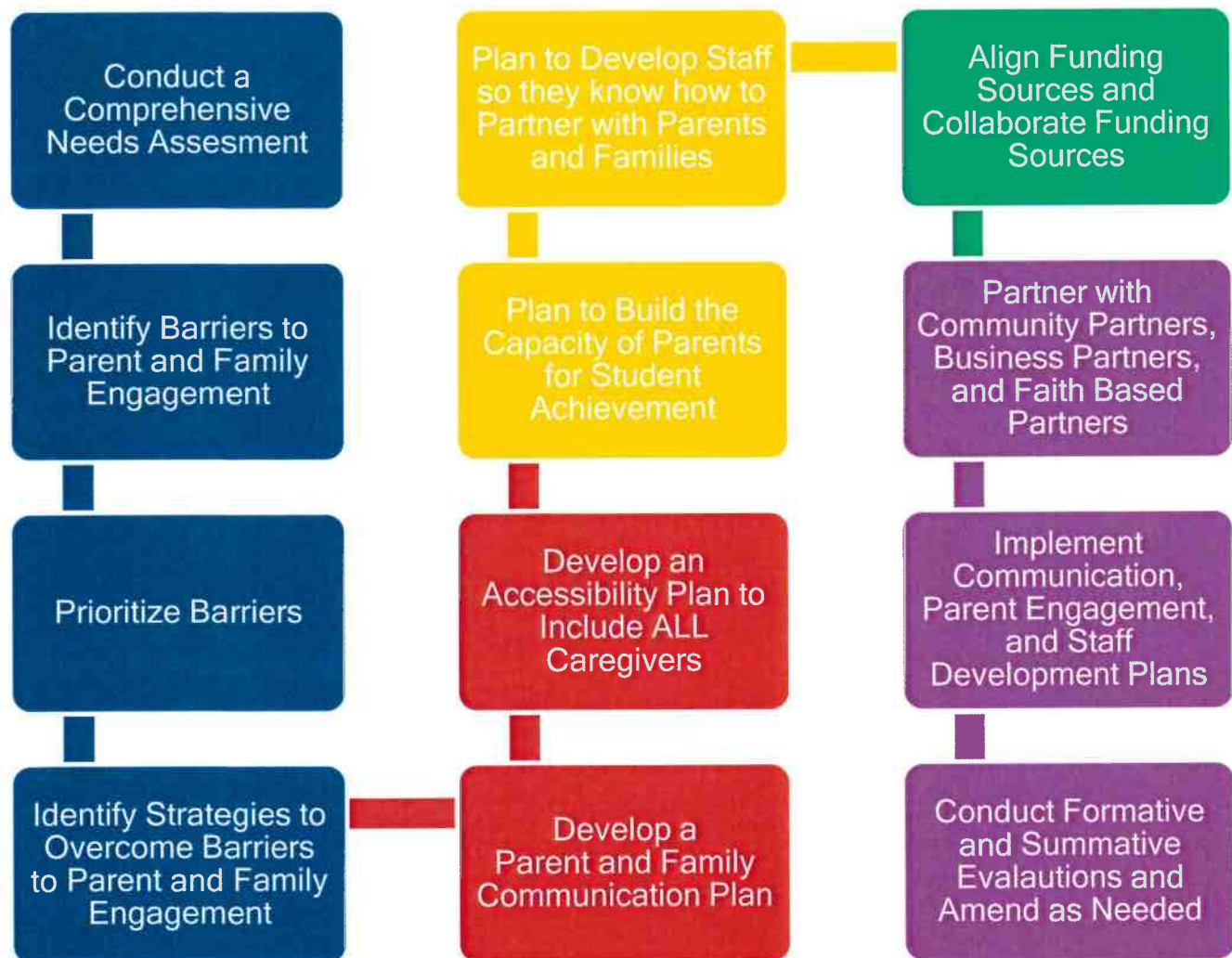
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OVERVIEW

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, [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 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.

Dr. W. F. Graham/ Principal
Signature of Principal/School Administrator

07/01/2020
Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$ 3,700	\$3054.18	\$645.82
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		
As a result of COVID 19, we were unable to host the remaining events as detailed in the 2019-2020 PEFP. During the 2020-2021 school year, we will purchase new and engaging materials for the Parent Resource Room that can benefit families both in school and at home. We will continue to gain feedback from parents at meetings and activities to ensure needs are constantly being met.		

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)
4	2	The parent liaison will increase the exposure and familiarity of the Parent Resource Room to all parents, faculty, and staff.

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 (Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	9	Based on the information we received from evaluation forms and individualized feedback we were able to make changes as needed to the times and types of events scheduled.
Developmental Meeting (End of Year)	10	Based on the information we received from evaluation forms and individualized feedback we were able to make changes as needed to the times and types of events scheduled.
Muffins for Moms	7	Based on the information we received from evaluation forms and individualized feedback we were able to make changes as needed to the times and types of events scheduled.
Doughnuts for Dads	7	Based on the information we received from evaluation forms and individualized feedback we were able to make changes as needed to the times and types of events scheduled.
FSA Night	7	Based on the information we received from evaluation forms and individualized feedback we were able to make changes as needed to the times and types of events scheduled.

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.
Parent want more resources in order to better assist their students from home. Using online platforms where the explanation of the content is embedded in the lesson is very helpful. We will work to ensure we are accommodating as many parents as possible and providing essential information.

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: COVID-19 - interferes with communications with parents
2. Barrier 2: Availability - parents work schedules vary and not all parents can attend just evening events
3. Barrier 3: Exposure - Parents are not aware of the Parent Resource Center which can help them at home.

(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)	COVID-19	As a result of the unpredictable circumstances from the global pandemic, this has created barriers for our parents. Our communication has been limited to means of school based social media and school website. This further creates a problem as many of our parents have limited Wi-Fi use.
2)	Availability	We will schedule all parent events and meetings before and or after school to better accommodate parents' schedules.
3)	Exposure	We will ensure all parents are aware of the location and the availability Parent Resource Room and the resources. We will send flyers, post information on the school based social media sites, school website, and provide updated information on the weekly school newsletter.

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 goal of the school year is to increase parent and family engagement in every capacity. We will continue to facilitate events that are in the best interest of children.

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 meeting times will be provided so our parents have the opportunity to participate in scheduled events. This includes scheduling meeting in conjunction with the afterschool program. For families with students in multiple schools, we will coordinate with our feeder schools to ensure the events are not scheduled at the same times. For parents who speak English as a second language, written communication will be provided to them in their native language.

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?

Information related to school, parent, and family programs will be posted on the school website, included in the school weekly newsletter, and flyers sent home in a timely manner. The school marquee will be updated regularly to reflect any upcoming activities.

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

English and 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) School based website in both English and Spanish.
- (2) Weekly newsletter in both English and Spanish.
- (3) Information regarding these activities will be sent home through flyers in both English and Spanish.
- (4) The marquee will be updated to reflect these events.

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) Parents will be provided information on the curriculum for each grade level and the grade level expectations by subject during the annual parent meeting, content specific parent engagement activities, Open House, and content specific FSA meetings.

(2) Parents will gain information on how they can take advantage of opportunities such as afterschool tutoring, parent conferences, and data chats with their child's teacher and district websites, such as fsaa.org.

(3) Individual student progress will be provided to parents, and the overall progress of the school will be discussed at the monthly SAC meetings, parent-teacher conferences.

(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 have the opportunity to make decisions at the Annual Title I Meeting, Parent Involvement meetings, Developmental meeting, and the SAC meetings. Parents can also leave suggestions in the school suggestion box.

(2) The school will communicate opportunities for parents to participate in decision making via daily planner, weekly communication folder, weekly parent newsletter, the school website, and the Parent Resource room.

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]

The Parent Liaison will submit parents and families' comments to the district Title I office via a report formulated from suggestions on social media and the school based suggestion box. The parent concerns will be addressed at SAC, leadership team meetings, as well as grade level, and faculty meetings, where appropriate. Concerns can also be addressed at the Title I meetings.

(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?

A copy will be available in the Parent Resource Room, a link to the document will be placed on the school website, and notification of the plan's availability will be placed in the weekly parent newsletter.

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 School wide funds are used [ESEA Section 1116(c)(3)].

The school's Administrative Team, Parent Liaison, and School Advisory Council Committee will take part in the development and monitoring of the Parent Involvement Plan. Parents can contribute information during the annual development meeting. Prior to the annual meeting date all parents will be informed, invited, and encouraged to attend the meeting via flyers, school based social media, and the school message system.

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 - If the need becomes apparent, bus tokens can be purchased to accommodate parents.
- Childcare - Meetings will be in conjunction with our afterschool program, so our parents are able to focus their attention to the activity.
- Home Visits - If needed, the administration and teachers will make home visits.
- Additional Services to remove barriers to encourage event attendance - All the feedback of parents will be taken into consideration for the next event to ensure all current and new needs are met.

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)]

Parent input was received through evaluation forms and needs assessment surveys.

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

Parent input was received through evaluation forms and needs assessment surveys.

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 and in the evening)
- ☒ Other Online platforms will also be available "Go to Meeting"

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)]

1. Step 1: Parents will be informed of the meeting through a flyer sent home in advance
2. Step 2: The school newsletter will be updated to reflect this information
3. Step 3: The information will be put on the school website
4. Step 4: The school marquee will be updated to reflect this date
5. Step 5: A PowerPoint presentation will be completed
6. Step 6: All handouts will be copied for the attendees

Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

The Title I program at Long Branch Elementary is designed to bridge the school to home connection by providing parents with the necessary strategies and resources to assist their child at home. The ultimate goal is to increase academic performance for all students. Safety nets are in place to ensure that all students have the opportunity to reach their maximum potential. Students have been targeted based on their individual needs to determine their appropriate safety nets.

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) A PowerPoint presentation will be presented to parents to share the academic performance of students from instructional programs from the 2019-2020 school year.
- (2) Parents will be provided information from our school choice office regarding various school options around the district and the process for applying or transferring to a different school.
- (3) Parents will receive information at the Annual Meeting regarding their rights. The information will also be posted in the school website under the Title I tab.

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?

Information about parent events, school updates, and student progress will be included in the weekly school newsletter, posted on the school website/social media sites, and flyers will be sent home in a timely manner.

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.

We conducted an open feedback session where parents able to voice all questions, concerns, and suggestions for next year. We will continue to use this information and maintain healthy communication with our parents to make sure the following school year improves overall.

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?

The school will tap into parents' interests to promote participation in school programs. The goal is for parents to engage in activities that promote student achievement. The parent survey results from the Annual Title I parent meeting will be used to promote engagement.

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

The school will continue to partner with local businesses and faith-based organizations to promote student achievement. Community partners will be involved in the planning process for family engagement activities and they will assist in the facilitation of the events, where appropriate.

(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) Materials will be placed in the Parent Resource Room to promote family engagement.

Resources will be purchased to support extending learning opportunities to the home. The resources available will be advertised to parents in our weekly newsletter.

(2) The Parent Resource room is advertised to parents via signage throughout the school, specifically in the main office.

(3) Teachers and staff will be trained on the school procedures of the resources available in the parent resource room, how to use the resource room, and the process for signing materials out to parents.

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?

The Parent Liaison will be available to train parents on the use of materials checked out from the Resource Room. The use of resources and materials will also be discussed at the scheduled Family Engagement events according to when the materials will be distributed. During the 2020-2021 school year, we will purchase new and engaging materials for the Parent Resource Room that can benefit families both in school and 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. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding	<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>
Title I Annual Meeting (required)	AP Smith Miss Eryn	The purpose and benefits of Title I	Sept 2020	Agenda, Sign-in, Minutes, Evaluation Surveys
Muffins for Moms	AP Smith Miss Eryn	Parents will receive important information in reading and math while reinforcing the importance to practicing skills at home	Oct 2020	Agenda, Sign-in, Minutes, Evaluation Surveys
Doughnuts for Dads	AP Smith Miss Eryn	Parents will receive important information in reading and math, while reinforcing the importance to practicing skills at home	Nov 2020	Agenda, Sign-in, Minutes, Evaluation Surveys
Transition Night	AP Smith Miss Eryn	Parents will be informed of the School Choice options for the next	Dec 2020	Agenda, Sign-in, Minutes, Evaluation Surveys

		year and how to help their child transition to a new school/grade level		
Academic Power Hour	AP Smith Miss Eryn Reading Coach Math Coach	Parents will be able to interact with all teachers and see what skills their child is learning in the classroom and how to carry over those skills to home	Feb 2021	Agenda, Sign-in, Minutes, Evaluation Surveys
FSA Night	AP Smith Miss Eryn Reading Coach Math Coach	Parents will receive important information pertaining to the FSA	Mar 2021	Agenda, Sign-in, Minutes, Evaluation Surveys
Title I Developmental Meeting (required)	AP Smith Miss Eryn	Parents will meet to provide overall feedback and plan for next year	Apr 2021	Agenda, Sign-in, Minutes, Evaluation Surveys

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?

During of Annual Title I meeting, we will receive feedback from our parents to ensure the compact is tailored to the schools' and students' needs. The parent compact will then be drafted after this feedback in discussed in the Leadership team meeting.

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

There will be a required checklist used in every conference to ensure the Parent Compact is discussed with the parent each time. These compacts will then be copied and turned into administration.

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 copy of the Four-Week notice will be sent out to all students affected. Within that information, we will list each teacher out of field and show what content area they are certified in. We will address all concerns stemming from this.

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.

Teachers will be provided on-going professional development on ways to encourage parent and family engagement in the classroom and strategies for bridging the gap between school and home. Additionally, all faculty and staff will receive professional development on effective strategies for communicating with parents and how to conduct productive parent conferences.

2. How to reach out to, communicate with, and with parent and families as equal partners.

During our initial faculty meetings, teachers will be provided professional development on multiple ways to include parents as equal partners in their students' learning. Teachers will be provided with training on how to use Class Dojo to build relationships with parents by providing daily updates on student behavior, upcoming events and important reminders. The school leadership team will utilize social media, the school marquee, and school messenger to keep parents informed of school related events and upcoming parent involvement activities.

3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Teachers, specialized instructional support personnel, and other school leaders and staff will be provided monthly professional development during the faculty meetings to gain strategies on coordinating family programs and building ties between parents and families and the school. The school will partner with community partners to provide professional development on ways they can assist with bridging the gap between home and school through community resources. The school will also work closely with the Family Engagement department to learn additional strategies for building ties between parents, families, and 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>
Tough Kids Toolbox Training	District Specialist	The components of the <i>Tough Kid</i> work together to provide the teacher/parents with interventions that are designed around applied behavior analysis (ABA). The <i>Tough Kid Practical Classroom Management Strategies</i> manual explains various behavior theories that the interventions are based around and how to implement them.	Aug./Sept.	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
BEST Standards Training	Reading/Math Coach	On January 31, 2019, Governor Ron DeSantis issued Executive Order 19-32, outlining a path for Florida to improve its education system by eliminating Common Core standards and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future. Provide teachers and parents with a clear understanding and strategies for implementing "Florida's New Standards"	Sept./Oct.	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Calm Classroom Training	Bolling-School Counselor	In today's world, the stressors of daily life can cause children and adults alike to feel frustrated, overwhelmed and anxious. Calm Classroom provides practical mindfulness-based tools to help us manage stress and achieve emotional well-being throughout the day by activating the body's relaxation response. When we're feeling focused, relaxed and energized, we are empowered.	Oct./Nov.	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The school 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 through academic nights and access to community events in collaboration with our community partners.
<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.	
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	The school seeks to provide supplemental instruction through afterschool tutoring, and small group learning sessions. Training and resources will also be provided 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.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

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

SCHOOL: 3106 LONG BRANCH ELEMENTARY

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			\$747.76
6100/510			
6100/510			
6100/510			
6100/510			
6100/519		(For Printer Toner for PARENTS Only)	
			\$747.76

Equipment for the Parent Resource Room

FA/CI	Vendor Name	Items and Purpose	Total Cost
6100/640			\$1,000.00
6100/640			
6100/640			
6100/640			
6100/640			
			\$1,000.00

Parent and Family Engagement Activity 1 - 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	5	3	128.40
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				24.52
6100/370	Postage of Parent Mailouts				400.00
6100/310	Vendor presentation	Replace this text with Vendor name and service description			
6100/390	Transportation	Transportation mode?			
6100/390	Printing for Parents - Non District Printshop	Replace this text with Vendor name and purpose			500.00
6100/510	Storeroom purchase for parent and family engagement activity	Replace this text with up to 6 items that will be purchased			
6100/510;	Materials purchase for parents workshop	Replace this text with up to 6 items that will be purchased			
6100/519	Printing for parents - District printshop	Replace with description of items that will be printed			
6100/510	Light Refreshments - off shelf				299.32
6100/390	Light Refreshments - ordered				300.00
					\$1,652.24

Parent and Family Engagement Activity 2 - 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 @19.10%				-
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			

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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 3 - 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 @19.10%				-
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 4 - 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 @19.10%				-
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 5 - 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 @19.10%				-
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			

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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 6 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
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 7 - Complete All Items That Apply for the Event

Activity Name		Activity Date			
FA/CI	Activity	Price Per Unit Hourly Rate	Length of Activity (Number of Hours Per Event)	# of Staff or Qty	Total
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0	-
6100/160	Translators Salary (NN67MA)	\$10.00	0	0	-
6100/200	Childcare/Translator Benefits @19.10%				-
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 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 @19.10%				-
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			

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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 @19.10%				-
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 @19.10%				-
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					

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 @19.10%				-
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			

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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
6100/160	Childcare Salary (NN75MA)	\$8.56	0	0
6100/160	Translators Salary (NN67MA)	\$10.00	0	0
6100/200	Childcare/Translator Benefits @19.10%			-
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				\$599.32
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