

PS 111 Adolph S. Ochs

Title I Parent & Family Engagement Funds Spending Plan SY 2025-26

Literacy | Communication | Community

PS 111M | 02M111



PS 111 Title I Parent Advisory Council

Christopher D. Canfield, Title I PAC Chair & 5th Grade Parent



TITLE I PARENT INVOLVEMENT ALLOCATION SPENDING PLAN

AMOUNT SET ASIDE \$ \$3,034

Borough/District: Manhattan D2 School: PS 111 Adolph S. Ochs (02M111)

Name of Person Preparing the Form: Christopher D. Canfield

PS 111 Title I PAC



Christopher D. Canfield, Chair & Plan Author
Sally Atkinson, Alternate Chair

All PS 111 parents are eligible to participate on the Title I Parent Advisory Council.

Plan submitted to Principal Edward Gilligan

Thank you to everyone who suggested engagement ideas to the PS 111 Title I PAC or PTA, or made suggestions or raised concerns while waiting to pick up our children or during volunteer activities, over the past few years.

Exact program spending is subject to change if circumstances require.

AI Disclosure: No AI/LLMs were utilized in the creation of this document.

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Plan in Brief

PS 111 was allocated \$3,034 to support parent engagement activities during the 2025-26 school year.

Title I Parent & Family Engagement Funding (PFEF) supports family engagement with the school and with their children's education. The programs it's used for must support the school's Comprehensive Education Plan (CEP), and must meet the requirements laid out in Federal law and Federal, State, and City regulations. We must also ensure that the proposed spending is realistic, as unspent funding is lost (unspent funding does not affect future-year allocations).

To meet these requirements, while spending the very limited funding in a way that makes the biggest impact possible, three **focus areas** were identified:

1. Literacy

2. Communication

3. Community

Once these focus areas were identified, three **program categories** were created. Unlike focus areas, program categories list the concrete programs that may be funded under this plan. A program category may fall under multiple focus areas (e.g., the school newspaper falls under all three focus areas).

The programs that were included in each category are based on discussions with parents, programs and goals specified in the school's Comprehensive Education Plan, school budget needs, past program successes and failures, parent idea submissions during the previous PFEF cycle, knowledge gained by being a member of the PS 111 community since 2020, and the needs of successful ongoing parent engagement activities. These categories contain specific programs that will support increased family engagement, while meeting all Title I PFEF requirements.

Plan in Brief

This is an overview. See the plan detail pages for more information.

1. School-Family Communication

Proposed Funding: \$2,004 (66% of PFEF allocation)

Supports school communication systems at PS 111, in order to continue building on the successful improvements to the school's communication strategy over the past six years. Programs within this category include the phone blast system, the school website, the school messaging system, the builder for the Principal's newsletter, and the school newspaper, including potential support for the weekly parent-run student newspaper club.

2. Support for "Coffee Hour with the Parent Coordinator" (Parent Coordinator Workshops)

Proposed Funding: \$500 (16.5% of PFEF allocation)

Supports the Parent Coordinator's monthly parent workshops, titled "Coffee Hour with the Parent Coordinator." This successful program — new to the 2025–26 school year — covers topics that are relevant and useful to parents, and provide a way for parents to engage with the Parent Coordinator, the school, and other parents in a relaxed environment.

Funding for this program will support drinks and food served at the morning workshops, freeing up school-budget funding for pedagogical needs.

Plan in Brief

This is an overview. See the plan detail pages for more information.

3. Family Literacy Engagement

Proposed Funding: \$530 (17.5% of PFEF allocation)

Improving literacy outcomes is listed as Priority 1 by the NYC DOE in this year's Comprehensive Education Plan. Over the past few years, PS 111 has made great strides in supporting the development of student literacy, including through the renovation and reopening of our school library, a new literacy curriculum that has shown improved educational outcomes at school districts that have adopted it, events where free books were given away, the installation of a small outdoor lending library next to the entrance to the large yard, the creation of a school newspaper — *The PS 111 Times* — and a weekly parent-run student newspaper club.

This program grouping proposes to hold one or more free book fairs, in the style of the event that was run on the last day of the 2024-25 school year; support the little outdoor lending library; implement Family Library Hours; create a process for parents to donate books for use by the PS 111 community; and create a web form for parents to suggest book purchases for the library.

Plan in Depth

Title I Overview

Title I is a program created by the Elementary and Secondary Education Act of 1965 (renewed and amended under various names — most recently, the *Every Student Succeeds Act* — since then) to provide increased funding to school districts to support improving the educational outcomes, and reduce educational gaps, of children from low income families. School districts then distribute funding to Title I schools within the district based on formulas. Prior year spending does not affect future allocations.

Title I Allocation Formula in NY State

The number of children ages 5–17 living in poverty

The number of children residing in institutions for the neglected

The number of children in foster care

The number of children receiving Temporary Assistance for Needy Families

Not all schools are classified as Title I schools, but PS 111 is. In SY 2025-26, PS 111 was allocated ~\$300,000 in Title I Funds, equal to approximately 4% of the school's budget (excluding the Summer Rising budget).

There are two types of Title I programs: Targeted Assistance Programs (TAP) and Schoolwide Programs (SWP). In Targeted Assistance Programs, Title I funds must be spent to benefit Title I students only. In Schoolwide Programs, Title I funds may be spent to improve educational outcomes of the entire school.

PS 111, like most NYC public schools, operates a Schoolwide Program. For that reason, all students at PS 111 are considered Title I students.

Plan in Depth

Title I Parent & Family Engagement Overview

Section 1116 of the Every Student Succeeds Act requires schools to implement programs and activities that build engagement between schools and families, and families and their children's education. Engagement programs must "be planned and implemented with meaningful consultation with parents of participating children," which, in the case of PS 111, are all children. [NYSED PFE Guidance: <https://www.nysed.gov/sites/default/files/pfe-guidance.pdf>]

Title I PFEF Spending Requirements

Support the school's Comprehensive Education Plan (CEP)

Support programs that reach parents and family members at home, in the community, and/or at school

Family engagement program expenses must be reasonable (consistent with prudent business practice & comparable current market value) and necessary (required to carry out the intent & purpose of the program)

Not prohibited in Section 8526 of the Elementary and Secondary Education Act, as amended, or by the New York State Education Department (NYSED) or New York City DOE*

* See next page for prohibited activities listed in the law and regulations

These programs are funded by setting aside a minimum of 1% of a school's Title I funds. Schools are allowed and encouraged to devote more funding to these programs, but NYC DOE schools do not appear to do so. This funding is referred to as Parent & Family Engagement Funds (PFEF).

Plan in Depth

Relevant Prohibited Activities in § 8526

Construction, renovation, or repair of any school facility

Transportation, unless specifically authorized elsewhere in the law

<https://www.govinfo.gov/content/pkg/CRPT-118hrpt207/pdf/CRPT-118hrpt207.pdf>

Relevant Prohibited Activities from NYSED

Non-educational programs or field trips that are purely for entertainment or amusement

Incentives to reward students for participation (awards for effort are allowed if nominal and non-monetary)

<https://www.nysed.gov/essa/title-i-part-allowable-and-unallowable-expenditures>

Relevant Prohibited Activities from NYC DOE

Payments to non-DOE-approved providers

Incentives that do not relate to the Title I educational program, such as t-shirts or mugs

School dances

School Leadership Team (SLT) remuneration payments

Refreshments for regularly scheduled meetings of the PA/PTA or SLT

https://www.cpacnyc.com/wp-content/uploads/2022/01/Title_SetAside_ParentInvolvementSpendingPlan-WordDoc2020-1-1.pdf

Plan in Depth

Budget: Title I PFEF at PS 111

In the 2025–26 school year (SY), PS 111 received a Title I PFEF allocation of \$3,034. This is a decline of \$435, or 12.5%, compared with the prior year.

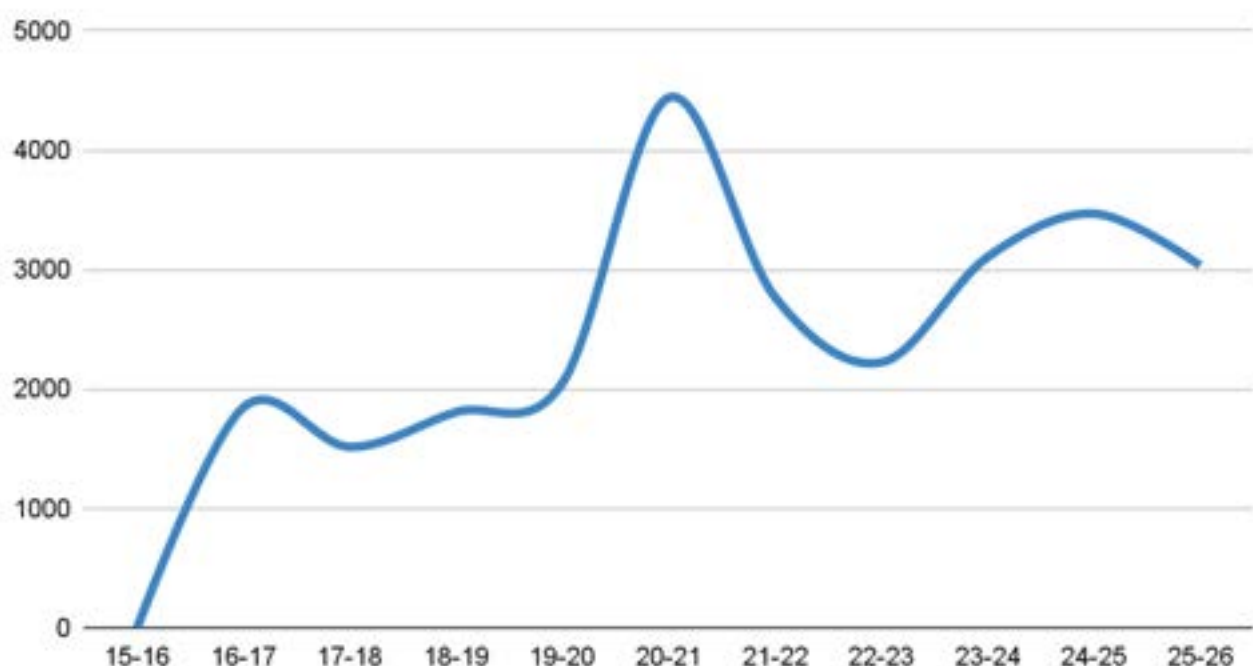
2025-26 (Current Year)	\$3,034
2024-25 (Prior Year)	3,469
Change from 2024-25	(435) (12.5%)

2025-26 Title I PFEF Allocation Composed of:

Title I SWP Parent & Family Engagement	2,867
Title I SWP Carry Over Parent & Family Engagement	167

PS 111 PFE Funding Over Time

PS 111 Title I PFE Funding



Plan in Depth

Plan Focus Areas

Because of its small size (~\$7.50 per student), the Title I PFEF allocation will never be the major driver of engagement at our school. But this limited funding, paired with parent volunteering, can be used to supplement other funding sources to enhance PS 111's engagement programming and systems.

To ensure that the very limited PFE Funding will have the largest impact possible, while meeting all PFEF requirements and ensuring that the funds are, in fact, spent (unspent funds are lost, though future allocations are not affected), three **focus areas** were identified:

1. Literacy

Supports CEP System-Wide Priority 1, *All Children Learn to Read Well*, Priority 3, *All Students Have a High-Quality Academic Experience*, and Priority 4, *All Students Graduate College- and Career-Ready and Have a Strong Plan and Pathway to Economic Security*.

2. Communication

Supports CEP System-Wide Priority 5, *All Districts and Schools are More Inclusive and Responsive for Parents and Families, Including Having More Families Choose NYC Public Schools*.

3. Community

Supports CEP System-Wide Priority 2, *All Students are Physically and Emotionally Safe*, and Priority 5, *All Districts and Schools are More Inclusive and Responsive for Parents and Families, Including Having More Families Choose NYC Public Schools*.

Plan in Depth

Plan Program Categories

Once these focus areas were identified, three program categories were created. Unlike focus areas, program categories include concrete programs that may be funded under this plan. Programs within a category may fall under multiple focus areas (e.g., the school newspaper falls under all three focus areas).

1. School–Family Communications

Proposed Funding: \$2,004 (66% of PFEF allocation)

2. Support for “Coffee Hour with the Parent Coordinator” (Parent Coordinator Workshops)

Proposed Funding: \$500 (16.5% of PFEF allocation)

3. Family Literacy Engagement

Proposed Funding: \$530 (17.5% of PFEF allocation)

Program Details

1. School–Family Communication

Communication | Community | Literacy (specifically, the *PS 111 Times*)

Proposed Funding: \$2,004 (66% of PFEF allocation)

How Does this Support our School’s Comprehensive Education Plan?

System-Wide Priority 5, *All Districts and Schools are More Inclusive and Responsive for Parents and Families, Including Having More Families Choose NYC Public Schools*

System-Wide Priority 1, *All Students Learn to Read Well (PS 111 Times)*

Plan in Depth

Support for School's Comprehensive Education Plan, continued

Section 7: Support for Parents and Family Members of Title I Students: “fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress” and “sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand” [CEP p. 121]

Section 7: Encouraging School-Level Parental Involvement: “The school will further encourage school-level parent and family engagement by ... developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress” [CEP p. 122]

Description: School-Family Communication

From a 2020 low related to the pandemic, the school administration has greatly improved communication with PS 111's families. Improvements over the past four years include:

1. A new school website.
2. A replacement school communications system, which enables both text- (SMS) and email-based communication.
3. An online Principal's newsletter.
4. A school newspaper, the *PS 111 Times*.



Plan in Depth

School-Family Communication Programs Description

Additionally, the school pays for the phone blast system that sends recorded calls to all parents. These communication systems, paired with backpacked flyers and the school newspaper (funded by the PS 111 PTA and, in SY 2024-25, by Title I PFEF and grants from Council Member Erik Bottcher and the West Side Community Fund), enable an “all of the above” communications strategy that ensures as many parents as possible are reached.

To support this communication strategy, and to free school budget funds for pedagogical purposes, this plan proposes to provide partial funding for any of the following parent outreach communication systems:

1. Phone blast system
2. School website through BASIC Systems
3. Operoo school communicator/messenger
4. Smore newsletter builder, or any alternative
5. The school newspaper, including support for the weekly parent-run student Newspaper Club

The specific systems that will receive Title I PFEF allocations is dependent on school budgetary needs.

2. Support for “Coffee Hour with the Parent Coordinator” (Parent Coordinator Workshops)

Communication | Community | Literacy (topic-dependent)

Proposed Funding: \$500 (16.5% of PFEF allocation)

Support for School's Comprehensive Education Plan

System-Wide Priority 5, *All Districts and Schools are More Inclusive and Responsive for Parents and Families, Including Having More Families Choose NYC Public Schools*

System-Wide Priority 1, *All Students Learn to Read Well* (topic-dependent)

Plan in Depth

Support for School's Comprehensive Education Plan, continued

Section 7, Support for Parents and Family Members of Title I Students: “Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children” [CEP p. 121].

Section 7, Parent Involvement and School Quality: “The Parent Coordinator ... will provide parent workshops based on the assessed needs of the parents” [CEP p. 121].

Description: Support for “Coffee Hour with the Parent Coordinator” (Parent Coordinator Workshops)

Beginning in SY 2025-26, PS 111's Parent Coordinator, Gloria Jean-Bernal, started monthly Parent Workshops. These workshops, titled “Coffee Hour with the Parent Coordinator,” cover topics, such as The Importance of Attendance or The Kindergarten Application Process, that are relevant and highly useful to parents. Additionally, they give parents an opportunity to engage with the Parent Coordinator and other parents in a relaxed environment, and to gain familiarity with the school. These workshops have been a great success, with high attendance and engagement.

Because these workshops occur directly after morning arrival, parents are provided with drinks (e.g., coffee & tea) and light breakfast/snacks (e.g., bagels). In order to support these workshops, this plan proposes that at least a portion of the costs of this food should be covered by Title I PFEF, rather than the school's Fair Student Funding or other allocations. Beyond food, additional costs that are reasonable and necessary for the success of these monthly workshops could be funded through Title I PFEF.

Snacks and other food for parents are an allowable Title I PFEF expense when the expenditure does not make up an outsize proportion of total PFEF spending, and is particularly justifiable “when parent involvement activities extend through mealtime” [NYC DOE, https://www.cpacnyc.com/wp-content/uploads/2022/01/TitleI_SetAside_ParentInvolvementSpendingPlan-WordDoc2020-1-1.pdf, p. 5].

Plan in Depth

3. Family Literacy Engagement

Communication | Community | Literacy

Proposed Funding: \$530 (17.5% of PFEF allocation)

Support for School's Comprehensive Education Plan

System-Wide Priority 1, *All Students Learn to Read Well*

System-Wide Priority 3, *All Students Have a High-Quality Academic Experience*

System-Wide Priority 4, *All Students Graduate College- and Career-Ready, and Have a Strong Plan and Pathway to Economic Security*

System-Wide Priority 5, *All Districts and Schools are More Inclusive and Responsive for Parents and Families, Including Having More Families Choose NYC Public Schools*

Section 7, *Parent and Family Engagement Policy*: “Parents are encouraged to actively participate ... as trained volunteers and welcomed members of the school community” [CEP p. 120]

Section 7, *Support for Parents and Family Members of Title I Students*: “Providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy ...” [CEP p. 121]

Section 7, *Encouraging School-Level Parental Involvement*: “Encouraging more parents to become trained school volunteers” [CEP p. 122]

Description: Family Literacy Engagement

Improving literacy outcomes is listed as Priority 1 by the NYC DOE in this year’s CEP. And rightly so, as many of us have read about students in high school or college who have never read a complete book in their life. [“Kids Rarely Read Whole Books Anymore. Even in English Class,” *New York Times*, 2025-12-12; “Reading Books in College: A Lost Art,” *New York Times*, 2024-11-20; “The Elite College Students who Can’t Read Books,” *The Atlantic*, 2024-11.]

PS 111 is making great strides in ensuring that every student at our school learns to read well, and develops a love of reading.

Plan in Depth

Description: Family Literacy Engagement, continued

Since September 2024, PS 111 has:

- Adopted a new reading curriculum that has shown very good results in other school districts;
- Renovated (funded by family donations to the PS 111 PTA, grants from Council Member Erik Bottcher and the West Side Community Fund, and purchases from the school's budget) and reopened the school library;
- Started a parent-led, student-driven school newspaper, *The PS 111 Times*, and started a weekly student newspaper club;
- Sent hundreds of donated books home with children in December 2024, while ensuring that future students would also benefit by retaining extra copies for the newly-renovated library;
- Run a Family Reading Event in March 2025 to celebrate the reopening of the school library;
- Provided free children's books to attendees of the 2025 Carnival;
- Run a free book fair at the end of SY 2024-25, where families picked out hundreds of high-quality books to bring home, supporting literacy development and the reduction of learning loss during the summer;
- Installed a free outdoor lending library box in an oversized tree bed adjacent to the entrance to the large yard.

Many of these were accomplished with very limited funding, thanks to parents donating thousands of hours of their time to these initiatives in the past two years.

In order to supplement the school's and PS 111 PTA's continued support for reading initiatives, this PFEF Plan proposes to devote 17.5% of the PFEF allocation to family literacy initiatives. In addition to providing direct literacy engagement benefits, many of the suggested programs will provide volunteer opportunities that may appeal to parents with a variety of personality types, further increasing connection to, and engagement with, the school.

Plan in Depth

Description: Family Literacy Engagement, continued

Suggested programs — most of which do not require substantial funding — include:

3.a.: Free Book Fairs & Little Outdoor Lending Library



Proposed funding: Minimal or none. Books that are no longer needed for the school would be used.

Free Book Fairs, when laid out professionally and attractively, are more engaging to parents than simply sending home assortments of books, because the parents and students themselves are able to pick from among hundreds or even thousands of options. By actively selecting the books they take, parents and students are likely to place a higher value on the book than one that is sent home without their input. The books can come from weeded/excessed books from the school library, excessed books from storage, and parent donations.

At a smaller scale, the new little outdoor lending library, which was funded by the PS 111 PTA in SY 2023-24 and 2024-25, and which was installed by the Title I PAC Chair and a PTA board member in November 2025, should continue to be restocked as needed.



Plan in Depth

Description: Family Literacy Engagement, continued

3.a.: Free Book Fairs & Little Outdoor Lending Library, continued

Thank you to the multiple parents who have been involved in restocking the little outdoor library, as well as to everyone who has picked out books from the little library for their children.

These programs likely do not need any Title I PFEF spending, as we have the supplies required already. However, we do need the continued non-financial support of the school administration – which has supported these programs in the past – as the excessed books are owned by the DOE. Excessed books are allowed to be given away for the benefit of a school's children and community [<https://nycdoe.libguides.com/librarianguidebook/weeding>]. Books that are given away should have their PS 111/DOE stamps/labels removed or crossed out.

3.b.: Family Library Hours

Proposed funding: ≤\$530

Family Library Hours provide families with a relaxed environment — the school library — where they can support a love of reading in their children by reading together. Additionally, parents who attend Family Library Hours are likely to feel more connected and comfortable with the school, improving their ability to get involved in their children's education. The build-out of systems to support Family Library Hours was supported by the 2024-25 Title I PFEF Plan.



We are actively working to allow students to check out books from the school library, including during Family Library Hours. In the meantime, book usage is generally in-library only. For many of our ages and reading levels, this is not a major impediment to families benefiting from the library during Family Reading Hours.

Ideally, once the Family Library Hours process has been established, it will be documented and additional volunteers trained.

Plan in Depth

Description: Family Literacy Engagement, continued

3.b.: Family Library Hours, continued

Potential purchases through the Title I PFEF program to support Family Library Hours include cleaning supplies, signage, books relevant to parents, and a newspaper/magazine rack.

The Title I PAC appreciates the continued support for the PS 111 Library from the PS 111 PTA. Thank you as well to the PS 111 Class of 1975 for making a gift of \$3,330 to the PTA's Library Fund this year.



Plan in Depth

Description: Family Literacy Engagement, continued

3.c.: Book Donation Process

Proposed funding: No funding from Title I PFEF if PS 111 PTA purchases the book drop (there are no book drops on ShopDOE)

Many parents have expressed interest in donating books to support the school library. Unfortunately, we haven't generally been able to accept donations of used books, for the following reasons:

1. Lack of space: The library's collection requires further weeding, and the storage spaces near the library are full.
2. Lack of time: Processing used book donations is a time-consuming process for volunteers, as we need to weed out books that are damaged, duplicative, or inappropriate for the collection.
3. Lack of defined process: Rather than accept donations ad hoc, we should establish an organized, well-defined process that ensures that all parents who are interested in donating books are able to do so.

Issue 1 can be mitigated by continuing to weed the outdated and overly-large nonfiction collection, and by weeding and cleaning the second-floor book closet (west wall, north side, second door south of the bathroom).

Issue 2 can't easily be mitigated, though additional volunteers are welcome to help weed the nonfiction collection. Parents who would like to donate will also be encouraged to donate gently used books (e.g., no ripped covers, missing pages, or water damage) that are relevant to an elementary school library (e.g., no sticker books or coloring books, please).

This plan proposes to address issue 3 by purchasing a book drop (AKA book return box), to be placed inside the front entrance of the school. Parents will be able to use the book drop to deposit donated books, and if library book borrowing is eventually implemented, as is currently planned, this book drop can also be dual-purposed for library book returns.



Plan in Depth

Description: Family Literacy Engagement, continued

3.c.: Book Donation Process, continued

Attached signage would note that donations are for the benefit of PS 111's students, and may be used for the library, classrooms (probably unlikely, in truth), or provided to students to take home — such as through the little outdoor lending library or the through a free book fair — or discarded if space or book condition doesn't permit the book to be utilized.

For this to work, at least one volunteer would be needed to check the donation book drop periodically. For SY 2025-26, the Title I PAC Chair has volunteered. Additional volunteers are welcome.

3.d.: Library Book Purchase Suggestions Web Form

Proposed funding: None; donated for the 2025-26 school year

The PS 111 Class of 1975 generously donated \$3,330 to the PS 111 PTA's Library Fund to support the continued improvement and operation of the library, including through the purchase of new books. We should implement a way for parents to submit suggestions for books that could be purchased to benefit our students.

This is especially true for the nonfiction collection, which, despite being overly-large, is extremely outdated and desperately needs to be overhauled and updated, while being reduced in size.

This plan proposes the creation of a web form that parents can use to submit book purchase suggestions, and to view the list of books that have already been suggested. No Title I PFE funds are needed for this, as the development and operation of the form and related database will be donated by the PS 111 Title I PAC Chair for SY 2025-26.

As with most forms that face the public internet, all submissions will be reviewed for appropriateness before being publicly viewable.

Plan in Depth

Final Notes

Exact Spending Items Subject to Change

This plan is as realistic as possible. However, the exact spending breakdown of the Title I PFEF allocation is subject to change based on budget realities and/or changing circumstances faced by the school. As long as the funding allocation is used to support the engagement of families with the school and in their children's education, this plan and the funding allocation will have met their goal.

Approval

The undersigned certify that this proposal was approved by a vote of the PS 111's Title I parents on December 17, 2025.

Christopher D. Canfield
PS 111 Title I PAC Chair

Edward Gilligan
Principal, PS 111M