

Title I Update

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New position funded by the American Rescue Plan – Homeless Children and Youth Grant
Student Success & Wellness Team, Cory Notestine

SEC. 1001. [20 U.S.C. 6301] STATEMENT OF PURPOSE.

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



What makes a Title I School?

*“the intent of the law is to concentrate the funds in schools with the **highest percentages of poverty** and to provide sufficient funds to make a difference in the academic performance of these students”*

<https://www.cde.state.co.us/fedprograms/titleirankorder>



Title I Rank Order

- Determine Poverty Measure and Total Allocation Estimate
 - Change from Free only to Free and Reduced
 - Total [Allocation](#) Estimate is \$8,605,956 plus 2021-22 carryover
- Rank order schools within grade spans by poverty measure percentage
 - Serve Turnaround and Priority Improvement schools
 - Stabilize - Least amount of change in Title Schools
- Amount of funding for each school determined using a baseline PPA on poverty measure count

Elementary Allocations

School	% FRL	Processed Apps	FRL Count	22-23 Allocation
Monroe	86.6%	90%	291	\$ 419,185
West	83.1%	45%	128	\$183,900
Carver	82.9%	50%	175	\$251,392
Queen Palmer	81.9%	73%	140	\$200,952
Adams	81.6%	59%	266	\$381,729
Wilson	78.4%	55%	250	\$357,894
Twain	76.9%	46%	256	\$366,070
Jackson	76.9%	58%	249	\$356,054
Roosevelt	76.2%	56%	337	\$481,666
Rogers	75.4%	51%	199	\$284,239
Grant	75.2%	63%	270	\$385,602
Edison	75.0%	75%	180	\$257,027
Henry	70.2%	90%	221	\$314,414
Midland	64.8%	59%	83	\$117,605
Penrose	63.4%	38%	189	\$267,509
Fremont	62.4%	52%	212	\$299,818



Secondary Allocations

School	% FRL	Processed Apps	FRL Count	22-23 Allocation
Swigert	75.7%	46%	387	\$552,916
Galileo	73.0%	51%	306	\$436,294
West	71.6%	37%	136	\$145,771
Sabin	66.6%	45%	437	\$466,635
North	65.0%	45%	356	\$379,665
School	% FRL	Processed Apps	FRL Count	22-23 Allocation
Tesla 9-12	68.8%	36%	163	\$174,340
Mitchell	66.7%	44%	618	\$659,936



Budget Preparation

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest achieving students.

- **Conduct a Comprehensive Needs Assessments**
 - Consult with a broad range of stakeholders to understand students' most pressing needs and their root causes
 - 5 Essentials, Reading and Math Achievement, Panorama SEL Survey
 - Prioritize needs
- **Prepare a Comprehensive Schoolwide Plan (One Plan)**
 - Align budget to support Major Improvement Strategies
- **Annually Evaluate/Monitor the Schoolwide Plan**
 - Has your program been effective in addressing major problem areas and increasing student achievement?
- **Check all funding streams (Supplement not Supplant)**
- **For curriculum purchases, only include [D11 approved resources](#) ([EBI](#))**



Examples of Uses of Funds

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Instructional coaches to provide high-quality, school-based professional development.
- Increased learning time.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.



Examples of Uses of Funds

- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
- Multi-tiered Systems of Support strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>



Program Requirements

Compliance items required from each Title School

- ✓ Annual Notification Letter to Families in English and Spanish
- ✓ Parent-School Compact in English and Spanish
- ✓ Parent and Family Engagement supporting documents
 - Invitations in English and Spanish
 - RSVPs if food is ordered
 - Agenda, Minutes, Sign-in sheets, Evaluation Forms
- ✓ Time and Effort (end of each semester)
- ✓ Draft Budget with Parent/Family Involvement budget
- ✓ One Plan/Needs Assessments