

# Title I Funds

**Title I**, Part A of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

# Professional Development

- Professional development means activities that:
- A. Are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- B. Are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

# Parent Engagement Funds

- With an allocation of over \$500,000 must reserve and spend at least 1% of its allocation in the district set-asides for parent and family engagement activities and must distribute 90% of that 1% to Title I schools. A proportionate amount of the private school allocation must be used for parent and family engagement for parents of participating private school students. A written parent and family engagement policy at the district level must be developed jointly, agreed upon, and distributed to parents of participating children. The parent and family engagement policy must include:
  - Overall expectations for parent and family engagement;
  - Components for building capacity for more effective parent and family engagement; and
  - An annual evaluation of the content and effectiveness of the parent and family engagement activities in increasing participation of parents and whether there are barriers to greater participation.

# Effective Parent and Family Engagement

- Recruit and encourage families to become partners in learning; actively engage parents in planning and learning and target school-parent programs to the needs of the community and families.
- Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.
- Communicate with parents to maximize instructional time for students and foster a team effort.
- Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.
- Communicate information to parents through their native language.
- Provide examples of classroom events (e.g., videos, newsletters, open house, and display of student work) for parents in order to broaden their understanding of the program.
- Provide transportation and childcare services for parents to participate in school activities.
- Develop partnerships with local businesses and community groups to foster successful schools.

# Parent Right to Participate in the School's Title I Program

- The district must inform parents of students in Title I schools of their right to request information regarding the professional qualifications of the teachers and paraeducators working in those schools.
- Notifications should be sent no later than October.
- More information on the Parents' Right to Know, including the information parents are entitled to request, can be found on page 27 of the Title I, Part A Handbook.

# Importance of the School Compact

- Responsibilities of the School
- Responsibilities of Parents
- Responsibilities of Students

# Responsibilities of the School/Teacher

- I will do my personal best to:
  - Provide a safe and caring learning environment where your child will begin to be responsible for his/her own behavior and learning.
  - Provide instruction in an effective learning environment that enables children served to meet State student performance standards.
  - Take into account individual strengths in children.
  - Help your child follow the school and classroom rules.
  - Keep you informed of your child's progress on a regular basis.
  - Schedule parent/teacher conferences to accommodate parent's schedules.
  - Attend school functions.
  - Help you with how you can help your child at home.
  - Give you at least one (1) telephone call during the school year to compliment your child.

# Responsibilities of Parents

- I will do my personal best to:
  - Supervise the completion of student homework.
  - Attend at least one (1) parent/teacher conference, if needed or requested, for each of my children.
  - Encourage my child's efforts and communicate with my child's teacher in a supportive way.
  - Volunteer as a classroom helper. (We suggest 2 hours per semester.)
  - Stay interested in and aware of what my child is learning.
  - Read with my child and let my child see me read regularly.
  - Prepare materials for the teacher on my own time at home.
  - Virtually attend a Parents' Training Workshop offered by the school.
  - Join the PTO/PTA.
  - Help with the school newsletter, where applicable



# Responsibilities of Students

- I will do my personal best to:
  - Return my homework completed.
  - Attend school regularly, and respect myself, my school, and other people.
  - Ask for help when I don't understand something.
  - Follow the classroom and school rules.
  - Respect other people and the community.

# School Parent Involvement Plan

- Each school receiving Title I, Part A funds must develop a written parent and family engagement policy. The policy is developed jointly, agreed upon, and distributed to parents of participating children. The policy should be reviewed (and revised as needed) by parents of participating children at the school's annual Title I meeting. Documentation of the review and revisions should be on file in the school as well as at the district Title I coordinator's office.
- A school's written parent and family engagement policy must establish expectations for parent and family engagement and describe how the school will:
  1. Hold a meeting, at a convenient time, for the families of participating children. All parents and family members of participating children should be invited and encouraged to attend. The purpose of the meeting is to inform families of their school's participation in the Title I, Part A program and explain the requirements associated with the program as well as the right of the families to be involved.
  2. Offer a flexible number of meetings (such as before or after school and evenings), and consider providing transportation, child care, or home visits;
  3. Involve parents in an organized, ongoing and timely way, in the planning, review, and improvement of the Title I, Part A program including the planning, review and improvement of the school parent and family engagement policy and the joint development of the SWP plan under ESSA Section 1114(b)(2). Families must be notified of the written policy in a format that is easy to understand and in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
  4. Provide parents of participating children —
    - a. Timely information about Title I, Part A programs;
    - b. School performance reports; including a description and explanation of the school's curriculum, common core state standards, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
    - c. Their student's assessment results;
    - d. Additional opportunities for parents to offer suggestions and participate in decisions relating to the education of their children; and
  5. If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

# Getting Involved in the Planning, Review, & Improvement Process

- Based on a **comprehensive needs assessment** of the entire school.

A school wide program shall develop a comprehensive plan that "**is developed with the involvement of parents and other members of the community** to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..."

# Who Is Involved?

- parents
  - other members of the community
  - teachers,
  - principals, or other school leaders,
  - paraprofessionals
  - administrators (including administrators of programs described in other parts of this title),
  - tribes and tribal organizations present in the community,
- × If appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

# Example of a Stakeholder Committee

## Site-based Decision Making Committee (SBDM)

- Parents
- Teachers
- Principal

# School Curriculum & Course Offerings

- The course standards documents can now be found on the [Course Standards Documents webpage](#) on [KYstandards.org](http://KYstandards.org).

# Assessments to Determine Student Success

- Benchmark assessments in Reading and Math(MAP, CERT,)
- Tests, Writing Prompts, Curriculum based measures
- Teacher Observation
- ELA/Math curriculum
- KPREP

# **School Interventions to Address Achievement Gaps**

- **Comprehensive Support for Students**
- **Outreach to Students' Families**
- **Extended Learning Opportunities**
- **Classrooms that Support Learning**
- **Supportive Schools**
- **Access to Qualified Staff**



# Questions & Closure

- For additional questions or information, please contact:
- Tom Gambrel, Title I Director - 337-7051
- Please click this link to document you viewed this video.  
Thank you!
- [https://docs.google.com/forms/d/e/1FAIpQLSe-GXNjjgQhbBBvuUyJ4ywwRcFRbLQOzXTBhW8-2pgw8UW5pg/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSe-GXNjjgQhbBBvuUyJ4ywwRcFRbLQOzXTBhW8-2pgw8UW5pg/viewform?usp=pp_url)
- This link works great from your phone or Ipad.
- If you are using a computer, please copy and paste into a new browser. 😊