



2024-2025  
ANNUAL TITLE I STAKEHOLDERS  
INPUT  
MEETING  
8/27/24  
3:30 PM

welcome!



ERNEST SESSOMS, JR.  
DIRECTOR ELEMENTARY EDUCATION &  
FEDERAL PROGRAMS



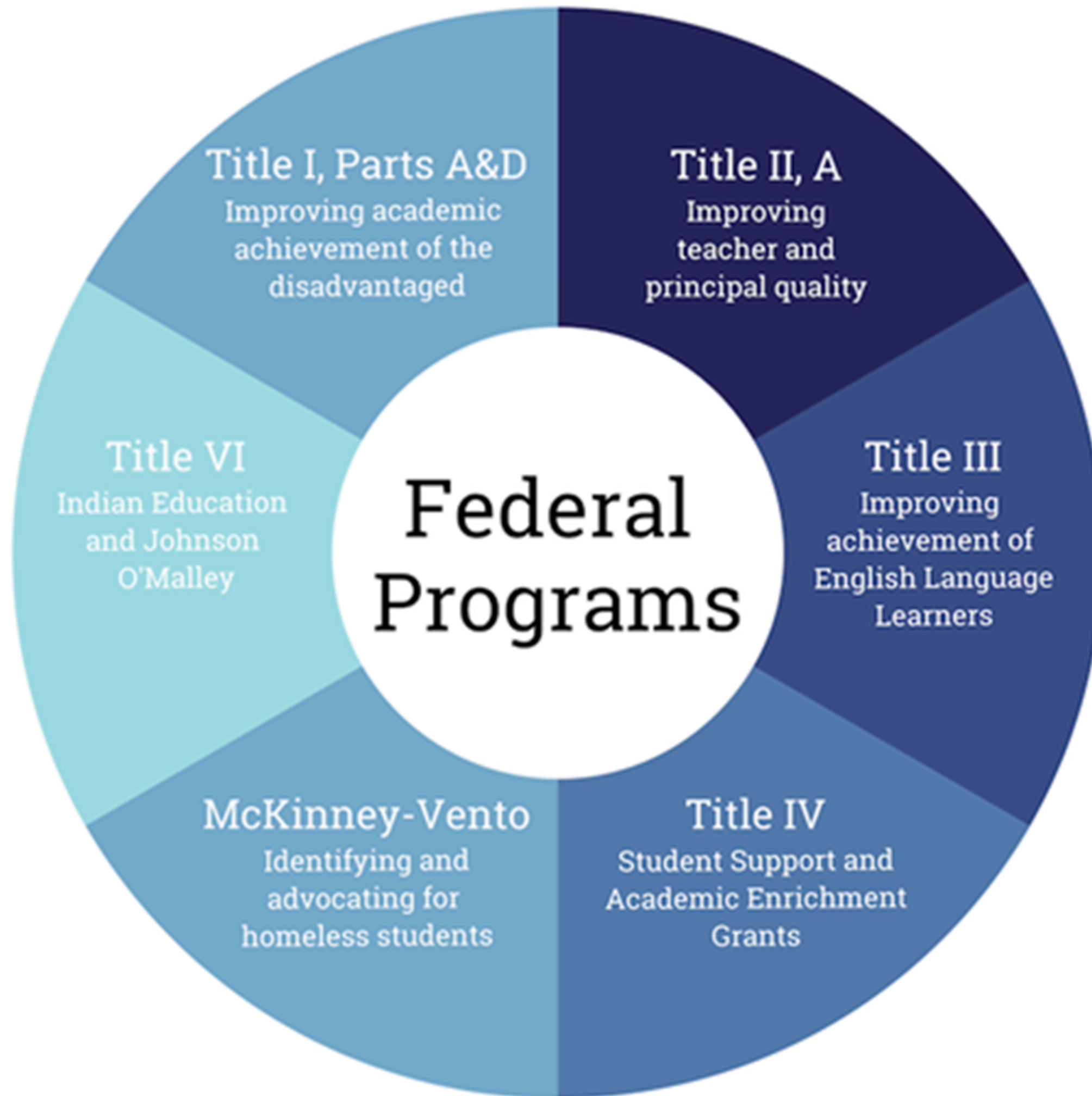
# ONLINE RESOURCES

Asheville City Schools Federal Programs

NCDPI Federal Programs









# What is Title I-A



This program provides financial assistance through State educational agencies (SEAs) to local educational agencies (PSUs) and public schools with high numbers or percentages of poverty to help ensure that all children meet challenging State academic content and student academic achievement standards.

PSUs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards.

Schools enrolling at least 40 percent of students from low-income families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Supplement, Not Supplant To ensure that Title I, Part A funds are used to provide services that are in addition to the services normally provided by a school district for participating children, the district must use these funds to supplement, not supplant regular non-Federal funds.



# Title I

- Designed to support NC and ACS school reform efforts
- Designed to help schools/systems meet the new Federal ESSA Standards
- Designed to specifically support “academically at-risk” students
- Designated for individual schools with poverty rates above 40 percent
- Two choices of operations for the funding within an individual school
  - School-wide Program
  - Targeted Assistance

Students Experiencing Homelessness

Academic Achievement for Disadvantaged

Title I

Neglected and Delinquent Children

Migrant Education





## Funding for 24-25 was based on .....

Schools	Average Daily Membership	Percentage of Students Enrolled in Free/Reduced Lunch Program	Total Allotment w/o Parent Involvement
Hall Fletcher	268	56.72%	\$121,752.00
Lucy S. Herring	258	46.12%	\$95,319.00
Ira B. Jones	353	48.16%	\$136,170.00
Claxton	386	34.46%**	\$96,558.00
Isaac Dickson	364	38.19%	\$100,914.00

\*\* We received a waiver for Claxton because they were above 35% but below 40%



# School Allocations



# What about Isaac Dickson?

Title 1 Targeted Assistance Funds used for:

Identifying Students

Providing direct services (tutoring)

Student Materials

Engaging Parents

Professional Development

\*\* Dickson's numbers for the application of:

- 22-23 were 37.41%
- 21-22 were 32.80%
- 20-21 were 36.48 %
- 19-20 were 35.66%
- 18-19 were 35.45%
- 17-18 were 40.27 %







# Title 1 Goals

Goal 1: Based on mCLASS data, the percentage of all students in K-2 who are proficient readers will increase from BOY to EOY.

- Partner with NC Ed Corps
- Contract with an Early Literacy Specialist to maximize coaching
- Support Training about the core curriculum listed in the State Literacy Plan
- Promote early literacy around Pre-K to K transition
- Employ on-site support around the use of mClass benchmarking and progress monitoring

Goal 2: Based on the End of Grade scores in reading and math, the percentage of black students in grades 3-5 who demonstrate proficiency will increase from BOY to EOY (23-24 scores to 24-25 scores).

- Employ a district-wide Academic Coordinator to ensure literacy and math curriculum are supported
- Provide curriculum implementation and professional development
- Ensure academic coaches are trained in math curriculum and attend PD
- Purchase data collection tool to house data from benchmarks

- 
- Training on mCLASS
  - Core Curriculum materials and PD
  - District Academic Coach
  - School-Based Coaches
  - District-Wide Wit Wisdom Coaching
  - mCLASS Implementation Support
  - McKinney Vento Coordinator and Tutor
- 





# Title 1 Goals

Goal 3: Students identified as McKinney-Vento (homeless) will increase overall core academic performance by at least 10% from identification to the EOY benchmarks.



- Fund district McKinney Vento and Foster Care Coordinator
- Provide tutoring services for students experiencing homelessness

Goal 4: Title 1 will participate in the SiMR (State-identified Measurable Results) research to understand and address root causes for chronic absenteeism.

- Participate in problem-solving activities with DPI Office of Exceptional Children

Goal 5: Exclusionary practices will be reduced in order to decrease disciplinary risk ratios for black students, especially in the area of classroom pull outs, total referrals, ISS, and OSS.

- Work with administrators and coaches to minimize the time students are pulled from class
- Ensure school-based teams have appropriate de-escalation strategies
- Provide data to schools regularly around their disciplinary data trends

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- 





# Title 1 2024-2025 Budgets

(tentative)

## Set-Asides - Administrative Costs

**\$97,028.02**

- Professional Development
  - Content
  - Equity
  - Best Practices
  - Leadership
- McKinney Vento Outreach Specialist
- Homeless Coordinator and Tutors
- Foster Children Transportation

## District Initiatives/Coordinated Services

**\$127,804.20**

- Title 1 Summer Staff
- Enrollment Transition
  - Magnet Night/Materials
  - Registration and Forum
- Academic Coaching (mCLASS Support)
- Literacy Impact Coaching
- LETRS Training & Coaching
- Materials/Supplies
- English Learner Support
- Community Outreach Tutors

## School Budgets

**\$550,713.00**

### School-Based Academic Coaches

- Instructional Coaches
- Parent Involvement Events
- Tutors/Interventionists
- Teacher-Presenter Stipends

### Private Schools

**\$5,670.17**

- Tutors
- Material/Supplies





# Parent Involvement 23-24 Feedback

## What we've heard.... 141 responses

### Feedback to celebrate

Parent-Teacher Conferences - 95% of parents surveyed participated

80% of parents surveyed understand their school's academic goals

100% of parents surveyed report can reach their child's teacher

85% of parents surveyed support funding academic coaching

99% of parents surveyed understand reports cards and test scores

Preferred communication - parents request information

- Sent home one week before
- Calendars of events sent home regularly
- Child care be provided
- Evening meetings are prioritized
- Events occur at the school

### Feedback to consider for growth

Parents would like to see more equity-based groups/discussion

13% of parents surveyed reported not receiving a copy of the School-Parent Compact

22% of parents surveyed reported not receiving a copy of the Parent Involvement Plan

20% of parents surveyed do not know how to get involved





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# Parent & Family Engagement

## Definition of Parent and Family Engagement

For this policy, the term “parent and family engagement” means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. That parents and family members play an integral role in assisting their child’s learning;
2. That parents and family members are encouraged to be actively involved in their child’s education at school;
3. That parents are full partners in their child’s education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. That the school system utilizes activities to support parent and family engagement in the Title I programs.





# Title II

- Designed, among other things, to provide students from low-income families and minority students greater access to effective teachers
- Funding can be used to effectively attract, select, place, support, and retain excellent educators
- Monitoring of equity between schools through the number of beginning and experienced teachers, NBCT, diverse staff, and the student-to-staff ratio on each campus

Provide access to effective teachers

Prepare, train, and recruit high quality teachers

Title II

Mentor new teachers and administrators

Promote professional growth opportunities





# Title II 2024-2025 Budgets

(tentative)

## Set-Asides - Administrative Costs

**\$139488**

- Program Director 40%
- Director of Recruitment and Induction 75%
- Instructional
  - Mentors for Beginning Teachers
  - Professional Development
- Employee Educational Reimbursement
- Supplies
- Recruitment
  - Out-of-Town Travel Expenses
  - Contracts
  - Professional Development
  - Marketing/Advertising
  - Materials/Supplies

Private Schools

**\$1,833.96**





# Title III

- Identify and assess all potential EL students in a timely, valid, and reliable manner
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services
- Meet the needs of EL students who opt out of language assistance programs





# Title III 2024-2025 Budgets

(tentative)

Set-Asides - Administrative Costs

**\$12,482**

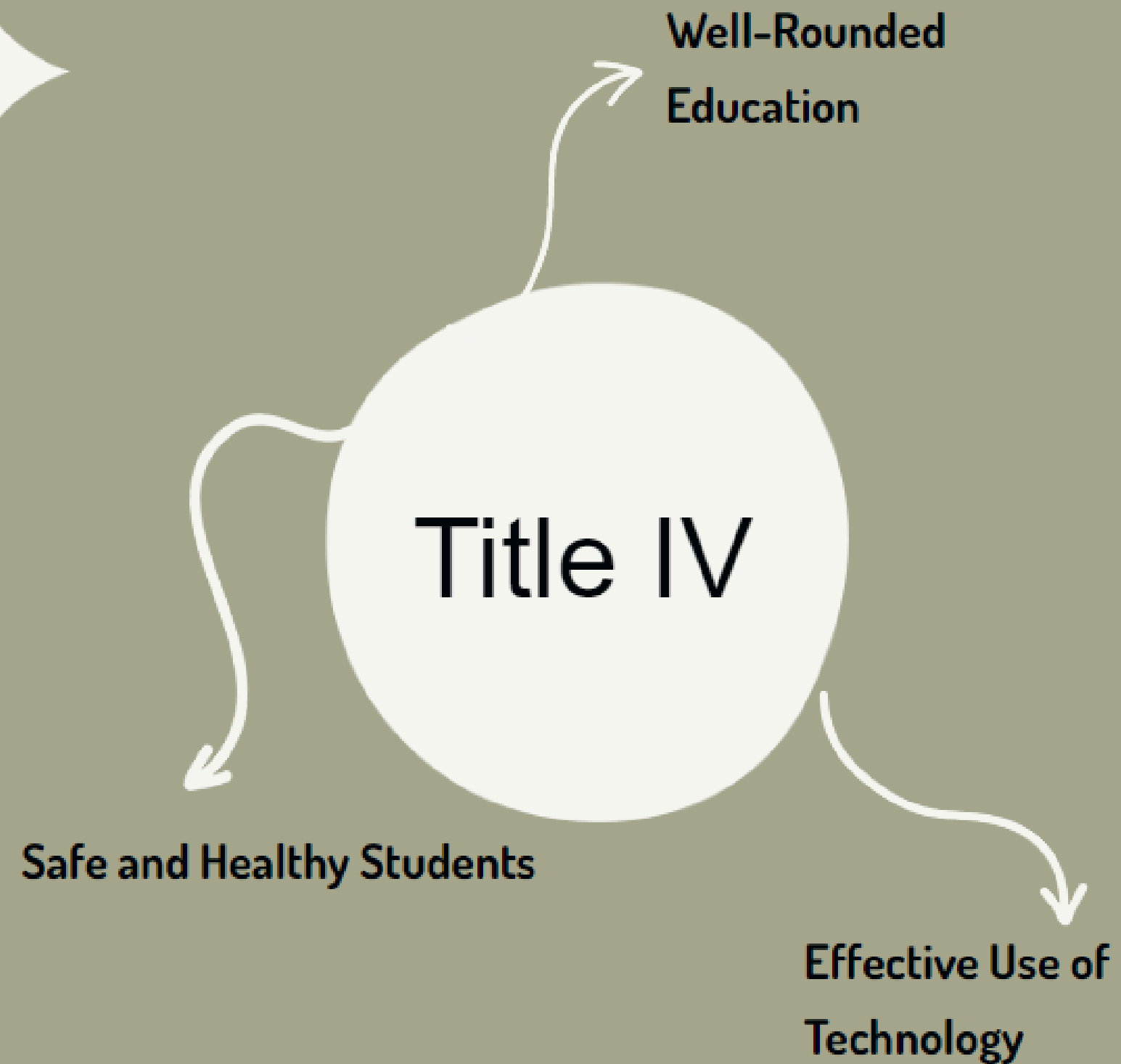
- Multilingual Curricular Resources
- Translation Services
- Translated Resources & Documents
- Professional Development & Training





# Title IV

- Well-Rounded Education
  - Music Enhancement
  - Art Education
  - District Arts Enhancement
- Safe and Healthy Students
  - Behavior Support
  - Crisis Prevention Institute
  - Behavior Technician Training
- Effective Use of Technology
  - BOY Training Stipends for all new staff to access technology
  - Professional Development and Materials
  - Digital Lead Teacher Planning
  - Equipment





# Title IV 2024-2025 Budgets

(tentative)

24-25 Allocation	\$67,141.00
23-24 Carryover	\$42,028.00
Private School Carryover	\$ 1,196.80
<b>Total</b>	<b>\$110,365.80</b>

Asheville City Schools has received the 21st Century Community Learning Center Grant.

**\$499,929.00**

Area 1: Well-Rounded Education	\$34,870.00
Area 2: Safe and Healthy Students	\$43,719.00
Area 3: Effective Use of Technology	\$30,580.00

Private Schools - **\$5,859.92**





# Title IV

## Areas Descriptions

### Areas to Support for Well-Rounded Education

- Improving access to foreign language, arts, band, & music
  - Improving access to healthy lifestyles
- Access to Maker-Space labs to encourage students to engage in STEM/STEAM-based activities

### Areas to Support for Safe and Healthy Students

- Preventing Bullying and Harassment
  - Relationship-Building Skills
  - MTSS Behavior Support

### Areas to Support for Effective Use of Technology

- Implement School-Wide Approaches to Inform Instruction
- Ensure staff are equipped to effectively use technology to enhance curriculum & instruction





STAKEHOLDER  
**FEEDBACK**



<https://forms.gle/Pn9hXa9ajQuzYRoS8>





# MY CONTACT INFORMATION

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