



MVCSD 2017-2018

TITLE I PARENT PRESENTATION

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OVERVIEW

1. What is Title I?

2. Funding Allocations

The CAN & CANNOT's of spending your Title I allocations.

3. Actions to be taken at the Building Level.

4. Q & A session

WHAT IS TITLE I?

- Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965 when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the No Child Left Behind Act. Title I is one of the oldest and largest federal programs supporting elementary and secondary education in existence, and over 90% of the school systems in the United States receive some sort of Title I funding.
- The Title I program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards. Title I reaches about 12.5 million students enrolled in both public and private schools. Title I funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs.



2017-18 Title I School Improvement Section 1003(a) Basic School Improvement Grant Application

PURPOSE OF ALLOCATION

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

ELIGIBILITY

Federal allocation is made to NYSED based on poverty data from US Census

NYSED allocates subgrants to LEAs based upon federal allocation and other adjustments

LEAs make school level allocations using a per pupil for low income students

ELIGIBILITY

- Only Title I Focus Districts and Districts with Title I Local Assistance Plan (LAP) Schools are eligible to apply for this grant.
- Focus Districts, Priority Schools, Focus Schools and LAP Schools that are identified as of August 31, 2016 are eligible for funding. The 2016-17 lists of Focus Districts, Priority Schools, Focus Schools and LAP Schools are posted online at:
<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.
- Title I Districts that were identified as a Focus District and Title I schools identified as a Priority or Focus School as of June 1, 2016 and subsequently removed from that status will remain eligible for funding during the 2017-18 school year.
- Only Title I schools providing instruction to students during the 2017-18 school year are eligible for an allocation.

Please note: The following districts/schools are not eligible for the Section 1003(a) BASIC School Improvement Grant:

- ❖ Non-Title I Focus Districts;
- ❖ Non-Title I Schools;
- ❖ Focus or Priority Charter Schools;
- ❖ Priority Schools receiving 1003(g) School Improvement Grants;
- ❖ Priority Schools receiving 1003(a) School Innovation Fund Grants;
- ❖ Schools receiving 1003(a) Socioeconomic Pilot Program (SIPP) Grants;
- ❖ Priority Schools receiving Receivership Grants during the 2017-18 school year.

FUNDING

Title I Focus Districts identified for 2017-18 will receive the following allocation(s):

- Title I Focus District base allocation: \$50,000 per district
- Title I Priority School: \$75,000 per school
- Title I Focus School: \$50,000 per school
- Title I LAP School: \$20,000 per school
- Title I Districts in Good Standing with Title I LAP Schools are eligible to apply for a LAP School allocation, but are not eligible for a district allocation. Each Title I Local Assistance Plan School identified for 2017-18 will receive the following allocation:
 - Title I LAP School: \$20,000 per school

2017-18 Parent & Family Engagement & Parent Education Funds

	Parent & Family Engagement	Parent Education*
Thornton	\$ 2,689	
Lincoln	\$ 2,414	
Mandela	\$ 589	\$ 1,006
Parker	\$ 1,129	
Hamilton	\$ 1,641	\$ 2,802
Traphagen	\$ 1,106	
Williams	\$ 1,677	\$ 2,863
Grimes	\$ 1,641	
Graham	\$ 1,704	\$ 2,909
Columbus	\$ 2,037	\$ 3,477
Davis	\$ 1,825	\$ 3,116
BTMS	\$ 1,875	\$ 3,201
RTES	\$ 1,138	\$ 1,942
Pennington	\$ 827	\$ 1,412
Holmes	\$ 1,358	
MVHS	\$ 4,653	\$ 7,945
Youth Shelter	\$ 31	
private schools	\$ 805	
District	\$ 1,534	
Total	\$ 30,673	\$ 30,673
* for Focus and Priority schools		

USE OF TITLE 1 FUNDS

- Fund supplementary programs
- Fund supplementary materials and staff
- Fund programs and services that specifically support students with the greatest academic need

USE OF TITLE 1 FUNDS

- Title 1 funds are to be used to directly impact student achievement by:
 - Providing additional services that increase the amount and quality of instructional time
 - Providing students with an enriched and accelerated academic program
 - Significantly elevating the quality of instruction
 - Affording parents substantial and meaningful opportunities to participate in the education of their children.

USE OF TITLE 1 FUNDS



ALLOWABLE ACTIVITIES

Title I School Improvement 1003(a) funds may not be used for any school level activities in Non-Title I schools. Districts must target funds toward the area(s) of identification and toward the particular subgroup(s) identified for improvement. Funds may only be used for activities allowed under Title I and must be used for required improvement activities listed below:

- A. Participation in Diagnostic Tool for School and District Effectiveness (DTSDE) training, including the DTSDE Certification program, and implementation of DTSDE reviews, including required surveys;
- B. Participation in training for and development of the District Comprehensive Improvement Plan (DCIP), School Comprehensive Education Plans (SCEPs) and Strategic Plans for School Excellence (SPSE), including the DTSDE Professional Learning Community (PLC) program;
- C. Review of Qualifications of Priority and Focus School Leaders;
- D. Work with an independent evaluator to monitor and evaluate fidelity of program implementation;
- E. Submission quarterly of leading indicators report to NYSED;

ALLOWABLE ACTIVITIES.cont'd

- F. Provision of Public School Choice to students attending Title I Priority and Focus Schools;
- G. Provision of 200 hours of Extended Learning Time Programming to students in Priority Schools;
- H. Funding to sustain and/or implement a whole school reform model in a Priority School or Focus School;
- I. Funding to implement a community school model or advanced coursework/CTE program in a Priority or Focus School;
- J. Funding to support other DTSDE recommendations;
- K. Funding to support implementation of Local Assistances Plans (LAPs) in Title I LAP Schools; and,
- L. Partnerships with Institutions of Higher Education (IHE) to provide college and career enrichment programs in Science, Technology, Engineering and Math (STEM) for historically underserved students from Focus and Priority Schools.

Please Note: There is no carryover for these funds.

Additional information regarding district and school improvement requirements under the ESEA Flexibility waiver may be found at:

<http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>

ACTIONS TO BE TAKEN AT THE BUILDING LEVEL

All school buildings will:

- have written and submitted SCEP/SPSE Plans. *(by 6/1/18)*
- conduct their Title I Parent Meeting and Annual Right to Know (RTK) notification. *(by 10/27/2017)*
- implemented strategies, programs and models to increase student performance in ELA and mathematics. *(by 10/27/17)*
- developed the required School Building-level Parent Involvement Policy. *(11/17/2017)*
- Employee Payroll Certifications (EPC) are signed by teachers or supervisors and maintained to ensure that Title I funded employees provided Title I services to eligible students. *(by 1/31/2018 & 6/15/18)*
- provided parents with written notification that they may request information regarding the professional qualifications of their child's classroom teacher(s). *(By 10/27/2017)*
- Procedures are in place to ensure that Title I schools provide parents with: (by End of Marking Period 1)
 - information on their child's level of achievement in each of the State academic assessments; and
 - timely notification that their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

QUESTION & ANSWER SESSION

