



# Title I Parent and Family Engagement Meeting

May 25, 2021

Development of Consolidated Application for ESSA  
Funded Programs - Title I  
Parent and Family Engagement  
Policy 1900



# Agenda

- What is Title I and How we Identify Eligible Schools
- EGCS D Title I Schools & Utilization of Funding
- How is Student Achievement Linked to Title I Services (Academic Intervention Services and Response to Intervention)
- Development of Consolidated Application for ESSA-Funded Programs
- 2021-2022 Title I Planning and Allocation
- Policy #1900 (Parent and Family Engagement) and School-Parent Compact
- Policy #1400 (Public Inquiries and Effective Communication)

# Title I and How We Identify Eligible Buildings

- Title I is federal funding that was first made available to states in 1965.
- It is distributed to schools according to the percentage of students who are eligible for reduced and free lunch to assure that there is equity in supplemental supports and services for students at risk of failure.
- It was designed to prevent gaps in education and quality of instruction.

# Title I and How We Identify Eligible Buildings

- Donald P. Sutherland and Goff Middle School are both identified as Title I schools **because of the percentage of students eligible for free and reduced lunch relative to the other buildings in the District.**
- Our District is identified as an average need district [23.05% Free & Reduced Lunch]
- The poverty rate for our schools which we identified as Title I Schools:
  - D.P. Sutherland: 36.76%
  - Goff Middle School: 24.84%
- Our other schools within our district range between 14.9%-23.77%

# Title I Schools

- NYS Targeted Threshold: 40% Economically Disadvantaged = High Needs District
- EGCS D (2021): 23.05% [Not a High Needs District]
- **2021-2022 Title I Allocation: Unknown at this time**
- 2020-2021 Title I Allocation: \$347,819.
- 2019-2020 Title I Allocation: \$319,884.
- 2018-2019 Title I Allocation: \$335,134.
- 2017-2018 Title I Allocation: \$343,501.

# Title I Schools

- *“A District (LEA) must take care of the most impoverished school(s) first.” - You must fund programs starting with the highest economically disadvantaged school and then work towards your least economically disadvantaged school.*
- *The EGCS D has used these federal monies to cover the salaries for professional staff (AIS/Remedial). The Title I requirements include articulating your district's methodology of funding under the allowable expenses and then implementing that methodology starting with your building with the highest poverty rate first (DPS) and then moving on to your next building with the 2nd highest poverty rate (Previously Red Mill but Goff MS next year).*
- *The school district determines which schools within the district are Title I schools based on the percentage of students who are eligible for reduced and free lunch. We do not receive a larger allocation if our district identified 3 schools as Title I schools compared to 2. Therefore identifying a 3rd school within our district as a Title I school would serve no purpose and there would be no financial gain to that school nor our district.*

# **NYSED 2021 Free and Reduced Price Lunch Eligible Students Enrolled on BEDS Day**

<b>Location</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>
<b>District</b>	<b>23.05%</b>	<b>23.63%</b>	<b>23.46%</b>
<b>Bell Top</b>	<b>14.9%</b>	<b>16.2%</b>	<b>13.64%</b>
<b>Genet</b>	<b>23.17%</b>	<b>25.12%</b>	<b>22.3%</b>
<b>Columbia</b>	<b>22.21%</b>	<b>20.94%</b>	<b>22.34%</b>
<b>D.P. Sutherland</b>	<b>36.76%</b>	<b>39.59%</b>	<b>35.23%</b>
<b>Green Meadow</b>	<b>17.94%</b>	<b>15.79%</b>	<b>19.1%</b>
<b>Goff MS</b>	<b>24.84%</b>	<b>25.7%</b>	<b>24.97%</b>
<b>Red Mill</b>	<b>23.77%</b>	<b>27.58%</b>	<b>28.36%</b>

# Utilization of Title I Funding

- Salaries for Professional Staff
  - 3.1 FTE (Remedial/AIS Teachers) at DPS
  - 7.4 FTE (Remedial/AIS Teachers) at Goff MS
  - 0.2 FTE (Remedial/AIS Teacher) at Holy Spirit

**All Students identified in need of academic supports and service are reviewed by the Instructional Support Team in each building. Children are provided services and supports in all of our schools according to academic need not poverty level.**



# Academic Intervention Services (AIS)

- Additional instruction means the provision of extra time for focused (Targeted) instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the areas identified as requiring AIS.
- These support services may be delivered in pull out and push in models.
- The intensity of services varies and is designed to be responsive to student needs. (Closely monitored for growth – Is the intervention working?) Progress Monitoring

# How Title I Services is Linked to Student Achievement

- States monitor student performance on state assessments with attention to subgroup achievement. Students enrolled in buildings with higher poverty rates are considered at an increased risk of meeting academic standards.
- Performance scores are disaggregated according to ethnicity, race, poverty and second language status. When gaps are noted the building or district may be identified as needing improvement.
- Districts in New York State are required to calculate eligibility for supplemental academic support services using multiple measures.

# How Title I Services is Linked to Student Achievement

1. NYSTP Grades 3-8,
2. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Grades K-2 (Now Acadience Reading),
3. CARS (Comprehensive Assessment of Reading Strategies) Grades 2-5,
4. Really Great Reading
5. Fountas & Pinnell Grades K-5,
6. Test of Silent Contextual Reading Fluency Grades 6-8,
7. Woodcock Reading Mastery Assessment Grades 9-12, and
8. Grade 11 English Regents

\*Currently exploring Renaissance STAR Assessment

# Response to Intervention (RTI)

- Response to Intervention (RTI) is the practice of providing instruction and interventions in response to student needs in the general education setting by the classroom teacher and/or an AIS(Remedial) teacher.
- Instructional support is delivered in a hierarchy of intensity beginning with differentiation and increasing to small group instruction.
- Research Based Interventions

# Development of Consolidated Application for ESSA-Funded Programs

- Required Assurances (Section 8306 of the ESSA)
  - Fiscal and Programmatic Information
  - Consultation – significant focus – with all required constituent groups (Written Affirmation of LEA Consultation with Private School Officials) [22 Schools in 2021-2022]
- LEA-determined per pupil amounts
- Targeted Support
  - Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A

# 2021-2022 Title I Planning

- July 1 - June 30: Ongoing communications with private schools within and outside of our LEA
- May: Initial letters mailed to 22 Schools & Agencies to ascertain intent to participate and to verify poverty, need, and enrollment data information for the upcoming school year
- June-July: Visits, phone calls, and emails to private schools, planning and completion of our district's Consolidated Grant
- August: Submission of 2021-2022 Consolidated Application for ESSA Funded Programs

# Policy #1900

## Parent and Family Engagement

- Required for Receipt of Title I funds
- Must reflect the changes issued in ESSA
  - Expanded to include ***Family***
  - Two-way and meaningful communication
    - Centered on academic learning and other school activities
  - Opportunities to participate in planning (Title I Services) where appropriate
    - Meetings, Parent Surveys, Emails, Mailings, Public Hearing
  - Assist Parents (Understanding Academic Standards & Assessments, How to monitor their child's/children's progress, How best to support their child at home, etc.)
    - Literacy Training
    - Use of Technology

# School-Parent Compact

- Each Title I school (DPS & Goff Middle School) will have in place a School-Parent Compact which outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and how the school and parent will build and develop a partnership to help children achieve the states' high standards.



# School-Parent Compact

- **The School Will:**

- Provide **high-quality curriculum and instruction** in a supportive and effective learning environment;
- Hold **parent-teacher conferences** during these conferences, this compact will be discussed as it relates to your child's academic achievement;
- Provide parents with **frequent reports on their child's progress**;
- Provide parents **reasonable access to staff**; and
- Provide parents with **opportunities to volunteer and participate** in their child's class and to observe classroom activities
- Ensure regular **two-way, meaningful communication** between parents and family members and school staff, and, to the extent practicable, **in a language that the parents and family members can understand**

# School-Parent Compact

- **Parents' Responsibilities:**
  - Monitor their child's **attendance**;
  - Make sure that **homework** is completed;
  - Limit the amount of television their child watches;
  - **Volunteer** in their child's school;
  - **Participate** in decisions regarding their children's education;
  - **Promote** positive use of their child's extracurricular time; and
  - **Stay informed** about their child's education and **communicate** with the school regularly.

# School-Parent Compact

- **Student Responsibilities:**
  - **Do homework every day and ask for help when needed;**
  - **Read at least 20 minutes a day outside of school; and**
  - **Give their parents all notices and information received from their school every day**

# Policy #1400, Public Inquiries and Effective Communication

The EGCSB Board of Education establishes that it is the intent of the Board to promote and facilitate effective communication among students, parents, residents of the district, the Board, and the district staff.

- Safeguarding employees and persons who register complaints or express concern from unfair criticism

# Policy #1400, Public Inquiries and Effective Communication

- ★ All members of the community are encouraged to share their views regarding school policies and on the many educational issues confronting our school district.



# Policy #1400, Public Inquiries and Effective Communication

The board believes that communications involving specific situations and individuals are best handled as close to the origin of communication as possible. Staff should be given every opportunity to consider issues and to resolve problems prior to Board involvement.

## **Inquiries should be channeled as follows:**

1. Teacher or Staff Member
2. Principal
3. Superintendent of Schools
4. Board of Education

# Complaints Regarding Title I of the ESEA or Academic Intervention Services

*Any person or entity representative alleging the district has not upheld its responsibilities under Title 1 of the Elementary and Secondary Education Act (ESEA), as well as the district's responsibilities for Academic Intervention Services under the Commissioner's regulations section 100.2(ee), may submit a complaint in writing to the Superintendent of Schools (Mr. Jeffrey P. Simons). After 30 days, any decision of the Superintendent which is unsatisfactory to the complainant, or the district's lack of a response to the complaint, may be appealed to the State Education Department.*

<http://www.p2.nysed.gov/accountability/TI/complaintappeals.htm>

# Complaints Regarding Title I of the ESEA or Academic Intervention Services

## ***All such complaints to SED must:***

- 1. Be submitted in writing to NYS Education Dept., Title I School Community Services Office, Room 320 EB, 89 Washington Avenue, Albany, NY 12234*
- 2. Be signed by the person or agency representative filing the complaint*
  - a. Must specify the requirement of law or regulation being violated and the related issue, problem and/or concern*
  - b. Must contain information/evidence supporting the complaint*
  - c. Must state the nature of the corrective action desired*
  - d. Must contain a copy of the original signed complaint; and a copy of the district's response to the original complaint*



# Questions, Comments & Suggestions

