



Annual Title I Parent Meeting

Title I Schoolwide Program
(SWP) Schools

September 2016

Background Information

- ❖ The Elementary and Secondary Education Act (ESEA) was first enacted in 1965, and was last reauthorized in 2001 as the No Child Left Behind Act (NCLB).
- ❖ New York State's ESEA Flexibility Waiver Request was initially approved by the United States Department of Education (USDE) in 2012, then renewed by USDOE in 2015.
- ❖ ESEA was reauthorized by Congress as the Every Student Succeeds Act (ESSA) and signed into law by President Obama in December 2015.

Why are we here?

All Title I schools are required to hold an annual meeting for Title I parents* for the purpose of informing you of:

- ❖ our school's Title I Schoolwide Program (Title I SWP) as described in our Comprehensive Educational Plan (CEP)
- ❖ the requirements of Title I, Part A
- ❖ how parents and families can be informed and involved (Parents' Right to Know)
- ❖ strategies/plan for involving and engaging parents as described in our Parent Involvement Policy (PIP)
- ❖ how school-level Title I set-aside funds are used

**As defined by the Elementary Secondary Education Act (ESEA), Title I, Part A, Section 1118, reauthorized as the Every Student Succeeds Act (ESSA)*

What is a Title I Schoolwide Program?

- ❖ The purpose of the schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the state's academic content standards
- ❖ Addresses the educational needs of children with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency
- ❖ Built on schoolwide reform strategies, rather than separate add-on services

What it means to be a Title I Schoolwide Program

Title I schools receive federal funding (Title I dollars) to supplement the school's existing programs.

These funds are used for:

- ❖ identifying students experiencing academic difficulties and providing timely assistance to help them meet the state's content standards
- ❖ hiring supplemental staff and purchasing supplemental programs, materials and supplies
- ❖ integrating professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school
- ❖ costs for trainings and other activities to engage parents in support of their children's education

How Families can be involved

A synthesis of the research concluded *that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more.”*¹

Title I schools served under Title I, Part A are required to involve parents in an ongoing, organized and timely way in the:

- ❖ joint review, planning and improvement of the Comprehensive Educational Plan (CEP)
 - in the planning, review, and improvement of the school's Parental Involvement Policy (PIP) and School-Parent Compact (SPC), as facilitated by the School Leadership Team (*per Chancellor’s Regulation A-655*)

¹ Henderson, Anne. T. and Mapp, Karen L., *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, 2001, p.7

The Title I Parent Involvement Policy (PIP)

All Title I schools and districts are required to jointly develop a Parent Involvement Policy (PIP) with the involvement of parents.

- ❖ at the school level, this process is facilitated through the SLT with consultation from Title I parent representatives.
- ❖ at the district level, this process is facilitated through the District Leadership Team (DLT) with consultation from Title I parent representatives.

These policies must address what schools and districts will do to implement Title I parent involvement requirements, including:

- ❖ how the district will communicate its expectations and implement the parent involvement requirements of Title I, Part A, with the support of schools within the district
- ❖ how parents can be involved in decision-making and activities that support student achievement
- ❖ how parent involvement funds are being used (school-level only)
- ❖ how information and training will be provided to parents
- ❖ how the school and district will build capacity for strong parental involvement
- ❖ how the school and district policies will be evaluated every year

Copies of the school and district PIPs must be distributed to Title I parents

The Title I School-Parent Compact (SPC)

The School-Parent Compact (SPC) is a component of the PIP and serves as the written, joint commitment between the school, parents and students to share in the responsibility for improving student academic achievement.

- ❖ The SPC must be distributed to Title I parents. For example, in a Title I SWP school like ours, all parents are Title I eligible.
- ❖ The SPC should be discussed during parent-teacher conferences.

How Title I 1% Set-aside Funds are used

A minimum of 1% of a school's allocation of Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds.

- ❖ The minimum 1% set-aside for our school is \$_____.
- ❖ Title I schools provide activities for parents that help improve student achievement and are:
 - included in the school's parent involvement policy
 - aligned with student achievement goals

ESEA Waiver

On June 23, 2015, NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver renewal request, authorizing New York State to continue implementing its revised accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes.

Some provisions of the current ESEA and/or of the ESEA flexibility waiver, especially as related to assessment and reporting requirements, are maintained. Most of the provisions of the ESSA begin with the 2016-17 school year. Accountability provisions of ESSA begin with the 2016-17 school year, or possibly later.

The renewal of the flexibility waiver releases all schools (Public and Non-Public schools) from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to continue to align resources and design programs that meet the specific needs of students to increase outcomes. Schools identified as Focus and Priority schools will receive an additional Title I allocation in support of school improvement plans and increased parent engagement via a separate allocation memorandum.

Parents' Right to Know

Requesting the Qualifications of your Child's Teacher(s)

- ❖ Title I parents receive written notification from the school regarding their right to request the qualifications of their child's teachers.
- ❖ Completed request forms should be submitted to the principal.
- ❖ Parents' Right to Know notification letters are available on the Department's website at:
<http://schools.nyc.gov/RulesPolicies/NCLB/ParentsTitle1.htm>.

Non-HQT Instruction - Four Week Notification

- ❖ Parents/guardians must also be notified in writing by the school on a rolling basis if your child has received instruction for 4 or more consecutive weeks from a teacher that is not highly qualified.
- ❖ Our school's current status (based on previous year's information) for Highly Qualified Teachers is _____%.

Parents' Right to Know

Additional Information

Title I parents receive timely information about:

- ❖ The achievement level of their child (e.g., report cards, parent-teacher conferences)
- ❖ Opportunities for regular meetings during the school year to allow parents/guardians to learn more about the school's Title I program (e.g., PA or PTA meetings)
- ❖ School and parent programs in a format and, where practicable, in a language the parents/guardians can understand (translation and interpretation needs should be communicated prior to meetings or events)
- ❖ How to file a written complaint regarding the administration of the Title I program
- ❖ School (and district) improvement identification (if applicable) and availability of options for eligible students such as:
 - Expanded learning time or after school tutoring
 - Public school choice
 - Support for parent involvement activities, as requested by parents/guardians

Questions?