



Supporting Title I Programs



**Department of
Education**

Dennis M. Walcott, Chancellor



Session Overview

SECTION I: A Brief Overview of Title I Information

- What is Title I? - Federal program
- School Eligibility
- Program Eligibility
- Title I Targeted Assistance or Title I Schoolwide Program Schools
- Overview of Title I Parent Involvement Requirements
- The Comprehensive Educational Planning Process: Developing the CEP

SECTION II: Best Practices for Title I Programs

- How Schools Can Support the Title I Program
- How Parent Coordinators Can Help Support Title I Programs in Their Schools
- How Networks Can Support Title I Programs
- How District/Borough Staff Can Support Title I Programs
- How District Leadership Teams Can Support Title I Programs

Central Support and Resources

SECTION I: A Brief Overview of Title I Information

What is Title I?

- [Title I](#) is part of the federal legislation known as No Child Left Behind (NCLB) formerly Elementary Secondary Education Act (ESEA) which provides supplemental funding to schools and districts to help address the needs of at-risk students.
 - Title I [school eligibility](#) is determined by the percentage of students who are eligible to receive free [lunch](#).
 - The poverty percentage cutoff for this school year is 60% for Brooklyn, Bronx, Queens, Manhattan and 45.17% for Staten Island.
 - This year, we have a total of 1,269 Title I schools (100 Targeted Assistance Schools + 1,169 Schoolwide Program Schools).
- Title I program participation eligibility is determined by student academic performance.
 - Students that are not meeting or at risk of not meeting State academic standards are served through the school's Title I program.
 - The parents of these students are also eligible to participate in the school's Title I program.
- There are two types of Title I programs: Title I Targeted Assistance (Title I TA) or Title I Schoolwide Program (Title I SWP).
 - All Title I schools begin as Title I TA schools.

Title I Targeted Assistance or Title I Schoolwide Program Schools

- In a Title I TA school, Title I funds are “targeted” to provide support to eligible students.
 - The parents of these participating students are part of the program (Title I parents).
- Title I TA schools are invited to submit a proposal to become a Title I SWP school each spring.
 - To become a Title I SWP school, Title I TA schools must demonstrate and certify that each of the school’s constituent groups (administrators, non-administrative staff and parents) are in support of the school’s proposal to become a Title I SWP school. The Title I SWP proposal process is optional and Title I TA schools may choose not to submit a proposal.
 - If the Title I TA school successfully completes the Title I SWP proposal process, the school is granted Title I SWP status for the following school year.
 - Once the school becomes a Title I SWP school, there is no need for them to submit a proposal in subsequent years.
- In a Title I SWP school, Title I funds are *combined with other school funds* to support educational programs for all students.
 - All students are served through the Title I SWP program and all parents are part of the program.

Overview of Title I Parent Involvement Requirements

- In general, schools in New York City receive Title I, Part A funds to implement their Title I programs.
 - Under Title I, Part A, Section 1118, the law outlines a number of parent involvement provisions.
- These provisions include the organized, ongoing and timely involvement of parents (adequate representation) of participating students in the joint development of the school's:
 - [Comprehensive Educational Plan](#) (CEP) and
 - Parent Involvement Policy (PIP) includes a School-Parent Compact (SPC) as a component, must describe how the school will build capacity for strong parent involvement to improve student academic achievement, coordinate and integrate all parent involvement programs in the school, involve Title I parents in the annual evaluation of the policy and include them in school activities.
- Title I schools must:
 - distribute the school's parent involvement policy to all Title I parents;
 - conduct an [Annual Title I Parent Meeting](#) to inform parents about the school's Title I program, explain Title I requirements and the rights of parents to be involved;
 - offer a flexible number of meetings for parents to provide them with opportunities to hear and learn more about the school's Title I program and may use existing school/parent meetings and other events to meet this requirement (e.g., meetings of the Parent Association (PA), Parent-Teacher Association (PTA), School Leadership Team (SLT), Parent-Teacher Conferences, parent involvement workshops and other professional development opportunities);
 - provide parents with timely information about their child's progress, including information about curriculum and assessments used to measure overall student academic progress.

The Comprehensive Educational Planning Process: Developing the CEP

- Under [New York State Education Law, Section 2590](#) each school must form a School Leadership Team (SLT). The role of the SLT is to develop the school's Comprehensive Educational Plan, and align the school's budget to support the plan. Under [Chancellor's Regulation A-655](#) (CR A-655), SLTs are responsible for facilitating the required consultation with Title I parent representatives in the joint development of the CEP, including the Parent Involvement Policy and School-Parent Compact.
 - Title I schools are required to establish a Title I Parent Committee to allow for adequate representation of Title I parents in this process. Title I parents may decide to form a parent subcommittee of the school's existing PA or PTA or a Parent Advisory Council (PAC). Title I parents elect parent representatives to serve on this committee. Guidance to support schools in establishing the [committee](#) is available on Principal's Portal.
- SLTs must engage these Title I parent representatives in the joint CEP development process and document their involvement through SLT meeting notices, attendance sheets and minutes.
 - The CEP establishes the foundation for how the school will meet the needs of students, staff and teachers and parents in support of improving student achievement and school quality. As such, the CEP is a living document and should be reviewed periodically by the SLT to determine that the course set by the team will help the school meet and achieve its goals for the year.
 - An annual review of the CEP must be conducted by the SLT. During this period, the SLT must also conduct the annual evaluation of the school's PIP and parent involvement program activities.

The Comprehensive Educational Planning Process: Developing the CEP

- The new CEP template format allows all schools to specify the strategies (and activities) that they will employ to involve parents in support of each of the student achievement goals.
 - For Title I schools, these strategies (and activities) must also be reflected in the Title I Parent Involvement Policy (PIP) and are funded [using the school's allocation for parent involvement](#).
 - Non-Title I schools are not required to develop a PIP but must still include parent involvement strategies (and activities) for each of the action plans outlined in their CEP.
- The new CEP template also features a PIP template which may be used by schools as is, or modified to align with specific student achievement goals.

SECTION II:

Best Practices for Title I Programs

How Schools Can Support Title I Programs

- Schools can support the Title I program by taking the following steps:
 - provide information about Title I requirements;
 - ensure that a PA or PTA has been established in accordance with State law, [Chancellor's Regulation A-660](#) (CR A-660) and PA or PTA bylaws;
 - ensure that a School Leadership Team has been established in accordance with size and composition requirements as outlined in State law, CR A-655 and SLT bylaws;
 - ensure that a Title I parent committee (Parent Subcommittee of the PA or PTA or PAC) has been established in accordance with the Department's guidance as communicated through Principal's Portal;
 - communicate regularly with the Title I Parent Committee (Parent Subcommittee of the PA or PTA or PAC) through the SLT to keep them informed about the school's Title I program;
 - provide professional development opportunities for school staff, teachers and parents about Title I;
 - review the CEP including the school's PIP periodically to determine how the program is working and if any adjustments should be made to the plan or policy during the year;
 - maintain all records pertaining to the school's implementation of the Title I program and purchases using Title I funds including all Title I parent/school meeting notices, attendance sheets, minutes, workshops/professional development sessions for parents and staff, inventory of equipment, instructional materials and other resources to support the school's program.

How Parent Coordinators Can Help Support Title I Programs in Their Schools

- Parent Coordinators can play a supportive role in the success of the school's Title I parent involvement program by:
 - becoming knowledgeable about Title I parent involvement requirements and turn keying this information to parents and members of the school community;
 - identifying and sharing best practices with school leadership for engaging parents in support of their children's education;
 - helping schools to collect completed school meals application (lunch forms);
 - conducting outreach to parents to ensure maximum participation during Title I schoolwide events (e.g., Annual Title I Parent Meeting, conferences, workshops) including the implementation of strategies to attract "hard-to-reach" parents and families;
 - using the school's PIP as a framework when planning parent involvement activities for the year; particularly in Title I SWP schools where all parents are part of the Title I program;
 - partnering with Title I parent leaders (and staff as determined by the principal) to provide direct support to the school's Title I parent involvement program;

How Parent Coordinators Can Help Support Title I Programs in Their Schools

- Parent Coordinators can play a supportive role in the success of the school's Title I parent involvement program by:
 - coordinating Title I program activities with other school events where appropriate;
 - attending regularly scheduled meetings of the SLT, Title I Parent Committee, PA or PTA when invited by the parent organization(s) or requested by the Principal;
 - conducting regular evaluations to obtain feedback from Title I parents regarding program activities and sharing that information with the SLT to help inform its annual evaluation of the school's PIP and program;
 - maintaining a back-up file of documentation for all Title I parent involvement program activities, including program calendars, handouts, evaluations and attendance sheets;
 - providing support with the management of the intake process for school-level complaints or concerns raised by parents regarding the school's implementation of Title I program requirements, including the maintenance of an intake log and recording outcomes and resolutions (intake forms) based on the school's intervention and response to these concerns.
 - Note that all [complaints](#) or issues raised by parents should be addressed in the first instance by the school. Parents may appeal any school-level decision regarding their concern to the CFN, Superintendent and central Division of Family and Community Engagement.

How Networks Can Help Support Title I Programs

- Networks can play a supportive role in the success of the school's Title I parent involvement program by:
 - becoming knowledgeable about Title I parent involvement requirements (*including DOE guidance for meeting these requirements*) and turn keying this information to others;
 - reviewing the school's CEP including the PIP to ensure coherence and consistency with these requirements;
 - coordinating training and professional development opportunities for school leadership and parents regarding Title I requirements, including parent involvement and use of Title I funds;
 - directing schools to online resources (available through Principals' Portal) and materials that provide guidance to school leadership regarding the implementation of these requirements;
 - responding to questions and inquiries raised by school leadership regarding the implementation of these requirements;
 - identifying and sharing best practices and strategies with school leadership for engaging parents in support of their children's education.

How District/Borough Staff Can Support Title I Programs

- Borough and District Family Advocates can play a supportive role in the success of school and district Title I parent involvement programs by:
 - becoming knowledgeable about Title I parent involvement requirements (*including DOE guidance for meeting these requirements*);
 - using the district's PIP as a framework when planning and/or coordinating parent involvement activities for the year;
 - identifying and sharing best practices and strategies with school and district leadership for engaging parents in support of their children's education;
 - responding to questions and inquiries raised by school leadership regarding the implementation of these requirements;
 - attending regularly scheduled meetings of the DLT, Title I Parent Committee, Borough and District Presidents' Council, Community and Citywide Education Councils when invited by the parent organization(s) or requested by the Superintendent;
 - conducting regular evaluations to obtain feedback from Title I parents regarding program activities and sharing that information with the DLT to help inform its annual evaluation of the district's PIP and program;
 - maintaining a file of documentation for all district-level Title I parent involvement program activities, including program calendars, handouts, evaluations and attendance sheets;
 - managing the intake and investigative process (as facilitated through 311) for complaints/concerns raised by parents regarding the school's implementation of Title I program requirements that are elevated to the district or borough level.
- Note that all [complaints](#) or issues raised by parents should be addressed in the first instance by the school. Parents may appeal any school-level decision regarding their concern to the CFN, Superintendent and central Division of Family and Community Engagement.

How District Leadership Teams Can Support Title I Programs

- [New York State Education Commissioner's Regulation, Section 100.11](#) requires each district to form a District Leadership Team (DLT). The DLT develops the District's 100.11 Plan for School-Based Planning and Shared Decision-Making.
 - The District's 100.11 Plan provides guidance to schools (SLTs) regarding the school-based planning and shared decision-making process for engaging teachers, staff and parents in the comprehensive educational planning process.
 - A Biennial Review report is generated by the DLT to determine the effectiveness of the schools' implementation (through their SLTs) of the District's 100.11 plan in this process. The Biennial Review report also examines how well schools meet Federal and State requirements for parent involvement. DLTs provide feedback to schools regarding Biennial Review reporting results and findings.
- In addition, Title I, Part A, Sections 1112 and 1118 require all districts to develop a Local Educational Agency (LEA) Plan which includes a District Parent Involvement Policy (DPIP). To satisfy all of these requirements, the DLT incorporates the District 100.11 Plan and DPIP into the LEA Plan.
 - The DPIP establishes the district's expectations for how Title I schools will fulfill Title I parent involvement requirements and may be used as a guide for schools in the development of the PIP.
 - Under Chancellor's Regulation A-655, DLTs are responsible for facilitating consultation with Title I parents regarding the joint development of the district's plan and policy. DLTs include representation from borough, district and citywide parent organizations (e.g., Presidents' Councils, Community and Citywide Education Councils).

Central Support and Resources

- Central offices work closely to provide ongoing support and guidance to Title I schools, districts and CFNs/Clusters by:
 - interpreting federal law and developing guidance to support school and district implementation of Title I program requirements;
 - developing and providing access to resources (e.g., templates, guides, presentations, scripts) to help inform and guide schools and districts in the successful implementation of Title I programs;
 - providing translated versions of these resources to help schools and districts satisfy federal requirements to communicate information about school and district Title I programs in other languages;
 - designing and posting professional development resources and materials to help Title I schools, districts and networks build organizational capacity;
 - preparing schools and districts for State monitoring and federal audit visits designed to gauge overall compliance and competency regarding these requirements.

For More Information.....

- The [Principals' Portal](#)
- [CFN Family and CEP Points](#)
- The Division of Family and Community Engagement's [Becoming a Parent Leader webpage](#)
- E-mail questions to: TitleIParentInvolvement@schools.nyc.gov

