



**Title I Director's Meeting**  
**09.26.2013**

# **Title I Part A**

## **Statute, Regulations, and Guidance Documents**

may be found at:

<http://www2.ed.gov/programs/titleiparta/legislation.html>

# Title I Announcements

- No on-site Title I Monitoring for 2013-14 school year
- The SD DOE will be providing Technical assistance as needed
- Updated Title I Timeline – in Folders

# Flexibility Waiver

The ONLY section of the ESEA that was waived was Section 1116 – School Improvement.

Districts and Schools still need to complete the following requirements:

# Assessment and Accountability Reports

- Report Card online on DOE website-(public version)
  - <http://doe.sd.gov/reportcard/index.aspx>

# Professional Development Plan

- District must have a PD Plan in place
  - Activity, grade levels, personnel involved, how aligned with goals, funding source, way to evaluate the effectiveness of the PD provided

# Parent Involvement Policies and Compact

- Parent Involvement Policies
  - District-Level Policy
    - How does the district support the schools?
  - School-Level Policy
    - Policy describes how the school will carry out parent involvement requirements and build partnerships
- School-Parent Compact
  - A written agreement between schools and families

# Coordination/Transition Plan

- Must contain all 6 components
  - Program Development
  - Coordination and Communication
  - Transition Process
  - Professional Development
  - Parent Involvement and Education
  - Evaluation

# 1119 Assurance Statements

- Accurately reflects the Highly Qualified Teaching Status within school
- Principals of Title I schools must sign in the beginning of school year

# Parents Right to Know Statement

- A statement that must be provided to parents regarding their right to request their child's teachers' qualifications.
  - Note- If a student has been assigned or taught for four or more consecutive weeks by a teacher that is not highly qualified, parents must be notified

# Title I Schoolwide Programs

- I can't change the direction of the wind, but I can adjust my sails to always reach my destination.  
Jimmy Dean



## What do Schoolwide Programs Look like?

- Combine a variety of resources and use them to enhance teaching and learning during the regular school day and in “extended–time” programs such as afterschool, and summer programs.
- Offer intensive and sustained professional development for teachers, administrators, and paraprofessionals.

## What do Schoolwide Programs Look like?

- Meet the needs of students through coordinated services
- Use school-based decision making to design and implement site-specific strategies
- Make parents and community members full partners in learning by involving them in planning.

# What are the advantages of a Schoolwide program?

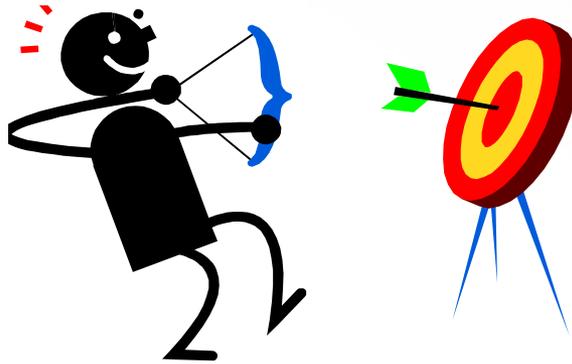
Plan a comprehensive educational program for all children in the school



## What requirements must a school meet to be eligible to operate a schoolwide program?

- A Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school or residing in the attendance area served by the school are from low-income families.
- If a school's poverty threshold falls below 40% in any subsequent year, the school may continue to operate a schoolwide program.

# Targeted Assistance Programs



- The goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.
- To accomplish this goal, a targeted assistance program must:
  - be based on effective means for improving achievement of participating children
  - use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula
  - minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

## A Targeted Assistance Program must have:

- A Highly Qualified Title I teacher
- Coordination with classroom and special education teachers.
- Needs assessments for students to determine eligibility based on multiple, educational related, objective criteria, which are then rank ordered to determine the highest need.
- Notification letters to parents concerning student eligibility to participate in the program.
- Progress reports to parents on a regular basis.
- Annual Title I parent meeting.
- Distribution of Parent Involvement Plans.

# McKinney-Vento Education of Homeless Children and Youth

- Title X, Part C - McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725  
<http://center.serve.org/nche/legis/mv.php>
- Each district nationwide - Designate M-V Liaison  
List posted - <http://doe.sd.gov/oess/documents/MVcontact.pdf>  
Duties – handout
- Homeless students have certain rights
  - Immediate enrollment (even when missing paperwork)
  - Transportation (even when others aren't provided transportation)
  - Full participation (all school activities)
  - Free school lunch program (family does not need to complete paperwork)
  - Automatically qualify for Title I services whether or not in a Title I school

# **Title I and M-V Intersection**

## **Title I Homeless Set Aside [20 USC 6313\(c\)\(3\)\(A\)](#)**

**Districts required to do set aside...**

- \*SD requires all districts with qualifying students in the previous year set aside funds**
- \*Except for wall-to-wall schoolwide district**
- \*Set aside based on explanation provided on e-grant**

## **Uses of Set Aside**

**Primarily for Title services for students in non-Title I schools**

**Additional uses not usually allowable under Title I**

# Basic Migrant Child Eligibility Factors

- **AGE**

The child is younger than age 22.

- **SCHOOL COMPLETION**

The child is eligible for a free public education under State law.

- **QUALIFYING WORK**

The employment is seasonal or temporary, AND  
The work is agricultural or fishing

# Basic Migrant Child Eligibility Factors

- MOVE
  - The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, AND
  - The move was from one school district to another, AND
  - The move was a change from one residence to another residence, AND
  - The move was due to economic necessity, AND
  - The move occurred within the past 36 months.

# Basic Migrant Child Eligibility Factors

- PURPOSE OF THE MOVE
  - The worker moved to obtain qualifying work and obtained it, OR
  - The worker moved to obtain any work and obtained qualifying work soon after the move, OR
  - The worker moved for qualifying work specifically, but did not obtain the work, AND
    - The worker has a prior history of moves to obtain qualifying work, OR
    - There is other credible evidence that the worker actively sought qualifying work soon after the move.

# English Language Learners

- Home Language Survey
- Initial Assessment
- Annual Assessment
- ELP Standards
- ESL Program
- OCR Requirements
- ENL Endorsement

# Coordinating Data

- Identification
  - Needs assessment in a TA program
  - IC automatically flags SW students
- Where to enter it
  - Infinite Campus (IC) or other student data system
- Collaborating
  - Work with the district IC coordinator to ensure accurate information has been entered.
- Reporting
  - May have to complete End-of-Year reporting for information not collected automatically.



# Annual Title I Meeting

- When do schools need to hold the Annual Title I Meeting?
- Can I serve food/snacks/beverages?
- What to cover at your annual Title I Meeting?

# Upcoming Projects

A SharePoint site to help facilitate Title Program monitoring and to serve as a storage place for electronic documents:

- A SharePoint site is a web site that provides a central storage and collaboration space for documents, information, and ideas. A SharePoint site helps groups of people share information and work together. For example, a SharePoint site can help you:
  - Coordinate projects, calendars, and schedules.
  - Discuss ideas and review documents or proposals.
  - Create an approval process for a form using workflows.
  - Create web sites, calendars, online surveys, discussion boards and more.

# Upcoming Events

- Schoolwide Conference – October 22, 2013 – Ft. Pierre - AmericInn
- Consolidated Application Training - webinars
- Family & Community Engagement Training - Regional
- Statewide Educational Conference – June 2-4, 2014 – Pierre – Ramkota

# Contacts/Information

- Title I Page: <http://doe.sd.gov/oess/TitleI.aspx>
- Title I Listserv: <http://www.k12.sd.us/Listserv/>
- Migrant Education – [jenifer.palmer@state.sd.us](mailto:jenifer.palmer@state.sd.us)
- McKinney Vento – [laura.johnson-frame@state.sd.us](mailto:laura.johnson-frame@state.sd.us)
- South Dakota LEAP – [shawna.poitra@state.sd.us](mailto:shawna.poitra@state.sd.us)
- Academy of Pacesetting Districts – [jordan.dueis@state.sd.us](mailto:jordan.dueis@state.sd.us)
- Title III – [yutzil.rodriguez@state.sd.us](mailto:yutzil.rodriguez@state.sd.us)
- Schoolwide Programs – [dawnl.smith@state.sd.us](mailto:dawnl.smith@state.sd.us)
- Targeted Assistance Programs – [besty.chapman@state.sd.us](mailto:besty.chapman@state.sd.us)
- Title I Programs – [shannon.malone@state.sd.us](mailto:shannon.malone@state.sd.us)
- Grants Management – [cody.stoeser@state.sd.us](mailto:cody.stoeser@state.sd.us)
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