

# Training for Learning Networks

## Title I Law and Parent Involvement Components Plus...Title II and Title III

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# What is No Child Left Behind(NCLB)?

- It is the re-authorization of the Elementary and Secondary Education Act (ESEA).
- The goal is still to improve a student's academic achievement.
- Since it has not been re-authorized since 2001, President Obama granted ESEA Flexibility Waviers.
  - On August 20, 2013 U.S. Department of Education granted Pennsylvania flexibility in the implementation of ESEA, resulting in the following changes:
    - End of Supplemental Educational Services (SES) and School Choice School Improvement Designations
    - New School Designations
      - **Reward High Achievement**
      - **Reward High Progress**
      - **Focus : Lowest performing 10% of schools in PA**
      - **Priority: Lowest performing 5% of schools in PA**
      - Non-Designated- Title I schools without any of above designations (only receive poverty allocation)

# Purpose and Intent of Grants in the Consolidated Application

- **Title I, Part A:** is a 100% Federally funded supplemental education program that provides educational financial assistance to local agencies to improve educational opportunities for schools with high percentages of poverty. Title I programs are designed to help children meet challenging state academic standards. In the 15-16 SY we are projected to receive \$129,184,402
- **Title II, Part A:** is a 100% Federally funded supplemental educational program that provides financial assistance to improve the skills of teachers and the quality of instruction in core academic subjects in public and private elementary and secondary schools. Also combines the Eisenhower and Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting and hiring highly qualified teachers. In the 15-16 SY we are projected to receive \$17,410,724
- **Title III:** is a 100% Federally funded supplemental program that concentrates on delivering language instruction educational programs to students who have a primary language other than English. This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youths . In the 15-16 SY we are projected to receive \$3,854,384
- **Title I, Part D Neglected and Delinquent:** is a 100% Federally funded program that provides supplementary education services for children and youth in local correctional institutions and community day programs identified by PDE. The state awards funds generated by the number of children in locally operated institutions for neglected and/or delinquent youth. The SDP runs the Juvenile Justice Center and the Penny Pack House school . In the 15-16 SY we are projected to receive \$400,431

# How is the money distributed within the school district

- Federal rules allow schools with higher concentrations of poverty and need to receive higher concentrations of Title I dollars. The 20% off the top allocation to Priority and Focus schools is a method to ensure that happens.
- The SDP also uses poverty “tiers” to distribute Title I. The total number of identified poverty students living in circumstances of poverty is distributed in schools across the District as equally as possible among five Tiers of poverty within which schools are ranked and placed within a Tier. Each Tier has a per poverty pupil allocation.
- The identified student poverty count is multiplied by the CEP inflator of 1.6 (not to exceed total enrollment), and the resulting count is multiplied by the per student amount in the Tier to derive the school’s poverty allocation.
- Each school also receives a Parental Involvement allocation which is equal to 1% of the SDP Title I Award distributed proportionally among schools by student poverty count
- Each year, some schools gain Title I dollars through this process and some schools lose, primarily due to the change in school enrollment, the change in identified poverty students, and the change in the Tier per pupil amounts.
- The vast majority of schools saw less than a \$50,000 increase or decrease between the 2014-15 and 2015-16 school year.

# 15-16 Poverty Tiers

FY15 Poverty Tiers	FY15 Per Pupil	FY16 Poverty Tiers	FY16 Per Pupil
<b>Poverty Tiers</b>			
First Tier 94.90 - 100%	\$667	First Tier 76.61% - 100%	\$670
Second Tier 93.59% - 94.89%	\$587	Second Tier 70.71% - 76.60%	\$570
Third Tier 89.10% - 93.58%	\$568	Third Tier 65.61% - 70.70%	\$560
Fourth Tier 78.72% - 89.09%	\$195	Fourth Tier 57.15% - 65.60%	\$200
Fifth Tier 46.22% - 78.71%	\$135	Fifth Tier 19.53% - 57.14%	\$150
<b>Focus / Priority Per Pupil</b>			
Priority	\$490	Priority	\$473
Focus	\$382	Focus	\$363

# With these funds, how can we achieve the goal of increasing student achievement?

- Improve the quality of teaching:
  - > Make the best efforts possible to have Highly Qualified Teachers in the classroom.
  - > Provide funds to professionally develop teachers.
  - > Provide funds to purchase engaging materials and training on those resources.
- Involve Parents and the Community:
  - > Studies show that when parents and the community are involved in a child's education, they are more likely to succeed.
  - > NCLB provides provisions, policies and strategies to increase parent involvement at the State, District and School levels.
  - > The law also provides opportunities for parents to partner with schools to ensure children receive the best education possible.

# What activities, required by law or rule, require parent participation?

	DISTRICT	SCHOOL
NO PARENT PARTICIPATION	<ul style="list-style-type: none"> <li>•To budget Federal funds in accordance with Federal guidelines.               <ul style="list-style-type: none"> <li>•To write the required Right to Know letters and make available to schools. (accomplished through the Office of Grant Compliance and Fiscal Services)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•To print out the Right to Know letters and send them home (at the beginning of the year and when a non-HQT has been a substitute for 20 consecutive days).</li> </ul>
PARENT PARTICIPATION	<ul style="list-style-type: none"> <li>•To create the District's Comprehensive Plan.               <ul style="list-style-type: none"> <li>•To develop the District's Parental Involvement Policy and make updates periodically.</li> <li>•To evaluate the effectiveness of the District's Parental Involvement Policy.</li> </ul> </li> <li>•To create a partnership with parents to ensure children receive the best education possible. (accomplished through the FACE Office)</li> </ul>	<ul style="list-style-type: none"> <li>•To create the School's Comprehensive Plan.               <ul style="list-style-type: none"> <li>•To develop the School's Parental Involvement Policy and make updates periodically. You MUST use parents as a resource during all phases.</li> <li>•To craft a Parent/School Compact with parental input.                   <ul style="list-style-type: none"> <li>•To build capacity for strong parent involvement.</li> </ul> </li> <li>•To create a partnership with parents to ensure children receive the best education possible.</li> </ul> </li> </ul>

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# What are the Federal guidelines for Parental Involvement in regards to budgets?

- If the District receives \$500,000 or more in Title I funds, they MUST set-aside *at least* 1% of the Title I allocation (The SDP does- \$1,291,844.02 of Parental Involvement funds in FY16).
- The District must then allocate *at least* 95% of the set-aside to be used directly at the school level (\$1,227,251.82).
- The remaining 5% (or less) of the set-aside may be used at the District level for Parent Involvement(\$64,592.20).
- The amount of Parental Involvement allocation is a minimum as described here. Schools may allocate more Parental Involvement dollars based on their Needs Assessment and Comprehensive Plan.

# Right to Know Requirements

- A letter must be sent home, at the beginning of the year from the school, that informs parents that they can request information on the [qualifications of the teachers and paraprofessionals](#) teaching their children.
  - Letters created by central office can be found on the GCFS portal of the District's website (updated every summer) that must be printed out by schools and sent home at the beginning of every year.
- Parents must be notified by a letter from the school, sent home, when their child has been assigned, or has been taught for four or more consecutive weeks, by [a teacher who is not "highly qualified"](#).
  - Letters created by central office can be found on the GCFS portal of the District's website (updated every summer) that must be printed out by schools and sent home if an instance requires.

\*Not required to have parent input in creating and sending home the letter\*

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# School-Level Comprehensive Plan

- After a school completes a needs-assessment, they must create a comprehensive plan to address the needs of the students in their school. Required components include:
  - › Schoolwide reform strategies.
  - › Instruction by HQTs.
  - › High quality and ongoing professional development.
  - › Strategies to attract HQT to high need schools.
  - › Strategies to increase parental involvement.
  - › Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.
  - › Measures to include teachers in the decisions regarding the use of academic assessments.
  - › Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.
  - › Coordination and integration of Federal, State and local services and programs.
- The plan should contain a budget that identifies all of the resources that will be available to implement the schoolwide program.

# Needs Assessment and Comprehensive Plan Aid from the Chief Academic Support Office and the Grant Compliance Office

- The goal is to have flexibility available to **waive the “Supplement not Supplant” provision of ESEA** for use of Title I and School Intervention dollars for schools meeting the criteria.
- Chief Academic Support and Grant Compliance and Fiscal Offices are working together to develop criteria for all schools to obtain Spending Flexibility for the 2016-17 school year, **some may qualify for flexibility in the current 2015-16 school year.**
- Criteria will include all schools documenting an annual needs assessment and comprehensive plan.
  - › PDE designated Priority and Focus schools (107 schools in SDP) will complete state Comprehensive Plan and Schoolwide Planning Addendum
  - › PDE designated Reward and Non-designated (112 schools in SDP) schools will complete an Alternative Planning document
- Spending Flexibility means that schools can spend their Title I funds on any school position, contract, or books/supplies without a “supplemental” test being applied as long as the spending is consistent with the comprehensive plan and federal budget addendum. For example, Title I funds could be used to:
  - › Upgrade the curriculum for the entire school (including core curriculum)
  - › Implement an early warning system
  - › Implement school safety programs
  - › Reorganize classes to promote personalized learning
  - › Implement career academies

# School-Level Parent Involvement Policy

- This policy should be tailored to the school and include:
  - › Annual Title I meeting(s) (Fall and Spring are recommended \*see best practices agendas\*).
  - › Offer a flexible number of meetings and activities.
  - › Involve parents in an organized, ongoing and timely way.
  - › Involve parents in the training of school staff.
  - › Provide parents:
    - Timely information on Title I.
    - School Performance Profiles.
    - Child's individual student assessment results.
    - Description/Explanation of curriculum.
    - Opportunities for regular meetings.
    - Timely responses to suggestions.

# Title I Parent/School Compact

- This is an agreement for success: creating a “team” to support every student.
- Compacts are a “job description” that refine the roles of the school, the parents and students, in order to ensure that the student receives and achieves the best possible education.
  - > **SCHOOL:** responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
  - > **PARENTS:** responsibility for supporting their children’s learning both in and out of school.
  - > **STUDENTS:** responsibility to try their best and ask for help if struggling.

# Building Capacity for Parental Involvement

- Schools/School Districts *may*:
  - > Involve parents in the training of school staff.
  - > Provide child care, homework help, and/or meals to enable parents to participate in meetings and training sessions.
  - > Train parents to train other parents.
  - > Arrange meetings at a variety of times.
  - > Arrange in-home conferences if parents can't get to school.
  - > Communicate and send materials home in a language parents can understand.
  - > Help build the parents' own education in order to have the ability to help their child's education.
    - "Decisions parents make about diet, entertainment, healthcare and discipline correlate with different outcomes in terms of student learning. Many schools provide parent education and support programs to parents to build more effective, developmentally appropriate parenting skills." PSEA Advisory. 2007 *Parent Involvement Strategies*.
- Purpose:
  - > To empower the parents with knowledge of content and policies to help their child's education.

# Creating a partnership

- The most important responsibility of the school is to create a partnership with parents in order to ensure children receive the best education possible.
  - > **“The best predictor of parent involvement is what the school does to promote it. The attitudes and actions of the school are more important than a family’s income, education level, race or previous experience volunteering in a school in predicting whether a parent becomes involved.”** Dauber, S.L., & J.L. Epstein. 1993. *Parent attitudes and practices of involvement in inner-city elementary and middle schools.*
- Once the school creates an environment that parents feel comfortable and invited to be part of, the other responsibilities become easier to attain.

# Principals' Roles

- To communicate availability of parental involvement programs.
- To ensure the quality of the programs.
  - There should be evidence of evaluations.
- To value the input of parents.
- To respond to parental requests.
- To make sure there is evidence of parental involvement in all phases of the programs (sign in sheets for planning, attendance at programs and evaluations).
- To assemble a committee to help with these roles if unable to fulfill them.
- To create an environment where parents feel comfortable to become involved.
  - "In reality, parent volunteering is one kind of parent involvement that demonstrates little impact on student learning, but volunteering can be an important way to build linkages between parents and schools that lead to more family engagement overall." PSEA Advisory. 2007 *Parent Involvement Strategies*.

# Teachers' Roles

- To communicate availability of parental involvement opportunities in/for the classroom.
- To value the input of parents.
- To respond to parental requests.
- To create an environment where parents feel comfortable to become involved.
  - > One of the best ways to build parent involvement, is to create two-way, frequent and meaningful communication between parents and teachers. "When the communication is frequent and high quality, parents' evaluation of their teacher, level of comfort with their child's school and involvement in school-based activities is substantially higher." Ames, C. 1995. *Teacher's School-to-Home Communications and Parent Involvement: The role of parent perceptions and beliefs.*

# Parents' Roles

- To communicate their child's educational needs respectfully to parties involved.
- To request meeting times with the principal and teachers by scheduling an appointment.
- To participate in the drafting, evaluating and revising of the Parental Involvement documents.
- To provide input into training staff members on the value of parents.
- To help other parents and members of the community become active team members.
- To participate on a Parental Involvement committee to ensure the quality of the programming.

# Title I State Parent Advisory Council

[www.spac.k12.pa.us](http://www.spac.k12.pa.us)

- Title I State Parent Conference
  - Held in the summer at Seven Springs Resort
    - Will be July 2016
    - Kids Camp is available (ages 4-12) on a first come/first served basis
- Parent Resource Center (800)942-8035

# Supports- Ideas for Spending Title I

SCHOOL DISTRICT OF PHILADELPHIA  
 EXAMPLES OF ALLOWABLE TITLE I EXPENDITURES - 2015-16 SCHOOL YEAR

## BASIC INSTRUCTION (ACTIVITIES 1101-1103)

The following are examples of allowable Title I expenditures for goods and services approved in schools for the 2015-16 school year. This list is to provide examples only for a Principal's consideration when making expenditure decisions and should not be construed as a Grant Compliance Office endorsement for using Title I funds with any of the vendors or purposes listed. A Principal's decisions to expend funds must be consistent with the school's Needs Assessment, Comprehensive Plan and federal Budget Addendum. Grant Compliance Monitors are available to answer questions and support the Principal's purchase decision, including executing revisions to the Comprehensive Plan and Federal Budget Addendum, if necessary.

Please refer to your handouts for full menu of allowable expenditures. [This form](#) is also available on the Title I webpage.

ONLINE PROGRAMS/INTERVENTIONS		
Ref. #	Name of Product or Program / Vendor	Type of Product
1	Achieve 3000 Inc	Achieve 3000 Differentiated Literacy Solution
2	A +	Online Program and courses
3	Adaptive Curriculum	Adaptive Math
4	Apex Learning	Online Program and courses
5	Brainpop	Online Program
6	Compass Learning	Online Intervention program
7	Compass Learning	Odyssey Language Arts And Math
8	Curriculum Associates	I-Ready Math
9	Edmentum	Study Island, Keystone Algebra, Reading Eggs, Plato; student on-line licenses
10	Flowcabulary	Flowcabulary online
11	Fuel Education	Fuel Online courses
12	Imagine Learning	Imagine Learning
13	IXL Learning	IXL online math intervention
14	Learning A-Z	Learning A-Z online program
15	Mind Research Institute	School License Math Initiative
16	Mobius Math	Online Math program
17	NCS Pearson Inc	Aimsweb Pro Licenses
18	Neufied Learning Systems Inc.	Umath Online Program
19	St Math	Online Math program
20	Ticket to Read	Ticket To Read online reading program
21	R E Reinert & Associates/Lincoln Learning Solutions LLC	Lexia online reading program
22	Renaissance Learning	Accelerated Reader/Accelerated Math
23	Scholastic	Read 180/Academy of Math
24	Suntex International Inc	First In Math online program
25	Think Through Math	Think Through Math

# Supports- Best Practice Guide of Parental Involvement Activities Throughout the Year

This portal can be found on the Title I webpage.

This calendar provides a best practice guide of parental involvement activities and suggestions in order to provide a meaningful parental involvement interaction. **The items in red are required by Federal law or rule and will link to supporting information and resources.** Reference numbers in blue are suggested best practices and will link to supporting information and resources.

SEPTEMBER	REF #	OCTOBER	REF #
<a href="#">Title I/ NCLB (Fall)</a>		<a href="#">Title I/NCLB (Fall)</a>	
<a href="#">Parent roles in their child's education</a>		<a href="#">Parent roles in their child's education</a>	
<a href="#">Standards and Curriculum</a>		<a href="#">Standards and Curriculum</a>	
<a href="#">Parents as Trainers</a>		<a href="#">How to read the results of standardized tests</a>	
<a href="#">Incentive Programs for your children (home and school)</a>		<a href="#">Parents as Trainers</a>	
<a href="#">Safety (home, school, community)</a>		<a href="#">Incentive Programs for your children (home and school)</a>	
<a href="#">Communication (between school &lt;--&gt; home)</a>		<a href="#">Safety (home, school, community)</a>	
<a href="#">How are transitions being handled and communicated</a>		<a href="#">Communication (between school &lt;--&gt; home)</a>	
		<a href="#">How are transitions being handled and communicated</a>	
NOVEMBER		DECEMBER	
<a href="#">Parent roles in their child's education</a>		<a href="#">How to read a Report Card and what comes next</a>	
<a href="#">How to read a Report Card and what comes next</a>		<a href="#">Standardized tests (To Do Before and To Do After)</a>	
		<a href="#">Schoolwide Family Reading Challenge</a>	
		<a href="#">Winterbreak: Making School Fun at Home</a>	
JANUARY		FEBRUARY	
<a href="#">Standards and Curriculum</a>			
<a href="#">Schoolwide Family Reading Challenge</a>			
MARCH		APRIL	
<a href="#">Title I/NCLB (Spring)</a>		<a href="#">Title I/NCLB (Spring)</a>	
MAY		JUNE	
<a href="#">Parents as Trainers</a>		<a href="#">How are transitions being handled and communicated</a>	
<a href="#">How are transitions being handled and communicated</a>		<a href="#">School's Out- Now What? Summer Strategies</a>	

BEST PRACTICES OPTIONAL MEETINGS FOR ANYTIME			
<a href="#">Family Science Night</a>		<a href="#">Budgeting at Home</a>	
<a href="#">Family Reading Night</a>		<a href="#">Nutrition</a>	
<a href="#">Family Math Night</a>		<a href="#">Parenting Strategies for various stages</a>	
<a href="#">Family Internet Safety Night</a>		<a href="#">Content Curriculum School for Parents</a>	

QUESTIONS???

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