

# Title 1 Program Manual



**2024 -2025**

**#WeAre Flashes**

**Franklin Township  
Community School  
Corporation**

# Table of Contents

## **Section 1: Title I Overview**

### Introduction

- FTCS Mission Statement
- Title I Definition
- Title I Mission Statement

### Background on Title I

- Overview of Title I Programs
- Eligibility Criteria
- Targeted vs. School-Wide Programs

### Roles and Responsibilities

- Administrator Responsibilities
- Teacher Responsibilities
- Parent Involvement

### Title I Funding and Budgeting

- Overview of Title 1 Funding
- Budgeting Guidelines
- Fiscal Responsibilities
- FTCS Process

### Program Planning and Implementation

- Schoolwide Program vs. Targeted Assistance Program
- Needs Assessment
- School Improvement Plan
- School Improvement Planning Committee

### Parent and Family Engagement

- Importance of Parent and Family Involvement
- Strategies for Engagement
- Communication Plans

### Data Collection and Reporting

- Data Collection Procedures
- Reporting Requirements
- Evaluation Metrics

### Monitoring and Compliance

- Monitoring Procedures
- IDOE Compliance Guidelines
- Corrective Actions

### Record Keeping and Documentation

- Importance of Documentation
- Record Keeping Guidelines
- Reporting Deadlines

### Resources and Support

- IDOE Resources

## **Section 2: FTCS Title I Expectations, Resources and Responsibilities**

- Timeline
- Parent Information/ Meeting Procedures
- Time and Effort Logs
- Parent Complaint Procedures

## **Section 3: Appendices**

- Glossary of Terms
- Relevant Forms and Templates

# **Section 1: Overview of Title I**

## **Introduction**

### **FTCSC Mission Statement:**

Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.

### **Definition of Title I:**

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The Every Student Succeeds Act (ESSA) was signed into law in December 2015 as the update to the Elementary and Secondary Education Act of 1965. ESSA replaces the previous update to the law, the No Child Left Behind Act (NCLB).

### **Mission of Title I:**

The mission of Title I is to provide a continuum of services and resources to Title I districts and charter schools that enrich curriculum and instruction, promote interaction and coordination of supplementary services and resources, and result in excellence and high expectations for educators and students. Through collective efforts, we endeavor to increase accountability for all participants in the educational process; enhance cooperation between school and home; provide educators in Title I schools with greater autonomy for shared decision-making; and most importantly, promote increased educational performance of students attending Title I schools.

# Title I Background

## **Overview:**

Title I, a component of the Elementary and Secondary Education Act (ESEA) enacted in 1965, is a federal program aimed at providing financial assistance to schools with high percentages of students from low-income families. The overarching goal of Title I is to ensure that all children have the opportunity to obtain a high-quality education and reach academic proficiency. This program plays a crucial role in addressing the achievement gap and promoting equal educational opportunities.

The core principle of Title I is to allocate funds to schools based on the number of economically disadvantaged students they serve. These funds are intended to enhance educational programs and improve educational outcomes for students facing economic challenges. Title I funds can be utilized in a variety of ways to support schools in their efforts to raise academic achievement levels and create a positive learning environment.

One key aspect of Title I is the provision of supplemental educational services. These services are designed to target students who are at risk of falling behind academically and may need additional assistance to meet grade-level expectations. Title I funds can be used to implement programs such as one-on-one tutoring, small-group instruction, after-school programs, and summer school initiatives. These interventions aim to provide personalized support, address learning gaps, and boost student success.

Title I also emphasizes the importance of involving parents in their children's education. Schools receiving Title I funds are required to develop and implement strategies for engaging parents in the educational process. This involvement can take various forms, including parent-teacher conferences, workshops, and other activities that promote a collaborative relationship between educators and families.

Flexibility is a key feature of Title I, allowing schools to tailor their programs to meet the unique needs of their students. Schools are encouraged to use data-driven approaches to identify areas for improvement and implement evidence-based strategies that have proven successful in similar

contexts. This adaptability ensures that Title I funds are utilized effectively to address the specific challenges faced by each school.

Title I is a critical federal initiative that strives to level the playing field in education by providing additional resources to schools serving economically disadvantaged students. Through a combination of targeted interventions, supplemental services, and parental involvement, Title I aims to break down barriers to academic success and empower all students to reach their full potential.

### **Eligibility:**

Eligibility for Title I funding is determined by the concentration of economically disadvantaged students within a school district or individual school. The U.S. Department of Education establishes specific criteria based on poverty data, primarily relying on the percentage of students eligible for free or reduced-price lunch programs. Districts qualify for Title I funds if they have a sufficient number of low-income students, typically exceeding a certain threshold specified by federal guidelines. Similarly, individual schools within eligible districts are identified based on their percentage of economically disadvantaged students, including those classified as low performing academically. Once a school or district meets the designated poverty criteria, it becomes eligible to receive Title I funding to support programs aimed at improving academic achievement and addressing the unique needs of students facing economic challenges. This targeted approach ensures that Title I resources are directed to the areas with the highest concentrations of poverty, aligning with the program's mission to enhance educational opportunities for those who need it most.

### **Targeted vs. School-Wide Programs:**

Targeted Assistance Title I Schools focus on providing targeted interventions to specific at-risk students, while Schoolwide Title I Schools have the flexibility to use funds more broadly to improve the overall educational program for all students in the school. The decision to operate as a targeted or schoolwide Title I school is influenced by factors such as the level of need among students and the school's overall improvement goals.

### Targeted Assistance Title I Schools:

- Focus: Targeted Assistance schools specifically target and provide additional support to eligible students who are identified as at risk of not meeting academic standards.
- Eligibility: Only students who are identified as at risk and have the greatest need for assistance can receive Title I services in these schools.
- Funding Allocation: Title I funds are allocated to implement targeted interventions, additional instructional support, and supplemental programs to address the specific needs of eligible students.
- Program Scope: The services and resources provided are generally limited to the identified students, and the school operates within a more targeted framework to address the needs of those students.

### Schoolwide Title I Schools:

- Focus: Schoolwide schools have the flexibility to address the needs of all students, not just those identified as at risk. The focus is on improving the overall educational program of the entire school.
- Eligibility: All students in a schoolwide program are eligible to receive services and benefit from Title I funds, regardless of their individual academic risk status.
- Funding Allocation: Title I funds can be used more flexibly across the entire school to support comprehensive improvement efforts. This includes professional development, curriculum development, and additional support staff.
- Program Scope: Schoolwide programs aim to enhance the overall educational experience for all students. The focus is on creating a school environment that improves achievement across the board and reduces achievement gaps.

# **Roles and Responsibilities**

## **Administration:**

Administrators play a crucial role in the success of Title I programs by providing leadership, guidance, and effective implementation strategies. They are responsible for overseeing the allocation of Title I funds, ensuring that resources are directed towards evidence-based interventions and programs that align with the unique needs of economically disadvantaged students. Administrators also collaborate with teachers to develop comprehensive plans for utilizing Title I funds, monitoring progress, and adjusting strategies as needed. Additionally, they facilitate communication between the school and families, fostering a supportive environment that encourages parental involvement in their child's education.

## **Teachers:**

Teachers are essential contributors to the success of Title I programs, as they are at the forefront of delivering targeted interventions and personalized instruction to students who may be academically at risk. They play a key role in identifying students who require additional support, implementing evidence-based practices, and assessing the effectiveness of interventions.

Teachers collaborate with administrators to design and execute instructional strategies that align with the goals of Title I. Furthermore, they engage with families to provide insights into student progress, share educational resources, and encourage parental involvement, recognizing that a strong partnership between teachers and families is fundamental to the overall success of Title I initiatives.

## **Families:**

Families serve as vital partners in the success of Title I programs by actively participating in their child's education and collaborating with educators and administrators. Parents are encouraged to attend meetings, workshops, and conferences organized by the school to gain insights into Title I programs and understand how they can support their child's learning at home.

By fostering open communication with teachers and administrators, families contribute to a supportive learning environment. Their involvement may include volunteering in school activities, reinforcing academic concepts at home, and advocating for their child's needs. In essence, the success of Title I programs is dependent on a collaborative effort among administrators, teachers, and families, each playing a distinct and complementary role in ensuring the academic growth and achievement of all students, especially those facing economic challenges.

## **Funding and Budgeting**

### **Overview:**

Title I funding emphasizes accountability and requires schools to demonstrate measurable improvement in the academic performance of economically disadvantaged students. Schools are required to annually assess the progress of their Title I programs, make data-driven adjustments, and engage in ongoing evaluation to ensure the effectiveness of interventions.

### **Budgeting:**

Title I funding comes with specific guidelines and regulations regarding budgeting to ensure that the funds are used effectively to support the academic achievement of economically disadvantaged students. While the details may vary, here are some general budgeting guidelines for Title I:

1. **Needs Assessment:** Before allocating funds, schools are often required to conduct a comprehensive needs assessment to identify the specific challenges and needs of their student population. This assessment helps in determining where the Title I funds can be most effectively utilized.
2. **Targeted Assistance vs. Schoolwide Programs:** Schools may operate Title I programs in one of two ways – targeted assistance or schoolwide. In targeted assistance schools, funds are specifically directed to support identified students who are at risk of not meeting academic standards. Schoolwide programs, on the other hand, allow schools with a



poverty concentration of at least 40% to use funds more flexibly to benefit the entire school.

3. **Program Planning:** Administrators, in collaboration with teachers and other stakeholders, develop a comprehensive plan outlining how Title I funds will be used to improve educational outcomes. The plan should be based on research-based practices and tailored to the specific needs of the students.
4. **Supplement, Not Supplant:** Title I funds are intended to supplement, not replace, the funds that would otherwise be available from state and local sources. This means that Title I funds should be used to provide additional resources and services, rather than replacing existing funding.
5. **Parental Involvement:** Title I requires schools to allocate a portion of their funds for activities that promote parental involvement. This could include workshops, training sessions, and other initiatives that engage parents in their child's education.
6. **Evaluation and Continuous Improvement:** Schools must regularly evaluate the effectiveness of their Title I programs. Data should be collected to assess student progress, and adjustments to interventions and strategies should be made based on the evaluation results. Continuous improvement is a key aspect of Title I implementation.
7. **Equitable Services:** In cases where Title I services are provided to eligible private school students, equitable services are offered, and a portion of the funds may be allocated for this purpose.

### **Fiscal Responsibilities:**

Title I funding comes with specific fiscal responsibilities to ensure transparency, accountability, and effective use of the funds in support of the educational needs of economically disadvantaged students. Here are key fiscal responsibilities associated with Title I:

1. **Record Keeping and Documentation:** Schools must maintain accurate and detailed records of all Title I expenditures. This includes documenting how funds are used, the services provided, and the impact on student achievement. These records are subject to auditing and should be readily available for review.

2. **Timely Obligation and Expenditure:** Title I funds should be obligated and expended in a timely manner, aligning with the budget plan and program implementation timeline. Delays in the use of funds may impact the effectiveness of interventions and services.
3. **Monitoring and Reporting:** School districts are responsible for monitoring the fiscal activities of Title I schools to ensure compliance with federal regulations. Regular reporting on the use of funds, program outcomes, and progress towards academic goals is often required.
4. **Internal Controls and Auditing:** Implementing strong internal controls is essential to safeguard Title I funds against fraud, waste, and abuse. Schools should establish procedures for financial management and undergo regular audits to ensure compliance with fiscal responsibilities.
5. **Evaluation and Continuous Improvement:** Schools are responsible for evaluating the effectiveness of Title I programs, including the fiscal aspects. This involves assessing the impact of expenditures on student achievement and making data-driven adjustments to improve program outcomes.
6. **Communication with Stakeholders:** Schools should communicate transparently with stakeholders, including parents and community members, about how Title I funds are being used. This fosters trust, understanding, and support for the program.

Adhering to these fiscal responsibilities is crucial for schools and districts to maintain eligibility for Title I funding, comply with federal regulations, and maximize the positive impact of resources on the educational success of economically disadvantaged students. Regular collaboration with district-level Title I coordinators and compliance with guidelines from state education agencies further support effective fiscal management of Title I funds.

### **FTCSC Process for Use of Funds:**

The Title I requisition process for purchasing of materials or supplies aligned to the School Improvement Plan (SIP) involves several steps to ensure compliance with regulations and efficient procurement practices.

- Initially, the school administrator is responsible for identifying a vendor that meets specific criteria, including accepting purchase orders, tax-exempt orders, and having a home office located in the United States.

- Upon obtaining a quote that encompasses shipping costs, the administrator completes a requisition form and forwards it, along with the quote, to the Title coordinator, Chris Kramer, for review.
- Ms. Kramer assesses the documents to ensure they align with Title 1 requirements before forwarding them to Dr. Schoene for final approval.
- Upon approval, Ms. Kramer proceeds to place the order.
- If the items are shipped directly to the school, the packing slip and item account are sent to Ms. Kramer for verification. In the event of discrepancies, immediate notification to Ms. Kramer is required.
- Alternatively, if the items are shipped to the FT Central Office, Ms. Kramer accounts for them before dispatching them to the school.
- Once all items are documented as received, Ms. Kramer initiates the payment submission process.

This systematic approach ensures transparency, accountability, and adherence to Title 1 guidelines throughout the requisition and procurement process.

For Title 1 requisitions related to staff attendance at conferences or training events incurring costs, the district handles the procurement process. However, it is the responsibility of the school administrator to initiate the request. The administrator can either complete the registration form themselves or ensure that individual staff members provide specific details regarding the conference, such as preferred sessions, any food allergies, and necessary accommodations. Once the necessary information is gathered, Ms. Kramer facilitates the processing of the purchase order for the school, ensuring that all requisitions are handled efficiently and in compliance with Title 1 guidelines. This streamlined approach guarantees that staff members receive the necessary support to participate in valuable professional development opportunities while maintaining accountability and adherence to district protocols. Additional items to note regarding Title 1 requisitions and procurement processes include:

### **Procurement Guidelines**

1. **Micro Purchases (Under \$10,000):** For items costing less than \$10,000, there is no requirement to obtain multiple quotes. This simplifies the purchasing process for low-cost items.

2. **Small Purchases (\$10,000 - \$150,000):** When the cost of items falls between \$10,000 and \$150,000, the district must solicit a minimum of three quotes from different vendors. The vendor selection should be based on the lowest quote to ensure fiscal responsibility and adherence to procurement regulations. Price should be the highest determining factor in this selection process.
3. **Large Purchases (Over \$150,000):** For purchases exceeding \$150,000, the district must use an Invitation for Bid (IFB) or a Request for Proposal (RFP) to ensure a competitive and transparent procurement process. All items purchased using Title 1 funds must be meticulously tracked and accounted for. This includes maintaining records of purchases, receipts, inventory and invoices, as well as documenting the purpose and intended use of each item.

Documentation of Item Usage: In the event that purchased items break or become unusable, proper documentation is essential. This documentation should include details such as the date of purchase, the reason for the item's failure or deterioration, and any actions taken to address the issue, such as repairs or replacements.

## **Programming Planning and Implementation**

Title I program planning and implementation involve the development and execution of strategies to address the academic needs of economically disadvantaged students. Schools and districts receiving Title I funds must engage in a comprehensive planning process to identify specific goals, objectives, and interventions. This planning encompasses a range of activities, including needs assessments, goal-setting, and the allocation of resources. The implementation phase involves putting the plan into action, ensuring that interventions are effectively delivered, progress is monitored, and adjustments are made as needed to improve student outcomes.

### **Needs Assessment:**

A needs assessment is a fundamental component of Title I program planning. It involves a systematic process of gathering and analyzing data to identify the specific academic challenges

and needs of students. This assessment helps schools and districts understand the factors contributing to academic disparities, such as achievement gaps and barriers to learning. The data collected may include student performance, demographic information, and input from teachers, parents, and community stakeholders. The needs assessment informs the development of targeted interventions and guides the allocation of Title I funds to address identified needs effectively.

### **School Improvement Plan:**

The School Improvement Plan is a comprehensive document that outlines a school's strategies for improvement, particularly in areas identified as needing enhancement. For schools receiving Title I funds, the School Improvement Plan integrates Title I goals and interventions into the broader school improvement efforts. This plan is developed collaboratively, involving input from administrators, teachers, parents, and community members. It articulates specific, measurable goals, the strategies to achieve them, and the resources, including Title I funds, allocated to support the plan. The School Improvement Plan serves as a roadmap for continuous improvement, with regular monitoring and evaluation to ensure progress toward academic goals.

### **[IDOE SIP Guidance and Example](#)**

### **School Improvement Planning Committee:**

Establishing a Title 1 Planning Committee in each school is crucial for building an inclusive and collaborative educational environment. This committee plays a key role in understanding and meeting the unique needs of Title 1 students, who may be grappling with economic challenges. By bringing together educators, parents, administrators, and community representatives, the committee provides a space for various perspectives and expertise. This teamwork helps shape targeted strategies that align with the goals of Title 1 programs. Beyond that, the committee becomes a driving force for community engagement, fostering openness and contributing to the overall success and well-being of every student within the Title 1 framework.

# Parent and Family Engagement

Title I recognizes the pivotal role of parents and families in supporting their children's education. Parent and Family Engagement is a cornerstone of the Title I program, fostering collaborative partnerships between educators and families to enhance student success. This section outlines the essential components of Parent and Family Engagement, emphasizing the importance of active involvement, strategies for engagement, and effective communication plans.

## **Importance of Parent and Family Involvement:**

Research consistently demonstrates that students perform better academically when their parents and families are actively engaged in their education. The Importance of Parent and Family Involvement cannot be overstated, as it contributes significantly to a positive and supportive learning environment. When parents are informed, involved, and invested in their child's education, it creates a powerful synergy that positively impacts student motivation, behavior, and academic achievement. Title I encourages schools and families to work collaboratively, recognizing that the partnership between home and school is a key factor in student success.

## **Strategies for Engagement:**

To facilitate effective Parent and Family Engagement, schools are required to implement a variety of Strategies for Engagement. These may include hosting regular workshops and informational sessions to educate parents about the curriculum, assessment practices, and ways to support learning at home. Additionally, schools can organize family events, such as literacy and math nights to strengthen the connection between school and home. Providing resources for parents, such as tip sheets and educational materials, can empower them to actively participate in their child's education. Moreover, schools should establish open lines of communication, inviting parents to participate in decision-making processes and ensuring their voices are heard.

## **Communication Plans:**

Effective communication is fundamental to successful Parent and Family Engagement. Communication Plans should be designed to keep parents informed about school activities, academic progress, and opportunities for involvement. Schools should utilize multiple channels, including newsletters, websites, social media, and regular meetings, to share important

information with parents. Clear and accessible communication ensures that parents are aware of school policies, Title I programs, student specific data and ways to support their child's learning journey. Additionally, schools should seek feedback from parents on the effectiveness of communication strategies and be responsive to their preferences and needs. By establishing robust communication plans, schools can build trust and foster a strong partnership with parents and families in support of student achievement.

## **Data Collection and Reporting**

Effective Data Collection and Reporting are integral components of Title I implementation, providing schools with valuable insights into student progress and the impact of interventions. This section of the handbook outlines the procedures for data collection, reporting requirements, and key evaluation metrics to ensure a robust and data-informed approach to enhancing educational outcomes.

### **Data Collection Procedures:**

Title I schools follow systematic Data Collection Procedures to gather relevant information on student performance, attendance, and other critical metrics. This includes regular assessments, formative and summative evaluations, and ongoing monitoring of student progress. Educators employ a variety of tools and methods, such as standardized tests, classroom assessments, and targeted observations, to collect comprehensive and actionable data. The data collected is required to be aligned with the specific goals and objectives outlined in the Title I program, enabling educators to make informed decisions and tailor interventions to meet the needs of students.

### **Reporting Requirements:**

Title I mandate specific reporting requirements to ensure transparency and accountability in the use of funds and the effectiveness of interventions. Schools are responsible for providing timely and accurate reports on various aspects, including student achievement, program implementation, and the allocation of Title I funds. These reports may be submitted to district officials, state education agencies, and, in some cases, shared with parents and the community.

Clear and concise reporting is crucial for demonstrating compliance with Title I regulations, communicating progress, and facilitating informed decision-making at various levels.

### **Evaluation Metrics:**

Key evaluation metrics are established to assess the impact of Title I interventions and measure progress towards program goals. These metrics encompass both academic and non-academic indicators, considering factors such as standardized test scores, graduation rates, family involvement and attendance. Schools regularly evaluate the effectiveness of interventions, instructional strategies, family participation and professional development initiatives. This ongoing evaluation informs data-driven decision-making, allowing educators and administrators to identify successful practices, make necessary adjustments, and continuously improve the implementation of Title I programs.

## **Monitoring and Compliance**

Monitoring and compliance are critical aspects of Title I implementation, ensuring that schools adhere to federal guidelines, utilize funds effectively, and continually work towards improving outcomes for economically disadvantaged students. This section of the handbook delineates the monitoring procedures, Indiana Department of Education (IDOE) compliance guidelines, and the corrective actions necessary to maintain program integrity.

### **Monitoring Procedures:**

Title I schools undergo systematic monitoring procedures to assess the fidelity of program implementation, adherence to federal regulations, and the effectiveness of interventions. Program monitoring may include onsite monitoring, desktop monitoring, and self-assessment monitoring. The purpose of monitoring is to identify areas of strength, ensure proper resource allocation, and address any challenges that may impede the successful execution of Title I initiatives.



### **IDOE Compliance Guidelines:**

Schools receiving Title I funds in Indiana adhere to the compliance guidelines set forth by the Indiana Department of Education (IDOE). These guidelines outline specific requirements related to program implementation, fiscal responsibility, and reporting. Schools are expected to align their practices with these guidelines to ensure compliance with state and federal regulations. IDOE may provide additional guidance and support to schools, clarifying expectations and offering resources to facilitate successful Title I implementation.

### **Corrective Actions:**

In instances where non-compliance is identified through monitoring or review processes, corrective actions are implemented to address deficiencies and bring practices back into alignment with Title I regulations. Corrective actions may involve revising program plans, adjusting budget allocations, or implementing additional training for staff. The goal is to rectify issues promptly, maintain program integrity, and safeguard the effective use of Title I funds.

Maintaining compliance is a requirement but also a commitment to the success of economically disadvantaged students. Through rigorous monitoring, adherence to IDOE rules and regulations, and timely corrective actions, Title I schools in Indiana can ensure that their efforts align with the program's objectives and contribute to the overarching goal of improving educational outcomes for all students.

## **Record Keeping and Documentation**

Ensuring meticulous Record Keeping and Documentation is fundamental to the successful administration of Title I programs in Indiana. This section elucidates the importance of documentation, provides guidelines for record keeping, and underscores the significance of adhering to reporting deadlines to maintain compliance and transparency.

### **Importance of Documentation:**

Documentation is the cornerstone of accountability and transparency in Title I programs. The importance of documentation cannot be overstated as it serves as a historical record of program activities, fund utilization, and student progress. Comprehensive documentation not only facilitates compliance with federal and state regulations but also enables schools to track the impact of interventions, make informed decisions, and communicate effectively with stakeholders. It is a critical tool for demonstrating program effectiveness and ensuring that Title I funds are utilized to maximize educational opportunities for economically disadvantaged students.

### **Record Keeping Guidelines:**

Adhering to meticulous record keeping guidelines is essential for maintaining accurate and complete documentation. Schools should establish standardized procedures for recording program activities, financial transactions, and student performance data. These guidelines encompass the proper storage of documents, version control, and the inclusion of essential details such as dates, signatures, and descriptions. Robust record keeping ensures that schools can provide evidence of compliance during monitoring and reporting processes, safeguarding the integrity of the Title I program.

### **Reporting Deadlines:**

Meeting reporting deadlines is a crucial aspect of effective record keeping. Schools are required to submit various reports, including financial statements, program evaluations, and student achievement data, within specified timelines. Adherence to reporting deadlines is essential for demonstrating accountability to federal and state authorities, as well as providing timely and accurate information to parents and the community. Consistent and timely reporting contributes to the overall transparency of the Title I program and ensures that stakeholders are informed about the progress and impact of Title I initiatives.

## **Section 2: FTCSC Title I Expectations**

### **Table of Title 1 Expectations in FTCSC**

In compliance with IDOE Title I requirements, our school district maintains a robust system for documentation and notifications regarding family involvement in Title I programs. Families are informed through multiple channels, including written notices, electronic communications, and in-person meetings (documented attendance). Prior to the start of each academic year, families receive detailed information about the Title I program, including its goals, available services, and opportunities for parental involvement. Additionally, families are provided with notifications regarding their eligibility to participate in Title I programs and any required documentation for enrollment. Throughout the school year, our district conducts regular meetings and activities to engage families in the Title I process, seeking their input and feedback to ensure the effective implementation of Title I initiatives. By fostering strong partnerships between educators and families, we strive to enhance student learning outcomes and promote the success of all students.

- 1. Annual Title I Parent Meeting:** The Annual Title I Parent Meeting serves as a crucial platform to inform parents about their school's participation in Title I programs, meet the Title I requirements, and outline the rights of parents to actively engage in these programs. It aims to establish a strong foundation for parental involvement in the academic journey of their children and foster collaboration between educators and families. This meeting is held at the beginning of the school year, including a Title I presentation that is shared with families during the Back-to-School Night. At this event, Title I Parent Involvement Policies and Compacts are distributed to all families. These documents highlight the shared responsibilities of parents, students, and the school in enhancing educational outcomes.
- 2. Title I PTO Information Meeting:** The Title I PTO Information Meeting is a session conducted at the first Parent-Teacher Organization (PTO) meeting of the school year. During this meeting, the School Administrator reviews the School Improvement Plan (SIP) goals and plans with PTO members. The aim is to ensure that parents, as integral members of the school community, are well-informed about the school's objectives and strategies outlined in the SIP.

- 3. Title I Event #1: Title I School Family Involvement Night:** Title I School Family Involvement Night is a collaborative and engaging event orchestrated to enhance parent and guardian involvement in their children's education. This initiative, led by the Administration, Coaches, and the Leadership Team, seeks to strengthen the partnership between the school and families through various activities. Events may include themed nights such as Literacy Night, Math Night, Children's Museum Outreach Night, or Family Game Night. These themed nights are designed to make learning enjoyable and interactive for both parents and students.
- 4. Title I Event #2: Title I School Family Involvement Night:**The second iteration of Title I School Family Involvement Night, led by the Administration, Coaches, and the Leadership Team, is a continuation of the collaborative effort to strengthen the school-home partnership. Similar to the first semester event, it features interactive activities aligned with themes like Literacy Night, Math Night, Children's Museum Outreach Night, or Family Game Night. This event serves as another opportunity for parents and guardians to actively engage in their children's educational journey.
- 5. Testing Results Verification: IREAD, Dyslexia Screener, ILEARN:** The Testing Results Verification process involves the review and verification of student scores for IREAD, Dyslexia Screeners, and ILEARN assessments. The responsibility for this verification lies with the Administrator and Coach, who ensure accuracy and reliability in the dissemination of test results. This verification process not only serves to confirm the receipt of testing results but also promotes transparency and collaboration between the school and parents in supporting the educational journey of each student.
- 6. School Improvement Plan (SIP):** The Title I School Improvement Plan is a comprehensive document designed to systematically address and elevate the academic achievement of all students, with a particular focus on those from disadvantaged backgrounds. This strategic plan serves as a roadmap for the school, outlining specific goals, strategies, and resource allocations to enhance overall school performance.
- 7. Coordination of a Schoolwide Leadership Team (SWLT):** The coordination of the SWLT is essential for effective school improvement. Regular meetings ensure ongoing

collaboration, allowing stakeholders to contribute their perspectives, align efforts with the school's needs, and monitor progress toward shared goals outlined in the SIP. This coordinated approach fosters a dynamic and responsive learning environment for the benefit of the entire school community.

- 8. Budgeting Meetings:** There is a Title I budget meeting, held before the school year starts. This meeting serves the purpose of transparently discussing and planning the allocation of Title I funds. The goal is to make informed decisions on how resources can best support programs and initiatives at the school and for parent involvement. This budgeting meeting plays a crucial role in optimizing the utilization of Title I funds, contributing to the overall enhancement of educational opportunities and outcomes for students. Throughout the school year there are quarterly follow up budget meetings to review the budget and check on the progress of the utilization of funds. The team may make amendments if something is no longer available or discuss adjustments, if/when needed.
- 9. Professional Development:** The purpose of professional development at a Title 1 school is to equip educators with targeted training and resources that are aligned with the School Improvement Plan. This training is tailored to the specific needs of diverse student populations, fostering continuous improvement and enhancing teaching strategies to support the academic success of all students.
- 10. Title I Time and Effort Logs:** The primary purpose of Title 1 Time and Effort Logs is to accurately document and monitor how employees' work time is devoted to Title 1 programs. These logs serve as essential tools to guarantee compliance, transparency, and accountability in the utilization of Title 1 funds. By providing a clear record of the effort expended on specific initiatives, the logs contribute to effective resource management, supporting the overall success of Title 1 programs.
- 11. Title I Semi-Annual Certification:** Title 1 Semi-Annual Certification is a biannual process where employees engaged in Title 1 programs confirm their exclusive dedication to the specified program during the covered periods. This certification involves both the employee and a supervisor verifying that the employee's time and work align with the

stipulated requirements of Title 1. The process ensures transparency and compliance with regulations, particularly in the allocation of resources and efforts for Title 1 initiatives.

## **Section 3: Appendix**

### **Glossary of Terms**

**Compliance Monitoring:** The systematic review and assessment of a school's adherence to Title 1 regulations and guidelines by education authorities or agencies.

**Comprehensive Needs Assessment (CNA):** A thorough evaluation of a school's strengths and weaknesses, often conducted as part of the Title 1 planning process, to inform decision-making and improvement strategies.

**Continuous Improvement:** The ongoing process of evaluating and refining educational programs and strategies to enhance student learning and achievement.

**Corrective Action:** Actions taken by a school or district to address identified non-compliance issues with Title 1 regulations and guidelines.

**Data Collection and Reporting:** The process of gathering, analyzing, and reporting relevant data on student performance and other educational indicators to meet Title 1 reporting requirements.

**Emergency Procedures:** Protocols and plans in place to address and manage crises or emergencies within the school, ensuring the safety and well-being of students and staff.

**Every Student Succeeds Act (ESSA):** The current federal education law that replaced NCLB, emphasizing state and local control over education policy and maintaining provisions for Title 1 funding.

**Fiscal Responsibilities:** Refers to the proper management and use of Title 1 funds in accordance with federal and state regulations, including budgeting, accounting, and financial reporting.

**Local Education Agency (LEA):** A school district or other local authority responsible for administering and supervising public schools within a specific geographic area, often involved in the distribution and oversight of Title 1 funds.

**Needs Assessment:** A comprehensive evaluation of a school's strengths and weaknesses, often conducted to determine the specific needs of students and guide the development of an effective Title 1 program.

**No Child Left Behind (NCLB):** The previous federal education law that was in effect until the passage of the Every Student Succeeds Act (ESSA) in 2015; Title 1 is a part of NCLB.

**Parent and Family Engagement:** Involves efforts by schools to engage parents and families in their child's education, including communication, participation in school activities, and collaboration on decision-making processes.

**PD (Professional Development):** Activities and opportunities for educators to enhance their skills, knowledge, and effectiveness in the classroom, often supported by Title 1 funds.

**Program Evaluation:** The systematic assessment of a Title 1 program's effectiveness, including its impact on student outcomes and overall goals.

**School Improvement Plan (SIP):** A detailed plan outlining a school's strategies for improvement, often required as part of the Title 1 program implementation.

**Supplemental Educational Services (SES):** Additional academic support services, such as tutoring or remedial assistance, offered to eligible students attending Title 1 schools to help them meet academic standards.

**Student Eligibility System (SES):** A mechanism for determining which students qualify for Title 1 services based on factors such as family income and other eligibility criteria.

**Supplement, Not Supplant:** A requirement that Title 1 funds must be used to supplement the amount of funds that would otherwise be available for the education of students and not to replace or supplant non-federal funds.

**School-Wide Leadership Team (SWLT):** A collaborative group within a Title 1 school that guides the development and implementation of a comprehensive Schoolwide Program, bringing together administrators, teachers, parents, and community members to enhance educational outcomes for all students, especially those facing economic disadvantages.

**Title 1 Program:** A federally funded program under the Elementary and Secondary Education Act (ESEA) designed to provide financial assistance to schools with high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

**Title 1 Schoolwide Leadership Team:** A collaborative group within a Title 1 school that guides the development and implementation of a comprehensive Schoolwide Program, bringing together

administrators, teachers, parents, and community members to enhance educational outcomes for all students, especially those facing economic disadvantages.

**Title 1 Targeted Assistance Program:** A Title 1 program that provides additional educational services to identified eligible children who are failing or at risk of failing to meet state academic standards.

## **Title I Resources:**

The Indiana Department of Education (IDOE) serves as a central hub for valuable Title I resources. Educators and administrators can access official guidance documents, manuals, and templates provided by the IDOE to facilitate program planning, implementation, and reporting. The IDOE website (<https://www.doe.in.gov/>) is a comprehensive resource portal where schools can find the latest information, updates, and tools related to Title I administration in Indiana.

### **[Title 1 Onsite Monitoring Document](#)**

### **[FTCSC Annual Parent Meeting Sign In Sheet](#)**

### **[FTCSC NCLB Complaint Procedures](#)**

### **[FTCSC School Event Sign In Sheet](#)**

### **[FTCSC Semi Annual Certification Form](#)**

### **[FTCSC Title 1 Parent Involvement](#)**

### **[FTCSC Title I School Improvement Plan Template](#)**

### **[IDOE Notice of Teacher Status](#)**

### **[IDOE SIP Guidance and Example](#)**

### **[Table of Title 1 Expectations in FTCSC](#)**

## **FTCSC Title 1 Parent Forms (links below):**

- **Right to Know**
  - **Right to Know – Hakha Chin**
  - **Right to Know – Punjabi**



- **Right to Know – Spanish**
- **Parent Compact**
  - **Parent Compact – Hakha Chin**
  - **Parent Compact – Punjabi**
  - **Parent Compact – Spanish**
- **Title I**
  - **Title I – Hakha Chin**
  - **Title I – Punjabi**
  - **Title I – Spanish**
- **Parent Policy – District**
- **Title I Packet Signature**
  - **Title I Packet Signature – Hakha Chin**
  - **Title I Packet Signature – Punjabi**
  - **Title I Packet Signature – Spanish**