

ESEA

Elementary and Secondary Education Act



What Is Title I Part A

- Title I provides federal funding to K-12 schools to support additional academic learning opportunities for students who are socioeconomically disadvantaged and are at risk of falling behind.
- Title I is allocated to schools based on the percentage of student receiving free/reduced lunch.
- Schools with a percentage of at least 40% are eligible for a schoolwide program

Trenton Public Schools

A

School-Wide Title I District

The Goal of Title I Services

- Title I funds are used to serve all children in order to raise academic achievement
- To provide professional development for teachers
- Title I funds will be used to provide additional assistance to all students who experience difficulties in meeting the State's performance targets
- Promote parent education and involvement

ALIGNMENT

- Needs Assessment
- Annual School Plans (ASP)
- Parent Involvement Plan (PIP)
- Teacher-Parent-Student Compact (Compact)
- Right to know

ASP - ALIGN SPENDING TO NEEDS

1. Review Needs Assessment(s) and existing plans
2. Identify priorities/goals
3. Create a program plan to achieve the goals
4. Provide services based on student needs
5. Identify funding sources that may be used to support the plan
6. Budget multiple funding sources to support the activities and services

All Title Funding : Rules

Costs must meet the following general criteria in order to be allowable under Federal awards:

Necessary - Reasonable - Allocable

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Parent Involvement Plan

The School District and all Title I schools must allocate at least one percent (1%) of their Title I budget towards programs, activities, and procedures for parent and family engagement.

- Every Title I school, in collaboration with parents, must develop a school parent involvement plan
- The plan describes how the school will involve the parents in an organized, ongoing, and timely way in the planning, review and improvement of programs at the school
- A copy of the plan is on the school's website

Teacher-Parent-Student Compact

PARENT COMMUNITY COMPACT

This compact was designed to serve as a tool to demonstrate the cooperation between school, parents and students towards building a successful partnership to help ensure children are participating in a safe, nurturing and challenging academic environment. The goal is that all students demonstrate academic growth relative to the Common Core State Standards as well as social emotional growth. By New Jersey Administrative Code, the parent/guardian must demonstrate receipt of the compact by signing and returning it to school.

THE GRACE A. DUNN MIDDLE SCHOOL WILL:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Hold annual meetings to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, part A requirements, and rights of parents to be involved in the Title I, Part A programs. The school will hold meetings at a convenient time parents can attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and the extent practicable, in a language that parents can understand.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as practicably as possible.

AS A PARENT/GUARDIAN, I WILL ENCOURAGE MY CHILD'S LEARNING BY:

- Requiring regular school attendance and ensuring my child arrives school on time
- Expressing high expectations for my child and offering praise and encouragement for achievement
- Attending parent/teacher conferences at least two events during the school year
- Supervising the completion of student homework, reading, and studying
- Staying informed about my child's education and communicating with the school by promptly reading all notices From the school or the school district either received by my child or by mail and responding, as appropriate.
- Inform the school if my child is having difficulty with learning or social problems

SIGNATURE _____

AS A STUDENT, I WILL BECOME AN ACTIVE PARTNER IN MY OWN LEARNING BY:

- Attending school regularly
- Completing my assignments to the best of my ability
- Respecting personal rights and property of others
- Follow all classroom and school rules
- Do my homework every day and turn it in when it's due
- Being on time for classes
- Give to my parents or the adult who is responsible for my welfare all notices and information received by the school on a daily basis

SIGNATURE _____

AS A TEACHER, I WILL ENCOURAGE AND SUPPORT STUDENT'S LEARNING BY:

- Demonstrating care and concern for each student
- Providing instruction in a supportive and effective learning environment that enables the children served to meet the Common Core State Standards
- Providing parents with regular reports on their child's progress

SIGNATURE _____

AS VICE-PRINCIPAL, I SUPPORT THIS SCHOOL-PARENT COMPACT AND SHALL STRIVE TO DO THE FOLLOWING BY:

- Collaborating with the Administrative Team to provide an environment that allows for positive communication between the teacher, parent and student

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- Collaborating with the Administrative Team to provide a quality curriculum and instructional practices that will allow students to become effective citizens
- Collaborating with the Administrative Team to provide opportunities for parents to be involved in the school and in their child's education

SIGNATURE _____ SIGNATURE _____ SIGNATURE _____

AS PRINCIPAL, I SUPPORT THIS SCHOOL-PARENT COMPACT AND SHALL STRIVE TO DO THE FOLLOWING BY:

- Providing an environment that allows for positive communication between the teacher, parent and student
- Providing a quality curriculum and instructional practices that will allow students to become effective citizens
- Providing opportunities for parents to be involved in the school and in their child's education

SIGNATURE _____

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A Teacher-Parent-Student Compact

- Developed jointly between the school and parents
- Required for all children who participate in Title I activities, services, and programs
- The compact becomes part of the school's Parent Involvement Policy

Right to know

- Under Title I, parents must be notified at the start of each school year of their right to request information about the professional qualifications of their children's teachers Information t
- Districts must provide, if requested, includes:
 1. The certification and/or licensing status of the teacher
 2. Degrees held by the teacher
 3. Qualifications of any paraprofessionals serving the child. Parents must also be notified if a teacher who is not "highly qualified" is instructing their child for four (4) or more weeks

Parents' Right-to-Know

Mr. Ronald Lee
Interim Superintendent of Schools
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Keysha S. Jackson
Grants Manager
609.656.4900, ext. 5770

Title I Parents' Right-To-Know

September 2019

Dear Parent/Guardian:

The *Every Student Succeeds Act (ESSA)* was passed by the U.S. Congress and signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

All Trenton Public Schools receive Title I funding and are included under the regulations of the *Every Student Succeeds Act (ESSA)*. Title I funds provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. This letter is to inform you of your "right-to-know" the following information about your child's classroom teachers or paraprofessionals:

- The bachelor's degree major and whether the teacher has any advance degrees, and if so, the subject of the degrees;
- The New Jersey teaching certificate/license and qualifications for the teacher's grades and subjects taught; and
- The qualifications of any paraprofessional who is providing services to your child.

It is our District Mission that "All students will graduate with a vision for their future, motivated to learn continually and prepared to succeed in their choice of college or career." We are also committed to ensuring that all teachers are effective in helping students grow academically.

For more information on *ESSA*, and the role of parents, please visit the United States Department of Education's (USDE) website at <http://www.ed.gov/essa>.

We thank you for your ongoing support of your child's education and encourage active participation in district and school activities and events. Please contact the principal of your child's school for information.

Sincerely,

Ronald Lee
Interim Superintendent of Schools

Title II Part A

Preparing, Training, and Recruiting High Quality Teachers and Principals

1. Improve teaching and leadership through professional learning
2. Increase student achievement
3. Improve the quality and effectiveness of teachers, principals, and other school leaders,
4. Provide low-income and minority students greater access to effective teachers, principals

Title III and III Immigrant

- The purpose of Title III is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement
- Assist teachers, administrators, and other school leaders in developing and enhancing their capacity to provide effective instructional programs.

Title IV Part A

The purpose of the Student Support and Academic Enrichment Grants is to improve students' academic achievement by increasing the capacity of states, districts, schools, and communities to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Title IV Part A

Safe and healthy activities:

- Mental health awareness training, school-based counseling
- Student safety and violence prevention, professional development for specialized instructional support personnel
- nutrition education, physical education, bullying and harassment prevention

Title IV Part A

Well-rounded activities:

- College and career guidance programs,
- Music and the arts to promote student engagement,
- STEM and computer science programs, increasing access to accelerated coursework
- Foreign languages, environmental education

Title IV Part A

Technology activities:

- Educator professional development in the use of technology
- building technology infrastructure
- using blended learning projects

Thank You

Questions?