



**EQUITY &
EXCELLENCE
FOR ALL**

**OFFICE OF THE
FIRST DEPUTY
CHANCELLOR**
Champions for Children



Title I - 101 Implementing a Title I Program to Advance Equity



Presented in collaboration with
The Office of the First Deputy Chancellor (OFDC) and
The Office of Family and Community Empowerment (FACE)
September 29, 2020

Topics For Discussion

- Overview of Title I
- Title I and Every Student Succeeds Act (ESSA)
- School Based Planning
- Meaningful Title I Parent/Family Engagement and Education
- Coordination of Title I Resources and Supports
- Assessing Progress of the Comprehensive Education Plan (CEP)

What Is the Goal of Title I?



The goal of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

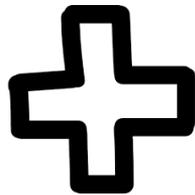
Source: www.ed.gov

Simply stated, Title I is all about
improving student achievement!

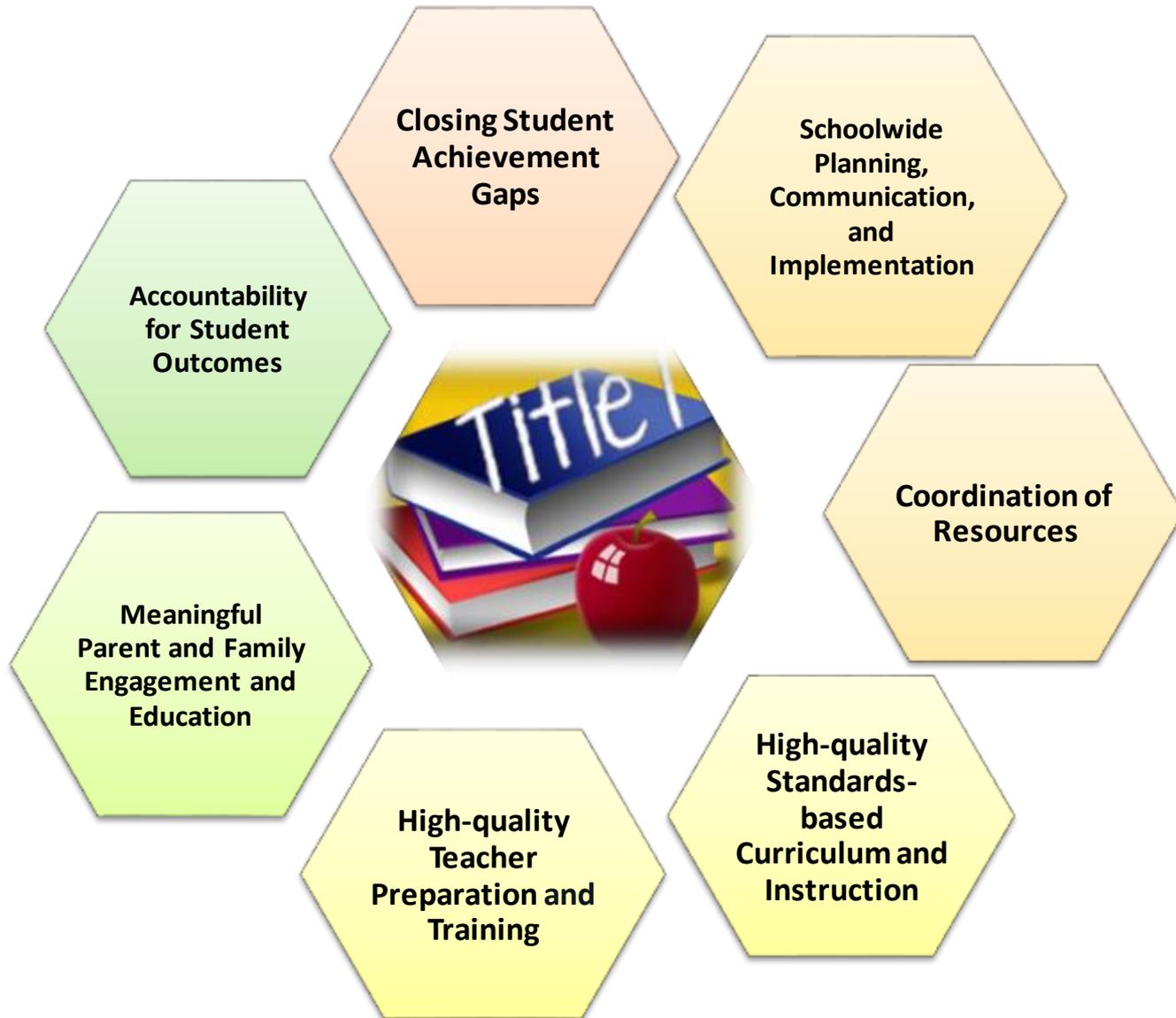
Title I and Every Student Succeeds Act (ESSA)

- ESSA replaced NCLB and the ESEA waiver.
- Key components of Title I are maintained under ESSA.
- ESSA gives more flexibility and empowers New York State to define the educational standards for districts and schools.
- As ESSA is implemented, changes and/or clarifications to the Title I requirements will be shared with school communities and posted online.

TITLE I



Key Components of Title I





**Schoolwide
Planning,
Communication,
and
Implementation**

School Leadership Team Governance

State



City



School



- New York State Education Law, Section [2590-h](#) (SLT)
- Commissioner's Regulation [100.11 \(school-based planning\) & shared-decision\)](#)
- Title I funding supports programs for at-risk students.
- **School Leadership Teams (SLTs)** are in place in every NYC Public School where school-based planning and shared decision-making among parents, teachers and administrators impact student achievement.

- Chancellor's Regulation [CR A-655](#)
- This regulation ensures the formation of the SLTs and District Leadership Teams (DLTs) and
- The Central plan for School-based planning and shared decision making.
- www.schools.nyc.gov/school-life/get-involved/school-leadership-team



- School Leaders are required to establish **SLTs**.
- The SLT in consultation with the Title I Parent Advisory Council develops the Comprehensive Education Plan (CEP), which is the school's schoolwide plan and addresses all of the key components of the Title I plan.
- SLTs are required to have bylaws that conform to the requirements of CR A-655.
- Attachment 4 of CR A-655 includes a **bylaws** template.

Purpose of the School Leadership Team in Title I Schools

Every New York City Public School must have a School Leadership Team (SLT) that is governed by SLT bylaws.



The SLT:

- Creates a structure for school-based decision-making and shaping the path to a collaborative school culture.
- Develops the school's Comprehensive Education Plan (CEP) and school-based educational policy that is aligned with resources and the school-based budget to implement the plan.
- Supports implementing a SWP or TA program, using the cycle of continuous improvement planning to support students at-risk of not meeting state standards.
- Assists in the evaluation of the school's education programs and their effect on student achievement.
- Consults with the Title I Parent Advisory Council (PAC) Chairperson regarding the joint development of the CEP, Parent and Family Engagement Policy (PFEP), and School-Parent Compact (SPC) in Title I schools.
- Communicates outcomes of SLT meetings to school communities with appropriate language translations.
- Visit the [SLT support site](#) to get the SLT toolkit, bylaws, training modules, and other resources.



School Leadership Team Composition



SLTs are required to be no less than 10 members and no greater than 17 members.

A Community Based Organization (CBO) may also be a member of the SLT.

High Schools are required to have 2 student members on the team.

Note: For CSI/TSI Middle Schools, there should be student representation.

Equal Number of Staff to Parents	
Principal	PA/PTA President
UFT Chapter Leader	Parent Member
Staff Member	Parent Member
Staff Member	Parent Member
Staff Member	Parent Member

SLT Configuration

Click in the fields to type names.

NAME	POSITION AND CONSTITUENT GROUP REPRESENTED	SIGNATURE (BLUE INK)
	*PRINCIPAL OR DESIGNEE	
	*UFT CHAPTER LEADER OR DESIGNEE	
	*PA/PTA PRESIDENT OR DESIGNATED CO-PRESIDENT	
	DC 37 REPRESENTATIVE (STAFF), IF APPLICABLE	
	TITLE I PARENT ADVISORY COUNCIL CHAIRPERSON (NEW PACS SHOULD ENTER THIS INFORMATION IN FALL 2019, PLEASE REFER TO THE QUESTION MARK TIP FOR THIS SECTION FOR ADDITIONAL GUIDANCE)	
	STUDENT REPRESENTATIVE (OPTIONAL FOR ELEMENTARY AND MIDDLE SCHOOLS; A MINIMUM OF TWO MEMBERS REQUIRED FOR HIGH SCHOOLS)	
	STUDENT REPRESENTATIVE (OPTIONAL FOR ELEMENTARY AND MIDDLE SCHOOLS; A MINIMUM OF TWO MEMBERS REQUIRED FOR HIGH SCHOOLS)	
	CBO Representative, if applicable/	
	non Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

The Title I PAC Chairperson (or alternate) should attend all regular meetings of the SLT.

Two students should be encouraged to attend meetings of the SLT.

Enter all other SLT names titles or positions (e.g., parent, staff, student).

Core Members or designees are mandatory:

- Principal
- UFT Chapter Leader
- Parent Association or Parent-Teacher Association President

If an SLT member does not wish to sign the original SLT signature page, the member may attach a written explanation instead of signing, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.

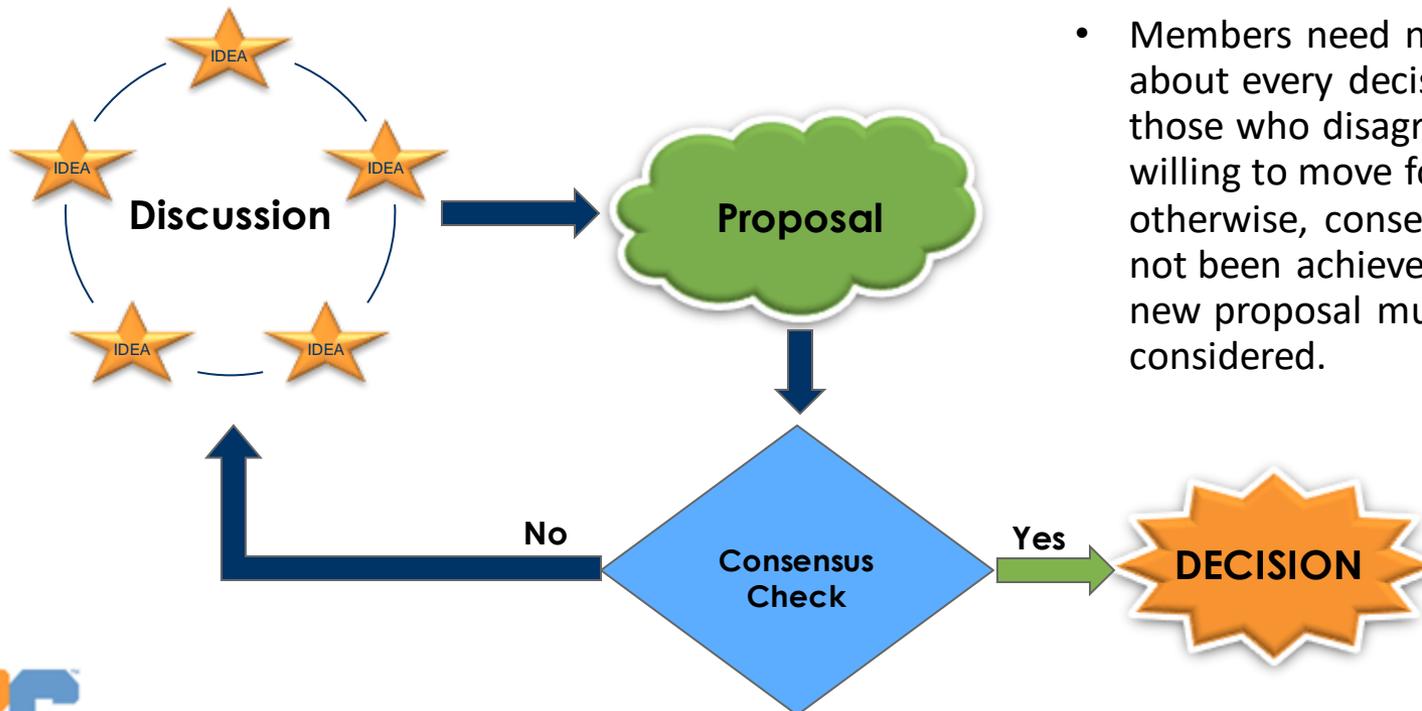
- The SLT signature page is configured as per [Chancellor's Regulation A-655](#).
- All SLT members are expected to sign and confirm their participation in the development of the school's education plan and that they were consulted about the alignment of funding to support the plan.
- The Title I PAC Chairperson (or alternate) attends all regular meetings of the SLT.
- SLTs must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members.
- There is a 50-50 balance between parents and staff. Core mandatory members are included in the parent/staff count.
- Students and CBO members are not counted when assessing the parent/staff balance (CBO participation is optional, 2 High School Students are required).
- Signatures on the hard copy must be signed in **blue ink**. **Note:** During virtual meetings, electronic signatures will be accepted.

SLT Consensus-Based Shared Decision-Making

The Model

To ensure that all members have an opportunity to express their ideas, SLTs must use consensus-based decision-making as their means of making decisions.

- If consensus is reached about a proposal, a decision is made!
- If not, modifications are made to the proposal until consensus is reached.
- Members need not agree about every decision, but those who disagree must be willing to move forward; otherwise, consensus has not been achieved and a new proposal must be considered.



Support for School Leadership Teams

District Leadership Team (DLT)

If the SLT is unable to reach consensus for developing a CEP that aligns with the school-based budget, the SLT may seek assistance from the DLT.

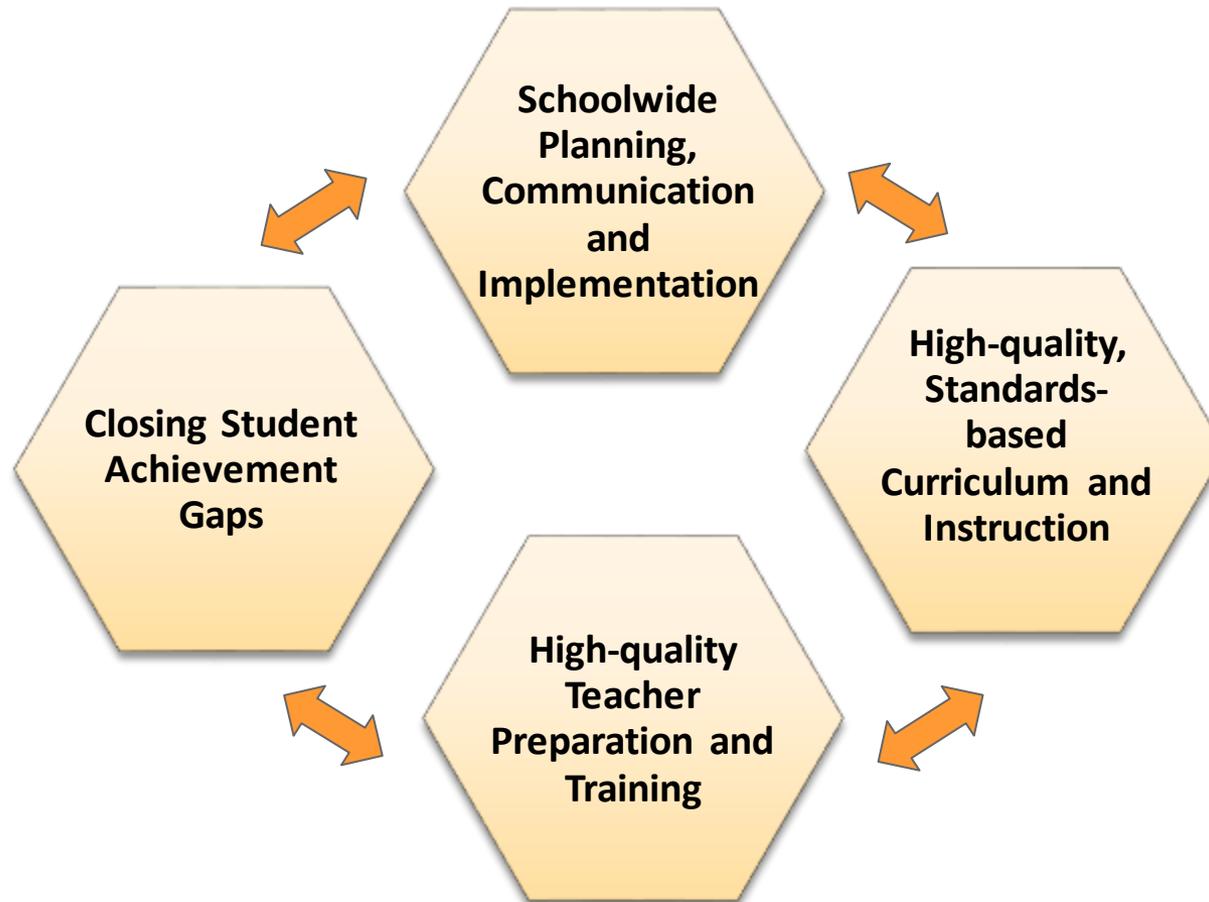
DLTs will also provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts (100.11 Plan).

Office of Family and Community Empowerment (FACE)

SLTs in need of support can review the SLT Page at

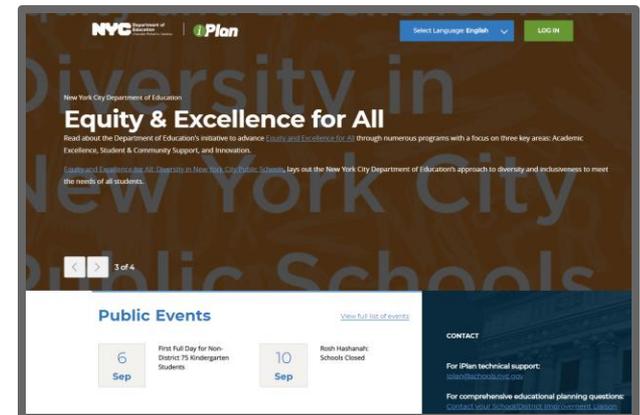
www.schools.nyc.gov/school-life/get-involved/school-leadership-team

Implementing Schoolwide Planning for All Stakeholders



iPlan - An Online Portal for Schoolwide Comprehensive Education Planning

- NYCDOE developed [iPlan](#), an online portal for schoolwide comprehensive education planning.
- This portal provides school communities with a transparent platform that fosters communication and collaboration.
- The online document editor provides SLTs with a platform for developing action plans, monitoring progress towards annual goals and a vehicle for leaving web-based feedback.
- iPlan integrates both city and state accountability initiatives.
- The Resources page houses guidance documents to support SLTs, Districts and Borough/Citywide Offices.
- CEPs are posted on the iPlan home page at [iplanportal.com](#)



Comprehensive Education Planning is Required for ESSA and Title I



The CEP guides school communities in continuous improvement planning activities. School Leadership Teams (SLTs) should engage in Progress Monitoring (PM) using the Plan-Do-Study-Act (PDSA) cycle and reflect on efforts to improve outcomes in their CEPs. SLTs review and analyze student needs to identify gaps in student achievement, root causes and set annual goals. The SLT oversees the school's implementation and evaluation of the CEP which aligns with the Chancellor's four priorities for promoting equity and student achievement.

The NYCDOE initiatives that support the Chancellor's four priorities and promote continuous improvement planning include:

- Equity and Excellence for All: [Diversity in New York City Public Schools](#)
- [Instructional Leadership Framework](#) (ILF)
- [Supportive Environment Framework](#) (SEF)
- [CSS Progress Monitoring system](#)
- [Multi-Tiered Systems of Support](#) (MTSS)



Title I & ESSA Support Parent Voice

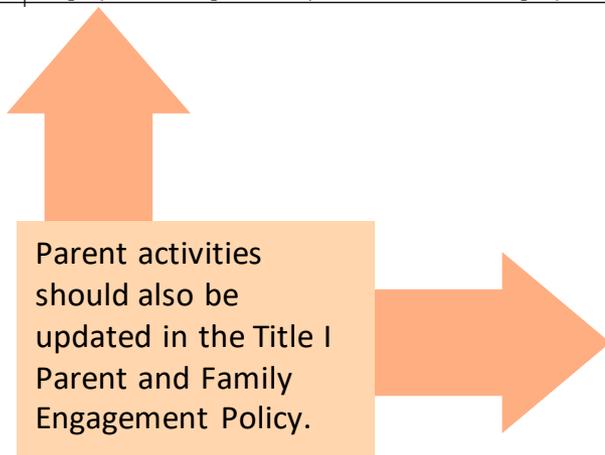
Action Plan

Action Plan

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need <i>(What will the school do in the first half of the year to address the root causes identified above?)</i>
8/1/20	8/30/20	School leadership and SIL review TCRWP curriculum in grades K-5; <u>make adjustments to scope and sequence and pacing to align to 32's vision for hybrid learning</u>
8/1/20	8/30/20	School leadership will analyze SY19-20 data (F&P levels, student writing samples, remote learning data) to determine trends across classrooms, areas of need, and learning gaps that have widened during remote learning. This data will be used to set schoolwide literacy expectations for SY20-21.
8/1/20	8/30/20	SIL and school leadership will norm expectations for the workshop model and word study during in-person learning with an emphasis on data-driven small groups in the classroom.



- ✓ Provision **all** SLT members to access the CEP in iPlan.
- ✓ Foster structures that empower parents.
- ✓ Include parent engagement activities in the action plans and the Family & Community Empowerment chart in SY' 21-11.

Update Year: Family & Community Empowerment Available in 21-22 CEP



What is Title I Targeted Assistance?

All Title I eligible schools start as **Targeted Assistance (TA)**.

- Title I Part A funds provide services to a **select group of children** - those identified as not meeting, or most at-risk of not meeting the state's academic content standards.
- Funds are not used for overall school improvement.
- Title I targeted students are the **only students eligible** to take part in Title I funded activities.



Example: Math software purchased with Title I funds can only be used with Title I eligible students that are targeted for assistance.

What is a Title I Schoolwide Program?

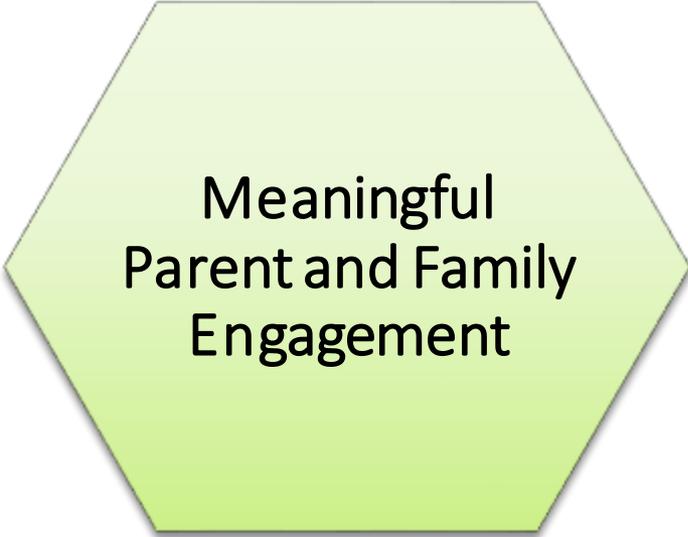


- A Title I Schoolwide Program (SWP) addresses the educational needs of **all students** with comprehensive strategies for improving the **whole school** so that every student achieves high levels of academic proficiency.
- SWP can improve academic achievement throughout a school so that **all students**, particularly the lowest-achieving students, demonstrate proficiency related to the state's academic content standards.
- SWP builds on **schoolwide reform** strategies, rather than separate, add-on services.

The CEP is the SWP School's Schoolwide Plan

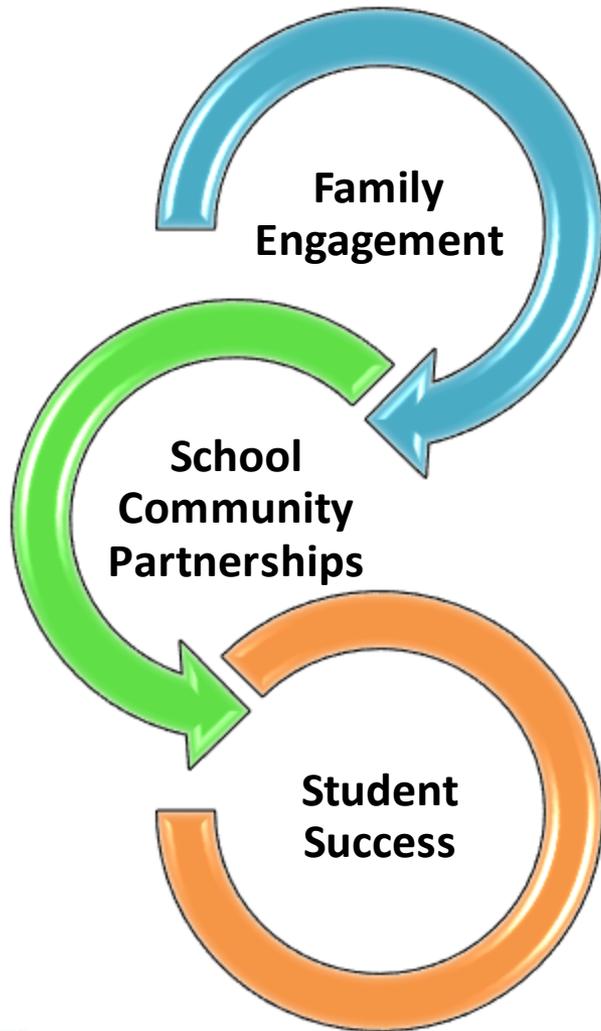
Title I, under ESSA requires that all SWP schools are required to implement a Schoolwide Plan including the following components:

- A comprehensive needs assessment
- Schoolwide reform strategies
- Instruction by high quality staff plans for high quality and ongoing professional development
- Strategies to attract high quality teachers to high needs schools
- Strategies to increase parental involvement
- Transition plans to assist preschool children from early childhood programs to the elementary school programs, if applicable
- Measures to include teachers in decisions regarding the use of academic assessments
- Activities to ensure academically struggling students receive effective and timely additional assistance
- Describes the coordination and integration of Federal, State and Local services and programs
- To view a school's CEP go to www.iplanportal.com



Meaningful
Parent and Family
Engagement

Meaningful Parent and Family Engagement



When everyone works together, schools can:

- Create a positive school culture that promotes equity.
- Strengthen social and emotional supports for students.
- Foster parent volunteers and involvement in programs that improve student achievement.
- Increase community awareness & partnerships.
- Improve student attendance and graduation rate.

Studies show that engaged families make a positive difference in a child's school experience and future success.

Title I Parent and Family Engagement

All schools should engage parents and families in meaningful ways through the:

- School Leadership Team (SLT)
- Parent Association (PA)
- Parent-Teacher Association (PTA)

Additionally, at a minimum, all Title I schools are required to include and engage parents in the decision-making process regarding the Title I education program by:

- ✓ Establishing a school Title I Parent Advisory Council (PAC) inclusive of a Title I PAC Chairperson.
- ✓ Involving the Title I PAC in the joint review, planning, and improvement of the Comprehensive Education Plan, Parent and Family Engagement Policy, and School-Parent Compact.
- ✓ Consulting with Title I PAC members regarding the use of Title I parent and family engagement set-aside (a minimum of 1% of the school's Title I allocation) to support the school's education program in the CEP.
- ✓ Conducting an Annual Title I Parent meeting to inform parents and families of the school's Title I program implementation and requirements as well as New York State Education Department's accountability status, if applicable.
- ✓ For more information, review the [Protocols and Timeline for Implementation of Required Title I Parent and Family Engagement Activities](#).

Annual Title I Parent Meeting

The Annual Title I Parent Meeting is required under Title I, Part A, Section 1116 of ESSA to inform Title I parents about the implementation of the school's Title I program and the strategies to improve student achievement and provide parents and families with information about how they can be involved in support of their children's education.

- In SWP schools, all parents are Title I parents and must be invited to the meeting.
- In TA schools, only parents of Title I eligible children must be invited to the meeting.
- The Title I meeting is facilitated by the Principal, or a designated assistant principal who has knowledge of the school's education program and the use of Title I funds to support the program.
- Although this is a meeting for parents, staff members and other members of the school community are encouraged to participate.
- Sections of the CEP that describe the school's Title I education program, Parent and Family Engagement Policy, and School-Parent Compact should be distributed. Note: Deeper discussions regarding curriculum and student achievement should take place at the district and school level.
- All written meeting materials should be translated for parents, and interpretation support should be provided, as needed.
- Retain copies of the Title I meeting notice, agenda, attendance sign-in sheets, minutes, handouts, and presentation.



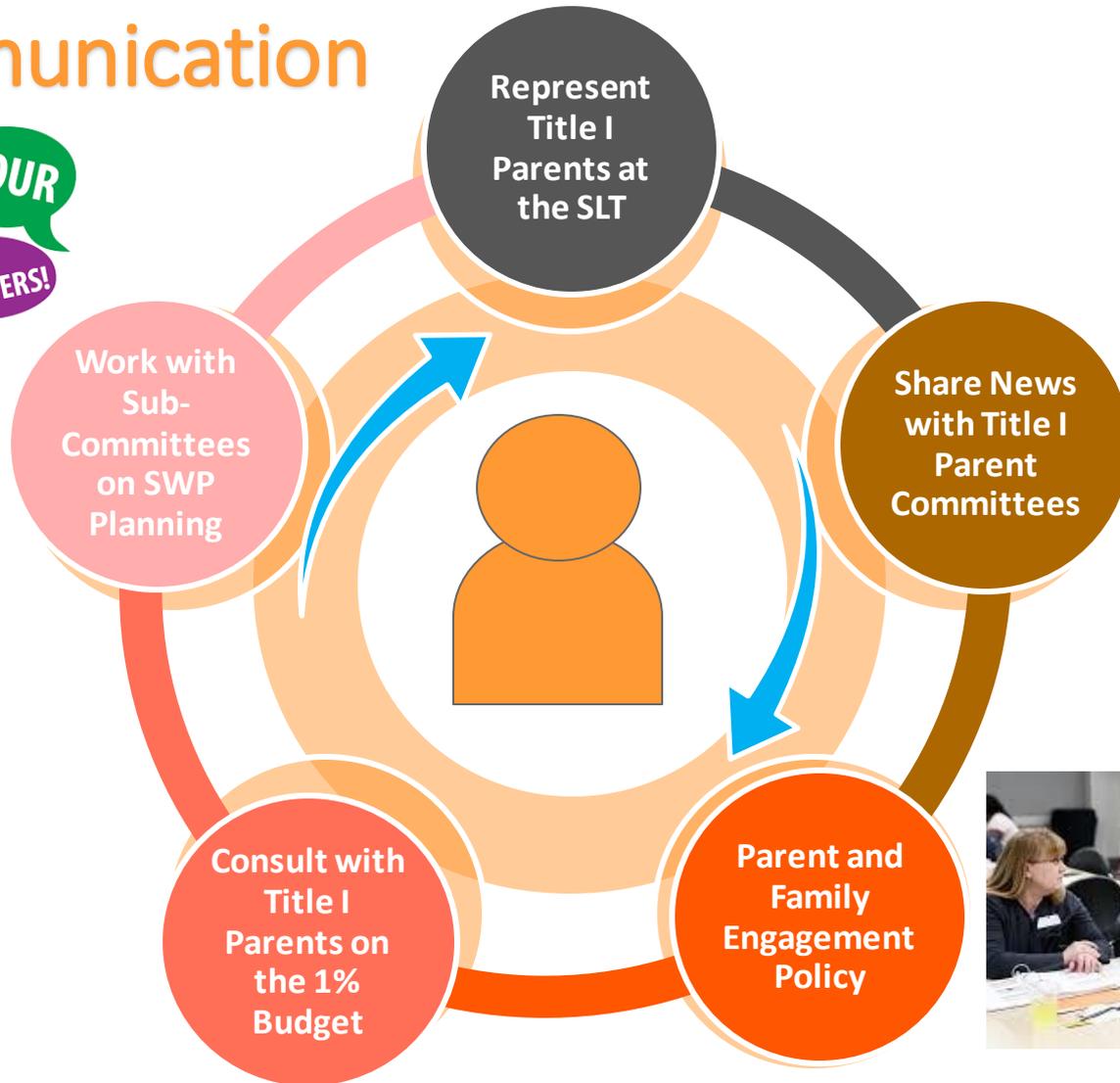
Role of the Title I Parent Advisory Council (PAC)

- Title I PAC is a consultative and representative body that involves and engages all Title I parents of participating students in the Title I program.
- The Title I PAC Chairperson will represent the PAC and participate with the SLT in the joint review, planning, and improvement of the school's **Title I program (CEP)**, and the development, revision and review of the **parent and family engagement policy**.
- The size of the Title I PAC is a school-based decision, it should include Title I parents and Title I parents of students in various grades, and English language learners and students with IEPs.
- Responsibility of the Title I PAC is to ensure effective involvement of all Title I parents to support the partnership between other school community stakeholders (SLT, etc.).
- Title I PAC informs Title I parents on Title I issues and assures that the views/opinions of the school's Title I parents are conveyed to the SLT.



Role of a Title I PAC Chairperson on the SLT

Communication



Planning



Role of a District Title I Parent Advisory Council (DPAC)

- Help to ensure effective involvement of all parents of Title I participating children (including high schools within the given district's geographical boundaries) and to support the partnership between other district and borough community stakeholders (district/ borough administration and staff, parents and caregivers, District Leadership Team).
- To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the District Parent and Family Engagement Policy, District 100.11 Plan, and District Comprehensive Education Plan (DCEP).
- To recruit parents of Title I participating students for involvement in professional development opportunities, meetings, conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
- To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of district and borough staff, administration, other district and borough and community stakeholders.

DPAC

Parent and Family Engagement Policy (PFEP) and School-Parent Compact

All Title I schools are required to have a **Title I Parent Advisory Council Chairperson** to support the development of a **Parent and Family Engagement Policy** in collaboration with the SLT to meet the parental involvement requirements of Title I and Chancellor's Regulation A-655.



The **Parent and Family Engagement Policy** describes how your school will plan and implement parent and family engagement activities or strategies to improve student achievement and school performance.



The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the all school staff, and students will share this responsibility.

- Schools receiving Title I Part A funds: The Parent and Family Engagement Policy (PFEP) and School-Parent Compact is jointly developed and agreed upon by Title I parents and the school community through the SLT.
- Parent and family engagement activities funded with Title I 1% set-aside funds must be evaluated annually by the SLT in consultation with the Title I Parent Representatives.
- The PFEP should be aligned with goals, action plans and Family and Community Empowerment section.

The Parent and Family Engagement Policy should be translated and distributed to all Title I parents in the languages spoken at home.

Supporting Parents and Families

The CEP and Parent and Family Engagement Policy describe the ways the school plans to provide support. The SLT implements the plan to empower parents and families to positively impact their children at school and at home.

Examples of parent engagement and parent education activities:

Parent Engagement	Parent Education
<ul style="list-style-type: none"> ▪ Parent committee meetings for shared-decision making ▪ Student and family science day at a local science museum ▪ Saturday Academy for parents and students ▪ Homework and mentoring sessions for families to interact with students ▪ Family literacy and math night – family reading of big books for PreK and family math games ▪ Homework help activities for parents and their children learning English as a new language 	<ul style="list-style-type: none"> ▪ In person or virtual, parent and family trainings/workshops* to assist them in helping their child succeed academically. ▪ In person or virtual professional development* for school leaders and teachers related to working with and building effective parent/family partnerships. ▪ Training for parents/families on working effectively with teachers to enhance student performance. ▪ Training for parents/families on building supports for their children, including health and nutrition services. <p>* Note: Contracted vendors may be used during virtual meetings.</p>



The Office of Family and Community Empowerment (FACE) provides families, parents and caregivers a multitude of information and assistance on the [SLT Page](#).

School Implementation of Required Title I Activities

Required Activity	Timeframe
Schools develop the CEP which serves as the Schoolwide Program Plan for Title I SWP schools.	October 9 – November 16
Annual Title I Parent Meeting conducted by Principal (or a designated staff member)	By October 30
Principal (or designee) facilitates PA/PTA Elections	By October 31
Written notice sent to parents of meeting to establish Title I PAC and election of Title Chairperson and Alternate including a call for parents interested in serving on the Title I PAC.	By November 6
Principal schedules the meeting of parents to establish a Title I PAC. The PA/PTA President facilitates the meeting, explains the role of the Title I PAC, and conducts election of the Title I Chairperson and alternate .	By November 20
Principals completes a survey attesting that they conducted the Annual Title I Parent Meeting and identifies the names of Title I PAC Chairperson and alternate.	By November 30
School Budget plan for use of 1% Title I parent involvement set-aside jointly developed by the SLT and Title I parents.	By December 18
Title I Targeted Assistance schools have the opportunity to apply to become a Schoolwide Program school (SWP)	January-February
The Title I PAC and the SLT analyzes feedback received from Title I parents regarding the joint review and evaluation of the school's Parent and Family Engagement Policy and School-Parent Compact and incorporates any needed revisions to improve the parent/family engagement program and budget plan.	By February 1
Principal ensures all Title I 1% set-asides are fully encumbered before the budget modification deadline in March.	By March 1
School maintains records and documentation (e.g. meeting notices and agendas, attendance sheets, minutes, handouts, dated and translated versions of parent notification letters, inventory list of purchased equipment) for all funded Title I programs.	Ongoing
School hosts meetings or events throughout the school year to keep all Title I parents/guardians informed about the Title I education program.	Ongoing
School conducts annual evaluation and review of the Title I Schoolwide comprehensive education program (CEP) including, the effectiveness of the Title I, Part A Parent Involvement Program and Parent and Family Engagement policy.	By April 30

District/BCO Implementation of Required Title I Activities

Required Activity	Timeframe
OSFEP sends a list of PAC Chairpersons and alternates to Superintendents to support DPAC elections (need 10 day notification). Superintendent confirms the eligibility of all PAC Chairs and alternates.	By December 4
Superintendent sends written meeting notice of the DPAC meeting scheduled for the election of Title I DPAC Chairperson and alternate including the process whereby interested PAC chairs can indicate their interest in becoming a DPAC chairperson and alternate	By December 7
Superintendent holds a DPAC meeting and facilitates the election of a DPAC chairperson and alternate.	By December 21
Superintendent completes a survey attesting that they conducted the Title I DPAC Meeting and identifies the names of Title I DPAC Chairperson and alternate.	By December 23
BCO Procurement Liaison supports the school to encumber all Title I 1% set-asides before the budget modification deadline in March.	By March 1



Coordination of Resources

Coordinating and Integrating Federal, State, and Local Services/Programs (Available SY'21-22)

- Title I SWP schools implement their schoolwide plan by integrating certain funding resources.
- All Schools align goals and action plans with the school-based budget.

Budget and Resource Alignment

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

TIME AND SCHEDULE (HOW WILL YOU ALIGN TIME/SCHEDULE WITHIN THE SCHOOL DAY TO SUPPORT THE SUCCESSFUL IMPLEMENTATION OF ABOVE ACTION PLAN)	HUMAN CAPITAL (HOW WILL YOU ALIGN HUMAN CAPITAL TO SUPPORT SUCCESSFUL IMPLEMENTATION OF THE ABOVE ACTION PLAN)	FUNDING SOURCES (FUNDING SOURCES YOU WILL USE TO SUPPORT SUCCESSFUL IMPLEMENTATION OF THE ABOVE ACTION PLAN)	OTHER
		Tax Levy	
		Tax Levy	
		Tax Levy	



Conceptual Consolidation of Funds in Title I Schoolwide Program Schools

CONCEPTUAL" CONSOLIDATION OF FUNDS IN TITLE I SCHOOLWIDE PROGRAM SCHOOLS

DIRECTIONS: ALL SCHOOLWIDE PROGRAM (SWP) SCHOOLS IN NYC ARE CONCEPTUALLY CONSOLIDATING THEIR FEDERAL, STATE, AND LOCAL FUNDS, EVEN THOUGH THE GALAXY SYSTEM REPORTS THE ALLOCATIONS IN SEPARATE ACCOUNTING CODES. TO BE ELIGIBLE FOR THE FLEXIBILITY CONSOLIDATION OF FEDERAL FUNDS, A SCHOOLWIDE PROGRAM SCHOOL MUST IDENTIFY IN ITS SCHOOLWIDE PLAN (CEP) WHICH PROGRAMS ARE INCLUDED IN ITS CONSOLIDATION AND THE AMOUNT EACH PROGRAM CONTRIBUTES TO THE CONSOLIDATED SCHOOLWIDE POOL. ADDITIONALLY, THE SCHOOL PLAN MUST DOCUMENT THAT IT HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED. ON THE CHART BELOW, INDICATE WHICH FEDERAL, STATE, AND/OR LOCAL TAX LEVY PROGRAM FUNDS THAT ARE CONSOLIDATED IN YOUR SCHOOL'S SCHOOLWIDE PROGRAM, THE AMOUNT EACH PROGRAM CONTRIBUTES TO THE CONSOLIDATED SCHOOLWIDE POOL, AND VERIFICATION THAT THE SCHOOL HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED.

PROGRAM NAME	FUND SOURCE (I.E. FEDERAL, STATE OR LOCAL)	FUNDING AMOUNT INDICATE THE AMOUNT CONTRIBUTED TO SCHOOLWIDE POOL. (REFER TO GALAXY FOR SCHOOL ALLOCATION AMOUNTS)	PLACE AN (X) IN COLUMN A BELOW TO VERIFY THAT THE SCHOOL HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED. INDICATE IN COLUMN B, SECTION REFERENCES WHERE A RELATED PROGRAM ACTIVITY HAS BEEN DESCRIBED IN THIS PLAN.	
			COLUMN A VERIFY WITH AN (X)	COLUMN B SECTION REFERENCE(S)
TITLE I PART A (BASIC)	FEDERAL			
TITLE II, PART A	FEDERAL			
TITLE III, PART A	FEDERAL			
TITLE III, IMMIGRANT	FEDERAL			
TAX LEVY (ESF)	LOCAL			

Funding Our Schools: SAMs

School Allocation Memoranda (SAMs)

In addition to Fair Student Funding (FSF), schools receive other funding (i.e. Title I Part A, II,III, IV, grants) through School Allocation Memoranda (SAMs). SAMs give money to schools for specific purposes. Schools can then budget for the needed services, such as teachers and supplies.

A written description in each SAM provides the following information:



Purpose of the funds



Source of the funds



How the funds should be used

You can find the SAMs by clicking [here](#) or by entering the URL below in your browser's navigation bar or using your smart devices.



<https://tinyurl.com/y2u7yf3m>



Maximizing Education Programs With Titled Programs and Grants



Title I, Part A- Funding to improve basic programs eligible children to help ensure that all children meet challenging state academic standards.



Title II- Provides professional development for teachers and principals and recruiting for strong instructional leadership.



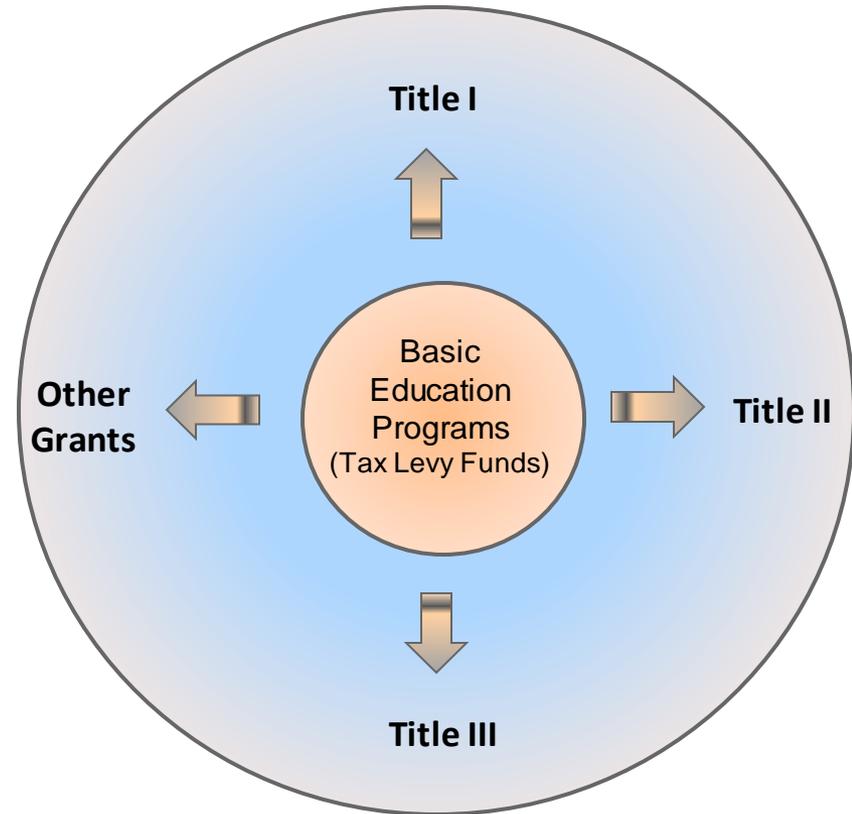
Title III- Language instruction for Multilingual Learners (MLLs).



Title IV- Well rounded education, safe and healthy students & technology



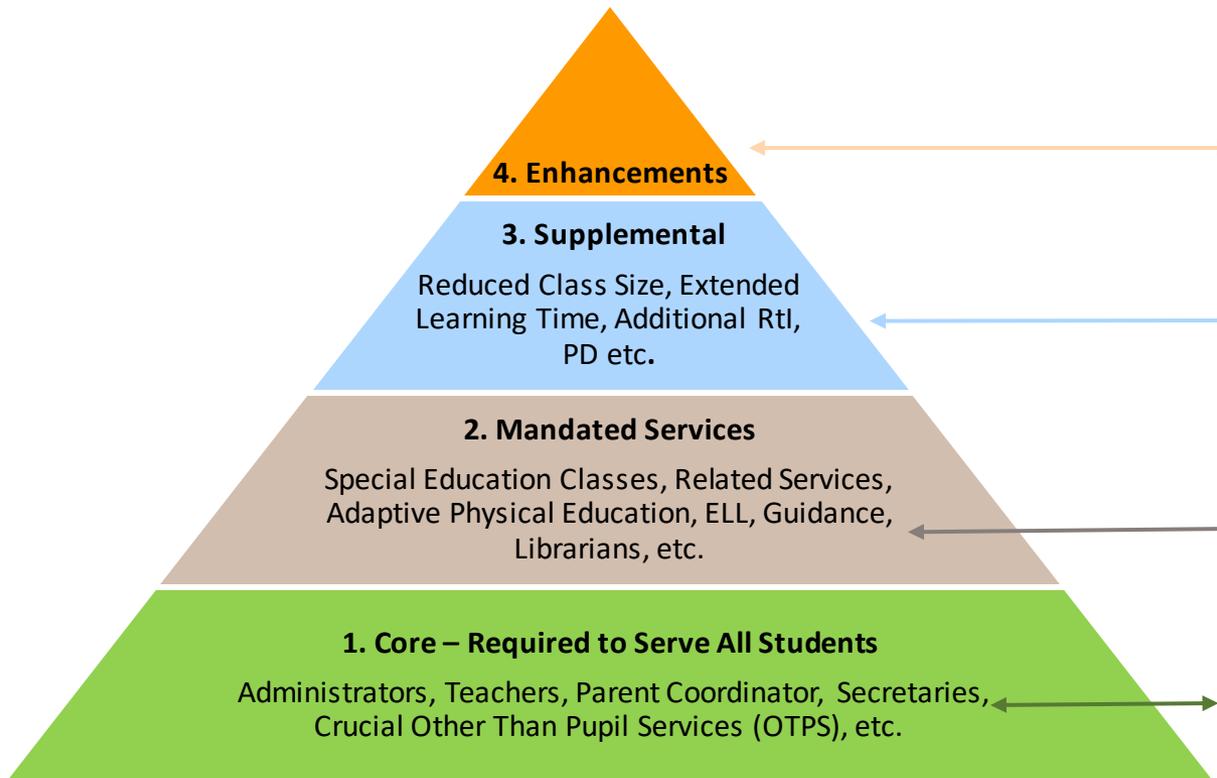
Other grants- Schools compete with other schools to be awarded additional funding through grants.



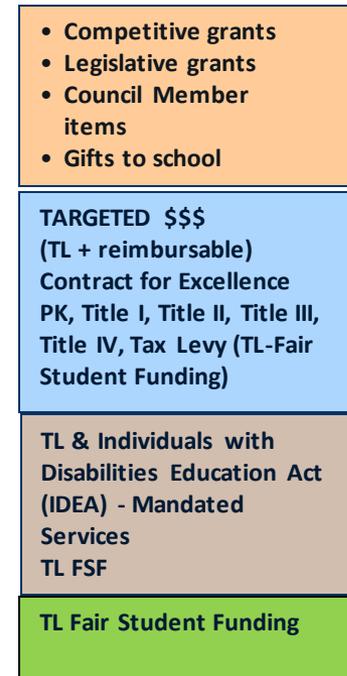
Titled Programs and other grants **supplement** the school's education program to maximize learning opportunities for students.

Understanding the Funding Process

Program Pyramid



Funding Ladder



Comprehensive Education Planning should inform how to coordinate these resources.

Title I Supports for At-Risk Students

Support for Students in Temporary Housing (STH): Under the **McKinney-Vento Homeless Assistance Act** and Chancellor's Regulation A-780, schools must address the needs of students identified as Students in Temporary Housing (STH).

- Schools must identify their STH Coordinator on the School Information page of the CEP.
- Identify action/strategies in the CEP that support students living in temporary housing.
- Title I and Non-Title I schools receive Title I funds to provide services to STH eligible students.
- To learn more about STH go [here](#).

NYCDOE Multi-Tiered Systems of Support (MTSS) aligns with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the right services and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See [NYSED's memo](#) to view the Criteria for determining AIS services. The [Supportive Environment Framework\(SEF\)](#) offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.



Title I Parent and Family Engagement Set-aside Funds

Title I schools must set aside the following amounts from their total Title I allocation to support required activities:

All Title I Schools

1% for Parent/Family Engagement (Minimum)

Title I schools must consult with the parents of students served in the Title I program regarding the use of these funds to support increased parent involvement in all activities related to the improvement of student academic achievement, as described in the school's Parent and Family Engagement Policy.

Appropriate Title I Expenditures and Activities

Sample Workshop Topics for Title I Parents

- ✓ City and State Standards
(To Come: Next Generation Standards)
- ✓ Curriculum
- ✓ Family Literacy
- ✓ Promotion or Graduation Requirements
- ✓ Title I, Part A Requirements
- ✓ School and District Accountability
- ✓ How to Work with Your Child's Teacher
Using Technology (in-person or virtual)
- ✓ Internet Safety or Bullying
- ✓ Middle and High School Selection Process
- ✓ Nutrition or Health
- ✓ College and Career Readiness
- ✓ Teacher-Parent Mentoring Programs
- ✓ Creating a School-Parent Newsletter,
Handbook, or Website
- ✓ Effective practices for conducting virtual meetings

Examples of Title I Expenditures and Activities

- ✓ In-person or virtual staff-parent book clubs*
(e.g., cost of books & materials)
- ✓ In person or virtual joint staff-parent
professional development seminars* (e.g., cost
of materials and presenters)
- ✓ Partnerships with NYC cultural institutions
- ✓ Creation of a parent resource room or lending
library
- ✓ Reimbursement to parents for reasonable
transportation expenses (e.g., Metro Cards)
associated with attendance and participation
during Title I workshops, activities and
meetings conducted in-person.
- ✓ Reasonable expenditures for light refreshments
or food, during in-person parent involvement
activities that extend through mealtime
- ✓ Reasonable postage and mailing cost for
engaging parents in their child's learning

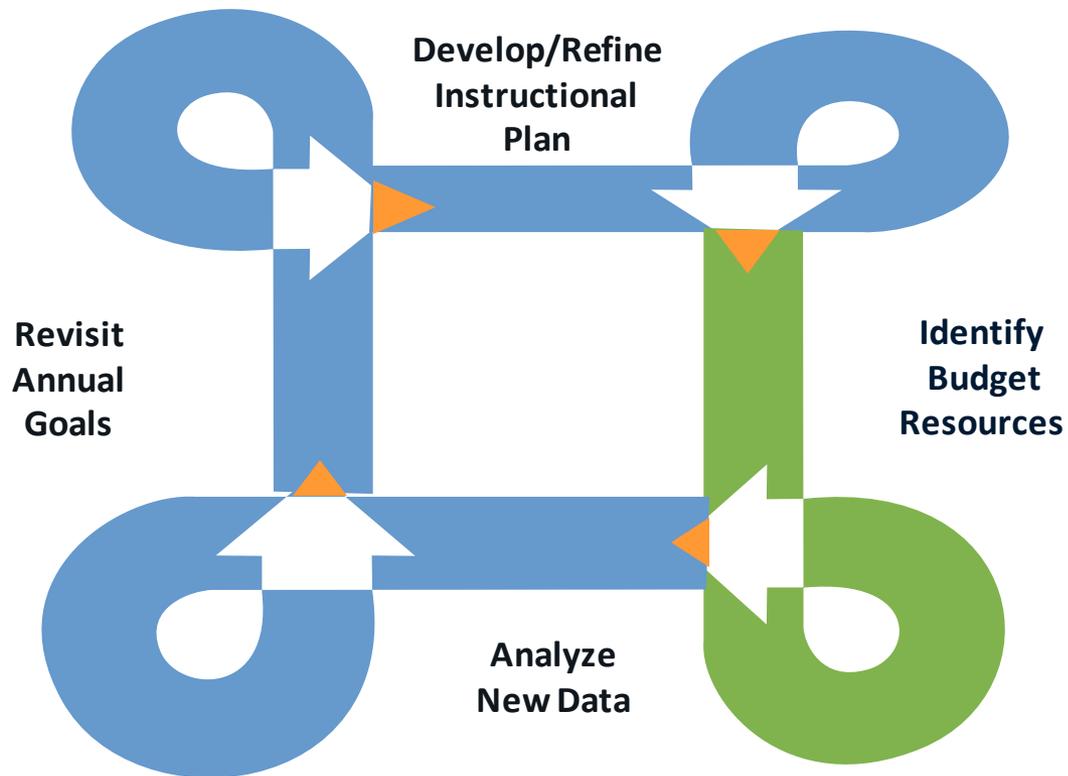
* Note: Contracted vendors may be used during virtual meetings.

Examples of Non-Allowable Expenditures and Activities

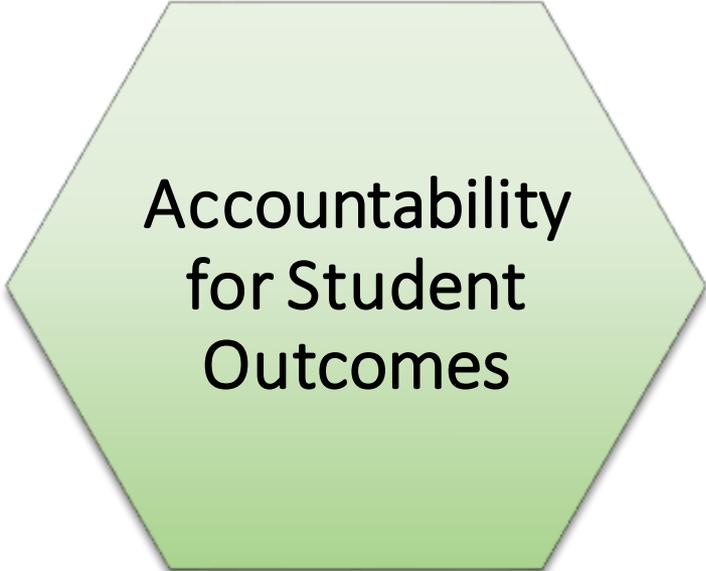
- ∅ Activities that do not relate directly to the Titled education program or provide an opportunity to turnkey professional development content to Title I parents will not be allowed.
- ∅ Activities that do not have an intrinsic education or cultural value will not be allowed- (e.g., trips to amusement parks, visits to shopping centers, dinner cruises, or sporting events).
- ∅ Theatrical performances (plays) that do not have an intrinsic education or cultural value.
- ∅ Payment (or stipends) to non-DOE approved consultants or providers.
- ∅ Incentives that do not relate to the Title I education program (e.g., tee shirts or mugs).
- ∅ School dances (e.g., father-daughter and mother-son dances).
- ∅ Recreational trips for students or parents.
- ∅ Staff salaries.
- ∅ Refreshments for regularly scheduled meetings of the PA/PTA or SLT.
- ∅ Postage and mailing for school business that are non-instructional.
- ∅ SLT remuneration payments.
- ∅ Refreshments for virtual meetings.

Lets Put It All Together...

To Coordinate Federal, State, and Local Services and Programs



Assessing the Progress of Title I Programs



Accountability
for Student
Outcomes

SLTs Oversee Short and Long Term Progress

Assess School Progress Towards Meeting Goals

As part of the Comprehensive School Support (CSS) Strategy, to promote continuous improvement, the DOE has developed the CSS Progress Monitoring System. See the [CSS Progress Monitoring Summary](#):

- All schools engage in regular progress monitoring of their CEP.
- SLTs review the progress monitoring targets in the CEP to determine if the school is on track toward meeting its CEP goals.
- SLTs update the CEP based upon progress monitoring findings.

Tentative CSI/TSI Schools Progress Monitoring (PM) Periods		
Quarter	PM Period	PM Report Date
Quarter 1	10/1-11/23	11/25/20
Quarter 2	11/24-1/29	2/12/21
Quarter 3	2/1-4/23	4/30/21
Quarter 4	4/26-6/18	Due: 6/30/21

Tentative Good Standing/Recognition Schools Progress Monitoring (PM) Periods		
Quarter	PM Period	PM Report Date
Quarter 1	10/1-11/23	11/25/20
Quarter 3	2/1-4/23	4/30/21

Is the school meeting its progress monitoring targets? If not, update the action plan.

End-of-Year Assessment on Year Long Progress

If the school is not meeting its annual goals, the SLT should:

- Involve the Title I PAC in the joint review, planning, and improvement of the Comprehensive Education Plan, Parent and Family Engagement Policy, and School-Parent Compact.
- Review the implementation process to determine why the plan did not make adequate progress towards meeting the annual goal. Ask questions such as:
 - Have we addressed the needs of our target population(s)?
 - What were the barriers and challenges?
 - How can we revise the plan so that it moves the school to continuously improve?

Professional Learning Opportunities

Phase 1 Professional Learning Opportunities:

- **Oct 7 Title I 101 (Train-the-Trainer):** OFDC, DSFP in collaboration with the SGO and FACE liaisons will deliver training targeting BCO staff, Superintendent staff, SGO, FLC, FSC, STH Coordinator, Director of Family Empowerment, Central Staff supporting Title I including FACE.
- **October 8-30 Title 101 BCO/District Level (Turnkey Training):** DSFP will coordinate with the Executive Superintendent and the Superintendent, who will be invited to host a BCO and/or district level Title I 101 training targeting SLTs with PAC Chairs and alternates & DLTs including DPAC chairs and alternates. DSFPs will deliver this training in collaboration with the SGO, FLC, FSC, STH Coordinator. Note: The webinar will be recorded for independent learning opportunities.

Phase 2 Professional Learning Opportunities:

- Additional professional learning modules will be made available throughout the year to provide implementation of the following:
 - Developing a Parent and family engagement and school-parent compact
 - Developing a budget to align with Title I programs
 - Implementing an effective SWP program
 - Implementing an effective TA program
 - Strategies to improve student achievement.
 - Questions to ask during a Annual Title I Parent Meeting

Central-Based Citywide Support

Office	Title	Contact	Email Address
Office of the First Deputy Chancellor (OFDC)	Sr. Director of Title I Family and Community Engagement	Andrea Ferguson	AFergus4@schools.nyc.gov
Office of Family and Community Empowerment (FACE)	Citywide Parent Leader Liaison	Claudette Agard	CAgard@schools.nyc.gov

Director of State & Federal Program Implementation (DSFP) Assignments to Borough/Citywide Offices

Borough	Executive Superintendent / BCO Executive Director	DSFP	Email Address
Manhattan	Marisol Rosales / Steven Aragona	Crystal Lindsay	CLindsay@schools.nyc.gov
		Michael Adin	MAdin@schools.nyc.gov
Bronx	Meisha Ross Porter / Nancy Saffer	Gary Eisinger	GEising@schools.nyc.gov
		Vacancy	TBD
Brooklyn North	Karen Watts / Sandra D'Avilar	Kathleen Mulligan	KMulligan@schools.nyc.gov
		Andrew Kenney	AKenney@schools.nyc.gov
Brooklyn South	Barbara Freeman / Beverly Logan	Katrina Brave	KBrave@schools.nyc.gov
Queens North	Mabel Muñiz-Sarduy / Mary Jo Pisacano	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Queens South	Mauriciere Degovia/ Marlene Wilks	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov
Staten Island	Anthony Lodico / Christopher Anzalone	Roseann Harris	RHarris7@schools.nyc.gov
Access (Transfer, D79, Adult)	Tim Lisante / Yuet Chu	Dan Atkins	Datkins2@schools.nyc.gov
		Tami Sturm	Tsturm2@schools.nyc.gov

Office of Family And Community Empowerment (FACE) Liaisons Teams Assignments to Borough/Citywide Offices

Borough	Executive Superintendent / BCO Executive Director	Borough Empowerment Team (BET) Director	School Based Liaison	District Based Liaison	Parent Empowerment Liaison
Manhattan	Marisol Rosales / Steven Aragona	Ayesha George	Myesha Taylor-Myke / Anthony Settle	Luz Milanes / Michelle Chang	Joshua Calderia / Warren Radford
Bronx	Meisha Ross Porter / Nancy Saffer	Kay Cid	Jose Gonzalez / Rebecca Rosado / Lynn Sanchez	Derry Rodriguez / Richard Guevera	Anthony Thomas / Mohamed Morsed /
Brooklyn North	Karen Watts / Sandra D'Avilar	Mollita Abron- Mohamed	Anthony Aguilar / Christian Mabry / Tameka Nurse-Carter	Alora Bailey Raymond Louis Pierre Steven Wieser	Cinthia Macias
Brooklyn South	Barbara Freeman / Beverly Logan				
Queens North	Mabel Muñiz-Sarduy / Mary Jo Pisacano	Eloise Mendez	Sharon Kang / Bibi Matidan	Juliana Federoff / Bibi Matidan	Diana Perez Manakshi Panindranauth
Queens South	Mauriciere Degovia / Marlene Wilks				
Staten Island	Anthony Lodico / Christopher Anzalone				

Senior Grants Officer (SGO) Borough/Citywide Assignments

Borough/Citywide Office	SGO	Email
Brooklyn North (Districts 13, 14, 15, 16, 19, 23, 32)	Carol Slocombe	cslocom@schools.nyc.gov
Manhattan (Districts 1, 2, 3, 4, 5, 6)	Tiffany Wallace	twallace@schools.nyc.gov
Queens North and South (Districts 24, 25, 26, 27, 28, 29, 30)	Dragomira Koleva	dkoleva@schools.nyc.gov
Brooklyn South & SI (Districts 17, 18, 20, 21, 22, 31)	Patricia Payne	ppayne@schools.nyc.gov
Bronx (Districts 7, 8, 9, 10, 11, 12)	Maite Villanueva	mwillanueva11@schools.nyc.gov
Access	SGO	By Borough Assignment

Students in Temporary Housing Team (STH) Contacts

Name	Title	Districts	Contact
Mike Hickey	Executive Director	Citywide	Mhickey6@schools.nyc.gov 212-323-9519
Bak Harris	Director of Regional Support	Citywide	BHarris6@schools.nyc.gov (646) 416-0364
Erin Lester	Director, Policy and Intergovernmental Partnerships	Citywide	ELester3@schools.nyc.gov (212) 374-0503
Dashawn Roberts	Citywide Office Manager	Citywide	DRoberts13@schools.nyc.gov (718) 828-2208
Marygrace Ponzio	Program Coordinator	Citywide	MPonzio@schools.nyc.gov (718) 391-6845
Hana Clemens	VISTA Program Associate	Citywide	HClemens@schools.nyc.gov
Stephanie Dyer	Regional Manager	Bronx (10, 12)	Sdyer@schools.nyc.gov 718-741-7783
Rebekha Askew	Regional Manager	Bronx (7, 8, 9, 11, 12)	RAskew2@schools.nyc.gov 718-828-2644
Brittany Taylor	Regional Manager	Bronx (8)	BTaylor19@schools.nyc.gov 718-828-4950
Shaquieta Boyd	Regional Manager	Bronx (9)	SBoyd5@schools.nyc.gov 718-741-7049
Thomas Gonzalez	Regional Manager	Bronx (11)	TGonzalez11@schools.nyc.gov 718-741-778
Charlene Mitchell	Regional Manager	Brooklyn (17, 18, 22, 31)	Cmitchell4@schools.nyc.gov 718-758-7722
Wayne Harris	Regional Manager	Brooklyn (13, 14, 16, 19, 23, 32)	Wharris22@schools.nyc.gov 718-935-3562
Cecilio "Bo" Diaz	Regional Manager	Manhattan (1, 4, 7)	Cdiaz@schools.nyc.gov 917-339-1698
Iris Gersten	Regional Manager	Manhattan (2, 3)	IGersten@schools.nyc.gov 917-339-1718
Rakeyah Evans	Regional Manager	Manhattan (5, 6)	RHameedevans@schools.nyc.gov 212-330-9449
Linda Wilson	Regional Manager	Queens (24, 27, 28, 29, 30)	LWilson33@schools.nyc.gov 718-391-6849

Contact Information



For technical assistance with iPlan, contact iplan@schools.nyc.gov.

If you have other questions about implementing a Title I program contact the Director of State & Federal Program Implementation (DSFP) associated with your borough.