

Annual Title I Meeting: Tips and Topics

Title I schools must convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements as well as the rights of the parents to be involved.

Elementary and Secondary Education Act (ESEA), Section 1116(c)(1)

Required Topics:

1. How does our school participate in Title I?

Provide information about the school's specific Title I Targeted Assistance or Schoolwide Program.

- Consider providing a brief overview of Title I, Part A:
Title I was initially passed in 1965 under the Elementary and Secondary Education Act (ESEA). It is the largest federal assistance program for our nation's schools. These supplemental funds provide students the opportunity to receive a fair, equitable, and high-quality education, and help to close educational achievement gaps.
- For Targeted Assistance Programs, consider providing the following:
The criteria used to determine student eligibility for services;
The services provided to eligible students; and
How Title I funds are utilized to support eligible students.
- For Schoolwide Programs, consider providing the following:
All students are served;
The needs of the school as identified by student data/comprehensive needs assessment;
The school plan/goals that address the identified needs; and
How Title I funds are utilized to support the plan/goals.
- Consider providing an overview of the curriculum and assessment tools that will be used and when assessments are administered.
- If the LEA receives \$500,000 or more in Title I funding, consider explaining how the LEA and school utilize the parent and family set aside.
- Consider highlighting some of successes of the Schoolwide or Targeted Assistance Program.

2. What are the school's requirements under Title I?

Provide information about what Title I schools are required to do and information they are required to distribute to parents and families, i.e., engage families as partners; hold an annual Title I meeting; and distribute the School-Family Compact and Parent & Family Engagement Policy. **Note: the purpose of the Title I meeting is to provide information and answer questions, not to make revisions to engagement policy or compact.**

- Consider highlighting the importance of family engagement on student success;
- Consider mentioning the annual Title I meeting is a requirement of all schools receiving Title I funding.
- Consider providing a brief overview of the Parent & Family Engagement Policy:
 - What it is and why it is important, i.e., how parents can take part in decision making; how information and training will be provided to parents; how the school will build the capacity of parents and staff for strong family engagement, etc.
 - Those involved in the development and periodic revision.
 - How it is distributed. Where parents and family members can find a copy.
- Consider providing a brief overview of the School-Family Compact:
 - How the Compact outlines stakeholders' shared responsibility for student success.
 - Those involved in the development and periodic revision.
 - How it is distributed. Where parents and family members can find a copy.

3. What are your rights, as parents and family members, to be involved under Title I?

The annual Title I meeting **must inform parents and family members of their right to be involved**. The following **requirements of ESEA** do not necessarily need to be reviewed during the annual meeting, but schools and LEAs are required to provide the information, opportunities, and notices listed below.

A school that receives Title I funds shall provide to parents of participating children: 1112(e)(1)(B) and ESEA 1116(c)	At the beginning of each school year the LEA shall notify parents of their right to request*: ESEA 1112(e)(1)(2) and 1116(b)
<ul style="list-style-type: none"> <input type="checkbox"/> Information on the level of achievement and academic growth of the student; <input type="checkbox"/> Timely notice if their child has been assigned to, or taught, for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements for the grade level or subject area taught. <input type="checkbox"/> Timely information about Title I programs; <input type="checkbox"/> A description and explanation of the curriculum and assessments used to measure student progress; <input type="checkbox"/> If requested, opportunities for regular meetings to provide suggestions and to participate, as appropriate, in decisions relating to the education of their children; <input type="checkbox"/> The opportunity to be involved in the planning, review, and improvement of the engagement policy and schoolwide program unless the school already has a process in place for involving parents (with adequate representation); <input type="checkbox"/> If the schoolwide program plan is not satisfactory to parents, the school will submit any comments to the LEA; and 	<ul style="list-style-type: none"> <input type="checkbox"/> The professional qualifications of their child’s teachers, i.e., whether state licensed, whether teaching under emergency/provisional status, and whether teaching in the discipline of certification; <input type="checkbox"/> Information on whether their child is provided services by paraprofessionals and, if so, their qualifications; and <input type="checkbox"/> Information regarding any State or LEA policy related to student participation in any assessments mandated by section 1111(b)(2) and by the State or LEA, which shall include a <u>policy</u>, <u>procedure</u>, or parental right to opt out where applicable. <p>*Consider adding specific information about the procedures for accessing this information.</p> <p>In addition, LEAs must:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post information on each assessment required by the State, on LEA and school (where practicable) websites. <input type="checkbox"/> Conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of all Title I schools (as per LEA Engagement Policy.) <input type="checkbox"/> If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments when submitting the plan to the State.

Additional Tips:

- Offer a flexible number of meetings, such as morning or evening.
- For families who are unable to attend the Title I meeting(s) or move to the school mid-year, consider recording the information, posting the link of the recording or slide presentation on school website, and/or sending the link in a newsletter/email.
- Provide information, to the extent practicable, in a language parents and families can understand.
- Provide accommodations for parents and family members with disabilities.
- To increase participation, ESEA allows Title I to be used for childcare and transportation to the annual meeting.
- If food is provided at the annual Title I meeting, it must be "necessary and reasonable."
 - “Necessary” could be justified by an LEA policy that permits food during a meeting time that conflicts with the dinner hour.
 - “Reasonable” implies light refreshments (e.g., pastries, salad, or pizza) rather than elaborate meals.
 - Targeted Assistance Programs could provide food for families of eligible/identified students.
 - When submitting reimbursement requests, meeting agendas and attendance records provide supportive documentation of “necessary and reasonable”.