The purpose of Title I, Part A funding is to enable schools to provide opportunities for students to acquire the knowledge and skills required to meet the challenging state content and performance standards. Title I programs work to address the needs of our lowest performing students and students most at risk for not meeting state academic standards.

**Q:** May Title I funds be used only for instruction?

**A:** Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a school-wide program school's comprehensive needs assessment and articulated in the school's comprehensive school-wide plan/UISP. For example, Title I funds may be used to improve the quality of instructional materials, attendance, and school climate; counteract and prevent bullying; provide counseling, mentoring, and school-based mental health programs; or provide positive behavioral interventions and supports.

**Title I School Budget $8,512,290**

**2016-2017**

**Jeffco Title I Mission**

Access, equity, and opportunity to ensure that every child achieves.

**Title I Expenditures**

- School Dollars (77.90%)
- Central Title I Supports (10.86%)
- Mandatory Set Aside (11.24%)
2016–2017
Title I School Supports

Elevate Initiative
Elevate is the process for schools to develop a technology plan and request technology support from Title I. Ed. Tech Specialists offer support to principals, DTLs and technology committee members to develop and implement a school-wide plan. The goal is to close the digital divide by obtaining, training, and sustaining technology resources.

myON Literacy
myON is a personalized literacy resource that is designed for growth in reading. myON generates individualized, interest-based recommendations within students’ target Lexile ranges to engage them with just right texts. It provides vocabulary support through flexible reading scaffolds, audio narration to model fluency, highlighted text and embedded dictionaries that allow learners to develop academic specific vocabulary in context.

ESL/Dual Language
Title I supports high quality ESL & Dual Language programs that are based on scientifically based research.

Neglected & Delinquent Programs
Support for neglected, delinquent, and at-risk students to improve academic and vocational skills needed to further their education or obtain employment.

Comprehensive Support & Improvement Schools
Title I supports 11,322 students by providing evidence-based improvement strategies - in partnership with parents and school staff - that include accountability indicators. Title I also ensures that resource iniquities are addressed and eliminated.

Family School Partnership Teams
Family School Partnership (FSP) teams are family members collaborating with the Jeffco Title I team to develop and enhance family engagement, including budget & policy review. Title I provides support through a District Title I Family Engagement Coordinator and a Family Engagement Liaison at each of the 27 Title I schools.

Research & Assessment Design (RAD)
ESSA requires all Title I programs to be “evidence-based.” Title I partners with Jeffco’s RAD Team for monitoring program effectiveness.

Preschool, Head Start, & HIPPY
Jeffco Title I supports, coordinates, and integrates Title I services with early childhood programs and kindergarten transitions. Home Instruction Program for Preschool Youngsters (HIPPY) is a home-visitation program designed to teach families how to enhance preschool-age children’s school readiness. Home visits are complemented by program-organized group meetings for parents.
SPIRIT WEEK FUNDRAISER

For the third year in a row, Community and Family Connections (CFC) held its Spirit Week fundraiser during the week of November 14th. This annual event benefits students and families across Jefferson County who have been identified as homeless, while recognizing November as National Homeless Youth Awareness Month. The entire CFC team is deeply appreciative of the efforts of our generous Jeffco Schools staff who made this event a success! Your donations directly benefit our students, families, and local social service agencies.

Money raised: $2512.40
Goods donated: 380 FOOD, CLOTHING, AND HYGIENE ITEMS

McKinney Vento Spotlight

Do you have the "411" on the McKinney-Vento Act? How about the assistance it offers to students and families across the district who are experiencing homelessness? In an effort to increase awareness about this crucial piece of federal legislation, the Community and Family Connections (CFC) team would like to reach out, introduce ourselves, and talk about how we support students eligible for McKinney-Vento services. For our first newsletter, we will highlight our two newest members/rock stars: Beatriz and Naomi. Get to know your CFC liaison if you don’t already! For referrals and more information, please call our intake line at 303-982-1144.

NAOMI XAYAVONGSA
(Covering Bear Creek, Chatfield, Columbine, Dakota Ridge and Wheat Ridge Articulation Areas)

What Makes Me Great at My Job:

"I believe in what I do. I know that simple things such as a bus pass, clothing, and free lunch make the lives of our McKinney-Vento families a little easier. As a child, I was in some of the same situations as our Jeffco kiddos. My family was homeless for many years, so I understand the stress these kids and parents are going through."

How Can I Help Students and Families in Your School:

"Making sure that commitments are fulfilled, staying on top of needs and wants, and utilizing our community more! Not only do we have a great network of employees here in Jeffco, but we have a lot of businesses who want to help our families and schools. I want to help make the connections with the community at large."

Cool Fact About Myself:

"I am a Jeffco Public School Alumnus - Jefferson Sr. High School, Class of 2001."

BEATRIZ MONSALVE
(Covering Alameda and Golden Articulation Areas)

What Makes Me Great at My Job:

"The opportunity and the ability God gives me every day to serve our Jeffco families in need, and the great supporting team I have around me."

How Can I Help Students and Families in Your School:

"With the collaboration of the Title 1 Liaisons, we can collaborate and help identify our students that lack fixed, regular and adequate housing to address their needs in a timely manner."

Cool Fact About Myself:

"The fact that I am cool and friendly."
The Importance of Family Engagement

“Family Engagement is the collaboration between families and educators that accelerates student learning.” Adapted from the Flamboyan Foundation

Involvement
Directed by the school
Teach families a particular skill or strategy
Families are asked to serve in a role as an audience or a spectator
School staff set the agenda

Engagement
Ideas are elicited from families and they drive the efforts
Families members as equal partners
Shared and continuous responsibility for student success
Collaborative Partnerships

The key to this definition is the acceleration of student learning through collaboration. A family involvement approach focuses on getting families to attend events that are determined by school staff. An example is a holiday event where students perform. This is not to say that the holiday events are ‘bad’ but rather to clarify they are not family engagement.

There is a robust body of research which shows that when school staff effectively engage in family engagement practices, students have increased positive outcomes. In a study of Title I schools, growth in reading test scores was 50% higher for students whose teachers and schools reported high levels of partnering with families.

A key finding to successful family engagement is the emphasis on partnerships and open two-way communication between families and teachers. The difference is a shift from educators being the experts and ‘fixing’ the family, to the family being the expert in their child and the educators being the expert in educating.

The magic occurs when we come together on equal ground.

One of the quickest, easiest, and low cost practices a school can implement is to have staff individually call families on a regular basis to give positive feedback on their student. Set the expectation for every staff member (teacher, support staff, front office, lunch staff, etc.) to make one phone call a week that is only about something positive about the student. Encourage staff to first start with your more behaviorally challenging students.

For more research based family engagement practices, sign up for the Harvard Family Research Project newsletter for educators.

Family Engagement Liaison SPOTLIGHT

Why is Family Engagement important to you?

“Family Engagement is my passion because I believe that all parents want the best for their children and want to help them be successful in school. I, myself as a parent, have felt that I did not have the knowledge or ability to help my children learn at home. Now, as I have learned about Family Engagement and seen it work, I feel so empowered to help my children be successful at school and at home. That is a feeling that all families should and can experience.”

Cool fact about yourself?

“I love an adventure!! My family and I enjoy camping and boating and traveling and we LOVE to go zip-lining, and hope to one day go skydiving.”

What makes you great at your job?

“#1 is my family- Every day I strive to be better for my husband and children. In this role, I have learned so much that has made me more confident and given me tools that I use every day.

#2 are the families in our schools- I have had the absolute honor of working with so many families not only from Pennington but from other schools around the district and their passion for their children and ideas have taught me so much that I use on a daily basis.

#3 is the Pennington Staff! Since day one I have had opportunities to learn about and see in action all aspects of a day at Pennington. Having these experience helps me in my work with families and has helped me build relationships with everyone here at Pennington and I feel so incredibly lucky to get to work with so many friends every day!”