

Stronger Systems, Improved Results: District-School Collaboration in Title I



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Title I, Part A

Targeted Assistance Schoolwide



Intent



- Title I, Part A supports student success, expands access to high-quality educational opportunities, and ensures accountability through key policy levers, including:
- Advancing high achievement for every student
- Expanding learning opportunities that build on students' strengths
- Strengthening shared responsibility for effective, student-centered use of federal resources that support improved outcomes
- Expanding high-quality learning opportunities so every student, in every community, can thrive
- Cultivating authentic partnerships with families as essential contributors to student success
- Advancing student-centered staffing and instructional practices that elevate teaching and learning

Purpose



Targeted Assistance

- Separate, add-on services to provide support to children identified as at risk.
- Funds may only be used to support children who are failing or at risk of failing state standards.
- Eligibility:
 - At least 35 percent poverty or with poverty level above the districtwide poverty average, whichever is lower.
 - Title I, Part A funds may only be used to provide services to eligible children identified as having the greatest need for special assistance. ESSA Section 1115(a).

Schoolwide

- Comprehensive reform strategy to upgrade the entire school's educational program.
- Funds *may* be blended or braided with other funds, but Title I funds are used to serve all children in the school.
- Eligibility:
 - A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
 - A Title I school that receives a waiver from the state education agency (SEA) to operate a schoolwide program without meeting the 40 percent poverty threshold.

Foundations



Targeted Assistance

- Establish multiple criteria to use to identify students with the greatest need.
- Determine staff that will serve the Title I program and provide support to identified students.
- Select evidence-based strategies that will supplement the core program, to be used to help students reach academic goals.

Schoolwide

- Complete a comprehensive needs assessment to identify areas of need for the building.
- Determine area(s) of academic focus based on current performance levels for the building.
- Select evidence-based strategies to help the building reach academic goals.

Structures



Targeted Assistance

- A targeted action plan is created
- The district reviews the targeted assistance plan.
- Selected practices are implemented to supplement core programs.
- Student progress is monitored on an ongoing basis.
- The program and students served are modified as needed based on data.

Schoolwide

- A schoolwide action plan is created
- The district approves the schoolwide action plan.
- The action plan is implemented to uplift the entire school.
- Implementation and impact is monitored by the BLT and building administrator.
- Revisions occur to the approved plan, as necessary.

Requirements for both



- The district must approve the plan prior to implementation.
- All Title I requirements are met.
 - Annual evaluation of the program
 - Parent and family engagement requirements are met.
 - An annual meeting is convened for the parents of participating students
 - A written building-level school parental involvement policy is created and revised
 - All parent's right to know documents are disseminated as required
 - A Parent/School compact is developed together with parents of participating students
- Staff: Teachers and para-professionals
 - Must meet appropriate qualifications
 - Participate in required trainings
- Building programs are officially selected and communicated on the LCP Application
- Funds must be expended appropriately: Supplement not supplant

Federal Components of a Schoolwide Program



1. *A comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by staff that meet State Certification at Grade and Content Level
4. High-quality, on-going professional development
5. Strategies to hire and retain high quality teachers
6. Strategies to increase parent involvement
7. *Transition plans for preschool children to enter local elementary schools
8. Opportunities for teacher decision-making using formative and summative data points
9. Activities designed to provide effective, timely and measurable assistance to those students at risk of failure
10. *Coordination and integration of Federal, State, and local programs and funds

Federal Components of a Targeted Assistance Program



1. Criteria to identify eligible children, including preschool students
2. Use resources to help eligible children meet State academic standards
3. Instruction by staff that meet State Certification at Grade and Content Level
4. Coordinate with and support regular education program
5. High-quality, on-going professional development for personnel who work with eligible children
6. Strategies to increase parent involvement
7. Activities designed to provide effective, timely and measurable assistance to eligible students most at risk of failure
8. Coordination and integration of Federal, State and local services and programs
9. Maintain records to document allowable uses of funds to support eligible students.

KSDE Components of a Schoolwide Program



1. *Submit the annual Local Consolidated Plan (LCP) Application
2. *Completion of the annual Continuing Schoolwide (CSW) Form
3. Meet all federal components (achieved through KansaStar)
 - Complete supplemental form
 - House and maintain all required Title I, Part A documentation and action plan in the KansaStar platform
 - Annual submission of the schoolwide action plan

**LEA responsibility*

KSDE Components of a Targeted Assistance Program



1. *Submit the annual Local Consolidated Plan (LCP) Application
2. Meet all federal components (achieved through KansaStar)
 - House and maintain all Title I, Part A required documentation
 - Complete and submit the Targeted Assistance plan

**LEA responsibility*

KSDE Schoolwide Components: KansaStar Platform



KansaStar Essential Components

1. Complete and submit a supplemental form
2. Maintain Updated **Profile**
3. Student-Centered Goals
4. Evidence-based strategies: Selected, assessed, and monitored
5. Annual Submission of schoolwide action plan
6. Upload required Title I documents

Reminder/Note

- All Title I Buildings & Districts have a KansaStar account
- All schoolwide buildings must house an action plan in KansaStar

KSDE Targeted Assistance Components: KansaStar Platform



KansaStar Essential Components

1. Maintain Updated Profile
2. Academic Goals (optional)
3. Team Members: Title I teachers & support staff
4. Annual Submission of Targeted Assistance Plan
5. Upload Required Title I Documents

Reminder/Note

- All Title I Buildings & Districts have a KansaStar account
- Districts should review and approve Targeted Assistance Plans

Additional Information



- Each district must designate, via the LCP Application, which program Title I buildings will operate by September 30th.
- Which programs a building operated previously does not determine the current years designation.
- A building that is federally identified may operate as a Targeted Assistance or Schoolwide Program, however they must meet all requirements for buildings who have been identified, regardless of the chosen program.
- A district does not have to choose the same program for each Title I building.
- Supplement not supplant applies regardless of the chosen program.
- Title I requirements for schools, parents, and documents are the same regardless of the designated program.

Processes

KansaStar



District Essential KansaStar Components



- Communicate determined fundamentals to all buildings and work collaboratively to help make meaning of the fundamental at the building level. Communicate desired state.
- Determine building designation for buildings receiving Title I funds. (By Sept. 30th)
- Determine person responsible and process for reviewing and approving Targeted Assistance and Schoolwide action plans within KansaStar. (By Sept. 30th)
- Determine guidance the LEA will provide to schoolwide programs.
- Utilize KansaStar to submit the continuing schoolwide form and house all required district level Title I, Part A documents.
 - Fall – by Sept. 30th
 - Spring – by June 15th
- Monitor and support building action plans throughout the year.
- Ensure all deadlines and KSDE components are met.

Building Essential KansaStar Components



- Determine how the district fundamental correlates to building data.
- Revise or update the action plan and select the appropriate evidence-based strategies.
- Submit the schoolwide action plan to the district for review and approval. (By Aug. 30th)
- Utilize KansaStar to submit the supplemental form and house an action plan
- Utilize KansaStar to house all required building level Title I, Part A documents
 - Fall – by Aug. 30th
 - Spring – by June 15th
- Update the action plan throughout the year
- Submit the action plan annually for review

KSDE Essential KansaStar Components



KSDE staff are responsible for the following:

- Building action plans
 - Review, provide feedback, and monitor.
- Continuing Schoolwide Forms
 - Review, check for accuracy, and approve within the LCP Application.
- Required documentation for the district and building
 - Review, provide feedback, and monitor.

Annual Submission Process



- Buildings submit targeted or schoolwide plan to district
- Buildings upload required documents
- Districts review action plans and documents
- Districts approve schoolwide action plan
- KSDE reviews:
 - District processes for monitoring and support of building plans and documents
 - Building action plan and document maintenance

Title I, Part A Toolkit



NEW!! Title I, Part A Toolkit

Pertinent information and documents for Title I, Part A programs

- At-A-Glance Calendar
- Requirements Checklist
- Definitions
- Required Forms – some forms have been updated
- Template Letters – some letters have been updated
- Parent and Family Engagement Guidance and Templates

Title I, Part A

Parent and Family Engagement



Kansas Family Engagement Survey



All districts in Kansas will be required to administer the KSDE Family Engagement Survey (FES-2) beginning the 2026/2027 school year.

- Inform district and building leaders about the success at engaging parents in the education of all children
- Access to the evaluation data at the district and building level
- Support work within the district across all programs (ESEA and IDEA)
- Meet the Office of Elementary and Secondary Education (OESE) Parent and Family Engagement Requirements
- Removes need to upload documentation within KansaStar and the KIAS ESEA Consolidated Review
- Technical Assistance to be provided through KSDE
- Title I, Part A and ESEA Parent and Family Engagement Training coming in August- for all persons working with a Title I, Part A program- school-wide and targeted assistance.
- District Level and Building level training will be offered
 - Information about trainings will be communicated out via the LCP listserv, Title I, Part A contact list, and available on the KSDE Website

Kansas FES-2



The [Kansas Family Engagement Survey—Version 2 \(FES-2\)](#), developed by Kansas researchers, educators, and families, is grounded in research and the PTA National Standards for Family–School Partnerships. The survey is designed to be **distributed districtwide, PreK through high school, to every student’s parents or guardians**. The FES-2 measures success across **five domains**:

- Welcoming Environment
- Supporting Student Learning
- Effective Communication
- Sharing Power and Advocacy
- Community Involvement

Through [DistrictTools.org](#) district and school leaders have access to summary reports in real time and may generate a variety of customized reports, such as viewing the data by student population subgroups or comparing results across years.

Kansas FES-2 Cont.



When taking the survey online, the first question asks families to choose their preferred language from 13 available options.

[English](#)

[K'ekchi'](#)

[Afar](#)

[Korean](#)

[Arabic](#)

[Lao](#)

[Burmese](#)

[Marshallese](#)

[Chinese \(Simplified\)](#)

[Spanish](#)

[German](#)

[Swahili](#)

[Vietnamese](#)

FES-2 Resources



- The [FES-2 Flyer](#) provides a quick overview and links to additional resources.
- For detailed information on the FES-2, including how to launch a survey and view and interpret results, check out the [FES-2 User Guide](#).
- Watch a [webinar](#) on the FES-2 presented by KPIRC Executive Director Dr. Jane Groff and TASN Evaluation lead Dr. Amy Gaumer Erickson.
- Watch a [5-minute video](#) presented by Dr. Tammy Haught to learn about the connection between family engagement and attendance.
- Have a question? Check out answers to [FES-2 Frequently Asked Questions](#).

The FES-2 meets the federal [ESEA Title 1 Part A requirements](#) for parent/guardian evaluation and feedback to inform family engagement policies and strategies. The survey asks families to rate their experiences regarding regular, meaningful two-way communication involving student academic learning.

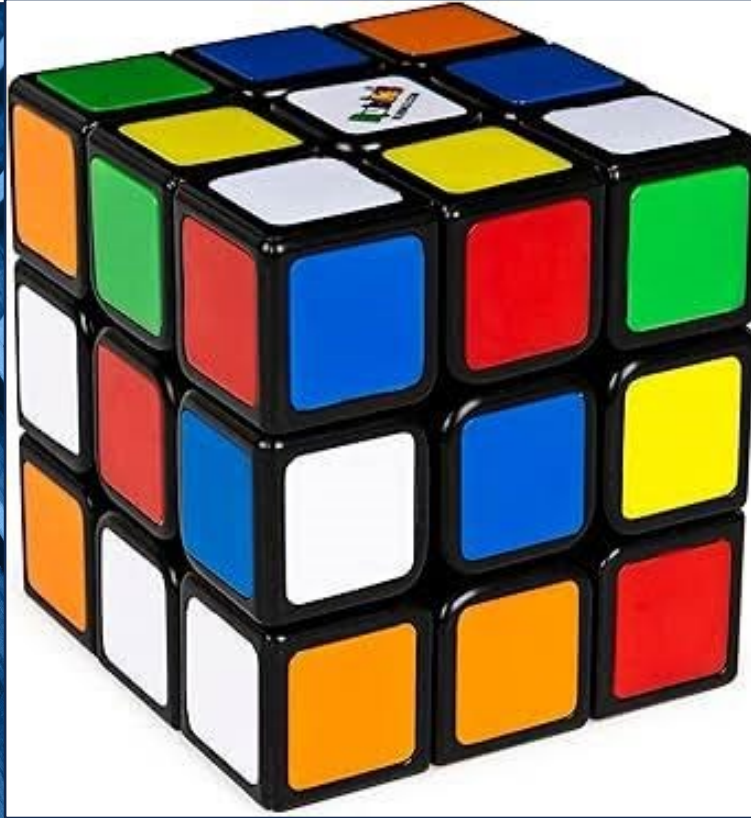
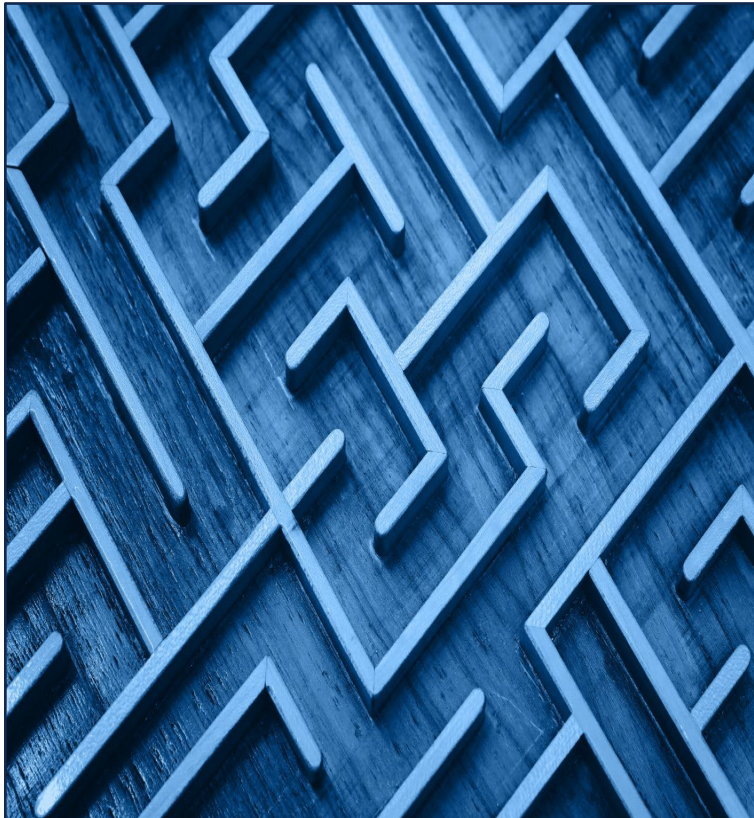
The FES-2 meets the federal IDEA requirement for the Kansas State Performance Plan (SPP) Indicator 8. Indicator 8 requires every district to survey parents/guardians of each child with a disability who receives special education services on whether the school facilitated their involvement to improve outcomes for their child.

Where's the Coherence???

Creating Alignment in Systems



How Do You Feel About Coherence?



Where does data begin?



1. Where does the district demonstrate the most need?
2. What building(s) in the district demonstrate the most need?
3. What subgroup in the district demonstrates the most need?
4. What is the need or gap the data highlights?
5. What does the data tell you about the needs of your most vulnerable populations?

Is the System Aligned?



Does every school and teacher in the system demonstrate: *High-quality instruction*, built upon a collective efficacy of *structured literacy* and *aligned standards*; where teaching and learning are evaluated and informed by *a balanced assessment system*?

Responsibilities of Alignment



Does every partner in the district's ecosystem have a clear understanding of their role and responsibility to implement and support . . .

- District personnel?
- Building administrators?
- Teachers?
 - Classroom teachers
 - Para-educators
 - Counselors/social workers

Responsibility of Alignment



Is the System Aligned Round 2?



Does the system have a clear definition and understanding of what this looks like in every facet? When implemented with fidelity and integrity?

High-quality instruction, built upon a collective efficacy of structured literacy and aligned standards; where teaching and learning are evaluated and informed by a balanced assessment system?

- At-Risk Accountability Plan
- Schoolwide Program Action Plan
- Targeted Assistance Plans
- Federally identified schools
- Building action plans
- Special education and ESOL program
- Social Emotional and vulnerable populations

Is the Data informed?



Does every school and classroom in the system demonstrate: *High-quality instruction*, built upon a collective efficacy of *structured literacy* and *aligned standards*; where teaching and learning is evaluated and informed by a *balanced assessment system*?

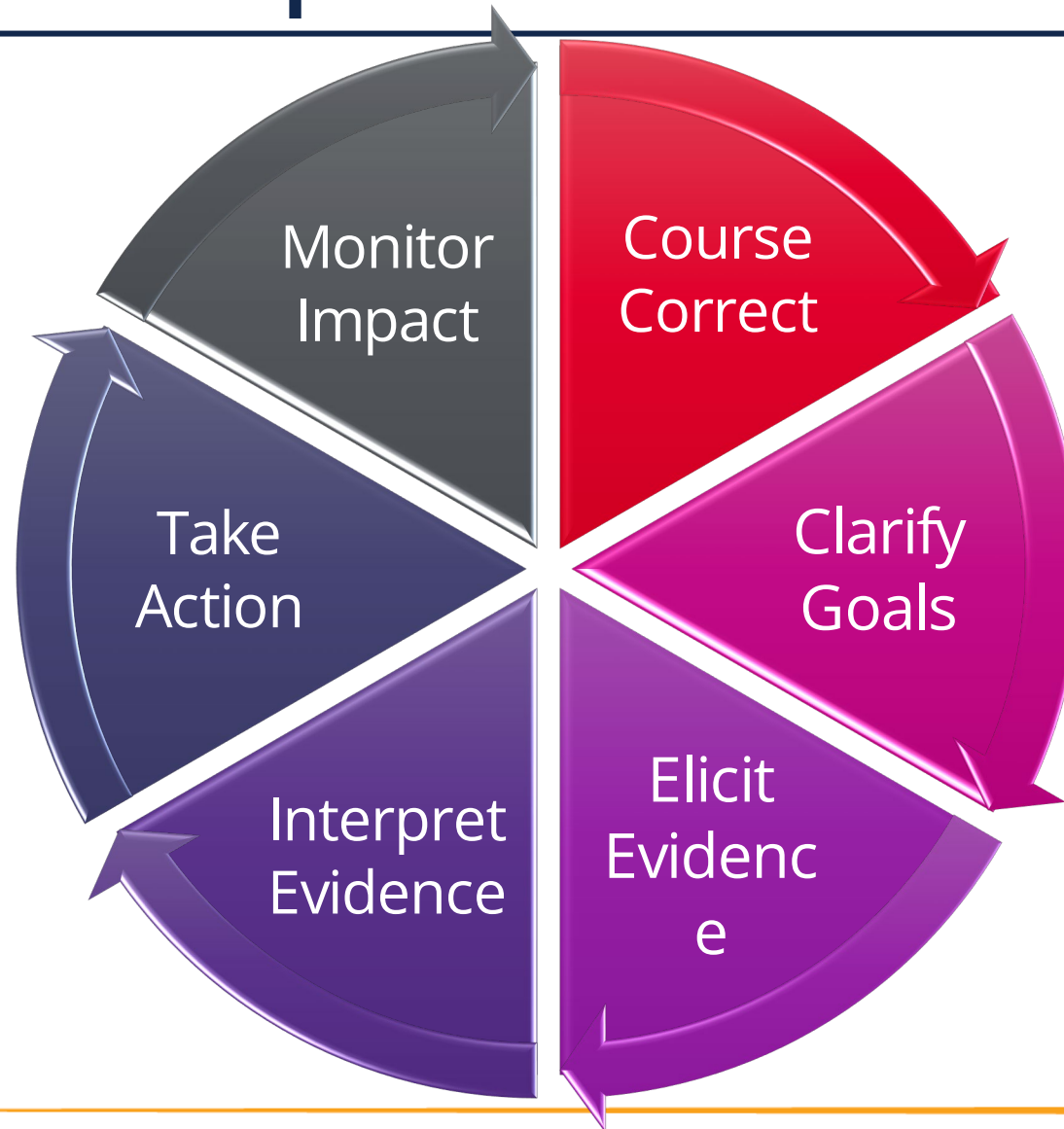
- Where do your data sources come from?
- Are they the right sources of data?
- What do you do when the data highlights a subgroup?

What Are Your District Resources

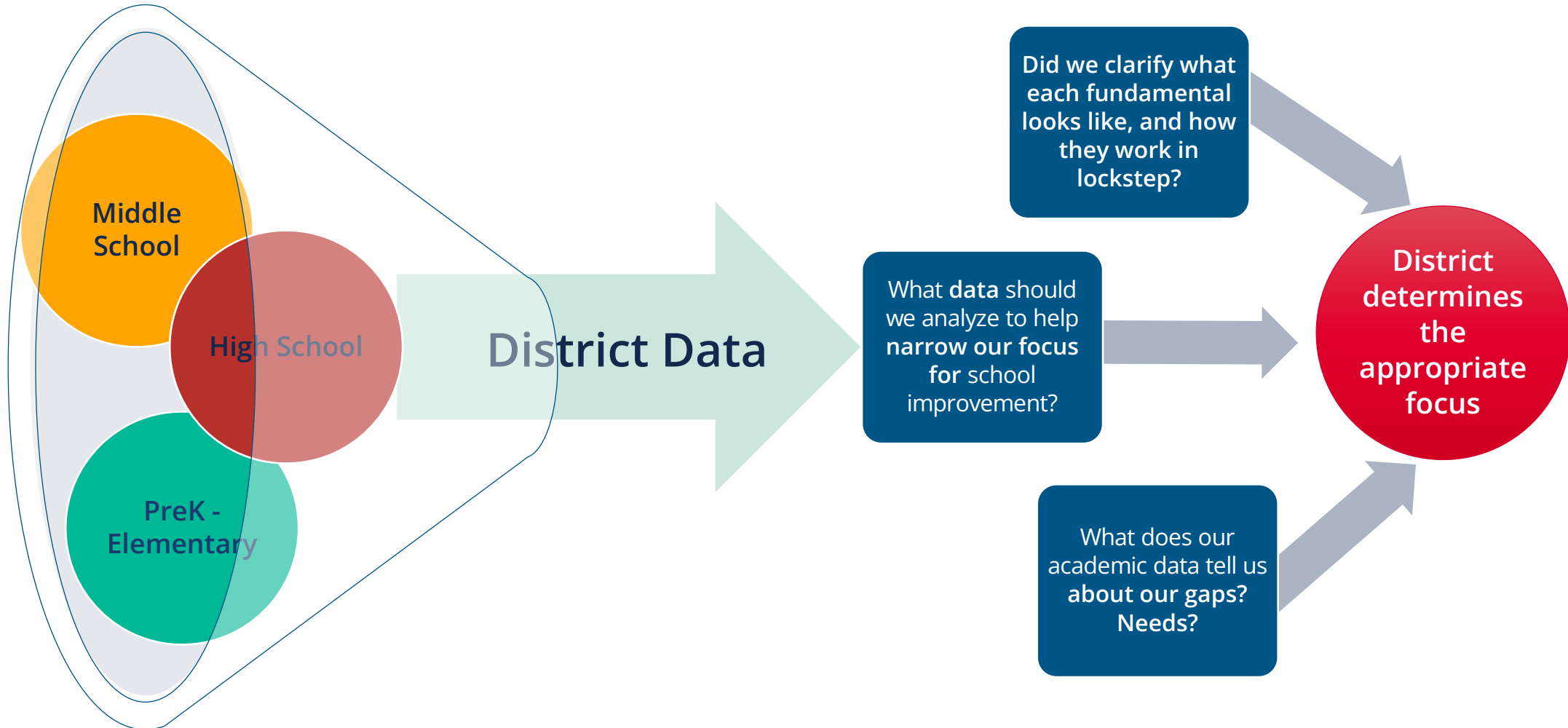
Fiscal	Non-Fiscal
• State Funds • At-Risk Funds • Federal Funds • Grants	• Policies • People • Procedures • Practices • Supports • Parents • Community



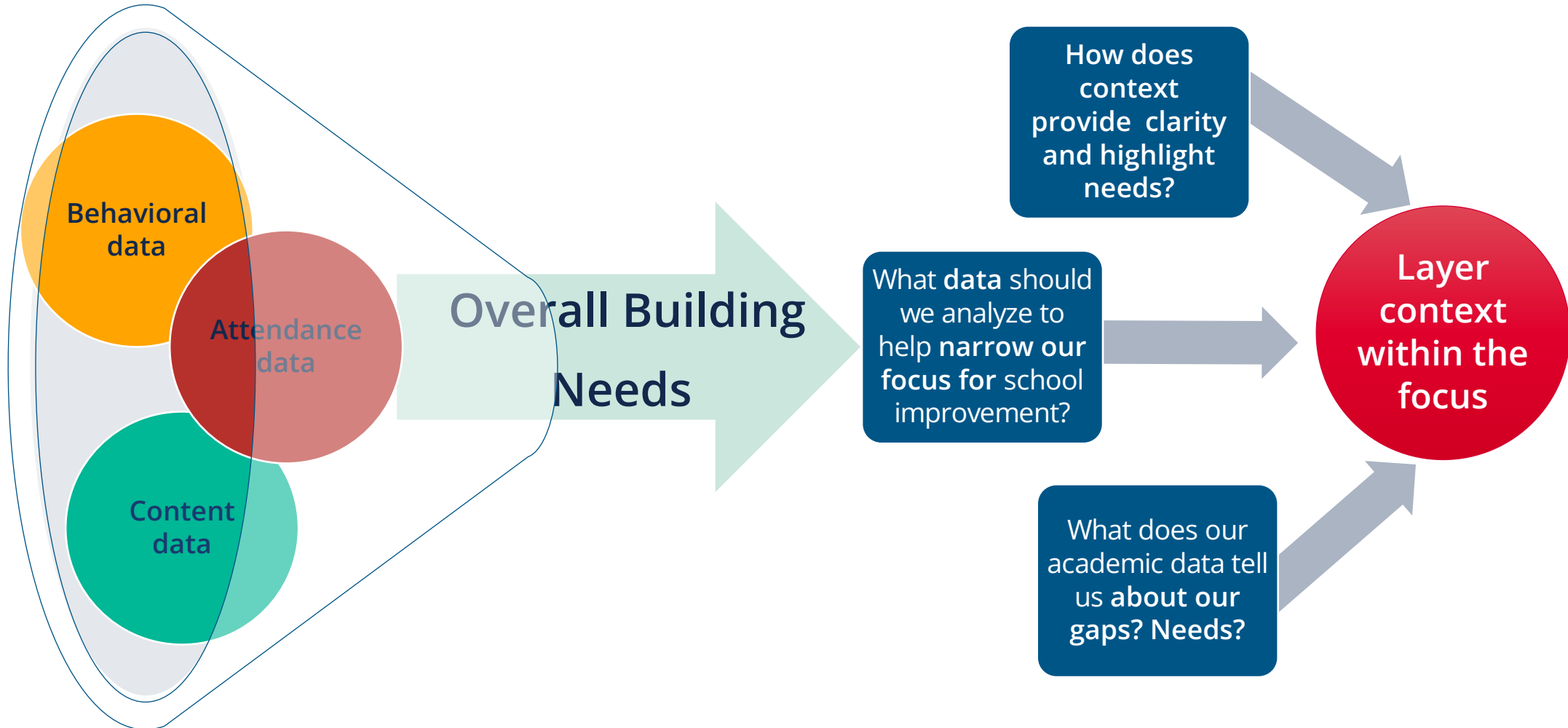
School Improvement is a Cycle



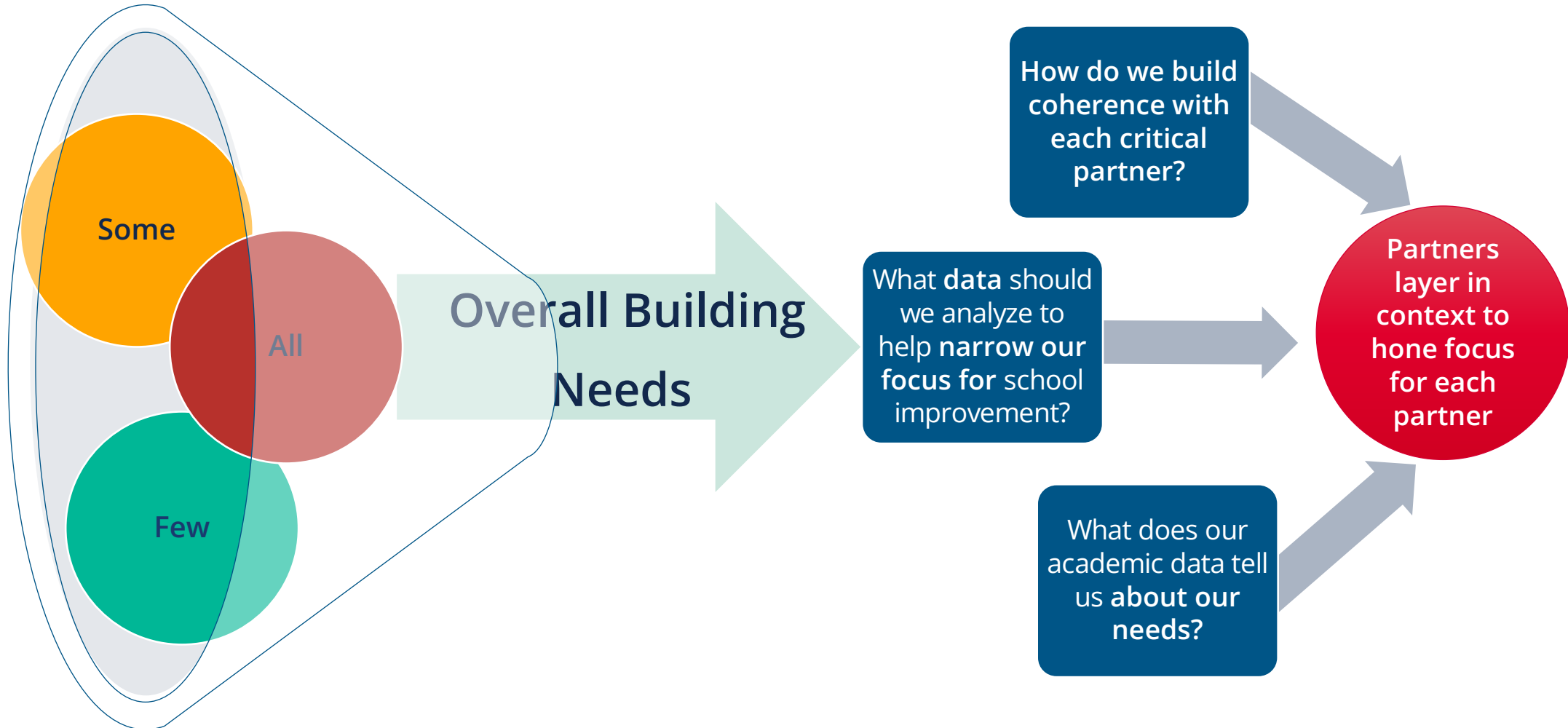
Where does Improvement Begin?



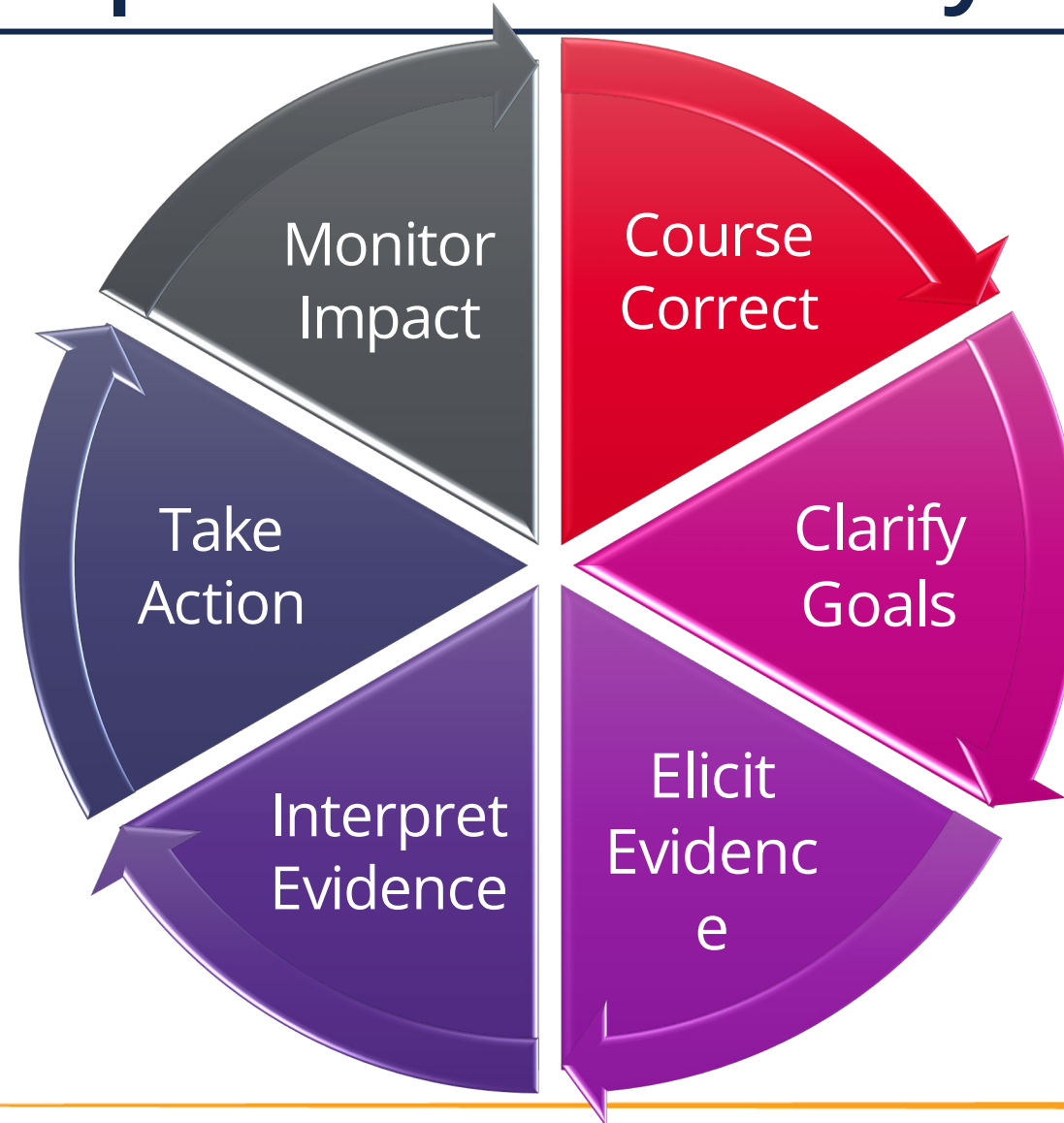
Narrowing focus: Context



Narrowing focus: At the building level



Improvement is a Cycle



District Guiding Questions



- **Community & intentionality:**
 - How will we monitor sites to ensure critical partners are involved in the development of the action plan?
 - What guidance will we provide to ensure each building is selecting aligned, high-leverage, and high-yield evidence-based strategies?
 - What is the role and responsibility of each partner, within each layer of our district ecosystem?
- **Monitor and support:**
 - How will we provide guidance and support to buildings through implementation?
 - How will we monitor the implementation and impact of our actions? Timeline, frequency, method, etc.
- **Resources:** How will the district provide clear direction to each building and support critical infrastructure to ensure. . . every school and teacher (every teacher) in the system can provide to each student (All, some, few . . . subgroups, vulnerable populations) *High-quality instruction*, built upon a collective efficacy of *structured literacy* and *aligned standards*; where teaching and learning are evaluated and informed by a *balanced assessment system*?

Building Guiding Questions



- **Community & intentionality:**
 - How will we ensure each critical partner knows their role and responsibility within the building?
 - What guidance will we provide to ensure each partner is selecting aligned, high-leverage, and high-yield evidence-based strategies?
- **Intentionality:**
 - How will the strategies we choose:
 - Address the needs of all students? Some students? A few students? Subgroups? Vulnerable Populations?
 - Elevate methods and instructional strategies that will strengthen the academic program?
- **Monitor and support:**
 - How will we provide guidance and support to each partner through implementation?
 - How will we monitor the implementation and impact of our actions? Timeline, frequency, method, etc.

Upcoming Trainings



2026-2027 Title I, Part A Training Opportunities



Schoolwide Program Training

- August 18th: 9:00 am – 10:00 pm <https://ksdetasn.org/events/1UaksA>
- August 24th: 1:30 pm – 2:30 pm <https://ksdetasn.org/events/escYJA>

Targeted Assistance Program Training

- August 19th: 1:00 pm – 2:00 pm <https://ksdetasn.org/events/3JiZ-w>
- August 27th: 9:30 am – 10:30 am <https://ksdetasn.org/events/0kV81g>

District Administrators Training

- August 20th: 2:00 pm – 3:00 pm https://ksdetasn.org/events/U_35NQ
- August 27th: 11:00 am – 12:00 pm <https://ksdetasn.org/events/cDn4lw>

2026-2027 ESEA Webinar Schedule



Dates

- September 11, 2026
- October 9, 2026
- November 6, 2026
- December 11, 2026
- February 5, 2027
- March 5, 2027
- April 2, 2027
- May 7, 2027

Time

- 10:30 a.m. – 12:00 p.m.

Register Here:

- <https://ksdetasn.org/events/N3tSIQ>

2026-2027 ESEA Training Opportunities



ESEA Boot Camp:

- Virtual training opportunity:
- August 3rd 9:00am – 3:00pm <https://ksdetasn.org/events/kmseWQ>
- August 28th 9:00am – 3:00pm <https://ksdetasn.org/events/brm9tA>
- Two-part training:
 - Part 1: An ESEA walkthrough (3ish hours)
 - Break for lunch
 - Part 2: An LCP walkthrough (2ish hours)
 - Content will be the same for both sessions



Comments/Questions?

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204

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