

The background features a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white desks and chairs are arranged in the room.

Title I, Part A District Coordinator Webinar

June 25, 2026

Logistics

- Submit questions or comments in the chat or send an email to erin.sudduth@education.ky.gov.
- The webinar will be recorded and posted on the Kentucky Department of Education's (KDE) [Title I Documents and Resources webpage](#).



Recap from May Webinar

- Announcements
- Recurring reminders
 - Monthly spend-down reminders
 - In this month's Title I Newsletter
 - Suggested monthly tasks
- 2025-2026 consolidated monitoring season overview
 - Common findings and resources to help you avoid them
 - District monitoring experience discussion: Bath County, Magoffin County, Marion County, Marshall County

Agenda

- Announcements and reminders
 - FY2027 Grant Management Application and Planning (GMAP) application
 - National Elementary and Secondary Education Act (ESEA) Distinguished Schools application
- Recurring reminders
 - Monthly spend-down
 - In this month's Title I newsletter
 - Suggested tasks for summer
- Paraeducator assessment revision update
- Answering your Title I, Part A questions

Announcements

- The FY2027 consolidated application is now open in GMAP.
 - Amounts are tentative and subject to change. Refer to your [hold-harmless amount](#) as you plan.
 - The [December 2025 Title I Webinar](#) explains factors that impact your allocation amount.
 - Resources: Help for Current Page, [GMAP Training Video Series](#) and your assigned KDE consultant.
 - Applications are due on July 31.
- Registration is now open for the Continuous Improvement Summit being held Sept. 21-22 at the Central Bank Center in Lexington. Visit the [2026 Kentucky Continuous Improvement Summit registration page](#) to learn more about the event and register.

National ESEA Distinguished Schools Program and Application

- Every year, states can identify up to two [Distinguished ESEA Schools](#) in three possible categories:
 - Category 1: Exceptional student performance and academic growth for two or more consecutive years
 - Category 2: Closing the achievement gap between student groups for two or more consecutive years
 - Category 3: Excellence in serving special populations of students (e.g., homeless, migrant, English Learners, etc.)
- Schools interested in applying for consideration must [submit a completed application](#) signed by the school principal and district superintendent by the deadline of Aug. 7.
- If selected as a finalist, KDE staff will conduct a site visit to interview the principal, selected staff and students.

Monitoring the Obligation of 310M Funds

Month	Total Approximate Percentage Obligated	Month	Total Approximate Percentage Obligated
July 2025	5.66%	March 2026	51%
August 2025	11.33%	April 2026	56.66%
September 2025	17%	May 2026	62.33%
October 2025	22.66%	June 2026	68%
November 2025	28.33%	July 2026	73.66%
December 2025	34%	August 2026	79.33%
January 2026	39.66%	September 2026	85%
February 2026	45.33%		



Open Project Quick Reference Table

Year/Project	Period of Award	85% Obligation Deadline	All Funds Obligated	Final Federal Cash Request Submission
Federal FY2023 GMAP: FY2024 Project 310K SY 2023-2024	July 1, 2023 – Sept. 30, 2025 June 30, 2026	Sept. 30, 2024	Sept. 30, 2025 June 30, 2026	Nov. 14, 2025 Aug. 31, 2026
Federal FY2024 GMAP: FY2025 Project 310L SY 2024-2025	July 1, 2024 – Sept. 30, 2026	Sept. 30, 2025	Sept. 30, 2026	Nov. 13, 2026
Federal FY2025 GMAP: FY2026 Project 310M SY 2025-2026	July 1, 2025 – Sept. 30, 2027	Sept. 30, 2026	Sept. 30, 2027	Nov. 12, 2027

In This Month's Title I Newsletter

- Make sure you didn't miss our [June Title I newsletter!](#)
 - 310K period of award ends June 30
 - Meaningful two-way communication
 - Multiple methods of communication
 - All about communication apps
 - Principal's Perspective: Ensuring effective use of communication apps
 - Recurring articles
 - Open Title I, Part A projects and associated deadlines
 - Coordinator's year at a glance

Year at a Glance: Suggested Tasks for Summer

- Conduct other stakeholder consultations on the development of the district/school Title I plan (i.e., comprehensive district/school improvement plans). Stakeholders include parents/families, private schools, homeless education programs, migrant education programs, English learner programs and school leadership teams.
- Conduct annual evaluation of district parent and family engagement policy. Consider using KDE's [District PFE Policy Evaluation Template](#) to get started!
- Evaluate the services with local neglected or delinquent facilities, if applicable. As a reminder, a list of facilities can be accessed by clicking “Help for Current Page” on the District Set-Aside page of the Grant Management Application and Planning (GMAP) application. Develop a plan for ongoing consultation for the upcoming school year.
- Gather data on Title I services provided at participating private schools during the 2025-2026 school year and evaluate the implementation and effectiveness of those services. Discuss and analyze the data with private school officials during the consultation meeting to determine if the same or similar services will be appropriate in meeting student needs for the upcoming school year.
- Consult with the local homeless liaison to determine the number of homeless students and amount to reserve for the required set-aside of Title I funds for the next school year.
- Consult with eligible private schools and obtain affirmation of consultation with participating private school officials.
- Consult with local early childhood stakeholders (Exceptional Children, Pre-K, Head Start, etc.) to coordinate early childhood services (Title I Pre-K) as appropriate.

Update: Paraeducator Assessment Revision

Purpose

- Create higher quality assessments
- Create separate assessments for elementary and secondary grades more reflective of required skills at each grade span
- Increase test security
- Adopt fair and equitable passing scores
- Continue to meet paraeducator requirements under Title I, Part A
- Maintain historical records of development

Update: Paraeducator Assessment Revision (2)

To date, KDE has worked with Pearson to:

- Develop grade span assessments, multiple forms for each grade span
 - Work concluded September 2025
- Carry out a formal score setting process
 - Work concluded June 2026

Assessment Development Process

- Assessment
 - Aligned to:
 - [704 KAR 3:550](#), “Minimum qualifications for paraprofessionals”
 - KDE/Pearson assessment development
 - Pearson developed, KDE reviewed and recommended revisions
 - Pearson conducted assessment review sessions with in-the-field, Kentucky paraeducators, resulting in additional revisions based on feedback
 - Pearson developed comprehensive study guide

Score Setting Process

- Separate scoring sessions for elementary and secondary assessments
- Participants: Mix of in-the-field, Kentucky paraeducators and district Title I coordinators
- Participants
 - Took the assessments
 - Rated each question; “How likely would the just-acceptably, qualified candidate correctly answer the question?”
 - Discussed and provided feedback as a whole group
 - Rerated questions
 - Produced final average rating for each question
 - Pearson produced recommended passing scores for each assessment form.

Adoption of Passing Scores

Form	Adopted Passing Score (Number Correct Required Out of 60 Questions)
001 Kentucky Paraeducator Assessment – Elementary:	
Form AA	37
Form AB	38
Form AC	37
002 Kentucky Paraeducator Assessment – Secondary:	
Form AA	33
Form AB	34
Form AC	34

Next Steps

Developing a timeline for rollout

- Continue to use the old assessment
- Kentucky Learning Hub (access, test security, rotation of test forms, freely available study guide...)
- Development of internal, KDE processes
- Development of administration guidance for districts, FAQs
- Development of rollout training for districts
- Retention of and access to score reports

Wrap Up

- What questions do you have about the process so far?
- What should KDE consider as we work to roll out the new assessment?

Monitoring Selection

- **Q:** Will any of the following result in my district being put on a list for monitoring selection:
 - Asking my Title I consultant a question?
 - Asking my Title I consultant **a lot** of questions?
 - Revising and resubmitting my GMAP application?
- **A:** No. Districts are selected for monitoring using a risk assessment tool developed in accordance with [2 CFR 200.332](#) and [2 CFR 200.519](#).
- Resources: [Statewide Consolidated Monitoring Process webpage](#), [Statewide Consolidated Monitoring Overview](#), p. 4 of the [Title I Handbook](#)

Supplanting

- **Q:** What is an example of something a school shouldn't buy with Title I funds because it would be supplanting?
- **A:** There are no examples of supplanting at the school level because Title I supplanting is dependent on how the district allocates state and local funds to schools, not on how the school chooses to spend them.
 - Written methodology and supporting calculations demonstrating that all state and local funds are allocated to schools in a Title I-neutral manner.
- Resources: [Title I Supplement not Supplant \(SNS\) Information, Example SNS Methodology](#), p. 60 of the [Title I Handbook](#), U.S. Department of Education's [Supplement Not Supplant Non-Regulatory Informational Document](#)

Safeguarding Assets

- **Q:** Regarding items purchased with Title I, Part A Funds:
 - What needs to be labeled?
 - Is there a minimum dollar threshold at which inventory, labeling, etc. are required?
 - What needs to be documented and reviewed on a regular basis?
- **A:** The district needs some sort of financial management system and internal controls to safeguard assets. Requirements related to inventory depend on the acquisition cost of the item.
- Resource: [Safeguarding Assets Purchased with Title I, Part A Funds](#), p. 59 of the [Title I Handbook](#)

Parent and Family Engagement Policy

- **Q:** We are using KDE's parent and family engagement policy template but are concerned the finished document will be very long. One of our current drafts is one-page. What are your thoughts on it being more concise?
- **A:** It's unlikely that it will fit on a single page due to the amount of information required to be included, but there may be a few areas in which space can be saved.

Section II: Shared Responsibilities for High Student Academic Achievement [ESSA 1116(d)]

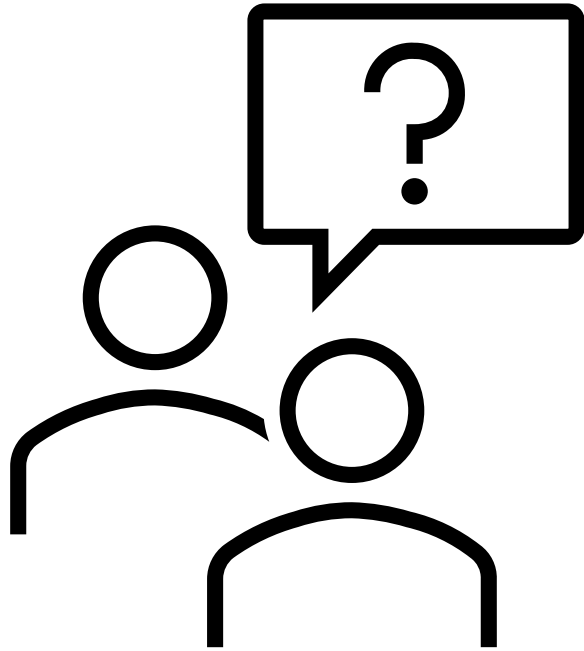
[School Name] will:

1. Jointly develop with parents a school-family compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement, and how the school and parents will build and develop a partnership to help children achieve Kentucky's high standards. The compact will:
 - a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served to meet the state academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and
[Describe how the school will develop a compact jointly with parents.]
 - b. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement.
[Describe how the school will ensure the compact is discussed during parent conferences as it relates to the individual child's achievement.]
 - ii. Frequent reports to parents on their children's progress.
[Describe specific actions here.]

Participating Private Schools

- **Q:** Can private schools be reimbursed for travel expenses related to professional development (such as hotel stays) if employees are not willing to put the charges on their personal credit cards?
- **A:** No Title I funds can be paid to a private school, even as a reimbursement. In this scenario, the district could pay costs up front for travel arrangements, if local policies and procedures would allow that.
- **Q:** Can funds be used to pay for strategic planning at private schools?
- **A:** No, costs associated with strategic planning would constitute upgrading the entire educational program at the private school as opposed to providing targeted services to identified students, parents and teachers.

Questions?



- Use the Teams chat or email erin.sudduth@education.ky.gov with any questions on today's webinar.
- Your district's assigned [Title I consultant](#) is also available to answer any Title I, Part A program questions.

Upcoming Webinar Dates

Mark your calendars for the next Title I, Part A webinar:

Thursday, July 30

10 - 11 a.m. ET

Submit feedback and topic requests through the anonymous [Title I Monthly Webinar Feedback Survey](#)

2026 Webinar Schedule

Aug. 27

Sept. 24

Oct. 29

Nov. 19

Dec. 17

