

Title I, Part A New Coordinators' Toolkit

This toolkit is designed for Title I Directors or Coordinators who have less than three years of experience administering a Title I program.



September 2016

Introduction to Title I, Part A



Introduction to Title I, Part A

In this section, we'll discuss...

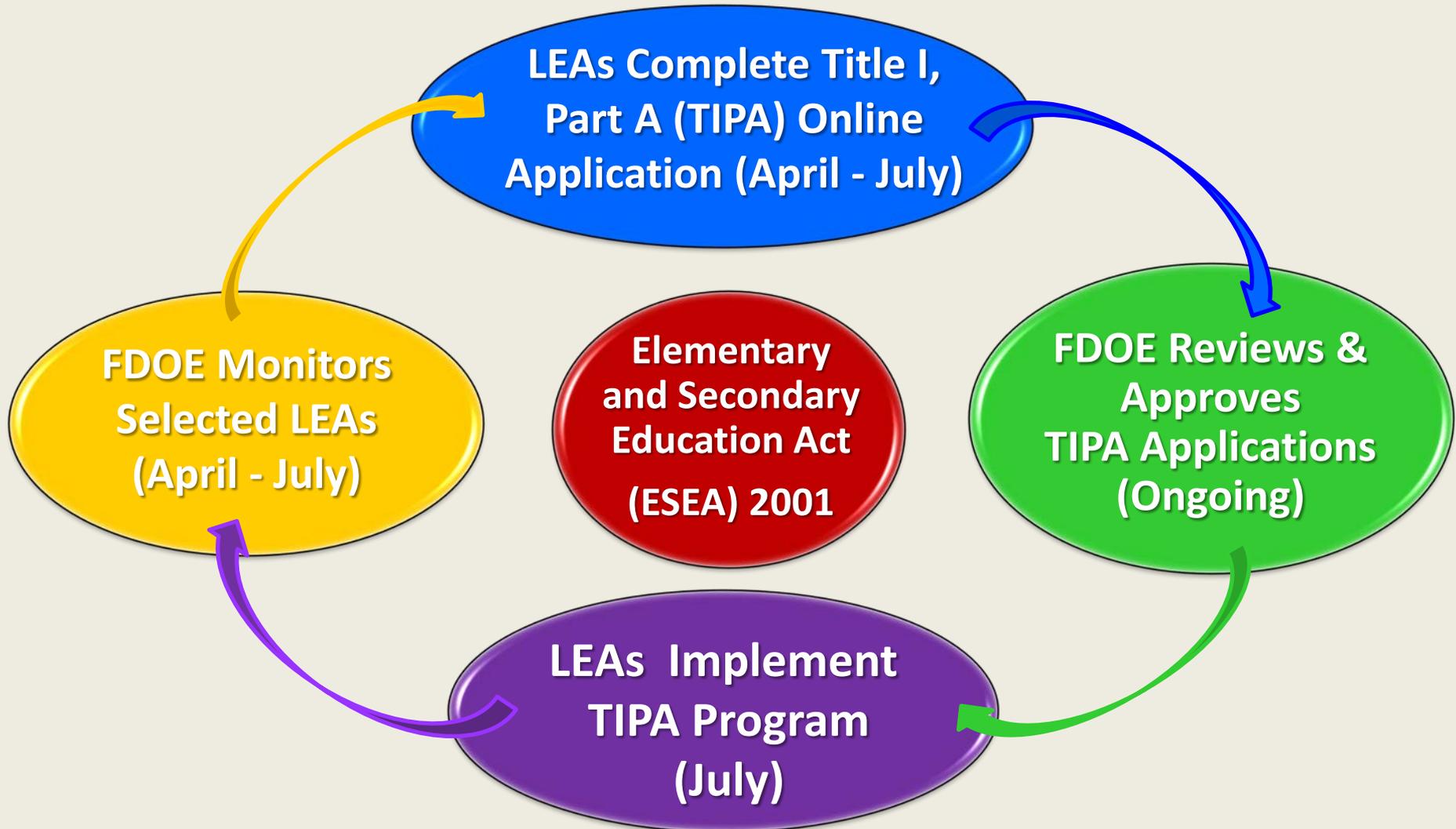
- ✓ The purpose of Title I, Part A
- ✓ Title I, Part A in Florida
- ✓ Your role
- ✓ Allowable vs. unallowable expenditures



The Purpose of Title I, Part A

- The purpose of Title I, Part A funding is...
 - To increase the achievement of students, particularly those who are economically disadvantaged.
 - To ensure all children have fair, equal, and significant opportunities to obtain a high quality education.
 - To ensure children reach, at minimum, proficiency on challenging state standards and assessments.

Title I, Part A in Florida



Title I, Part A Tentative Timeline

- Survey 3 Reporting – **February**
- Certified Roll Forward – **June**
- Parent Involvement Plan (PIP) Reviews – **April - October**
- Public School Eligibility Survey (PSES) Amendments – **October**
- Program/Budget Amendments – **Ongoing – Project Period**

LEA Title I Director's Role

- Duties may vary, depending on the size and structure of the LEA, but most directors or coordinators are responsible for the following:
 - Overseeing the LEA grant application process.
 - Overseeing the administration and implementation of Title I, Part A and program monitoring.
 - Allocating Title I, Part A funds to eligible schools.



LEA Title I Director's Role

- Most directors or coordinators are also responsible for the following:
 - Working with parents, teachers, school administrators, and the community to design, implement, and evaluate Title I programs and plans.
 - Monitoring for compliance with laws and regulations governing the use of Title I, Part A funds.



Reasonable
Allowable
Necessary

(RAN)



Allowable Expenditures

- In general, “allowable” expenditures under Title I, Part A...
 - Supplement state and local funds.
 - Are related to instruction or are proposed for the sole purpose of increasing student academic achievement.
- Some examples include the following:
 - Funding parental involvement/family engagement activities (e.g., notices, supplies, resources)
 - Expanding early childhood programs
 - Providing supplemental staff (e.g., teachers, paraprofessionals)
 - Providing professional development for teachers



Unallowable Expenditures

- Generally speaking, “unallowable” expenditures under Title I, Part A...
 - Supplant state and local funds
 - Are not related to instruction or proposed for the sole purpose of increasing student academic achievement.
- Some examples of unallowable expenditures include the following:
 - Purchasing alcoholic beverages for parental involvement meetings.
 - Funding salaries for administrative and/or instructional staff who do not serve Title I schools, students, or parents.
 - Purchasing athletic equipment
 - Purchasing cell phones for personal use
 - Providing employee service awards
 - Covering the cost of field trips for social, recreational, or entertainment purposes.



Schoolwide Programs



Schoolwide Programs

- What is a schoolwide program?
 - A program in which ALL students attending the school receive Title I services.



- What are the eligibility requirements?
 - According to No Child Left Behind (ESEA), the percent of low-income students residing in the school attendance area must meet or exceed 40 percent.

10 Required Components of a Schoolwide Program

1. The school must conduct a comprehensive needs assessment (CNA) of the entire school based on information that includes student performance on state assessments.



10 Required Components of a Schoolwide Program

2. The program must include schoolwide reform strategies that...
 - provide opportunities for all students to meet the state's standards for student achievement.
 - implement effective methods and instructional strategies from scientifically-based research.
3. The school must include instruction by highly qualified teachers.



10 Required Components of a Schoolwide Program

4. The school must offer high quality, ongoing professional development for teachers, principals, and paraprofessionals (as well as other staff, if appropriate).
5. The school must adopt and implement strategies to attract high quality, highly qualified teachers to high-need schools.

10 Required Components of a Schoolwide Program

6. The school must adopt and implement strategies to increase parental involvement.
7. The school must have plans for assisting young children in their transition from preschool to kindergarten.



10 Required Components of a Schoolwide Program

8. The school must have measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve the academic achievement of individual students and the overall instructional program.
9. The school must carry out activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.

10 Required Components of a Schoolwide Program

10. The school must coordinate and integrate federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.



Targeted Assistance Programs



Targeted Assistance Programs

- What is a targeted assistance program?
 - As the name implies, it's a Title I, Part A program in which Title I services are “targeted” towards a select group of students meeting certain eligibility criteria. Unlike a school operating a schoolwide program, a targeted assistance school does not serve all students attending the school with Title I services.



Targeted Assistance Programs

- Targeted Assistance Eligibility
 - Students are eligible for services if the school has identified the students as failing, or most at risk of failing, to meet the state's achievement standards based on certain criteria.
 - Income status is not part of the eligibility criteria.



Targeted Assistance Programs

- Targeted assistance programs must...
 - Provide additional instructional support to enhance core instruction.
 - Use highly qualified, trained teachers and paraprofessionals.
 - Provide professional development for teachers.
 - Use strategies to increase parental involvement.
 - Coordinate with other programs and provide transition services from preschool programs to local elementary school programs.

Targeted Assistance Programs

- Only teachers and paraprofessionals funded by Title I, Part A (in whole or in part) are Title I staff.
- Only students who receive services are counted as Title I students for reporting purposes.
- All students eligible for Title I, Part A services should receive them, even if eligible under other programs.

Allocations to Eligible Public Schools

In this section, we'll discuss...

- ✓ Rank and serve requirements associated with Title I allocations.
- ✓ Determining public school eligibility for Title I, Part A
- ✓ Special rules for serving schools
- ✓ Rules for skipping schools



Allocating Funds

- To allocate funds in accordance with federal law, each LEA is annually required to rank all schools in order by poverty (highest to lowest).
- All schools above 75% poverty must be served.
- After schools exceeding 75% poverty have been served, other schools must be served in rank order, from highest to lowest.

Allocating Funds

- The LEA may choose to group and rank according to grade span or in order to carry out services for a particular grade span of schools.
- If any school is served that is below 35% poverty, the LEA must abide by the 125% rule.

Determining Eligible Schools

- You must use the same type of poverty data for all schools
 - Most LEAs use free & reduced priced lunch qualification.



- All public schools (including charter schools) must be listed on the Public School Eligibility Survey (PSES) with poverty rates.

Special Rules for Serving Schools

- Small LEAs may serve any school(s) if these criteria are met:
 - The LEA has a single attendance area (a single-school LEA, or the LEA has one school per grade span)
 - Or, student enrollment in the LEA is less than 1,000.
- The “Grandfather Rule” allows an LEA to serve a school that is not eligible in the current year, but was eligible and served in the preceding fiscal year, for one additional fiscal year only.

Skipping Schools

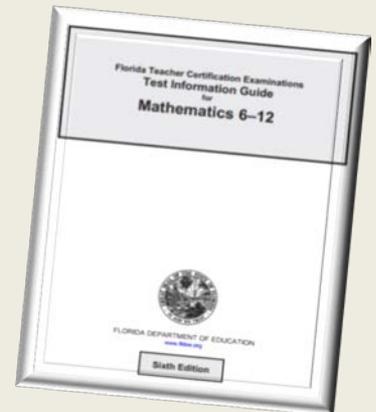
- An eligible school may only be “skipped” or excluded from Title I funding if:
 - The school receives funding from *supplemental* state or local sources
 - The funding is equivalent to or greater than what would be received under Title I
 - The funding is used to provide a Title I-like program
 - The school meets comparability requirements.

Highly Qualified Requirements



Highly Qualified Requirements for Teachers

- Under ESEA, federal regulations, and state law, a teacher of core academic content is highly qualified if he/she...
 - has a bachelor's degree
 - holds a teaching certification (a temporary or professional Florida Educator's Certificate)
 - has demonstrated subject matter competence



Highly Qualified Requirements for Paraprofessionals

- There are several ways a paraprofessional can meet the highly qualified requirements outlined in ESEA:
 - Obtain an associate's (or higher) degree
 - Complete at least two years of study at an institution of higher education
 - Demonstrate, through a formal state or local academic assessment, knowledge of reading, writing, math, and the ability to assist with instruction in these subjects.

Parental Involvement



LEA Parental Involvement Policy

- The LEA's Parental Involvement Policy/Plan (PIP) is:
 - A written document
 - Jointly developed and agreed upon with parents
 - A description of parental involvement activities that will be implemented at Title I schools
 - Distributed to all parents of participating students.

School Parental Involvement Policy

- The School-Level PIP is:
 - A written document
 - Agreed upon by parents
 - A description of the means for carrying out parental involvement activities at the school level.
 - Distributed to parents and the local community in a format and language that parents can understand.

School-Parent Compact

- Each Title I school is required to jointly develop with parents, a school-parent compact that...
 - Outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement
 - Outlines the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents' Right-to-Know

- Parents' "Right-to-Know" refers to the right to request information about the professional qualifications of teachers and paraprofessionals.
- This information should be provided to parents at the beginning of the school year, and the notification should contain the following :
 - Information regarding the professional qualifications of their teacher(s).
 - The process by which requests to receive this information should be made and how the school will follow-up.

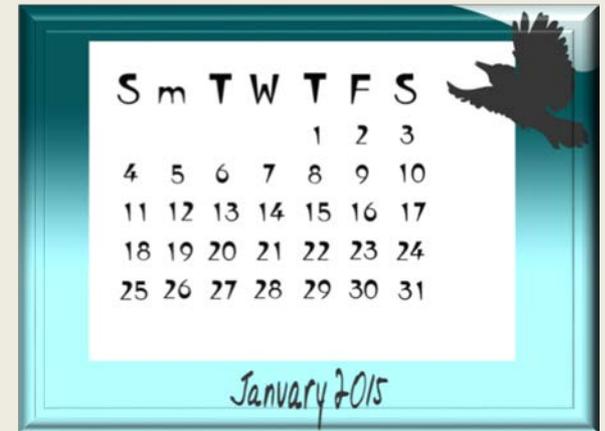
Parents' Right-to-Know

- The information should be distributed in an understandable and uniform format, and to the extent practicable, in a language other than English.



Four-Week Notification Letter

- All schools should notify parents of children who have been assigned or have taught by a non-highly qualified teacher for four or more consecutive weeks.



- This letter should be distributed in an understandable and uniform format, and to the extent practicable, in a language other than English.

Notification Regarding Student's Level of Achievement

- The LEA should ensure that parents are...
 - Provided with information on their child's level of achievement in each of the state academic assessments.
 - This should be distributed in an understandable and uniform format, and to the extent possible, in a language other than English.



Private Schools



Private School Student Eligibility

- Under ESEA, LEAs are required to provide equitable Title I services to private school students residing in eligible public school attendance areas.
- Funding for eligible private school students is partially determined by the number of low-income students residing in attendance areas being served under Title I.
- However, eligibility is also based on multiple educationally-related criteria (i.e., test scores, academic performance, teacher observations). In this sense, a private school participating in Title I operates much like a targeted assistance program, since eligible Title I students are the only ones who receive Title I services.

Equitable Shares

- The LEA is required to reserve an equitable share or proportion of funds for eligible private students for certain types of activities:
 - Highly Qualified Requirements
 - Parental Involvement
 - LEA-Wide Activities (Instructional)
 - LEA-Wide Activities (Professional Development)

Consultation with Private School Officials

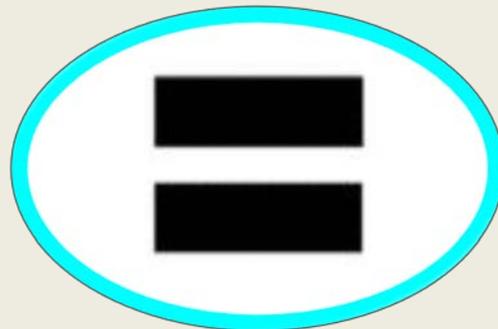
- The LEA is required to conduct consultation meetings with private school officials. These meetings must...
 - Be timely and meaningful.
 - Take place on an annual basis, and be documented by the district (sign-in sheets, agendas, written affirmations, etc.).
 - Continue throughout the year to ensure the needs of private school students are being met.
 - Occur before the LEA makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

Fiscal Requirements



Comparability

- Comparability is a fiscal “test” designed to measure the level of state and local funds and resources provided to a district’s Title I and non-Title I schools. Essentially, districts must show that Title I schools receive an equal, if not greater, share of state and local funds than that provided to non-Title I schools.



Comparability

- LEAs must submit a comparability report to the Florida Department of Education on an annual basis.
- If the LEA serves all of its schools with Title I funds, the LEA must use state and local funds to provide services that, taken as a whole, are substantially comparable in each Title I school.



Supplement, Not Supplant

- Federal funds must be used to “supplement, not supplant” services, staff, programs, or materials that would otherwise be funded from state or local funds (and, in some cases, other federal funds).
- It’s always a good idea to consider how a particular expenditure would be paid for in the absence of federal funds.

Supplement, Not Supplant

- Presumption of Supplanting
 - The LEA has used Title I funds to provide services that the LEA was required to make available under federal, state, or local law.
 - The LEA used Title funds to provide services it provided with non-federal funds in previous years.
 - The LEA has used Title I funds to provide services for participating children that it provided with non-federal funds for non-participating children.

Supplement, Not Supplant

- To rebut presumption, an LEA should be prepared to show the following:
 - Fiscal or programmatic documentation to confirm that, in the absence of federal funds, the activity/service/staff would have been eliminated.
 - State or local legislative action
 - Budget histories and information

Maintenance of Effort

- The LEA has maintained fiscal effort if either...
 - the combined fiscal effort (of the LEA and state) per student or
 - the aggregate (total of included) expenditures of the LEA and state for public education were at 90% of that of the preceding year.

This demonstrates that the district maintained its non-federal funding within 90% and is eligible to receive its full allocation of Title I, Part A funds.

Regional Trainings



Resources

Florida Department of Education (FDOE)

<http://www.fldoe.org/>

- Bureau of Federal Educational Programs (BFEP)
- FDOE, Office of Grants Management
<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/index.stml>
- Project Application and Amendment Procedures for Federal and State Programs (Green Book)
<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>

Resources

U.S. Department of Education (USDE)

<http://www.ed.gov/>

- No Child Left Behind (ESEA)

<http://www2.ed.gov/ESEA/landing.jhtml?src=ft>

- Elementary and Secondary Education Act

<http://www.ed.gov/esea>