Technical Assistance: 2016-17 Title I, Part A (TIPA) Application

FASFEPA/ECTAC: Spring Forum

May 12, 2016

Orlando, FL

FLORIDA DEPARTMENT OF EDUCATION
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Etiquette

- Please mute or turn off your cell phone.
- Be attentive when others are speaking.
- Be courteous to your neighbors by refraining from side conversations.
- Questions will be addressed at the end of the session.

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Objectives

By the end of this session, you will be able to…

- Recognize the content required by the review team before a TIPA application is approved
- Demonstrate knowledge of the TIPA application components through **Checking Your Knowledge** exercises.

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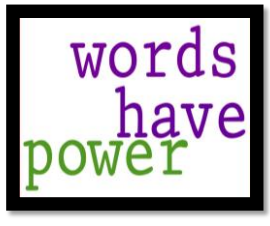
Ice Breaker

Share three words you would use to describe yourself.



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TIPA Year At-A-Glance

- **January:** Roll Forward Certified
- **February:** Survey 3 Reporting
- **April:** Parent Involvement Plan (PIP) Released
- **May:** TIPA Application Released*
  Program/Budget Amendments Due

***Date subject to change.**

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TIPA Year At-A-Glance (Cont.)

- **June:** TIPA Application Due*
- **July:** DOE 100A Due
- **October:** PIP Due
- **October:** Public School Eligibility Survey (PSES) Amendments

***Date subject to change.**

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2016-17 TIPA Application

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TIPA Application Components

- LEA Profile
- General Assurances
- Program Specific Assurances
- Needs Assessment/Activities
- Consultation with Private School Officials
- Coordination of Federal Programs & Participation/ Collaborative Partners

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TIPA Application Components (Cont.)

- Reporting Requirements/Information Dissemination
- Public School Eligibility Survey (PSES)
- Instructional Services to Increase Student Achievement
- Support for Eligible Students in Private Schools
- Set-Aside Calculations
- Early Childhood Component

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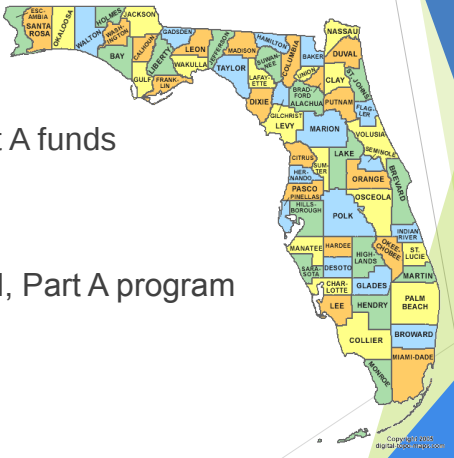
LEA Profile

What information to provide:

- Number of Title I students
- Grade spans served with Title I, Part A funds
- Student demographics
- A brief description of the LEA's Title I, Part A program



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LEA Profile (Cont.)

Indicate whether or not the LEA…

- Has participating private schools.
- Will use Title I funds for early childhood services.
- Is providing (with Title I funds) transportation to students who transferred to another school in the previous year.

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General and Program Specific Assurances

- These include assurances for federal programs and Title I, Part A specifically.
- Check each box to certify the LEA's compliance with federal requirements.
- Certification is as legally binding as any other portion of the application. Read each assurance carefully.

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Needs Assessment/Activities

	All Needs are required except those identified as optional or additional.
✓	Required Need 1 - Strengthening Foundation Skills
✓	Required Need 2 - Improving Quality of Teaching in the Educational System
✓	Required Need 3 - Increasing Parental Involvement
✓	Required Need 4 - To provide comparable services to serve homeless children in non-Title I schools
✓	Required Need 5 - Providing comparable services to neglected, and, if appropriate, delinquent children and youth
✓	Required Need 6 - Support for Priority and Focus Schools
✓	Required Need 7 - Improve College and Career Readiness
✓	Required Need 8 - If the LEA plans to use funds to purchase technology related equipment (hardware or software)
✓	Optional Need 9 - LEA-Wide Activities
	Additional Need 10 - LEA Determined
	Additional Need 11 - LEA Determined
	Additional Need 12 - LEA Determined

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Needs Assessment/Activities

- **Question Types**
  - Data
  - SMART goals
  - Performance indicators
  - Activity description
  - Monitoring (for implementation)
  - Coordination of resources
  - Activity evaluation

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Needs Assessment/Activities
Data

What information to provide:

- State and local data supporting the identified need

- Use the most recent data available.
- Ensure the data directly supports the need.
  - For example, use parental involvement participation data to support a parental involvement need in the LEA.

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Needs Assessment/Activities
SMART Goals

What information to provide:

- Expected goals and outcomes associated with implementing the strategy

- Goals should be **s**pecific, **m**easurable, **a**chievable, **r**ealistic, and **t**ime-bound.

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Needs Assessment/Activities
SMART Goals (Cont.)

Example:

- By the end of 2016-17, the number of teachers in the LEA rated as "highly effective" according to Florida's Value-Added Model (VAM) will increase by 10%.

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Needs Assessment/Activities
Performance Indicators

What information to provide:

- Select a performance indicator that the need will address.

- Ensure the performance indicator is aligned to the identified need.

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Needs Assessment/Activities
Activity Description

What information to provide:

- Population of students served
- Frequency and duration of the activity
- How the activity supports academic achievement
- Specific expenditures associated with the activity
- If activities are occurring at the **District-Level**

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Needs Assessment/Activities
Activity Description (Cont.)

- Proposed expenditures should align with line items in the budget.
- Amounts should match those listed in the budget.

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Needs Assessment/Activities
Monitoring

What information to provide:

- Who is responsible for monitoring (job title)
- How the activity will be monitored (walkthroughs, surveys, etc.)
- Where the monitoring will occur
- When the monitoring will occur (how frequently)

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Needs Assessment/Activities
Monitoring (Cont.)

- **Be specific**.
  - ***Vague:*** "District staff will conduct monitoring."
  - ***Specific:*** "The LEA's Title I Coordinator will conduct monthly walkthroughs for the duration of the 2016-17 school year."

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Needs Assessment/Activities
Coordination of Resources

What information to provide:

- Other specific sources of funding for this activity
- How much funding from each source
- Collaboration and communication between Title I, Part A and staff from other federal programs regarding this activity

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Needs Assessment/Activities
Activity Evaluation

What information to provide:

- The individual(s) responsible (job title)
- How the activity be evaluated (walkthroughs, surveys, etc.)
- When the evaluation will occur (how frequently)

- Ensure the method of evaluation involves data relating to the SMART goal.

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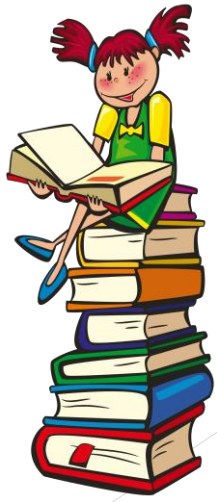
Needs Assessment/Activities
Activity Evaluation (Cont.)

Example:

- "FSA reading scores will be analyzed by the Director of Elementary Education to determine whether or not the SMART goal associated with this strategy was met."



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Needs Assessment/Activities
Additional Needs

- Need 9 is for LEA-wide activities (disregard if there are no LEA-wide activities).
- Needs 10,11, and 12 are determined by the LEA. **These are optional.**

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Needs Assessment/Activities

- Any activity being implemented in all (or for all) Title I schools in the same way is an LEA-wide activity.
- All LEA-wide activities are subject to equitable shares.
- Do not list activities for which funds were included in each school's total school allocation (TSA).

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Checking Your Knowledge

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Checking Your Knowledge

True or False.

1. The most recent state and local data should be used to support the identified need.

2. Performance indicators are aligned to an identified activity.

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Checking Your Knowledge (Cont.)

True or False.

3. Goals should be **s**pecific, **m**easurable, **a**chievable, **r**ealistic, and **t**imeless.

4. Proposed expenditures for activities should align with line items in the budget.

30

Consultation with Private School Officials
Timeline and Plan of Action

What information to include:

- Timeline and frequency of activities (notification, consultation, services, etc.)
- Plan for providing timely and meaningful consultation
- How the LEA will both provide feedback and obtain input from private school officials
- How the program will be evaluated
- If the LEA has students being served in a neighboring LEA

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Consultation with Private School Officials
Documentation Upload

What information to include:

- Notification/Invitation Letter(s) to Private School Officials
- Intent to Participate Forms
- Meeting Notices
- Meeting Agenda(s) and Consultation Topics
- Private School Agreement of Services
- List of private schools notified

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Coordination of Federal Programs & Participation/Collaborative Partners

What information to include for "Programs"…

- Coordination (not mentioned in the Needs Assessment section) that takes place between Title I, Part A and other programs (e.g., Title III)

33

Coordination of Federal Programs & Participation/Collaborative Partners

What information to include for "Participation"…

- How the LEA includes stakeholders in the development of the application
- How the LEA collects and incorporates stakeholder input to improve the overall program

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Coordination of Federal Programs & Participation/Collaborative Partners

What information to include for "Collaborative Partners"…

- Any local, state, or federal agencies, as well as community organizations the LEA collaborates with to provide services
- Benefits of these collaborative activities

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Reporting Requirements/ Information Dissemination

What information to include for "Reporting Outcomes"…

- Method for reporting program outcomes
- Timeline for reporting program outcomes

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Reporting Requirements/ Information Dissemination

What information to include for "Parent Notification Requirements"…

- When and how the LEA sends out the Parents' Right to Know (PRTK) letter
- What is included in the PRTK letter

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Reporting Requirements/ Information Dissemination

What uploads to include for "PRTK Notifications"…

- PRTK letter (a template for the upcoming school year)
- Four-week notification letter (a template for the upcoming school year)

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Public School Eligibility Survey (PSES)
Components

District Level Data

Date Certain

Community Eligibility Provision (CEP)

Ranking Type

Allocation Process

School Level Data

Upload a Data File

or

Enter Data Online

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Public School Eligibility Survey (PSES)
Date Certain

Date Certain (mm/dd/yyyy): 02/22/2016

Note: A selection code must be provided for all schools in the district, whether or not they operate a Title I program.

- Last day of the February FTE count for most LEAs.
- Use same date for all schools.

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Public School Eligibility Survey (PSES)
Community Eligibility Provision (CEP)

- Combination districts should apply the 1.6 multiplier to CEP schools.
- Do not use the multiplier for district-wide CEP participation.

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Public School Eligibility Survey (PSES)
CEP (Cont.)

- Use free and reduced price lunch (FRPL) data for schools not participating in CEP.
- Schools report FRPL data for their first year participating in CEP.

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Public School Eligibility Survey (PSES)
Ranking Types

Select one:
- (•) District-wide Ranking
- ( ) District-wide Ranking w/ Split-funding
- ( ) District-wide Ranking w/ Grade Span Grouping
- ( ) District-wide Ranking w/ Grade Span Grouping and Split-funding

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Public School Eligibility Survey (PSES)
Ranking Types (Cont.)

- For district-wide ranking, schools are ranked without regard to grade spans.
- For grade-span grouping, schools above 75% poverty are ranked without regard to grade spans. School at 75% poverty and below are ranked by grade span in the following order: combination, elementary, middle, and high.

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Public School Eligibility Survey (PSES)
Allocation Process

Identify the LEA allocation process. If serving multiple grade spans, please include allocation process as appropriate. (floor percentages)

Submit

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Public School Eligibility Survey (PSES)
Allocation Process (Cont.)

- Include grade spans served, floor percentages, PPA process (if tiered), and survey data used.
- Treat this as a narrative description of what appears in the PSES. It should provide the reviewer with a snapshot of how the LEA allocates Title I funds.

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Public School Eligibility Survey (PSES)
Upload Data File

2a. School Level - file upload

1. **Download** your pre-formatted data file for your district with all or your schools. Click on the "Download data file" link below. When the File Download dialog box comes up, select "Save". Save it to your hard drive.
Download data file

2. **Open** the file in Excel. This is a TAB delimited data file. Fill in the blank fields for each record, and add any new schools. The first row of the data file is the field names. This MUST remain in the file. If you intend to leave a field blank, enter an asterisks (*).

3. **Format Fields:** It is best to format the colums for school number and grade span as "Text". This will allow leading zeros on school numbers and proper format of grade span.

4. **Save** the file from Excel. The file must be saved as a Tab Delimited Text File with a .txt file extension.

5. **Upload** your updated file. When your file is uploaded the program will first check to see if the file is formatted correctly. Then it will validate the data for each record to make sure it is consistent with the requirements.

Browse...

upload

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Public School Eligibility Survey (PSES)
Upload Data File (Cont.)

- Larger LEAs may want to use this feature.
- Read the instructions carefully to prevent technical issues with uploading your file.

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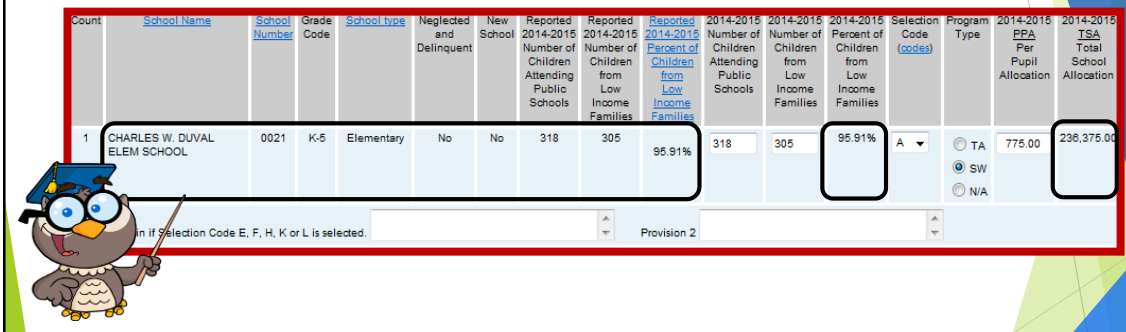
Public School Eligibility Survey (PSES)
Upload Data File Prepopulated Fields & Data Entry



Count	School Name	School Number	Grade Code	School type	Neglected and Delinquent	New School	Reported 2014-2015 Number of Children Attending Public Schools	Reported 2014-2015 Number of Children from Low Income Families	Reported 2014-2015 Percent of Children from Low Income Families	2014-2015 Number of Children Attending Public Schools	2014-2015 Number of Children from Low Income Families	2014-2015 Percent of Children from Low Income Families	Selection Code (codes)	Program Type	2014-2015 PPA Per Pupil Allocation	2014-2015 TSA Total School Allocation
1	CHARLES W. DUVAL ELEM SCHOOL	0021	K-5	Elementary	No	No	318	305	95.91%	318	305	95.91%	A	TA / SW / N/A	775.00	236,375.00

n if Selection Code E, F, H, K or L is selected. Provision 2

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Public School Eligibility Survey (PSES)
Upload Data File Prepopulated Fields & Data Entry (Cont.)

- **Selection codes worth mentioning…**
  - **A** – Served school with a poverty percentage above 75%
  - **B** – Served school with a poverty percentage at or below 75%, but above the district poverty average (DPA).

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Public School Eligibility Survey (PSES) Upload Data File Prepopulated Fields & Data Entry (Cont.)

- **Selection codes worth mentioning…**

  E – For any school eligible to receive Title I funds, but is being skipped. The school should meet comparability requirements, receive funding from state/local sources that exceed what the school would have received under Title I, and the funding must be used to operate a Title I-like program.

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Public School Eligibility Survey (PSES) Upload Data File Prepopulated Fields & Data Entry (Cont.)

- **Sample Explanation for an E Selection Code:**

  School A meets comparability requirements and receives funding from state/local sources that exceed what the school would have received under Title I. This funding is used to operate a Title I-like program. The funding includes $-------- from the Reading Instruction Allocation, $-------- from the Supplemental Academic Instruction (SAI) Allocation, as well as $------- from the ESE Guaranteed Allocation.

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Public School Eligibility Survey (PSES) Upload Data File Prepopulated Fields & Data Entry (Cont.)

- **Selection codes worth mentioning…**

G – For any served school selected on the basis of the Grandfather Clause.

- Ineligible this year under NCLB and/or the LEA's allocation process, but was eligible last year.
- LEA can serve for one additional year only.

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Public School Eligibility Survey (PSES) Upload Data File Prepopulated Fields & Data Entry (Cont.)

- If using Survey 3, there should not be a significant difference between reported and updated data.
- Refer to the "Questions to Ask When Completing the PSES" document for guidance on selection codes.
- All schools coded "K" should be amended after the release of October FTE data.

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Public School Eligibility Survey (PSES)
Upload Data File Prepopulated Fields & Data Entry (Cont.)

- Schools with higher poverty percentages should not receive higher PPAs than schools with lower poverty percentages.
- Both CEP and Provision 2 operate on 4 year cycles, so report new data when applicable.

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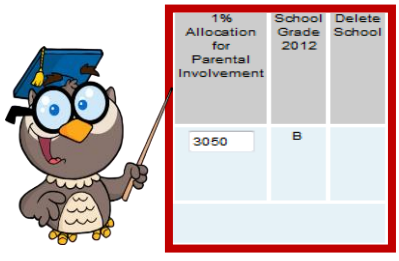
Public School Eligibility Survey (PSES)
Parental Involvement Reservation



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Public School Eligibility Survey (PSES)
Parental Involvement Reservation (Cont.)

- LEAs are not required to allocate a specific amount to each school, but the total should be at least 95% of the required 1% reservation.
- Do not include parental involvement funds in a school's total allocation.

57

Public School Eligibility Survey (PSES)
Amendments

An LEA should amend its PSES for..

- A newly opened school.
- A closed school.
- A charter school that is expanding (adding grade levels).
- Any school coded "K" on the approved PSES.
- Any Title I school that has an increase or decrease in Title I funding.

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Using the "K" Code

Use the "K" selection code…

- For a school in which the LEA is using projected data

or

- For a school in which the LEA anticipates a significant change in enrollment (typically an increase) after the release of October FTE (Survey 2) results.

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Checking Your Knowledge

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Checking Your Knowledge

True or False.

1. All uploaded private school documents should be templates for the **upcoming** school year.

2. Schools report FERPA data for their first year participating in CEP.

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Checking Your Knowledge (Cont.)

True or False.

3. The approved PSES should be amended for any school coded "K" and any Title I school that has an increase or decrease in Title I funding.

4. The LEA's data staff should contact the department to update the MSID file when a Title I school closes or a new school opens.

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Instructional Services to Increase Student Achievement

Note: Complete only if "TA" is selected for any school

What information to include:

- A detailed description of services (address who, what, when, where, and how).
- How the LEA identifies the lowest-performing students for targeted assistance services.

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Instructional Services to Increase Student Achievement (Cont.)

Note: Complete only if "TA" is selected for any school

- Address how services are supplemental in nature.
- Describe the multiple, educationally related, objective criteria used to determine eligibility.

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Support for Eligible Students in Private Schools

District Level Info:

Date Certain (mm/dd/yyyy):

Select one:

Form A Free and Reduced Lunch Form B Proportionality Form C Extrapolation

Note: Changing Form Types will delete previously entered private school data.

Select one:

Pooling Not Pooling

Save date and pooling option

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Support for Eligible Students in Private Schools (Cont.)

What information to include:

- Date Certain (must be the same date for all schools)
- Method for collecting poverty data (Form A, Form B, or Form C)
- Whether or not the LEA is pooling funds

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Support for Eligible Students in Private Schools (Cont.)

	A	B	C	D	E	F	H	I	L	
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing in PSAA	Public School Number PPA used	Current PPA	Number of Private School Students from Low Income Families	Dollars Generated	Dollars Allocated (Pooling)*	delete
1					----	100		calc.		

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Support for Eligible Students in Private Schools (Cont.)

What information to include:

- School name, school number, and grade span served
- Number of private school students in Public School Attendance Area (PSAA)
- Number of low-income private school students in PSAA
- If pooling, how much funding will be provided for services (based on need)

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Support for Eligible Students in Private Schools (Cont.)

- If pooling, ensure the total for the "Dollars Generated" and "Dollars Allocated" columns match.
- In most cases, the number of students in the PSAA should be different from the number of students from low-income families.

69

Set-Aside Calculations

What information to include:

- The amount of funding the LEA provides for required, need-based, and optional set-asides.

- Complete the DOE100A, the PSES, and the Support for Eligible Students in Private Schools sections first.
- Ensure amounts listed here match those listed in the PSES and budget.

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Set-Aside Calculations (Cont.)

- Equitable shares should always be subtracted from (not added to) the total amount reserved.

Example:

District reservation $5000

Equitable Share $500

Amount remaining $4500

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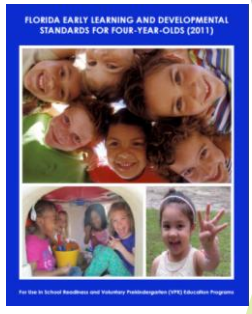
Early Childhood Component

What information to include:

- How the LEA will ensure progress monitoring measures will align with the *Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)*
- How these measures will be administered multiple times throughout the year
- How data will be used to develop, evaluate, and revise instructional strategies



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Early Childhood Component (Cont.)

What information to include:

- LEA resources for parents transitioning their preschool children to kindergarten
- Program type that is blended with the Title I preschool
- Number of sites and specific services provided
- Number of students served by age

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Early Childhood Component (Cont.)

What information to include:

- Description of curriculum used
- Teacher qualifications and formative assessments used
- Amount of funding reserved for early childhood services
- Professional development and parental involvement activities

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Budget

t Program Set-Aside Code	Activity	Function	Object
B-2	Parental Involvement Workshops (Need 3) - Private School Equitable Share	6150	510

What information to include:

- Set-aside code (if applicable)
- A brief description of the activity or strategy associated with the line item.
- Function and object code (refer to the Red Book)

75

Budget (Cont.)

- **Financial And Program Cost Accounting and Reporting for Florida Schools (Red Book)**

  http://www.fldoe.org/core/fileparse.php/7731/urlt/0074852-redbook.pdf

- **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

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Budget (Cont.)

Account Title and Description	FTE	Amount
Supplies Purchasing materials (pens, paper, pencils, journals, and notebooks) for parents of participating private school students.	0.000	$569.32

What information to include:

- Account Title and Description
- FTE (if applicable)
- Amount

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Budget (Cont.)

- Ensure each line item is reasonable, allowable, necessary, and supplemental.
- Positions fully or partially funded through Title I, Part A should be allocable (time and effort).
- Identify line items for private school services.
- Avoid vague language like “including, but not limited to,” “such as,” and “etc.”

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Budget (Cont.)

- Indicate the **specific** need the line item supports. "(Need 1-8)" is too broad.
  - A list of all supplies is not necessary, but you can and should provide general categories of supplies in the description.
    - FDOE has determined that technology cannot be listed as a supply.

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Budget (Cont.)

- Indicate in the **Activity** (description) if it is occurring at district-level (District-Level)

Count		Activity
57	N/A	Salary- 60 percent School Improvement Specialist to support the district's lowest 100 schools and focus/priority schools (Need 6) **(District-Level)**
58	N/A	Salaries for Title I Supervisor (1.0) **(District-Level)**

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Checking Your Knowledge

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Checking Your Knowledge

True or False.

1. Vague language like “including, but not limited to,” “such as,” and “etc.” should be included in the budget.

FALSE

*Vague language like “including, but not limited to,” “such as,” and “etc.” should be **AVOIDED**.*

2. The amounts listed in the Set-Asides should match those listed in the PSES and budget.

TRUE

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Checking Your Knowledge

True or False.

3. The number of students in the PSAA should be different from the number of students from low-income families.

TRUE

4. Refer to the Red Book to determine the appropriate Function and object codes.

TRUE

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QUESTIONS?

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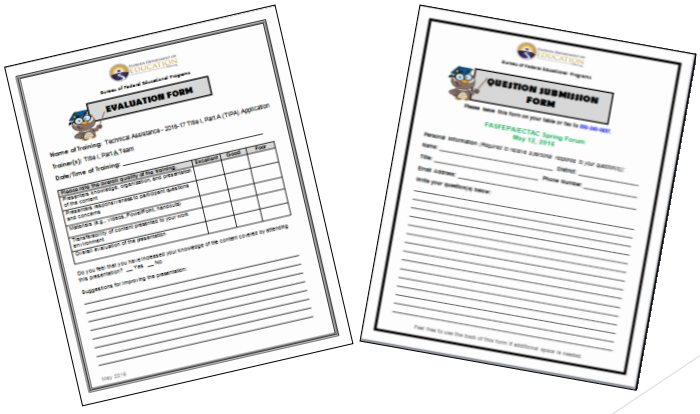
Before You Leave…

- Complete the **Evaluation Form**
- Complete the **Question Submission Form** (if applicable)



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Contact Us

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