

National Title I Association

New Directors Training
July 28, 2015

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Agenda

- 8:00 – 8:05 am – Welcome & Resources
- 8:05 – 9:30 am – Title I Must-Knows
- 9:30 – 10:50 am – Panel of Directors
(Ten Minute Break – in between panel presentations)
- 10:50 – 11:50 am – Review Game
- 11:50 – 12:00 pm – OSS Welcome



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Resources for New Directors

- List of Education-Related Associations
- Annual Schedules for Federal Grants
- Director Areas of Special Expertise
- NASTID Key Websites



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List of Education-Related Associations

The websites of the listed education-related associations (or other information from them) may be of interest to you as a Title I state-level administrator.

- AASA (formerly American Association of School Administrators)—<http://www.aasa.org/>
- Alliance for Excellent Ed—<http://all4ed.org/>
- American Federation of Teachers (AFT)—<http://www.aft.org/>
- Committee for Education Funding (CEF)—<http://cef.org/>
- Council of the Great City Schools (CGCS)—<http://www.cgcs.org/>
- Council of Chief State School Officers (CCSSO)—<http://www.ccsso.org/>
- Ed Trust—<http://edtrust.org/>
- First Focus—<http://campolantforchildren.org/>
- International Literacy Association (ILA)—<http://www.reading.org/>
- National Association for the Education of Young Children (NAEYC)—<http://www.naeyc.org/>
- National Association for the Education of Homeless Children and Youth (NAEHCY)—<http://www.naehcy.org/>
- National Association of Elementary School Principals (NAESP)—<http://www.naesp.org/>
- National Association of Federal Education Program Administrators (NAFEPA)—<http://www.nafepa.org/>

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List of Education-Related Associations

- National Association of Secondary School Principals (NASSP)—<https://www.principals.org/>
- National Association of State Boards of Education (NASBE)—<http://www.nasbe.org/>
- National Association of State Directors of Special Education (NASDSE)—<http://www.nasdse.org/>
- National Center for Homeless Education (NCHE)—<http://center.serve.org/nche/>
- National Council of State Title III Directors (NCSTIID)—<https://sites.google.com/site/nationaletl/home>
- National Council of Teachers of Mathematics (NCTM)—<http://www.nctm.org/>
- National Education Association (NEA)—<http://www.nea.org/>
- National Governors Association (NGA)—<http://www.nga.org/>
- National Head Start Association—<https://www.nhsa.org/>
- National Parent Teacher Association (PTA)—<http://www.pta.org/>
- National School Boards Association (NSBA)—<https://www.nsba.org/>
- National Title I Association—<http://www.titlei.org/>
- Neglected and Delinquent Technical Assistance Center (NDTAC)—<http://www.neglected-delinquent.org/>
- Teachers of English to Speakers of Other Languages (TESOL) International Association—<http://www.tesol.org/>

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Annual Schedules for Federal Grants

	LEA Activity	SEA Activity
March to May	LEA completes program evaluation	State Posts Preliminary Allocations for Title I, II, and III
	LEA Updates or Revises Comprehensive Needs Assessment	State Communicates Revisions and guidance for Applications
	LEA Revises District and School Plans	Spring Conferences Conducted
June to August	Application for Federal Funds submitted	State Reviews Applications and works with LEA to Resolve Questions
	Rank and Serve School documents submitted	State Approves Applications

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	LEA Activity	SEA Activity
September to November	School Starts implementing supplementary programs	Fiscal Monitoring commences
	Comparability data submitted to populate the application	Desk Monitoring commences
	Previous Year Final Expenditure Report Submitted	Fall Conferences conducted
December to February		Final Allocations Communicated
		Carryover of Previous Year Funds communicated
	Comparability Documents submitted	Amendments Reviewed and Approved
	Adjustments to staffing made to Achieve Comparability	On-site Monitoring Conducted
	Amendments to Application submission	Technical Assistance Meetings Conducted
		Consolidated state performance report submitted.

Director Areas of Expertise	
Contacts by Topic Area	
Program Requirements	
Identification of Eligible and Served Title I schools	Marcia Beckman, Pat Kaiser, Nancy Konitzer, Iris Mizuguchi, Edmund Moore, Diane Stuehmer
Parental Involvement	Mary Earick, Gayle Pauley, Anita Villarreal
Schoolwide and Targeted Assistance Models	Vilma Aponte, Marcia Beckman, Mary Earick, Gayle Pauley, Mike Radke, Diane Stuehmer, Ann White
Preparing for SEA monitoring	Gayle Pauley, Mike Radke, Veronica Tate, Melina Wright
Fiscal Requirements	
Carryover Provisions	Marcia Beckman, BJ Granbery, Pat Kaiser, Nancy Konitzer
Comparability	Marcia Beckman, Pat Kaiser, Edmund Moore, Melina Wright
Funding Formula and Allocations to LEAs	Marcia Beckman, Pat Kaiser, Edmund Moore, Melina Wright
Maintenance of Effort	Jennifer Davenport, BJ Granbery, Pat Kaiser, Edmund Moore, Melina Wright

Contacts by Topic Area	
Fiscal Requirements Continued	
Set-asides — Understanding Required versus Optional	Nancy Konitzer, Edmund Moore, Diane Stuehmer
Supplement, Not Supplant	BJ Granbery, Edmund Moore, Melina Wright
Serving Subgroups and Special Populations	
Coordinating IDEA and Title I Services for Students with Disabilities	Bernell Cook, Colleen Riley
Supporting Homeless Students with Title I funds	Gayle Pauley, Anita Villarreal, BJ Granbery
Supporting English learners with Title I funds	Mike Radke, Lynn Sodat
Supporting Rural Schools with Title I funds	Jack O'Connor
Reward, Focus, and Priority Schools (Flex States)	
Priority and Focus School Identification and Support	Mary Earick, Veronica Tate, Ann White
Identification and Support to other Title I schools not meeting state objectives	Veronica Tate
Identifying Reward Schools	Ann White

Contacts by Topic Area

NCLB Requirements (Non--Flexibility States)	
AYP Requirements (non--flex states) Public School Choice	BJ Granbery, Gayle Pauley, Diane Stuehmer Mike Radke, Veronica Tate
Supplemental Educational Services	BJ Granbery, Veronica Tate
NCLB School Improvement Requirements (Non--flex states)	BJ Granbery, Diane Stuehmer, Veronica Tate
Other	
Community Eligibility Provision	Jennifer Davenport, Mike Radke, Melina Wright

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Contact Information

Name	State	Email	Phone
Vilma Aponte	PR	apontev@DE.GOBIERNO.PR	787---773---2056
Marcia Beckman	ID	mmbeckman@ade.idaho.gov	208---332---6953
Trish Boland	CO	boland_t@co.state.co.us	303---866---6998
Bernell Cook	LA	Bernell.Cook@la.gov	225---342---3736
Jennifer Davenport	GA	jcdavenport@doe.k12.ga.us	404---463---1955
Mary Earick	NH	mary.earick@doe.nh.gov	603---271---6052
BJ Granbery	MT	bgranbery@mt.gov	406---444---4420
Pat Kaiser	MO	Pat.Kaiser@desse.mo.gov	573---751---8643
Nancy Konitzer	AZ	Nancy.Konitzer@azed.gov	602---542---7470
Iris Mizuguchi	HI	iris.mizuguchi@notes.k12.hi.us	808---203---5520
Edmund Moore	AL	emmoore@alsde.edu	334---242---8199
Jack O'Connor	MT	jconnor2@mt.gov	406---444---3083
Gayle Pauley	WA	gayle.pauley@k12.wa.us	360---725---6100
Mike Radke	MI	radkem@nichigan.gov	517---373---3921
Colleen Riley	KS	criley@ksde.org	785---291---3097
Lynn Sodot	VA	lynn.sodot@doe.virginia.gov	804---371---2934
Diane Stuehmer	NE	diane.stuehmer@nebraska.gov	402---471---1740
Veronica Tate	VA	veronica.tate@doe.virginia.gov	804---225---2870
Anita Villarreal	TX	anita.villarreal@tea.state.tx.us	512---463.9402
Ann White	UT	ann.white@schools.utah.gov	801---538---7827
Melina Wright	IL	mewright@isbe.net	312---814---2804

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NASTID Key Websites for Title I

Links to the legislation

- Elementary and Secondary Education Act (ESEA):
<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>
- Education Department General Administrative Regulations (EDGAR):
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Electronic Code of Federal Regulations (E-CFR):
<http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&tpl=%2Findex.tpl>
- Office of Management & Budget (OMB) Circulars:
https://www.whitehouse.gov/omb/circulars_default/
- ESEA Flexibility
<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>

Links to Title I guidance

- Title I, Part A Laws, Regs & Guidance:
<http://www2.ed.gov/programs/titleiparta/legislation.html>
- Significant Guidance Documents:
<http://www2.ed.gov/policy/gen/guid/significant-guidance.html>
- Office of State Support: <http://www2.ed.gov/about/offices/list/oese/oss/index.html>
- Uniform Grant Guidance
<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- Community Eligibility Provision (Updated March 2015)
<http://www2.ed.gov/programs/titleiparta/15-0011.doc>

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NASTID Key Websites for Title I

Links to ED web pages (where things like letters are posted)

- News (Press Releases, Speeches, Blogs, Media Advisories, etc...):
<http://www.ed.gov/news?src=ft>

Audit Information

- Office of Inspector General (OIG) Audit Reports:
<http://www2.ed.gov/about/offices/list/oia/areports.html>
- Office of Elementary and Secondary Education (OESE):
<http://www2.ed.gov/about/offices/list/oese/oss/aboutus.html>

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Title I Must-Knows


Margaret MacKinnon, AK, Past-President
 &
 Jack O'Connor, MT, Region 5



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Title I Must-Know Topics

- Schoolwide & Targeted Assistance Models
- Identifying Eligible and Served Title I Schools
- Fiscal Issues
 - Supplement, not Supplant
 - Comparability
 - Maintenance of Effort



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Title I, Part A

- Purpose – to increase the achievement of all students, particularly those who are low-performing and at-risk of not meeting standards
- Title I-A funding is provided to high poverty schools
 - Title I-A funds are *supplemental* to state and local funding
 - Title I schools must receive their share of comparable state and local funding
- Two types of Title I programs:
 - Targeted Assistance
 - Schoolwide



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Start with a Needs Assessment

- Complete a needs assessment for *all students*, taking into special consideration the low-achieving students in groups such as:
 - economically disadvantaged
 - English learners
 - students with disabilities
 - racial/ethnic subgroups
 - migrant students
 - others



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Types of data

- Use different types of data to determine needs to support all students in reaching state standards:
 - State assessment data
 - Local assessment data
 - Graduation rate data
 - Other types of data such as attendance, behavior, student/parent surveys, school climate, etc.



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Involve Stakeholders

- Involve representatives from stakeholder groups to create the plan
 - District staff, school teachers and leaders, staff, parents, community
- Consult with any private schools in district before plans for Title I funds are finalized
- Plan annually, updating needs assessment and plan based on evaluation of previous year



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Effective Program & Use of Funds

- Considerations for planning:
 - Type of Title I-A program to best meet the school's identified needs
 - Amount of funds available and allowable uses Supplement, not supplant
 - Most effective program for improving teaching and learning
 - Funds allocated to school vs. services provided by district
- Evaluate effectiveness of program & use of funds
 - Review data on implementation of plan
 - Review data on student performance/achievement
 - Revise as needed to improve results



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Targeted Assistance Program

- Any school eligible for Title I-A funds may operate a **targeted** assistance program
 - Schools at or above average LEA percent of poverty or 35% (with some exceptions)
- Services are "targeted" and provided only to identified eligible students
- Services must be *supplemental* to regular educational services that all students would otherwise receive
- School *must* select some students for services
 - school may *not* provide targeted services to all students in the school even if they are all low-achieving.



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Targeted Assistance Eligibility

- Students eligible for targeted services from Title I-A are:
 - Students who meet academic criteria determined by school
 - Students who are "categorically" eligible for services including homeless students & students in local neglected or delinquent institutions
- All students who are eligible for other programs, such as migrant or English learners, must receive services under Title I-A that they qualify for first, then receive additional supplemental services from Title I-C or III-A



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Targeted Assistance Plan

- School must have *multiple* academic criteria to determine students eligible for Title I-A services such as:
 - below proficient on state assessments
 - below target on universal screening assessments
 - lack of progress in coursework
 - teacher recommendations
- Criteria for selecting students and plan for services to be provided should be documented



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Targeted Assistance Services

- Examples of targeted services that may be provided for students with I-A funds
 - In-class support by a paraprofessional or teacher
 - Pull-out support by a paraprofessional or teacher
 - Tutoring
 - Before/after school programs
 - Summer school
- Title I-A funds may not be used in a targeted assistance school to pay for the cost of screening assessments that are used to determine which students will qualify for Title I targeted services
- Professional development may be provided to staff to improve performance of Title I identified eligible students
 - Teachers directly funded by Title I-A
 - Any teachers in the school that teach Title I students, even if not funded directly by Title I-A
 - Paraprofessionals funded by Title I-A



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Targeted Assistance Reporting

- Only staff directly supported by I-A funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals)
- Only students who receive services are counted as Title I students for reporting purposes
- Must track types of services provided to eligible students



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Schoolwide (SW) Program

- A Title I school may choose to operate a schoolwide program when the student poverty level is at or above 40 percent.
 - Districts must notify schools and parents of SW eligibility
- A schoolwide program is designed to help overcome the link between high poverty and low achievement.
- A comprehensive schoolwide plan is designed to raise the achievement of *all* students and especially of low-achieving students.



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Title I SW Plan Development

- The plan must be developed in consultation with:
 - the district and its support team (and other technical assistance providers if applicable)
 - parents, community members, and educators
- Plan usually developed over a year, but time may be shortened if district approves
- Implement the plan
- Annually review & update needs assessment and plan



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SW Plan Required Components

Section 1114(b)(1) of ESEA requires:

1. A comprehensive *needs assessment*
2. Schoolwide *effective instructional strategies* for all students
3. Provide *additional support* for struggling learners
4. Use of *assessments (& data)* to improve instruction
5. Provide *professional development* for educators
6. Strategies to increase *family engagement*



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SW Plan Required Components

Section 1114(b)(1) of ESEA requires: (continued)

7. Instruction by *highly qualified teachers*
8. Strategies to *recruit & retain* highly qualified staff
9. Assist *preschoolers in transition* to school
10. Include *coordination & integration* of federal, state, and local services and programs



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Schoolwide Program Flexibility

- A schoolwide program has more flexibility than a targeted assistance program in the use of Title I funds and in the delivery of services.
- Title I *funding* is considered *supplemental* (not the services)
- Title I-A funds may be used to support *any educational component of the schoolwide plan*.
 - The SW plan must include specifics in order to support use of Title I funds for the SW plan



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Consolidating Funds in SW

- SW school may consolidate Title I-A with state, local and most other ESEA funds to upgrade entire educational program of school
 - School does not need to meet most specific program requirements as long as it meets intents and purposes of those programs consolidated
- Consolidated funds put into a "pool" and that pool is used to fund the SW program
 - School not required to maintain separate fiscal accounting by program to identify specific activities
 - Must identify all consolidated funding sources in SW plan and demonstrate that SW plan meets intents and purposes of programs for funds being consolidated



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"Conceptual" Consolidation

- Consolidation may be "conceptual"
 - In "conceptual" consolidation, funds may be used to support any educational component in the SW plan without regard to the specific program source
- Most ESEA programs may be consolidated to support SW plan
 - Some have restrictions (Title I-C, Indian Education, & IDEA)
 - If not consolidating funds from other ESEA programs, these funds must be used only for allowable purposes in the school
- See Section E of *Title I Fiscal Issues Non-Regulatory Guidance, February 2008* for specific questions
www2.ed.gov/programs/titleiparta/fiscalguid.doc



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Use of Funds in SW Program

- If *consolidating*, may use any funds in consolidated "pool" for any component of educational SW plan
- If *not consolidating*, may use Title I-A funds for any component of educational SW plan
- *Targeted services* may still be provided directly to eligible students *in addition to* the services these students receive as part of the schoolwide program
 - Title I-C funds provide services to migrant students
 - Title III-A funds provide services to English learners (LEP) students



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Schoolwide Program Reporting

- All teachers and paraprofessionals are considered supported by Title I.
- All students are considered as served by Title I for reporting.
- Services to students do not have to be tracked and reported separately.



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SW Program Resources

- SW plan requirements are found in ESEA section 1114(b)(1)(A-J) & CFR 200.28.
 - *Designing Schoolwide Programs* (US ED Guidance)
 - *Title I Fiscal Issues February 2008* (US ED Guidance, Section E)
 - *Title IA ARRA (also Regular) Uses of Funds* (US ED Guidance)



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Title I Allocations to Schools

- Determining poverty rates
- Determining eligible schools and those that will be served with Title I:
 - Ranking & serving rules
 - 125% rule
 - Exceptions
 - Small LEAs
- Determine LEA set-asides
- Distribute funds to schools
 - See "LEA Identification and Selection of School... Guidance August 2003" at: www2.ed.gov/programs/titleiparta/wdag.doc



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Poverty Data

- Type of poverty data must be same for all schools
- Most use free & reduced lunch qualification
- Currently:
 - Direct certification data provided to LEAs to determine students qualified for free lunch
 - Household applications needed to determine additional students who qualify for free lunch and those who qualify for reduced lunch
 - School collects annually, except in Provision 2 or 3 schools in which applications are only collected every 4 or 5 years
 - Community Eligibility Provision schools do not collect household applications (See guidance at www2.ed.gov/programs/titleiparta/13-0381guidance.doc)



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Funding to allocate to schools

- List all public schools with enrollment count and low-income count to determine percentage of poverty
- Subtract any LEA set-asides from the Title I allocation to determine amount of funding available to serve schools



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Title I Eligible Schools

- Districts must rank schools in order by poverty to determine eligibility for Title I
- All schools above the district poverty average or above 35% will be eligible to be served with Title I
- District may determine the district "threshold" poverty rate above which it will serve schools



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Ranking & Serving Rules

- All schools above 75% poverty *must be served with Title I-A funds*
- District may group and rank remaining schools by grade span and serve a particular grade span
- If *any* school is served that is below 35% poverty, must use 125% rule



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Exempting a School from Title I

- A school that is ranked as eligible to be funded with Title I funds may only be "skipped" or exempted from Title I funding if:
 - The school receives funding from *supplemental* state or local sources,
 - The funding is equivalent to what would have been received under Title I, and
 - The funding is used to provide a Title I-like program



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Small LEAs Exception


- Ranking and serving rules do not apply in these situations:
 - Single attendance area (a one-school LEA or one school per grade span) OR
 - LEA with enrollment < 1000
- Small LEAs may serve *any* school(s) as deemed necessary by the LEA without regard to the ranking and serving rules



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Determine School Allocations

- Determine the allocations to each Title I school
 - The standard (or 100%) per pupil amount (PPA) is calculated by dividing the total I-A amount available to schools by the total number of low-income students in the Title I schools being served.
 - The standard PPA is a guide to determine how to fund each Title I school.
 - Schools served in rank order may be funded at different per pupil amounts (PPA) as long as higher poverty schools have \geq PPA
- Calculate school allocation by multiplying the # of low-income students x per pupil amount (PPA)



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School Title I Eligibility & Allocations

- Example

	Cat1	Cat2	Cat3	Cat4	Cat5	Cat6	Cat7	Cat8	Cat9	Cat10	Cat11	Cat12
School Name	Grade Span	Title Status	Total School Enrollment	Total Public School Enrollment	Total Private School Enrollment	Total Income Students	Total Low Income Students	Percent of Poverty (cat 7 total %)	Per Pupil Amount	Total Allocation (cat 9 x cat 1)	Public School Allocation (cat 9 x cat 1)	Private School Reserve (cat 9 x cat 12)
Hillside School	K-12	SW	137	74	12	86	62.8%	\$722	\$63,092	\$53,428	\$8,664	
Town Middle School	6-8	TA	203	82	0	82	40.4%	\$580	\$47,560	\$47,560	\$0	
Northside Elementary	K-5	TA	197	75	0	75	38.1%	\$550	\$41,250	\$41,250	\$0	
All City High School	9-12	TA	268	79	17	96	35.8%	\$464	\$44,544	\$36,656	\$7,888	
Valley School	K-12	NS	187	48	9	57	30.5%	\$0	\$0	\$0	\$0	
Southside Elementary	K-5	NS	148	23	0	23	15.5%	\$0	\$0	\$0	\$0	
						0			\$0	\$0	\$0	
						0			\$0	\$0	\$0	
						0			\$0	\$0	\$0	
						0			\$0	\$0	\$0	
						0			\$0	\$0	\$0	
						0			\$0	\$0	\$0	
DISTRICT TOTAL/AVERAGE:			1140	381	38	419			\$195,446	\$178,894	\$16,552	

Fiscal Issues

- Supplement, not Supplant
- Comparability
- Maintenance of Effort



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Supplement, Not Supplant

- Federal funds must be used to "supplement, not supplant" services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds).
- Services provided with federal funds are *in addition to*, and do not replace or supplant, services that students would otherwise receive
- Always ask: "What would have happened in the absence of federal funds?"



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First Test of Supplanting

- An LEA may not use federal funds to provide services required under state, local or in some cases, federal law (as specified by particular program)
 - Title I is supplemental to state and local funds
 - Other programs such as Title III and CEIS are supplemental to state, local, and other ESEA programs
 - Be careful in RTI schools (TAS vs SWP)



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Second Test of Supplanting

- An LEA may not use Title I funds to provide services that it provided in the prior year with non-federal funds
 - This test may be rebutted if an LEA can demonstrate that it would not have continued to provide the service in question because of a budget shortfall or changing educational needs



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Third Test of Supplanting

- An LEA may not use Title I funds to provide services for children participating in a Title I program that it provides with non-federal funds to non-participating children or to children in non-Title I schools
 - All Title I schools must receive their *comparable* share of state and local funds
 - Supplanting considerations are broader and consider all services provided by LEA for teachers and students in non-Title I schools as well as specific comparability calculations



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Consider LEA School Types

- Types of schools in LEA = most important supplement, not supplant consideration for use of Title I funds
 - If all schools are Title I operating schoolwide programs:
 - Title I funds are supplementary to other funds and may be used to support any components of SW plans, as long as all Title I schools receive comparable services
 - May provide services LEA-wide that would benefit all teachers or students
 - If all schools in LEA are Title I, but some (or all) operate targeted assistance programs
 - Title I funds must be used to provide *supplementary* services for eligible teachers or students, not services that would benefit all teachers or students in the LEA



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LEAs with some non-Title I schools

- Some schools in the LEA are Title I, but some are non-Title I
- LEAs may *not* provide services LEA-wide that would benefit all teachers or students
- It is possible that some services may be provided to teachers or students in a certain grade span of schools *if all schools in the grade span* are operating Title I schoolwide programs
 - For example, if all elementary schools (grades K-6) are Title I SW schools and no middle or high schools are Title I, the LEA could provide professional development to all elementary teachers or provide a new K-6 math curriculum with Title I funds. No Title I funds could be used to provide services to middle school or high school teachers.



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Comparability

- An LEA may receive Title I Part A funds only if it uses state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in non-Title I schools.
- Reasonable variance of 10% is ok: 90% to 110% is the range
- Percentages can be better >than 90% for student/teacher ratio and <than 110% for the PPA as long as certain conditions are met



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Comparability p. 2

- Does not apply if enrollment is less than 1,000.
- Does not apply if only one school per grade span.
- Determination must be made annually.
- Can exclude "Title I like programs."



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Comparability p. 3

- If a discrepancy of more than 10% is found, the LEA must make adjustments immediately or no later than the start of the second semester.
- This could mean staff transfers or hiring of additional staff with state or local funds, adjusting funds, etc.
- The two main ways that districts determine comparability are: student-staff ratio and per-pupil expenditures.



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Maintenance of Effort (MOE)

- An LEA (local educational agency or district) may receive funds only if the SEA (state educational agency) finds the combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds from preceding year not less than 90% of second preceding year.



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Maintenance of Effort p. 2

- Federal funds are excluded.
- The SEA must analyze the LEA's expenditures from both state and local funds to determine MOE
- Fiscal effort per student may be run three ways: by Average Daily Attendance (ADA), Enrollment, and Average Daily Membership, whichever demonstrates maintenance of effort for the LEA.



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Maintenance of Effort p. 3

- If an LEA fails to make MOE, the SEA must reduce amount of allocation in the exact proportion by which the LEA fails to maintain effort below 90%.
- SEA must reduce all applicable ESEA (Elementary and Secondary Education Act) programs, not just Title I.
- The target for the next year is the 90% figure, not the actual expenditure level.



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MOE Sample Chart

Grant Year	Expenditures: 1 st preceding year	Expenditures: 2 nd preceding year	Level to meet 90% of column 2	Reduction in LEA allocation	Amount Title I allocation reduced
2011-12	\$850,000 (FY 2010)	\$1,000,000 (FY 2009)	\$900,000	5.6% (\$50,000/ \$900,000)	(\$100,000 award base) \$5,600
2012-13	\$810,000 (FY 2011)	\$900,000 (90% of FY 2009 instead of FY 2010)	\$810,000	No reduction	\$94,400
2013-14	\$800,000 (FY 2012)	\$810,000 (FY 2011)	\$729,000	No reduction	\$94,400
2014-15	\$700,000 (FY 2013)	\$800,000 (FY 2012)	\$720,000	2.8% (\$20,000/ \$720,000)	\$2,643 reduction to \$91,757

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Navigating SEA Relationships and Politics

Veronica Tate, Director
Office of Program Administration
and Accountability
Virginia Department of Education



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Lessons from the Trenches

- One director's perspective based on personal experiences.
- Background:
 - Started as Title I Specialist in 2008
 - Assumed Director role in 2010
 - State agency has 260+ staff, but has positions for over 500
 - Chief is appointed by Governor
 - Governor's term is for 4 years with no reelection





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Lesson #1

Stay humble, stay hungry,
and always be the
hardest worker in the
room.


- The Rock

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Lesson #1 continued

- As state employees, we are entrusted by the public to consider their best interest and welfare in every decision.
- Your larger role is to understand the limitations and possibilities of federal requirements and maximize the use of resources for the academic achievement of all students.
- Ultimately, we work on behalf of "the kids."



Leave your ego at home.

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Lesson #2

Establish “brain trusts”
to help inform
important decisions.



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Lesson #2 continued

- There is no way to know everything, no matter how long you've been in your position.
- Rely on and consider the experience, expertise, and perspectives of others in your agency.
- Create and call on teams of staff from your area and other areas to help share in decisions.
- Remember....

**Be willing to let others
contribute and be right.**



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Lesson #3

The right thing at the
wrong time is the
wrong thing.



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Lesson #3 continued

- Every decision you make:
 - Impacts the entire agency and the state at large.
 - Has unintended consequences.
 - May change the way Title I operates in your state.
- Slow down and take the time to *think through* all of the:
 - Options and short- and long-term consequences.
 - Resources and time needed to take action.



Maximize your political capital by knowing when to act.

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Lesson #4

The devil is *always* in the details.



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Lesson #4 continued

- Bridge the chasm between the big dreamers and nay-sayers – most “prudent” answers are somewhere in between.
- Map out what it will take to launch a new initiative or successfully change a policy or practice.
- Talk about it, sketch out the plan, put it away, and....



Come back to it later.

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Lesson #5

Hire the best,
mitigate the rest.



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Lesson #5 continued

- People "are who they are" when they join your team.
- Be sure to:
 - Have as rigorous a hiring process as possible.
 - Cultivate a culture of continuous improvement and growth, but also acknowledge some of what doesn't work well may never change. Accept it.

**Know your staff strengths and
assign work accordingly.**



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Lesson #6

People are not
against you.
They are for themselves.



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Lesson #6 continued

- When you have trouble understanding behaviors or accepting the decisions of others, remember, everyone is:
 - Doing the best they can with the information they have.
 - Seeking equilibrium in the work they perform and the professional relationships they maintain.

Relax, it's (probably) not personal.



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Assessment of the Process of Communicating to and from Local Educational Agencies

Wanda Young
Director, Title I Programs
Florida Department of Education



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Assessment of the Process of Communicating to and from LEAs

Title I, Part A in the State of Florida:

For 2015-16 fiscal year, the U.S. Department of Education allocated over 740 million dollars to LEAs in the state of Florida.



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Assessment of the Process of Communicating to and from LEAs


Title I, Part A in the State of Florida:

Currently, we serve:

- **74** LEAs
 - **7** single LEAs

For the 2014-15 school year, we served:

- **3,661** - Title I schools
- **975,160** - Title I students




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Assessment of the Process of Communicating to and from LEAs

PROCESS EVALUATION:

In the beginning...

- Evaluated the existing SEA to LEA communication process
- Determined areas for improvement




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Assessment of the Process of Communicating to and from LEAs

EVALUATION QUESTIONS:

- How responsive are we to LEAs?
- What are the challenges or barriers that may affect our team from communicating effectively?
- How is the current relationship between our office and the LEAs



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Assessment of the Process of Communicating to and from LEAs

EVALUATION:

What methods were used to gather information from LEAs?

- Conference Calls
- Onsite
- Face-to-Face Meetings
- Annual Meetings and Conferences
- E-mails
- Surveys



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Assessment of the Process of Communicating to and from LEAs

AFTER THE EVALUATION:

What was determined at the conclusion of the evaluation?

- Lack of communication
- Lack of trust
- Failure to respond timely



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Assessment of the Process of Communicating to and from LEAs

WHERE ARE WE NOW:


- Communication is consistent and ongoing
- We are providing/developing helpful tools and resources for LEAs to help with Title I program implementation:
 - Quick Reference Guide
 - One Page Summaries
 - Examples Allowable/Unallowable Expenditures
 - Did you know
- We are continuing to build trust with our LEAs



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Private School Participation in Title I

Jack O'Connor
Assistant Title I Director-Montana



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Topics


1. Requirements under the law
2. Consultation requirements
 - o Initial consultation
 - o Developing a program
 - o Implementation
 - o Evaluation
3. Equitable services
 - o Definition
 - o Collection of poverty data
 - o Allocation of funds
 - o Purchasing



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Private School Chart


PrDistrict A Private School Public title I School A1 Public Title I School A2 Public Non-Title I School A3	District B Public title I School B1 Public Non-Title I School B2
District C Public Title I School C1 Public Title I School C2 Public Title I School C3 Public Non-title I School C4 Public Non-title I School C5	District D Public Title I School D1



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Private School Chart


- District A contains a private school which has students attending from within it and from three other districts. All of the districts which have students attending the private must contribute to the equitable share pool of Title I funds. Listed below is the breakdown of which schools contribute funds, and which students will be eligible for Title I services. Since the private school resides within the boundaries of District A, District A will be the fiscal agent. Districts B, C, and D will provide their portion of the equitable share funds to District A.



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Private School Chart


- District A:**
- Students on free/reduced lunch from A1 and A2 who attend the private school generate funds for Title I Part A services. Any of these students who are eligible for Title I Part A services can be served.
- Students who do not receive free/reduced lunch from either school A1 or A2, or who attend School A3 do not generate Title I Part A funds, and therefore cannot be served by Title I, Part A.
- District B:**
- School B1 is the same as A1 and A2.
- School B2 is the same as A3.



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Private School Chart

- District C:**
- School C1, C2, and C3 are the same as A1, A2, and B1.
- School C4 and C5 are the same as A3 and B2.
- District D:**
- School D1 is the same as A1, A2, B1, C1, C2, and C3.
- Districts B, C, and D will need to calculate the equitable share for each of their schools: B1, C1, C2, C3, and D1. These districts will need to send the funds to District A.



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Virginia's "Title I University"

(a schedule of webinars)

Lynn Sodat
Title I Coordinator
Virginia Department of Education



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Accountability for Impact on Student Achievement

Required: Risk based approach to compliance and performance

Mike Radke
Director MDE Office of Field Services




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Compliance: REQUIRED but no longer sufficient

- The recipient's performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program outcomes, share lessons learned, and spread the adoption of promising practices (UGG)
- What is the performance required for recipients of Title I?

"The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and State academic assessments."



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The risk based approach Application approval and monitoring

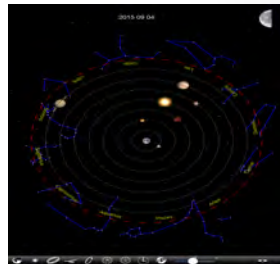
- Fiscal
 - Allocation size
 - Final Expenditure report deviations
 - General Fund reserve
 - Single audit findings
- Student performance
 - All student academic achievement
 - Subgroup achievement
 - Graduation rate (%)
 - Top to Bottom percentile ranking
- Grant management
 - Quality of needs assessment
 - Quality of SW/TA plan
 - Program leadership
 - Cooperation between Program and fiscal personnel
- Other
 - Time since last monitored
 - Monitoring findings
 - Meeting application, reporting and drawdown timelines
 - Stability of systems and personnel



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The stars are aligning

- The U.S. Department of Education
- The Uniform Grant Guidance
- The Title I and other federal grants
- The state education agencies
- Local educational agencies
- Parent interests



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The Uniform Grant Guidance requires both compliance AND performance

http://www.ecfr.gov/cgi-bin/text-idx?SID=2fc96b98fd6e634050df119454d56e95&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Or Google "Uniform Grant Guidance"



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Flexible Use of Funding

Karen Campbell, NJ, Region 1



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Flexibility in Title I Schoolwide Program

What the SEA Needs to Know



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The Supplanting Test

Targeted Assistance Program 3-Prong Test

Title I funds are used for programs and services that are/were:

1. Required by state or local law
2. Funded with state or local funds in the previous year
3. Provided to Title I students while state/local funds are used to provide the same services to non-Title I students.



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Schoolwide Programs One-Prong Test

Title I funds are used to reduce a school's state/local funds.

*** In Title I schools, Title I funds supplement state and local funds.**

The Allowability Test Necessary and Reasonable

Title I funds address the needs of all students, but particularly academically at-risk students

- Needs are identified through a comprehensive needs assessment
- Needs are articulated in a schoolwide plan that meets the legislative components



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Programs and Services in a Schoolwide Environment

- Do not have to identify students for eligibility to participate
- Are not restricted to families of low-achieving students
- Do not have to be extra/supplemental (funds are supplemental)
 - May address needs of the entire school
 - Climate and culture
 - Increased learning time
 - Curriculum upgrades



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Flexibility in Schoolwide Programs *Scenario 1*

An LEA proposes to use Title I funds for the salary of a principal in one of its schoolwide programs. The principal will serve as the school's instructional leader and oversee the analysis of data from the school's quarterly benchmark assessments?

Is this allowable?



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Flexibility in Schoolwide Programs

Scenario 2

In 2014-2015, an LEA used state/local funds for the cost of an online credit recovery program in its high school that operates a schoolwide program. In 2015-2016, the LEA proposes to use a portion of the high school's Title I allocation for the same program.

Is this allowable?



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Flexibility in Schoolwide Programs

Scenario 3

In a non-Title I school an LEA uses state/local funds to implement its one-to-one technology initiative. In a Title I school, an LEA uses Title I funds to implement its one-to-one technology initiative.

Is this allowable?



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Flexibility in Schoolwide Programs

SEA Considerations

- Review state statutes/policies for more restrictive requirements on the use of federal funds (e.g., extra services to academically at-risk students)
- Develop and disseminate clear guidance on:
 - Supplemental funds test
 - Necessary and reasonable programs/services/costs
- Provide technical assistance to schools planning to implement schoolwide programs as well as schools continuing to operate schoolwide programs
 - LEA and school-level technical assistance



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