

Title IA Grants

Summer Training

July 26th, 2016

NHDOE Bureau of Integrated Programs

Title I Brief Description

- Title I part A of the Elementary and Secondary Education Act is one of the nations oldest and largest federally funded education programs
- Title I provides addition funds to school districts to assist low achieving students in high poverty schools
- Funds are used to help these students who are at risk of failure to meet the states' challenging academic standards.



Goals and Objectives of Title I

Goals:

To improve teaching and learning to enable struggling, academically needy students who are failing or most at risk for failing to meet challenging State performance standards that all children are expected to master.

Objectives:

1. To improve academic achievement for all participating children;
2. To improve staff development;
3. To improve family and community development.

Who

- Title I services students from PreK – Grade 12, up to 21 years old.
 - Automatic Eligibility Status:
 - Homeless Students
 - Foster Care Students
 - Students living in local institutions for neglected or delinquent children
 - Children participating in programs for migratory children in the past 2 years
 - Children attending Head Start or a Title I Preschool in the past 2 years
 - Only those children identified as eligible for Title I Services (in TA Schools)
 - Children in elementary and secondary schools who have demonstrated that extra assistance is needed.
 - Children in public schools, including charter schools, and private and parochial schools.
 - Family income cannot be used to determine student eligibility.
 - Student identification is based on academic need.
- *Rank Order Students to ensure that the lowest performing students are being offered Title I services.

Types of Title I Programs

1. Targeted Assistance

- To improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.
- Services provided supplement, not supplant, the services that would be required in the absence of Title I Part A funds from non-Federal sources.

Types of Title I Programs

2. Schoolwide

To improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the State's academic standards.

Targeted Assistance	Both	Schoolwide
Student identification is made that renders them eligible or ineligible for services. Students identified as most at risk of not meeting state academic standards are served.		All students can receive additional services. No student identification is made that renders them eligible or ineligible for services. Students identified as most at risk are given additional assistance.
		Plan must be based on a comprehensive needs assessment.
	Plans and programs employed must be based on scientific research and must strengthen the core academic program of the school.	
Program targets resources only to those students most at-risk academically in reading and/or math.		Program promotes improved instruction for all students and constitutes comprehensive school reform
Professional development with Title I funds focuses on staff who provide direct support to Title I students and is aligned with these students' needs.	Professional development must be aligned with Title I program goals.	Title I funds are used to provide professional development for all staff to support all students.
The program is not contingent on school's poverty rate.		Unless a waiver is granted, only schools with a poverty rate of 40% or more may operate a schoolwide program.
Title I funds are used to support additional instruction.	School must provide additional learning time for students who have been identified as most at risk of not meeting reading and/or math standards.	Title I funds may be merged with Federal, State, and local funds to support additional instruction.
Careful accounting must show that funds otherwise received from non-Title I sources are not replaced with Title I funds.		Districts must show that overall the level of educational services is higher in schools with Title I funds than services would be without federal money. Schoolwide plan must align with budget expenditures.

Targeted Assistance	Both	Schoolwide
Students are to be pulled from the regular educational setting as little as possible. After-school and summer classes should be considered.		Since the program serves all students, there may be a need to pull students from the regular educational setting to receive the benefits of the federal money, but pull-out should be as minimal as possible.
On-going progress-monitoring must be in place to identify students most at-risk and eligible for services.	On-going monitoring of student progress is necessary to determine intervention program modifications.	A comprehensive needs assessment helps identify how services will be delivered. Teachers are involved in analysis of academic assessments.
Title I services are a part of the overall school planning process and are considered whenever new school plans are developed.		A formal and comprehensive plan must be developed for each school on a schoolwide plan, outlining how both school and Title I resources will be used to meet the identified needs.
	Plan must coordinate and integrate Federal, State, and local services and programs.	
Parents must be notified of students' eligibility for Title I services		No parent notification of additional services to students is necessary.
Title I teachers and paraprofessionals must be highly qualified.		All content teachers and paraprofessionals, including Special Education staff, must be highly qualified.
	Emphasis is placed on parental involvement and family literacy. Parent-School Policy/ Compact must be developed.	Parents are involved in plan development, revision, and review.
	Program must facilitate transition from early-childhood programs to school.	

Targeted Assistance	Both	Schoolwide
Students must be rank ordered according to achievement data to ensure that the needs of those students most at risk are served.		Students do not need to be rank ordered for services.
Goals, lesson plans and assessment must be maintained for Title I students.		Goals, lesson plans and assessment are recommended but not required to be maintained for Title I students.
Must maintain records in student folders, including compacts, program participation permission, testing permission, copies of tests, progress monitoring data, reports.		Student folders are not required.
Goals, lesson plans and assessment must be maintained for Title I students.		Recommended that goals, lesson plans and assessment are maintained for struggling students.
	Title I and Classroom teachers consult regularly on instruction and student progress to ensure the most up to date interventions are provided.	
Cannot give initial benchmark assessments required by the district for all students (ex: DRA or Dibels).		Can give initial benchmark assessments.
Cannot provide PD for teachers on administering, scoring or interpreting district required assessments.		Can provide PD for teachers on administering, scoring or interpreting district required assessments.

Eligibility: Targeted Assistance

- Use multiple measures of student achievement to determine eligibility for participation in the Title I program.
- Districts determine which measurement tools and data to use.
- Progress monitoring can be used to determine which students need to remain in the Title I program, and which students can graduate out of the program.
- The goal of Title I is for children to acquire the knowledge and skills needed to meet the State proficiency standards. Once it has been determined that services are no longer required, students graduate from the Title I program to make room for other needy children.

Eligibility: Schoolwide

- Must receive Title I funding.
- Must have a poverty rate of at least 40% (Priority and Focus Schools are an exception to this).
- All teachers and paraeducators must meet Highly Qualified requirements in order to begin operating as a schoolwide school.
- Must demonstrate that the school will provide effective, timely, additional assistance to students who experience difficulty in mastering the State's academic achievement standards.

Title I Plan for Targeted Assistance Programs

A Targeted Assistance Program must include, at the minimum, the following components:

- A Comprehensive Needs Assessment;
- Research-proven Instructional Strategies;
- Instructional Support for Children Experiencing Difficulties Mastering the Standards;
- Parent Involvement;
- Professional Development with an evaluation component;
- Preschool Transition into your school;
- Instruction by Highly Qualified Staff;
- Extended Learning Opportunities;
- Annual Program Evaluation.

Title I Plan for Schoolwide Programs

- **The process of becoming a schoolwide school takes one year.**
- **Schools must notify their State Title I Consultant of their intent to begin the process.**
- **A comprehensive needs assessment must be completed.**
- **A comprehensive schoolwide plan is developed including and describing the following eight required components:**
 - a) Comprehensive needs assessment (which probably is already described above)
 - b) Specific strategies (with research findings supporting the choice of strategies) for instruction, assessment, and evaluation
 - c) Effective instructional practices reflected in strategies and activities to support children experiencing difficulty mastering the standards
 - d) A family/community involvement program aligned with the instructional program
 - e) A professional development program aligned with the instructional program
 - f) Describe steps for assisting preschool children transitioning to school
 - g) Ensure instruction by highly qualified staff
 - h) Extended learning opportunities - In what ways does your plan increase the amount and quality of learning time?
- **The schools Superintendent submits the plan.**
- **A team of NHDOE Title I consultants review the plan.**

Continuous Improvement

Success of Title I programs requires continuous review and evaluation of the program.

- Facilitate ongoing evaluation and review of student progress and accomplishments to make adjustments to the school plan.
- Evaluate effectiveness of each activity.
- Re-establish responsibilities, timelines and models needed to implement revised plan.
- Evaluation results should be used to improve implementation to positively impact student achievement

Annual Title I Program Evaluation

- A measurable annual review of the Title I program, based on the following data:
 - Performance: academic
 - Non-performance: behavior
 - Process:
 - Perception: feedback from students, parents, teachers, administrators and members of the community
- Accountability Measures: Tracking process for students who receive additional services.
- Does the school plan have a clear direction to the school's needs?
- Are the right services provided?
- Did the expenditures give your program the best outcomes?
- Did the academic achievement of students, particularly the lowest achieving students, improve?
- Were the goals and objectives of your Title I school plan achieved?

Funding/Allocations

Use of Federal Funds - Criteria

Costs must be...

- **reasonable**

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

- **allocable**

A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

- **allowable**

A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award.

(OMB Circular A-87)

http://www.whitehouse.gov/omb/circulars_a087_2004#42

District Level Funding

Funds can be reserved at the district level to cover related costs of operating the Title I program:

- Administrative costs
- Administrative salaries and benefits
- Indirect costs
- Professional development

Allowable Costs: Explanation

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address? *Explain how the expenditure addresses this need.*
3. Provide the description, as written in the Title I plan, of the program, activity, or strategy that will be addressed by the expenditure requested. *How would the program, activity, or strategy be funded if the Title I, Part A funds are not available?*
4. If for a schoolwide school, how will the expenditure upgrade the entire educational program on the campus?
5. How is the expenditure supplemental to other nonfederal programs?
6. How will the expenditure be evaluated to measure a positive impact on student achievement?

Allowable Costs in A Targeted Assistance Program

- Employee salaries and benefits that are for time devoted to the performance of the Title I, Part A program are allowable costs. *LEAs must maintain appropriate time distribution records of any employee who works on Title I, Part A program duties but also has other duties.*
- Professional development is an allowable cost, if specifically related to the Title I, Part A program, designed to meet the specific educational needs of program participants, and supplements rather than supplants, state and local training. Teachers whose professional development is paid by Title I, Targeted Assistance must have program participants in their classrooms. The professional development plan should support the need to increase high quality teachers.
- Supplies and educational materials are allowable if reasonable and acquired/consumed specifically for the purpose of the Title I, Part A program. The LEA must document the details and location of the supplies and the reason for the purchases.
- Equipment is allowable if 1) necessary to operate Title I, Part A programs effectively, 2) existing equipment will not be sufficient, and 3) the costs are reasonable. The LEA must document the details and location of the equipment and the reason for the purchases.
- Travel and conference costs are allowable if specifically related to the Title I, Part A program and not to general needs of the LEA or campus and are reasonable and necessary.

Options for Using TI Funds to Address the Specific Needs of Struggling Students

- Supplemental (TA) or Additional (SW) instructional programs: push in or pull out models
- Resources to support instructional programs
- Extended day or year programs
- Kindergarten programs
- Preschool programs
- Summer Programs
- Online learning
- Take home resources
- Tutoring
- Family Involvement
- Counseling Services
- Behavior Management Programs
- Professional Development for administrators, teachers, paraprofessionals, parents
- Contacted Services

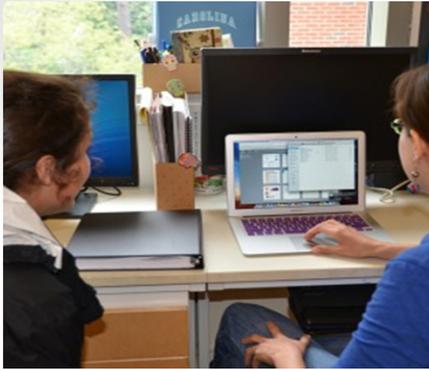
Unallowable uses of Title I Funds

IN a targeted assistance program, Title I, Part A funds *may not* be used to:

- Identify at-risk students
- Meet the needs of the school
- Provide the basic educational program
- Upgrade the infrastructure to support technology
- Cellular Telephones for Personal Use
- Gifts, souvenirs, memorabilia, promotional items, door prizes, movie tickets, gift certificates, pass to amusement parks, etc.
- Ceremonies, Banquets, Celebrations, Entertainment, Recreation, or Social Events
- Construction, Remodeling, or Renovation
- Employer Contributions to Voluntary Retirement Plan
- Fund-Raising Activities
- Unallowable Costs Related to Field Trips
 - Field trips for social, entertainment, or recreational purposes
 - Field trips that supplant and do not supplement local or state expenditures or activities
 - Field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the grant
 - Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the TI program
- Memberships in Civic and Social Organizations or Lobbying Organizations
- Social Events - The costs associated with social events of any kind are not allowable.

Special Education: IEP's & Title I

- IEP and Title I services can be provided in the same area (i.e., both special education services and Title I tutoring in math)
- IEP goals may not be used as Title I goals for a particular student.
- Title I goals must be very specific can only supplement the goals of an IEP.



Charter Schools and Title I

- The Federal civil rights laws, regulations and guidance that apply to charter schools are the same as those that apply to public schools, including all instructional staff need to be Highly Qualified.
- The federal rules and regulations of the Title I Program are the same for both traditional public schools and public charter schools.
- A charter school is considered a public school, not a district, but they do get their own Title I Allocation based on poverty. The funds can support supplemental academic services for the academically struggling student.

Private Schools and Title I

- If there are private schools in your district, they are entitled to receive services funded by Title I (not funds) if they meet the eligibility requirements.
- Additional materials will be on the website soon.

Response to Intervention (RTI)

RTI is a multi-level strategy used to maximize student achievement by providing support to students at risk for poor learning outcomes. The approach includes:

- Core instruction for all students
- Universal screening
- Increasingly intensive instructional interventions for students who need extra help and,
- Progress monitoring
- When interventions are provided to ***all students***, then *Title I students must also be provided with these interventions in a targeted school must supplement these interventions. In a schoolwide school, **additional support** must be in evidence either before, during or after school.*

Core Instruction for All Students

- All Students receive high-quality, research based core instruction in their regular classroom
- Since core instruction is provided to all students, this may not be paid for with Title I funds

Universal Screening

- School staff screen students by assessing the academic performance of all students during the school year to identify students who are struggling, and who may need specific interventions
- Screening that is conducted for all students may not be paid for with Title I funds.

Budgeting, Coding and Management

1. Start dates of Grants:

- The grants management system defaults to a 7/1/xx start date. The date needs to be changed to the date the application is submitted.
- The start date cannot be before 7/1/xx.

2. Title I Waivers:

- Any district that requests a carryover in excess of 15% of the initial allocation will not be able to request a waiver for the next two years. (Districts receiving less than 50K per year are exempted).
- The carryover request process is explained by a letter to the Superintendent usually around December.

3. Monthly Reporting:

- All districts are required to submit monthly reports for their grants (even if zero balance) for every month of the grant's life-cycle.
- When the final monthly report is being submitted, the "final report" box must be checked off so the NHDOE knows the grant is ready to close.

4. Food Costs Relating to Supplies:

- Food costs are not allowable for meetings unless the meeting produces a quantifiable product or outcome (i.e., working lunch).
- Parent involvement is exempt from this restriction, light snacks are Ok.

5. Indirect Costs

- Please double-check and recalculate allowable indirect costs each time a change is made to the budgeted amount of a grant.
- Always **ROUND DOWN** indirect cost to nearest penny.
- When ready to submit the final report, recalculate indirect cost based on final amount PAID and not amount budgeted.

6. Indirect Cost Calculation

- Please seek additional guidance on these calculations, it exists on the integrated programs site under application materials
- Budget codes are important and the grant will be returned if you don't use the expected codes. Please see the applications materials for additional information

7. Budget Section of Application

- All activity narratives need to be consistent with budgeted line item codes and amounts; always cross-check narratives when making any changes to budget lines.
- All indirect costs need to be consolidated under one activity with the “Indirect Cost” category type chosen.

8. Budget Coding

- Instruction function codes in the 1000 series should only be used for activities dealing directly with the interaction between students and teachers.
- Administration, Support Services, and Professional Development should use function codes in the 2000 series.

9. Categories

A category must be chosen from the pull-down menu for EVERY activity in the grant. Additional information for Online Grants Management Instructions can be found at the following link:

http://education.nh.gov/instruction/integrated/title_i_part_a_2016_17.htm

LIST of CATEGORIES

N/A

Instructional Salaries and Benefits
Administrative Salaries and Benefits
Other Administration Costs
Professional Development
Supplies and Materials
Travel
Homeless Set Aside: General
Homeless: Instructional
Homeless: Transportation
Indirect Costs
Books

Equipment
Parental Involvement/Parental
Engagement: General
Summer Programming: General
Summer Summit
Early Childhood: Family Engagement
Early Childhood: Summer
Programming
Early Childhood: K – 3
Early Childhood: PreK
Student Transportation

LEA Grant Review Process

Upon receipt of an application from an LEA, the Bureau of Integrated Programs Grant Accountant & Educational Consultant will:

Review

Application for financial and accounting accuracy.

Return

Application to LEA for coding, indirect cost, category, start date, and narrative issues.

Budget Reviewed

Application is complete and accurate in areas described above.

Return

Application to LEA for programmatic issues and completed assurances and attachments.

Approved

Application complete and ready for reporting.

NHDOE Contacts

TITLE PROGRAM	CONSULTANT	TELEPHONE	EMAIL
Administrator, Bureau of Integrated Programs	Dr. Mary Earick	271-6052	Mary.Earick@doe.nh.gov
Grant Accountant	Matthew "Matt" Welch	271-2752	Matthew.Welch@doe.nh.gov
Title I – Lakes Region	Deborah Fleurant	271-3838	Deborah.Fleurant@doe.nh.gov
Title I – North Country	Kathryn "Joey" Nichol	271-6087	Kathryn.Nichol@doe.nh.gov
Title I – Seacoast	Dr. Richard Feistman	271-8315	Richard.Feistman@doe.nh.gov
Title I – South Central	Mary Bubnis	271-3889	Mary.Bubnis@doe.nh.gov
Title I – South West Region	Jane Waterhouse	271-7382	Jane.Waterhouse@doe.nh.gov
Title I, Part D - Program for Neglected, Delinquent or At-Risk Students	Dr. Lynda Thistle-Elliott	271-3840	Lynda.ThistleElliott@doe.nh.gov
Title X, Part C - Homeless Children and Youth			
Title IIA - Preparing, Training and Recruiting High Quality Teachers and Principals	Ashley Frame	271-6579	Ashley.Frame@doe.nh.gov
Title IIB - Math/Science Partnership Grant Project	Jennifer "Jiffi" Rainie	271-7450	Jennifer.Rainie@doe.nh.gov
Title VI - Rural Education Achievement Program (REAP)			
Title III - Language Instruction for English Learners and Immigrant Students, K-12	Aaron Hughes, Director	271-2034	Aaron.Hughes@doe.nh.gov
	Marie Blanchard, Assistant	271-3196	Marielana.Blanchard@doe.nh.gov

Disclaimer

- The Title I Consultants from the New Hampshire Department of Education provide schools with training, technical assistance and guidance.
- As a program manager, you are responsible for researching , learning and applying the Title I laws as they pertain to you and your program, and staying updated with any new USDE and NHDOE changes in the laws that affect your program.
- The NHDOE is not responsible for the planning, budgeting, grant application, and administration of your Title I program.

References

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