



New Hampshire

Department of Education

2024 Spring ESEA Title Programs Conference

Title I, Part A

NH Department of Education
Office of ESEA Programs
Bureau of Instructional Support

Complete office details at [Office of ESEA Title Programs | Department of Education \(nh.gov\)](#)



New Hampshire

Department of Education

Agenda | Title I, Part A

Part 1 | **Title I, Part A Overview**

Part 2 | **Accessing Your Allocation**

Part 3 | **Maximizing Your Allocation**

Part 4 | **Staying Within Compliance**

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Part 1 | Title I, Part A Overview

Title I, Part A

SEC. 101. Improving the Academic Achievement of the Disadvantaged

SEC. 1001. STATEMENT OF PURPOSE. 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 a minimum, proficiency on challenging State academic achievement standards and state academic assessments.



Part 1 | Title I, Part A Overview

While some of these topics will be discussed in this session, there is a Title I, Part A 101 resource on the NHED website with the following topics within:

- Types of Title I, Part A Schools
- Accessing Funds in GMS
- Required Set-asides
- Title I, Part A Grant Components within GMS
- Activities
- Grant Approval Process
- Resources and Contact Information



Part 2 | Accessing Your Allocation

The Title I, Part A LEA Plan Template

Title I, Part A, within the Elementary and Secondary Education Act (ESEA) includes specific requirements for approval of a Title I, Part A plan. In this section of the presentation, we will talk about the new Title I, Part A LEA plan template and the expectations around such plan.

Section 1112 in ESEA specifically outlines the regulations around the Title I, Part A LEA plan. This includes:

- Plan components
- Approval from the SEA, with plans being on file
- Meaningful consultation with stakeholders – teachers, principals, other school leaders, paraprofessionals, administrators, other appropriate school personnel, and parents.

To comply with ESEA and bring all districts onto the same page, the NHED created the new Title I, Part A Plan Template



Part 2 | Accessing Your Allocation

The Title I, Part A LEA Plan Template

- Beginning in the 2024-2025 grant year, all districts are required to submit a new Title I, Part A plan to receive Title I, Part A funds. The new plan template was introduced in November 2023 and is due April 26, 2024. The plan is available on the [NHED Title I, Part A website](#).
- The plan will be reviewed by the Title I, Part A team and kept on file with the SEA.
- The districts will attach a copy of their plans to the grant in GMS for the 24-25 school year.
- In subsequent years, Districts will review plans annually, sign off on the plan with any changes and upload into GMS.



Part 2 | Accessing Your Allocation

The Title I, Part A LEA Plan Template

- For Targeted Assistance Schools, there are 13 Required Plan Components. These components come directly from ESEA Section 1112, and includes, among others:
 - How the District will Progress Monitor Students
 - How the Title I, Part A programs will be conducted and what programs will be put into place
 - Parent and Family Engagement
- There are an additional 2 components for Schoolwide Schools, directly from ESEA Section 1114, which is specifically for Schoolwide School regulations.
- Most districts have a plan already that should be very close to the new requirements.
- We have a training on the new Plan Template, with details about all components on the NHED Website, under the section: [Title I, Part A - LEA Plans](#)

[Title I, Part A Plan Template](#)



Part 2 | Accessing Your Allocation

Grants Management System (GMS)

First step – Completing the Consolidated Application (NEW for 24-25)

- This was outlined in the Application Process session of this conference
- All districts who would like to receive Title I, Part A funds must indicate that on the form, have a sign off by the superintendent, and attach the Title I, Part A plan in GMS.



Part 2 | Accessing Your Allocation

Grants Management System (GMS)

- Request permission from the district i4see Coordinator to gain access to the grant. Districts will need to repeat this process yearly and for each grant.
- Log in to the Grants Management System and choose the Title I, Part A grant for the current year. One quick way to find it is to search under the LEA Home Page in the grant year in which you are working.
- Link: <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>

Part 2 | Accessing Your Allocation

Grant Approval Stages

District

- Start/create
- Submitted for local authorization
- Submit to NHED for review

NHED

- **Substantially approved:** all requirements have been met and the start date is confirmed. The grant has been reviewed for program content. Districts may move forward with activities unless additional information is requested.
- **In review:** The NHDOE is reviewing the grant or has written a note in the status history note
- **Returned:** the grants requires additional or updated information. Districts are now able to self-return grants by clicking on the blue status button at the top of the grant.
- **Approved:** the grant has been reviewed by the Federal Grants Accountant and a Title I, Part A consultant. Districts may be reimbursed for the activities.

Please note this process could be repeated several times throughout the life of the grant.

For more information about GMS, please attend the session tomorrow morning.



Part 2 | Accessing Your Allocation

Components Needed to become Substantially Approved

Required for Title I, Part A grant

- Consolidated Plan completed – including Program Assurances with GEPA and Equitable Services
- Title I, Part A LEA Plan complete and submitted
- General Assurances sent to NHED Bureau of Federal Compliance
- All components of the Detailed Application in GMS have been completed

Required Set Aside Activities

- Equitable services – for Non-Public and Non-profit Schools
- Homeless Set-Aside
- Family Engagement Set-Aside: 1% of total allocation for grant amounts of \$500,000 or more



Part 2 | Accessing Your Allocation

Required Title I, Part A Set Asides

Homeless Set Aside

All LEA's That receive Title I, Part A must reserve funds for services for homeless students. LEA's must conduct a Needs Assessment to determine the reserve amount in consultation with the District Homeless Liaison. The information about this consultation and the budget narrative should be shown within the Homeless Set Aside activity.

Parent and Family Engagement

LEAs with Title I, Part A allocations greater than \$500,000 must reserve 1% for Parent and Family Engagement.

Equitable Services

Any LEA that has a non-public within the district enrollment area or has known students living in the enrollment area attending a non-public school must consult with the non-public to provide Equitable Services (for more information, please attend the Equitable Services session tomorrow morning)



Part 3 | Maximizing Your Allocations

Allowability Considerations

Funds must be used to supplement, not supplant, state and local funds

1. Title I, Part A Funds may not be used for activities that are required by federal, state, or local law or regulation.
2. LEA's must use a Title I, Part A neutral methodology to allocate state and local funds to schools. This budget methodology must provide each Title I, Part A school with all of the state and local money it would receive if it did not participate in the Title I, Part A program.

Activities must be Consistent with the Intent and Purposes of Title I, Part A

1. How does the proposed activity close achievement gaps for students?
2. How does the proposed activity increase achievement of students identifies as having the greatest need for assistance?
3. Schoolwide Program: How does the proposed activity improve the educational program of the entire school and increase achievement of all students?



Part 3 | Maximizing Your Allocations

Allowability Considerations

Activities must be Reasonable and Necessary to Carry Out the Purpose of the Grant

1. What is the identified need that this proposed activity is meeting?
2. How was this need determined? Is there data available to support this identified need? What data sources were consulted and what did those sources reveal?
3. What is the breadth of impact that this activity will have?
4. Are all associated costs reasonable?
5. Do the involved parties (schools, principals, teachers, etc.) have the capacity to engage in and/or implement this activity right now?



Part 3 | Maximizing Your Allocation

Common Uses of Title I, Part A Funds

Supports for Title I, Part A Students:

- Certified teachers and teaching assistants
- Proportional benefits for Title I, Part A salaries
- Pre-K, summer, and extended day programs
- Transportation for Title I, Part A programs if not otherwise available
 - Professional Development for Title I, Part A staff

Title I, Part A Program Supplies and Materials:

- Instructional materials for Title I, Part A programs
- Computer aided instructional software for Title I, Part A programs
- Diagnostic and progress monitoring materials for Title I, Part A programs
- Title I, Part A data management software

Examples

Title I, Part A Instructional programs - Summer programming – including teachers, paras, transportation, instructional materials, and supplies.

Early Childhood Transition - Leap into Kindergarten Programs, using funds for a Title I, Part A preschool, Kindergarten instructional periods, books for students to bring home

Instructional Supplies – Evidence Based instructional materials for all learning programs that are within the school needs.



Part 3 | Maximizing Your Allocation

Common Uses of Title I, Part A Funds Continued

Title I, Part A Parent and Family Engagement:

- Parent liaison or coordinator
- Family engagement consultants
- Stipends for staff to plan for or participate in Title I, Part A activities outside contract hours
- Costs for activities including materials, transportation, childcare, and light refreshments

Behavioral Supports

- Counseling, mental health and behavior support
- Transitions help for one educational level to the next
- Mentoring

Examples

- Family Literacy Nights - This can include refreshments or light dinner as well as take home literacy packs for families.
- Annual Title I, Part A meeting - Funds can be used to provide refreshments, supplies to provide family activities
- Family Engagement Coordinator - full cost in Schoolwide schools, percentage in Targeted Assistance
- Social Emotional Learning Activities - Behavior supports in classrooms for students. SEL learning programs for Schoolwide Schools.
- Counselors for emotional support for Title I, Part A students



Part 4 | **Staying within Compliance**

Title I, Part A Monitoring

NHED has developed a consolidated monitoring approach that began this year. There are currently 11 indicators for Title I, Part A. The following items will be requested and should be kept on file in the event of monitoring:

1. Title I, Part A Plan (district-wide or school) with proof of annual review
2. Schoolwide Plan (posted publicly) with evidence of stakeholder involvement (if applicable)
3. Parents-Right-to-Know statement and if applicable, evidence of the notification letter
4. Notification of NHSAS results to parents/guardians
5. LEA Parent and Family Engagement Policy with evidence of distribution and annual review

Part 4 | Staying Withing Compliance

Title I, Part A Monitoring Continued

6. School Parent and Family Engagement Policy with evidence of distribution (if applicable)
7. School-Parent Compact with evidence of annual review with parents/guardians
8. Annual Meeting agenda and attendance record
9. Family engagement evidence and parent input of use of funds
10. Evidence of paraeducator requirements (at least two years of study at an institution of higher education or an associate's or higher degree)
11. LEA Foster Care Plan with POC and if applicable, school of origin transportation details

Part 5 | Special Populations

Students in Foster Care/Awaiting Foster Care Placement

- Students must remain in School of Origin if in Best Interest of the student to maintain school stability
- Transportation must be provided, in conjunction with DCFY ESEA Section 1112 (c)(5)

Students Experiencing Homelessness

- Title I, Part A funds can be used to support students experiencing homelessness, including supplies and transportation. Please contact Christina Dotson for more information on supporting students experiencing homelessness. ESEA Section 1113 (c)(3)(C)
- Students must remain in School of Origin if in Best interest of the student to maintain stability. Transportation must be provided.

Students in Neglected and Delinquent Programs

- Students living in Neglected/Delinquent Facilities are automatically Title I, Part D eligible. As well, students who are in day programs in facilities located within enrollment areas may be eligible. ESEA Section 1115 (c)(2)(D)

Migrant Students

- Any student who received services under Title I, Part C and designated as Migrant Students in the past 2 years are automatically eligible. ESEA Section 1115 (c)(2)(C)



Part 6 | Q & A Session

Questions???

Part 7 | Resource Links

[Title I, Part A 101](#)

[24-25 Program Assurances](#)

[Consolidated Monitoring](#)

[Allowable Use of Funds](#)

[Spending Handbook](#)

[Title I, Part A landing page](#)

(allocations, additional resources, LEA plans, equitable services, comparability)

[USDOE/ESSA Laws, Regulations and Guidance](#)



Part 8 | **Contact Information**

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