

Title I, Part A 101

Office of Field Services



Program Overview-Summary

- Purpose
- Allocation Process
- Application Process
- Targeted vs. Schoolwide
- Fiscal Requirements
- District vs. Categorical
- Supplement, Not Supplant
- Planning Process
- MEGS+ = TISS – CA
- Private Schools
- Program Implementation
- Professional Learning
- Parent Engagement
- Program Evaluation
- On Site Review
- Timeline/Resources

2



Title I, Part A

Improving Basic Programs

Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards.

3



Allocation

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2012 census poverty estimates for 2014-15 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2012 equated free lunch counts
- Minimum of 10 low-income children based on the above criteria for district/academy to be eligible for allocation

4



Allocation

- Basic grants to districts/academies with more than 2% poverty
- Concentration grants to districts/academies with more than 15% poverty (4-year grandfather)
- Targeted grants to districts/academies with more than 5% poverty
- EFIG (Education, Finance Incentive Grants) to districts/academies with more than 5% poverty
- "Hold Harmless" guarantees (85-95%)

5



Application Process

- District Improvement Plan (DIP & SBDIP) in ASSIST
- Title I School Selection (TISS) in MEGS+
- Consolidated Application (CA) in MEGS+

6



Programs

Teachers, principals, other staff, and parents are involved in planning TA and SW programs to provide supplemental services to students who are failing, or most at risk of failing, to meet core academic standards.

- Targeted Assistance (TA)
 - ONLY students identified as failing, or most at risk of failing
 - Kindergarten through second grade are selected on the basis of teacher judgment, interviews with parents and developmentally appropriate measures
- Schoolwide (SW)
 - Could address needs of ALL students –but particularly the needs of lowest achieving children
 - Requires one year of planning and 40% or greater poverty.

7



TA & SW

- Services to most needy
- Based on a comprehensive needs assessment
- Program services are research based
- Supplementary services are provided in all four core curriculum areas
- Instructional strategies that give primary consideration to providing extended learning time, helping provide an accelerated, high-quality curriculum, and minimizing removal of children from the regular classroom
- Coordination with and support for the regular education program

8



Program Components

Targeted Assistance

1. Comprehensive Needs Assessment
2. Services to Eligible Students
3. Incorporated into Existing School Program Planning
4. Instructional Strategies
5. Title I and Regular Education Coordination
6. Instruction by Highly Qualified Staff
7. High Quality and Ongoing Professional Development and Learning
8. Strategies to Increase Parental Involvement
9. Coordination of Title I and Other Resources
10. Ongoing Review of Student Progress

Schoolwide

1. Comprehensive Needs Assessment
 2. Schoolwide Reform Strategies
 3. Instruction by Highly Qualified Professional Staff
 4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools
 5. High-Quality and Ongoing Professional Development
 6. Strategies to Increase Parental Involvement
 7. Preschool Transition Strategies
 8. Teacher Participation in Making Assessment Decisions
 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
 10. Coordination and Integration of Federal, State and Local Programs and Resources
- Evaluation**

9



Fiscal Requirements

- Supplement, not Supplant
- Maintenance of Effort
 - Districts must demonstrate that the level of state and local funding is maintained from year to year.
- Title I, Part A Comparability
 - Districts must document that services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools.
 - If all schools in a grade span are Title I, then the comparison is made between higher poverty schools and lower poverty schools

10



District vs. Categorical



- Cake
 - District Obligation: Curriculum
- Frosting
 - District Obligation: First layer of interventions
- Sprinkles:
 - Categorical federal and state funds cannot replace the cake or frosting
 - Categorical federal and state funds can provide an additional resource or level of support

11



District Responsibility

Basic Education

- Classroom teacher salaries
- Support personnel salaries
- Administrator salaries
- Basic classroom supplies and materials
- Operation and maintenance
- Contractual agreements with unions
- Transportation
- Curriculum, Instruction and Assessment

12



Supplement vs. Supplant

A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.

[Title I, Part A Section 1120 A (b)]

13



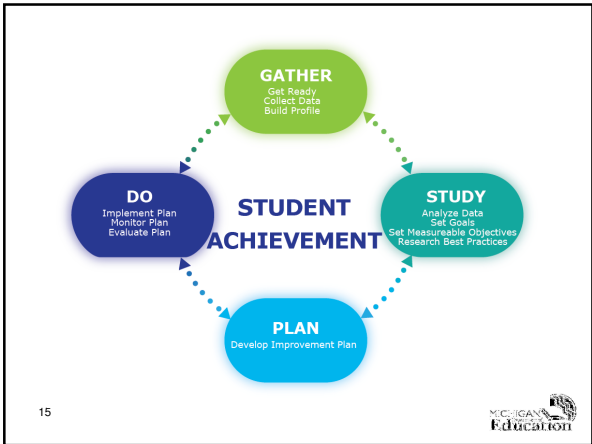
Supplement, Not Supplant

Definition of Supplanting

- Substituting or replacing funds from non-Federal sources (State/local) for existing or previously-existing instructional programs or non-instructional services
- Substituting or replacing funds from other Federal/State funds required by law for specific categories of students (e.g., Special Education)

14





15



Title I Services Incorporated into Continuous School Improvement Planning

- Comprehensive Needs Assessment
 - Demographics
 - Student Achievement
 - Perception
 - Process
- The program services are included within the DIP, SBDIP, SIP to address the needs of eligible students
- Schools implementing a Title I program must complete the appropriate Diagnostic in ASSIST.

16



ASSIST

- ASSIST is a platform that is located at the AdvancED website
<http://www.advanc-ed.org/mde>
- Districts will utilize this site often.

17



MEGS+

- The Title I School Selection and Consolidated Application are accessed in MEGS+.
- Applicants must first acquire a MEIS account to secure permission. Visit this site
<https://cepi.state.mi.us/MEISPUBLIC/>

18



Help Screens

- Several Help Screen links are provided on the View/Edit screen in both the TISS and the Consolidated Application.
- The Help Screens explain in detail the requirements of various sections.
- Applicants should review the Help Screens prior to beginning the **applications**.

19



Help Screens

- TISS
 - Important Information
 - Program Information
 - A. Short Form (Screens 1, 7 & 9)
 - B. Long Version (Screens 1-6B & 8)
 - C. Required Title I, Part A Reservations for Priority & Focus Schools
 - D. Districts that Reconfigured

20



Help Screens

- Consolidated Application
 - General Information
 - Budget Information
 - A. Title I, Part A & Title II, Part A
 - B. Title I, Part C, Title I, Part D & Title VI, Part B
 - C. Title III, Part A, LEP & Immigrant
 - Program Information

21



Title I School Selection

- Ensures that Title I resources are provided to schools with highest concentrations of low-income children
- Ensures the district has some flexibility to determine where there is the greatest need for service

22



Title I School Selection

- If the district has an enrollment of less than 1,000 students or has only one school per grade span, it is not required to complete the long Title I School Selection Application.
- If the district has an enrollment of more than 1,000 students and more than one school at a grade span or has schools with overlapping grade levels, the long Title I School Selection Application must be completed.

23



Private Schools

- **SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.**
- (a) GENERAL REQUIREMENT-
- (1) IN GENERAL- To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

24



Private Schools

ESEA defines private schools to be only private schools that are nonprofit. In previous reauthorizations, these schools were referred to as “non-public” schools or “private nonprofit” schools.

- Annually notify, in writing, all private schools of available services
- Specify criteria for participation, needed demographic information and due date.
- Joint Planning/Consultation. Consultation involves the initial contact with enough flexible scheduling opportunities to ensure participation by representatives of the private schools.

25



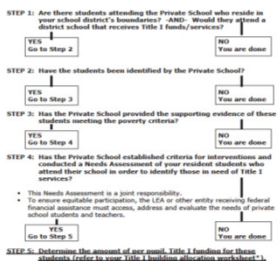
Private Schools

- Private school administrators and other persons are provided adequate opportunity to participate in the planning of the services to be provided.
- The ultimate decision rests with the public school, based on the most effective use of funds.
- Equity - Educational services or other benefits for private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner

26



Title I, Part A Allocation Flow Chart
Determining Title I Resources for Local Private Schools



27



Instruction by Highly Qualified Staff

- All Title I, Part A Instructional Paraprofessionals meet ESEA requirements
- All Teachers are Highly Qualified

28



Program Implementation

- Services delivered in each academic area
- Services based on Plan
- Consistent selection criteria at each grade level
- Multiple strategies used during in-class instruction
- ADDITIONAL instructional time and/or opportunities given to students not meeting core academic standards
- Effective strategies for improving student achievement based on research on teaching and learning

29



Professional Learning

- A PLAN
- Designed collaboratively by teachers, principals and other staff (including private schools)
- Focus on improving teaching in core academic curriculum for all students to meet high standards
- Reflects research on teaching and learning
- Supports Title I plans
- May combine Title I funds with funds from other sources (Title II A or Section 31a for example)
- Data Driven
- Corresponds with District or School Comprehensive Needs Assessment, Priority and Focus areas of needed improvement

30



Professional Learning Plan

- Is required in ASSIST
- Two ways
 - <http://www.advanc-ed.org/article/webinar-creating-professional-learning-plan-3312014>
 - Create your own and upload it in ASSIST
 - Sample at this link: www.michigan.gov/ofs
Scroll to Programs, Title I, Part A, Title I Resources, then to Title I worksheet for Documentation of Professional Learning

31



Parent Involvement

Section 1118 of ESEA
LEA (district or PSA) must implement programs, activities and procedures for the involvement of parents....such shall be planned and implemented with meaningful consultation with parents of participating children (Title I, Part A).

32



Parent Involvement Written Policy and Plan

- Involve parents in the joint development of the plan
- Provide assistance to schools in implementation of parent involvement activities
- Build school and parent capacity for strong parent involvement
- Coordinate the parent involvement strategies for Title I, Part A with other programs' parent involvement strategies'
- Annual evaluation of parent involvement policy—conducted with parents
- Revise policy based on the evaluation findings
- Involve parents in the activities of the Title I A schools

33



Program Evaluation Tool

- All districts and schools will be required to evaluate a program/strategy/initiative during the 2014-15 school year. The tool is in ASSIST, and will be submitted in ASSIST with the 2015-16 Consolidated Application.

34



On Site Review

- To fulfill the Michigan Department of Education's (MDE) oversight responsibilities for State & Federal programs administered by the Office of Field Services (OFS)
- To encourage program coordination & collaboration
- To help consultants identify the program development and improvement needs of the school districts
- To identify effective programs and practices for dissemination purposes

35



Timeline

- The document titled "OFS District Monthly Activity Organizer" on the OFS website under Tools & Resources is a valuable resource.
- www.michigan.gov/ofc

36





Office of Field Services
District Monthly Activity Organizer

Month	Activities
July	<ul style="list-style-type: none"> • Submit Title I School Selection (TISS) Application & Consolidated (CA) in substantially approvable form to receive July 1 obligation • Ensure the District Improvement Plan/Single Building District Improvement Plan (DIP/SBDIP) has been submitted in ASSIST • Submit Program Evaluation using Michigan Department of Education Evaluation Tool • Submit Title I, Part D applications & formal agreements • View posted Regular Year Migrant Allocations • Expect review of new homeless grant applications and Fiscal Agency • Submit Section 31a Program Report in MEGS+
August	<ul style="list-style-type: none"> • Modify TISS/CA as required for an early approval date • Collaborate to form Title III consortia agreements • Declare Homeless consortia decisions; final awards posted on O • Submit final Summer Migrant Amendments • Post Annual Education Report and cover letter on your website • Notify parents of their "Right to Know" • Notify parents of Priority or Focus school designation

Questions and Answers

Contact your Regional Office of Field Service Consultant:

- Regional Consultant Unit: 517-373-4004
- Special Populations Unit: 517-373-6066
- Financial Unit: 517-373-2519