



Introduction to Title I, Part A

**Virginia Department of Education
Office of Program Administration and Accountability
2016 Coordinators' Technical Assistance Academy
August 2-4, 2016**

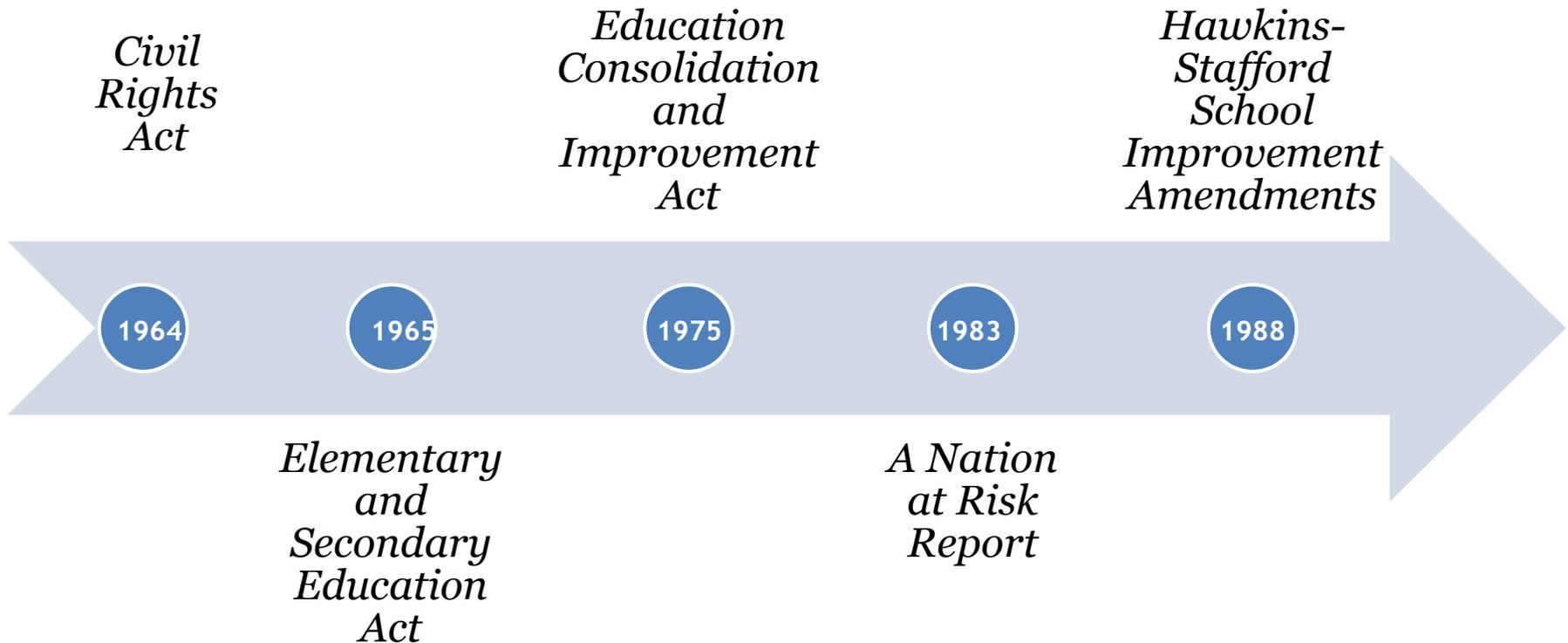


Welcome and Introductions

Please share your:

- ❖ **Name**
- ❖ **Title**
- ❖ **School Division**
- ❖ **Years of Experience in Education**
- ❖ **One Question That You Hope to Have Answered Today**

Landmarks in Federal Education Reform



Landmarks in Federal Education Reform

*Charlottesville
Education
Conference*

1989

1994

*Improving
America's
Schools
Act*

*Educate
America
Act*

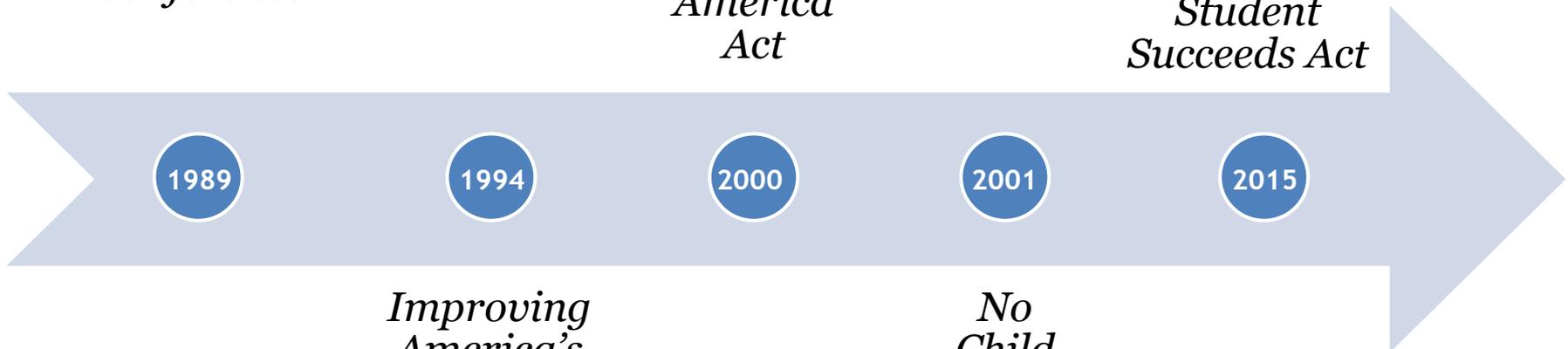
2000

*No
Child
Left
Behind
Act*

*Every
Student
Succeeds Act*

2001

2015



Title I Defined

What is Title I?

- ❖ Federal law intended to support the educational needs of disadvantaged students
- ❖ *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended
- ❖ Federal funding source

Purpose of Title I, Part A

*Improving the Academic Achievement
of the Disadvantaged*

The purpose of Title I is to:

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Fiscal Considerations: Eligibility for Title I Funding

Title I eligibility is based on student poverty.



Use of Title I Funds

Federal funds can be used to:

- ❖ Fund **supplementary** programs
- ❖ Fund **supplementary** materials and staff
- ❖ Fund programs and services that specifically support students with the greatest academic need

Use of Title I Funds

Title I funds are to be used to **directly impact student achievement** by:

- ❖ Providing additional services that increase the amount and quality of instructional time
- ❖ Providing students with an enriched and accelerated academic program
- ❖ Significantly elevating the quality of instruction
- ❖ Affording parents substantial and meaningful opportunities to participate in the education of their children.

Instructional Delivery Programs

***Targeted Assistance
Model (TA)***
ESEA, Section 1115



Supplemental
instructional services to
targeted students



***Schoolwide Program
(SWP)***
ESEA, Section 1114



Instructional services to
enhance *entire* academic
program



Targeted Assistance Program

- This delivery model provides **supplemental assistance** to targeted schools to assist **eligible students** (failing or most at risk of failing) to meet the state's challenging academic achievement standards.
- **Multiple, educationally related, and objective criteria** established by the school division are used to determine the eligibility of children within the TA school.

Title I, Part A, Required Instructional Qualifications

Teachers in a Targeted Assistance School

- All teachers being paid by Title I, Part A, funds must be certified and working within their area of endorsement.

Paraprofessionals in a Targeted Assistance School

- **Paraprofessionals being paid with Title I, Part A, funds must have:**
 - **A secondary diploma or its equivalent; and**
 - **Have completed at least two years of study at an institution of higher education; or**
 - **Obtained an associate's or higher degree; or**
 - **Demonstrated through a formal state or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.**

Schoolwide Programs

- ❖ 40 percent low-income or greater (or identified as Focus or Priority school)
- ❖ Whole school reform strategies
- ❖ All students may receive services
- ❖ Focus is on students with greatest academic need
- ❖ Annually evaluate and revise schoolwide plan
- ❖ Federal, state, and local funds may be combined to create whole school reform (reimbursed to appropriate source)

Components of a Schoolwide Plan

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Highly Qualified Teachers
4. High Quality Professional Development
5. Strategies to Attract High Quality Teachers
6. Parental Involvement
7. Transition Plans – Preschool to Kindergarten
8. Teacher Participation in Assessment Decisions
9. Timely Additional Assistance
10. Coordination of Services and Programs

Schoolwide Planning Resources on the [Title I Web Site](#)*

- Schoolwide Planning Part I – [Conducting a Comprehensive Needs Assessment \(CNA\)](#) (PPT)
 - [CNA Activity 1 Worksheet](#) (Word)
 - [CNA Activity 2 Worksheet](#) (Word)
 - [CNA Activity 3 Worksheet](#) (Word)
 - [CNA Executive Summary Sample Report](#) (Word)
- Schoolwide Planning, Part II – [Goal Setting](#) (PPT)
 - [Goal Development Worksheets](#) (Word)
- Schoolwide Planning, Part III – [Strategic Action Planning](#) (PPT)
 - [Strategic Action Planning Worksheet](#) (Word)
- [Monitoring and Revising the Title I, Part A, Schoolwide Plan](#) (PPT)

* These resources are located in the “Technical Assistance and Program Monitoring” folder on the [Title I Web site](#).

Title I, Part A, Required Instructional Qualifications

Schoolwide School

All content teachers and all instructional paraprofessionals regardless of funding source must be certified and working within their area of endorsement.

Parental Notifications in Title I Schools

- Annual School Report Cards
- “Right to Know Letter”
- “Four Week Letter”

Annual School Report Cards

- Parents must be provided with a copy (or information on how to obtain a copy) of the school's report card.
 - Examples: Letter home to parents; newsletter; student handbook
- A link should also be placed on each Title I school's webpage.
- Information must be provided to parents of all students attending schools receiving Title I funding.
- Information must be provided on an annual basis.
- [School Report Cards](#) are available on the VDOE site.

Teacher Qualifications

- Parents in schools supported by Title I funds must be notified that they have the right to inquire about the qualifications of their child's teacher.
- Notification must be provided to parents of all students attending schools that receive Title I funding.
- Notification must be provided on an annual basis.
- Notification may be provided via letter or included in a student handbook.

Notice of Non-highly Qualified Teachers (4 Weeks Letter)

- In **2017-2018**, if a child is taught for four or more weeks by **any** teacher lacking proper qualifications (licensure/endorsement) in a Title I school, a letter of notification must be sent home to parents.
- Examples:
 - Teachers with provisional licenses who have not passed Praxis II
 - Long-term substitutes who are not highly qualified
 - Teachers of record teaching out of their area(s) of endorsement
- Refer to IPAL report.
- Letters are **not required to be sent in 2016-2017**, but may be sent at discretion of school division.

Supplement, Not Supplant

What does “*Supplement, Not Supplant*” mean?

- ❖ Federal funds **must enhance** or *increase* the level of funding which is normally available from state or local sources.
- ❖ Federal funds must **not replace** state and local funds.

Supplement, Not Supplant

State and Local:
ice cream and
cone



Title I:
sprinkles

Supplement vs. Supplant

Targeted Assistance

- A school division may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs.
- In no case may Title I funds be used to supplant, i.e., take the place of, funds from non-federal sources.
- To meet this requirement, a division is not required to provide Title I services using a particular instructional method or in a particular instructional setting. [*ESEA, Section 1120A(b)*]

Supplement vs. Supplant

Schoolwide

- Unlike a targeted assistance program, a schoolwide program school is not required to select and provide supplemental services to specific children identified as in need of services . . .
- A schoolwide program school, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. [*ESEA, Section 1114(a)(2)*]

Schoolwide Guidance

- For more information, please refer to the latest [schoolwide guidance](#) available on the VDOE website.

Use of Title I Funds: Ask yourself, is it . . .

Allowable?

- Not prohibited or required by other state or local regulations.
- Supplemental to the basic education program
- Necessary and reasonable for proper and efficient performance and implementation



Reasonable?

- Not exceeding sensible limits; not exorbitant
- Market cost for comparable goods

Necessary?



Advisable?

- To meet a clear and documented need
- To carry out an approved program/activity or for the success of an approved/adopted initiative
- To increase access, improve quality, support students, etc.
- Appropriate infrastructure in place to support the activity
- Aligned with current division initiatives, strategic direction, policies, etc.
- Sufficient time, personnel, funding to fully carry out the initiative

Fiscal Guidance

- [Title I, Part A, Legislation, Regulations, and Guidance](#)

Carryover Provisions

- ❖ Total period of grant award is 27 months.
- ❖ 85 percent of funds must be obligated within 15 months.
- ❖ Up to 15 percent can be carried over for the remaining grant award period.
- ❖ [Superintendent's Memo #085-16 – Title I, Part A Carryover Provisions and Reallocation Procedures Under the Elementary and Secondary Act of 1965 \(ESEA\)](#)

Carryover Timeline

Year of Grant Award	Total Grant Award Period	Deadline to Obligate 85 percent of Award*	Deadline to Obligate 100 percent of Award	Deadline to Request Reimbursement for ALL funds
FFY 2016 (2016-2017)	July 1, 2016 – Sept. 30, 2018	Sept. 30, 2017	Sept. 30, 2018	Nov. 15, 2018
FFY 2015 (2015-2016)	July 1, 2015 – Sept. 30, 2017	Sept. 30, 2016	Sept. 30, 2017	Nov. 15, 2017
FFY 2014 (2014-2015)	July 1, 2014 – Sept. 30, 2016	Sept. 30, 2015	Sept. 30, 2016	Nov. 15, 2016

*Some divisions may receive a waiver to carry over more than 15 percent of award.

Fiscal Considerations in Title I Session

Thursday, August 4

9:20-10:35 a.m.

Center Lounge

Gabie Frazier & Shyla Vesitis

10:45 a.m.-12:00 p.m. (repeated)

Center Lounge

Gabie Frazier & Shyla Vesitis

Questions?



Title I, Part A, Funding Application



Application Information

- ❖ Applications are due July 1, 2016, in Online Management of Education Grant Awards (OMEGA) through Single Sign-on for Web Systems (SSWS) portal.
- ❖ Changes are **revisions** until approved status.
- ❖ Changes to approved application are **amendments**.
- ❖ Budget Transfer Requests (BTR) follow amendments.

Application Information

- ❖ Superintendent's Memo #107-16
- ❖ ESEA Applications for Federal Funds

Revision



Virginia Department of Education
Office of Program Administration and Accountability
 P. O. Box 2120
 Richmond, Virginia 23218-2120

A. COVER PAGE

Title I, Part A, Improving Basic Programs

2016-2017 Individual Program Application

Due by July 1, 2016

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
 the No Child Left Behind Act of 2001, Public Law 107-110*

Place an "X" by the applicable response.

<input type="checkbox"/>	Original	
<input checked="" type="checkbox"/>	Revision:	
	Revision #	1
	Date:	7/12/2016
	Explain	
<input type="checkbox"/>	Amendment:	
	Amendment #	
	Date:	
	Explain	

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input checked="" type="checkbox"/>	Date:	7/12/2016
	Amendment	<input type="checkbox"/>	Date:	

Programmatic Changes: Purchase of leveled reading materials for ABC elementary. Budget Changes: Adjusted budget to reflect final allocation; funds added to object code 6000

Developing a Comprehensive Application

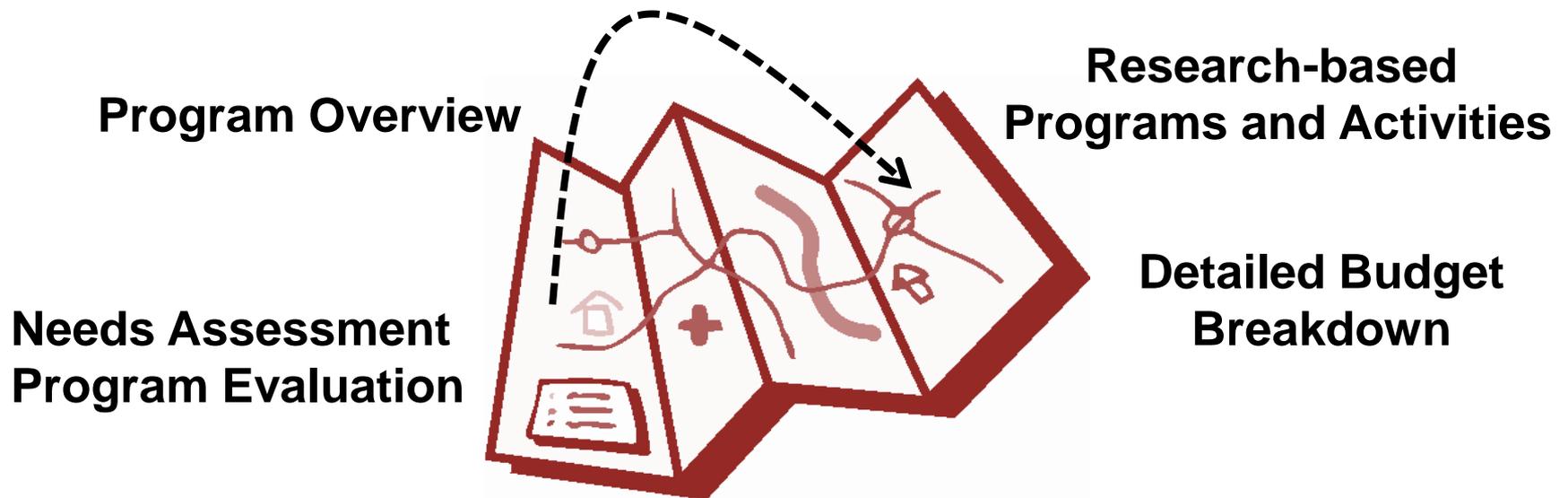


Developing the Title I, Part A, Application

- Begin the application process by conducting an annual needs assessment and program evaluation.
- Include a data analysis summary in the application narrative.
- Describe the division's instructional program as supported by the federal grant.
- Describe research-based strategies implemented to obtain measurable objectives.

Your Application is the Road Map to Implement your Title I Program

Measurable Objectives



Narrative and Detail Budget Tab



- ❖ Cover Page
- ❖ Program Overview
- ❖ Coordination of Services
- ❖ Measureable Objectives
- ❖ Detail Budget Breakdown

Program Requirements Tab



- ❖ Student Eligibility Criteria for Title I Target Assistance Schools
 - ❖ Title I, Part A, New Schoolwide School Programs
- ❖ Targeted Assistance Programs/Schoolwide Programs (inactive)
 - ❖ Improvement Plan Requirements
 - ❖ Title I, Part A, Maintenance of Effort
 - ❖ Title I, Part A, Eligible Attendance Areas

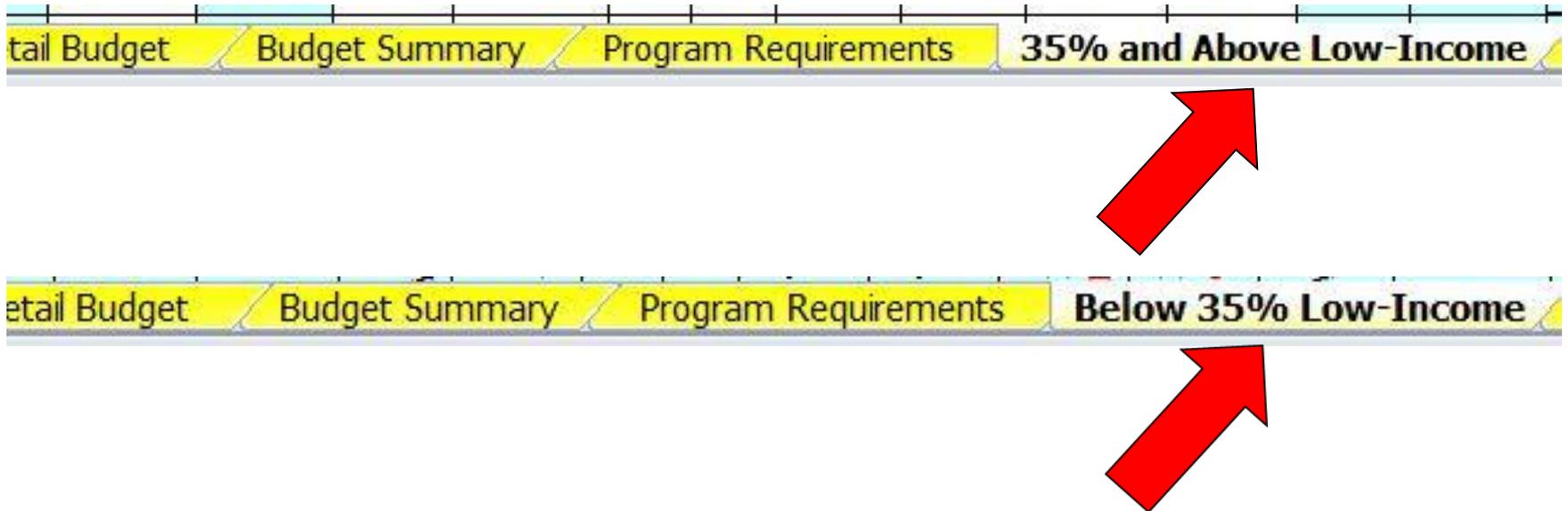
Title I, Part A, Comparability

- ❖ A school division may receive Title I, Part A, funds only if it uses state and local funds to provide services in Title I schools that are at least comparable to services provided in non-Title I schools.
- ❖ Demonstrating comparability is required to receive Title I, Part A, funds.
- ❖ Refer to [Superintendent's Memo #306-15: 2015-2016 Title I, Part A, Comparability Report](#), for more information.

Maintenance of Effort

- ❖ Divisions must expend at least 90 percent of the preceding year's effort from local and state expenditures, including sales tax, either on a total expenditure basis or a per pupil expenditure basis.
- ❖ Refer to [Superintendent's Memo #113-16: ESEA Maintenance of Effort Calculation](#)

35% Tab



- ❖ Allowable and Required Set-asides for Divisions Operating Title I, Part A, Basic Programs
 - ❖ Title I, Part A, Allocation to Eligible Schools

Amendments, Budget Transfers, and Reimbursements



To amend, or not to amend?

When are application amendments necessary?

- ❖ **After final allocations** are released (if application has already been approved programmatically)
- ❖ When **programmatic changes** are made during grant award cycle
- ❖ Before **any budget transfer** request is made throughout grant award cycle

Title I, Part A, Amendments

Amendments should include:

- ❖ Amendment number, date, and description of changes on cover page of application
- ❖ Modifications to application such as:
 - Program narrative
 - Detailed budget description
 - Object code budget
 - Budget summary

Budget Transfers

- ❖ A **budget transfer request** must follow any application amendment that includes budget changes.
 - ❖ Write a clear and concise justification.
 - ❖ Work with your budget office to ensure accuracy.
- ❖ Use the “View My Spenddown Calendar Report” in (OMEGA) to review all budget transfer requests processed within the grant award period.

Reimbursements

- ❖ Submit reimbursements on regular basis (quarterly or monthly).
- ❖ Submit reimbursements for “older funds” prior to accessing “newer funds” when possible.
- ❖ Review OMEGA requests regularly to ensure created requests are submitted and approved through local approval queue by all parties.

Reimbursements

- ❖ Ensure reimbursement requests are explicitly stated in the grant.
- ❖ Ensure the item or activity is clearly described in the reimbursement request description line.
- ❖ Use the “View My Spenddown Calendar Report” in OMEGA to review all reimbursement requests processed within the grant award period.

Reimbursements

Review spend down for all open awards regularly.

View my Spending Progress Report



Go

S010A140046	2014	429010000	Title I - Local Education Agency	07/01/2014	09/30/2016	1,219,241.79	Go
S010A130046	2013	429010000	Title I - Local Education Agency	07/01/2013	09/30/2015	376,553.91	Go

Timeline of Grant Activities

July 1,
2016

- Title I, Part A, grant application due to VDOE

September
30, 2017

- 85% of grant funds must be obligated

September
30, 2018

- 100% of grant funds must be obligated

November
15, 2018

- Cutoff to request reimbursement for all funds

Fundamentals of the Title I Application Session

Wednesday, August 3

9:40-10:55 a.m.

Center Lounge

Gabie Frazier & Lynn Sodat

Please Visit Our [Title I Part, A, Website](#)

TITLE I

 TITLE I, PART A

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

+ About Title I, Part A
+ Guidelines and Procedures
+ Division Allocations
+ School Recognition and Improvement
+ Technical Assistance and Program Monitoring
+ Equitable Services to Private School Students

Virginia Title I School Listings

- [2015-2016 Title I Schools](#) (XLS)
- [2014-2015 Title I Schools](#) (XLS)
- [2013-2014 Title I Schools](#) (XLS)
- [2012-2013 Title I Schools](#) (XLS)

Virginia Title I Coordinators

- [List of Division Title I Coordinators](#) (PDF)

Virginia Department of Education Title I Staff and Assignments

- [List of Title I Staff](#) (PDF)

Additional Training Opportunities

- ❖ [Virginia Association of Federal Education Program Administrators](#) will hold their [21st VAFEPA Institute](#) October 9-12, 2016, in Richmond, VA
- ❖ VDOE will host the [Rural and Low Income Symposium](#) September 22-23, 2016, in Charlottesville, VA
- ❖ Quarterly conference calls hosted by VDOE Title I, Part A, staff

VDOE Contact Information: Title I, Part A

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Questions?

