

Title I, 101: Understanding the Basics of Title I, Part A

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Session Overview

- Introduction and Background
 - Major Landmarks in Federal Education Reform
 - Purpose and Focus of Title I, Part A
 - Fiscal Considerations
- Instructional Delivery Programs
 - Targeted Assistance
 - Schoolwide Programs
- Supporting Components
 - Parental Involvement
 - Professional Development
 - Equitable Services to Private Schools
- Conclusion



Landmarks in Federal Education Reform

*Civil
Rights Act*

1964

1965

*Elementary
and
Secondary
Education
Act*

*Education
Consolidation
and
Improvement
Act*

1975

*A Nation
at Risk
Report*

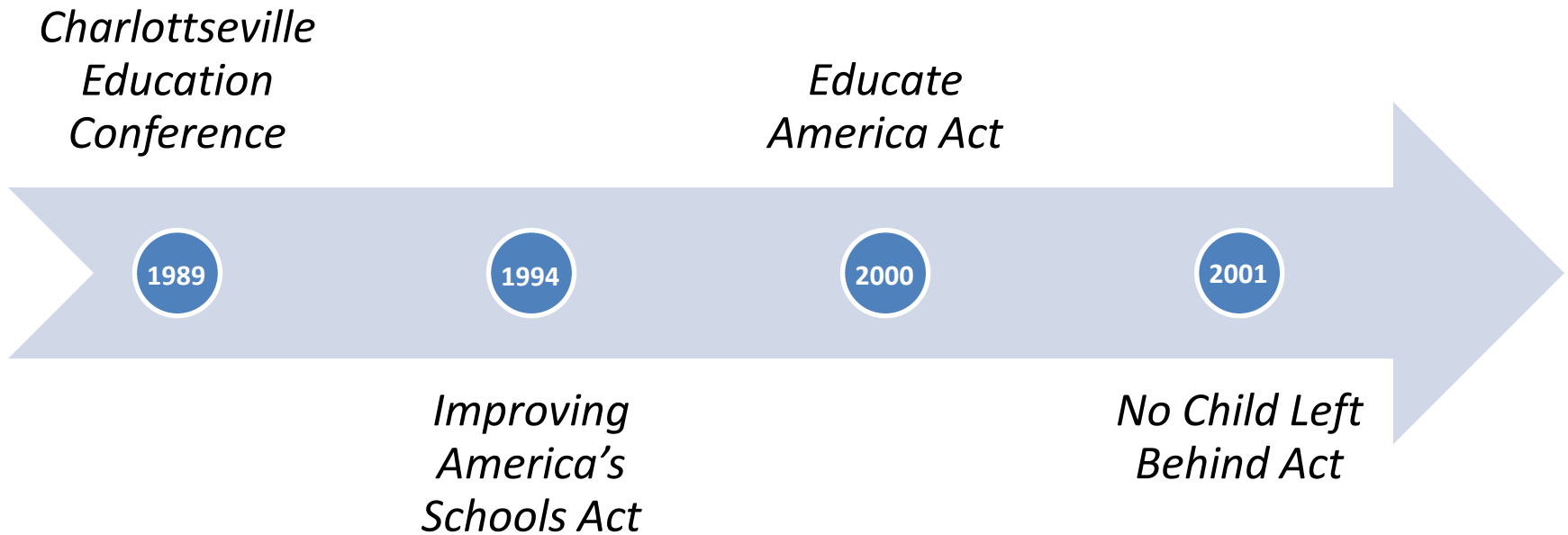
1983

*Hawkins-
Stafford School
Improvement
Amendments*

1988



Landmarks in Federal Education Reform



The Basics of Title I

What is Title I?

- Federal law intended to support the educational needs of disadvantaged students
- *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act (NCLB)* of 2001
- Federal funding source



Purpose of Title I, Part A

Improving the Academic Achievement of the Disadvantaged

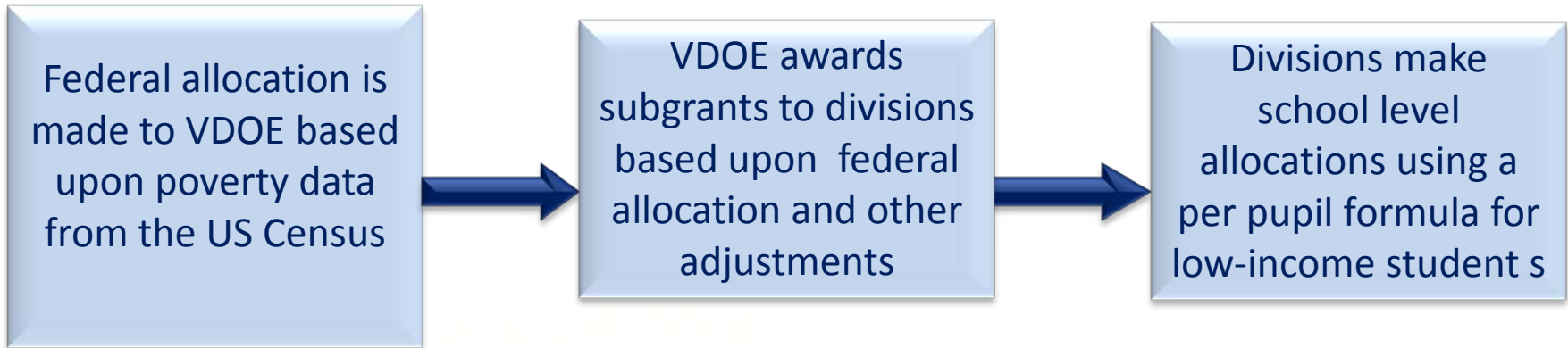
The purpose of Title I is to:

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.



What makes a division or school eligible for Title I Funding?

Title I eligibility is based on student poverty.



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 vs. Supplant

Sec. 1114(a)(2)(B), ESEA

A **SCHOOLWIDE** school may use Title I, Part A, and other federal funds to supplement the amount of funds that would, in the absence of federal funds, otherwise be made available from nonfederal (local and state) sources for that school.

Sec. 1115(a), ESEA

A **Targeted Assistance** school may only use Title I, Part A funds to supplement local and state funds for eligible students and program staff.

Regardless of the program model with Title I, Part A, funds, said funds supplement local, state, and other federal program dollars.

The regular educational program for all students must still be operated using local and state funds.



Supplement, Not Supplant

State and
Local



Title I



Use of Federal Funds

Federal funds **cannot** be used to:

- ✘ Replace or rehire teaching positions that have been cut;
- ✘ Purchase “core” materials for students and classrooms; or
- ✘ Fund staff, programs, or materials for other program areas (i.e. Title III)



Use of Federal Funds

Federal funds **can** be used to:

- ✓ Fund *supplementary* programs;
- ✓ Fund *supplementary* materials and staff; and
- ✓ 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; and
- Affording parents substantial and meaningful opportunities to participate in the education of their children.



Considerations for Planning the 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?

- 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.

Advisable?

- 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



Carryover Timeline

Year of Grant Award	Total Grant Award Period	Deadline to Obligate 85% of Award*	Deadline to Obligate 100% of Award	Deadline to Request Reimbursement for ALL funds
FFY 2014 (2014-2015)	July 1, 2014 – Sept. 30, 2016	Sept. 30, 2015	Sept. 30, 2016	Nov. 15, 2016
FFY 2013 (2013-2014)	July 1, 2013 – Sept. 30, 2015	Sept. 30, 2014	Sept. 30, 2015	Nov. 15, 2015
FFY 2012 (2012-2013)	July 1, 2012 – Sept. 30, 2014	Sept. 30, 2013	Sept. 30, 2014	Nov. 15, 2014

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

Instructional Delivery Programs

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



Supplemental instructional
services to *targeted*
students



**Schoolwide Program
(SWP)**
NCLB, 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 with set scores and administered by division are used to determine the eligibility of children within TA school.



Schoolwide Programs

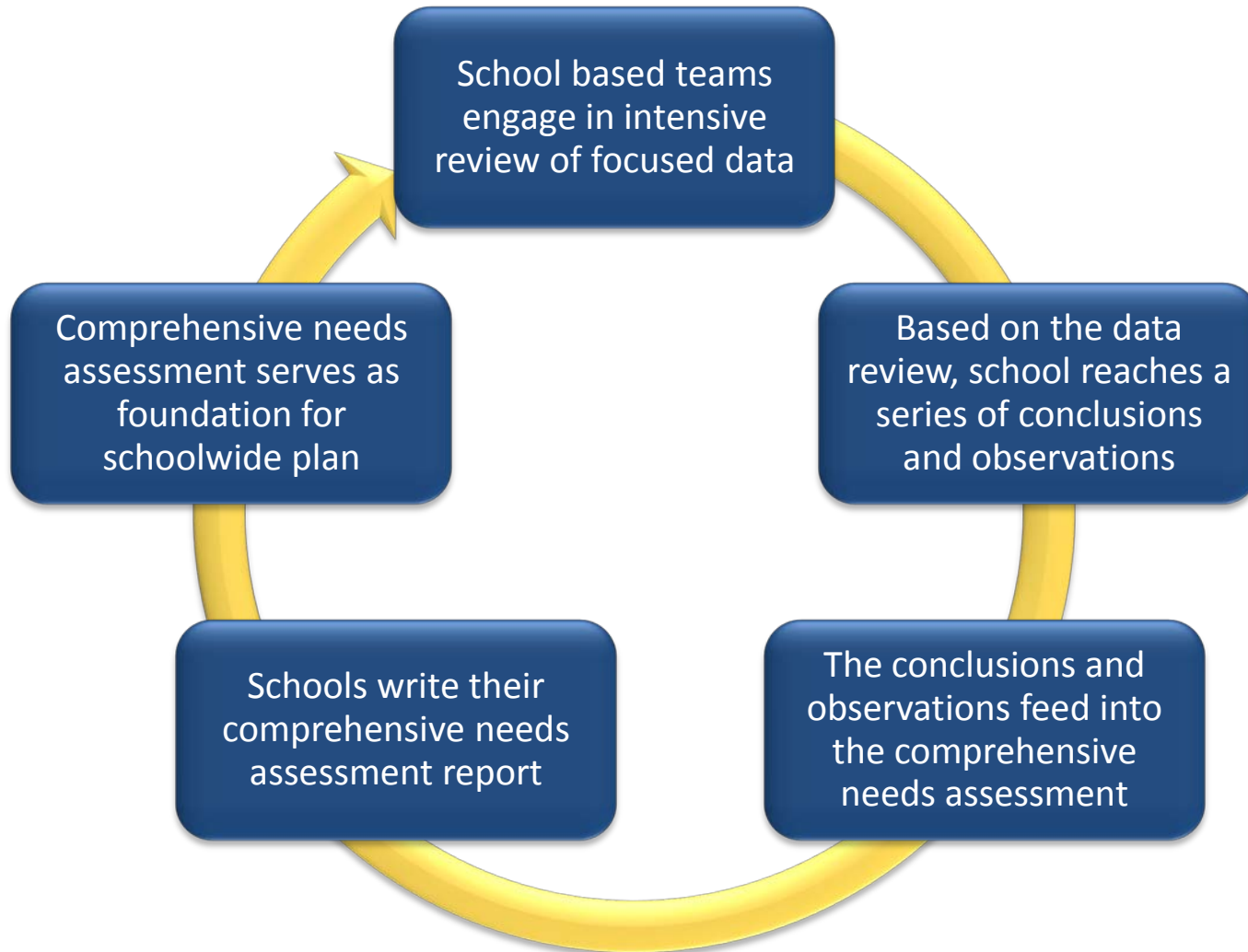
- School must have at least **40 percent low-income**.
- The program builds upon ***whole school reform strategies***, rather than add-on services:
 - All school staff takes responsibility for the success of each student;
 - The ***integration and coordination of efforts*** result in greater student success;
 - **All students may receive services**, but focus is on greatest **academic need**; and
 - **Annually evaluate** schoolwide program's **effectiveness** in terms of improving achievement and **revise accordingly**.
- All federal, state, and local funds earmarked for a Title I schoolwide delivery model ***may be combined*** to create ***whole school reform*** (reimbursed to appropriate source).



10 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

Comprehensive Needs Assessment at a Glance



Title I, Part A, Required Instructional Qualifications

Targeted Assistance School

All teachers and paraprofessionals being paid with Title I, Part A, funds must be highly qualified as defined by ESEA.

Schoolwide School

All content teachers and all paraprofessionals regardless of funding source must be highly qualified as defined by ESEA.



Title I, Part A, Professional Development

Trainings supported with Title I, Part A, funds are not 1-day or short-term workshops or conferences. They are **high quality, sustained, intensive, and classroom-focused** in order to have a positive and lasting impact on classroom instruction and teacher's performance in the classroom.

Professional development trainings are **aligned** with and **directly related** to state academic content standards, student academic achievement standards, and assessments.

Additional definitions of professional development can be found in Title IX-General Provisions, Part A, Definitions, Section 34, *The No Child Left Behind Act (NCLB), 2002*



Title I, Part A, Parental Involvement (PI)

As a condition of receiving Title I, Part A, funds, a school division must engage in the following requirements:

- Develop a Title I School Parent Involvement Policy for each school;
- Develop a Title I Division Parent Involvement Policy;
- Build Capacity for Parental Involvement;
- Reserve one percent of award for PI if it's \$500,000 or greater; and
- Meet Title I, Part A comparability requirements.



TAS vs. SWP

TAS Reqs

A TAS program must include the following:

- Use of Title I resources to help eligible students meet state's challenging academic achievement standards
- Coordination of supplemental instruction (reform strategies) with existing curriculum
- Use of scientifically-based effective methods and instructional strategies
- Instruction by highly qualified teachers (HQT) and paraprofessionals paid with Title I , Part A funds

SWP Reqs

A SWP must include the following:

- Comprehensive needs assessment of the entire school
- Implementation of schoolwide reform strategies to meet state's standards
- Strategies to attract HQT
- Opportunities for high-quality and ongoing professional development for teachers, principals, and paraprofessionals
- Instruction by 100% highly qualified teachers (HQT) and paraprofessionals



TAS vs. SWP

TAS Reqs

A TAS program must include the following:

-Strategies to increase parental involvement, as indicated in Section 1118

-Coordination of services to assist preschool children in the transition from early childhood programs to elementary school programs

-Coordination and integration of federal, state, and local resources.

SWP Reqs

A SWP must include the following:

-Strategies to increase parental involvement, as indicated in Section 1118

-Coordination of services to assist preschool children in the transition from early childhood programs to elementary school programs

-Measures to include teachers in decision-making regarding academic assessments to improve overall instructional program;

-Activities designed, in a timely manner, to assist students experiencing difficulty progressing academically

-Coordination and integration of federal, state, and local resources



Additional Areas to be Addressed in TA and SW Plans

Targeted Assistance

Section 1115(c)(2)(B)

Review progress of participating children and revise plan annually.

Schoolwide

Section 1114(b)(1)(B)(i)(II)(iii)

Review and revise plan annually for its duration.

Section 1114(B)(i)(II)(iv)

Describe how the school will provide academic achievement results to parents in a language parents can understand.

Section 1114(B)(i)(II)(iv)

Make the SWP available to the public.



Title I University

- During the 2014-2015 school year, Title I staff will facilitate training sessions focused on specific and timely topics.
- Participation open to any and all interested LEA staff
- Topic strands for this year include:
 - Comprehensive Needs Assessment (CNA) for schoolwide programs
 - Schoolwide Planning Process
 - Community Eligibility Provision
 - Strategic Amendments & Budget Transfers
 - Equitable Services
- Refer to presentation schedule for session dates



Questions?



Resources

No Child Left Behind Act of 2001, Title I, Part A

Section 1114. Schoolwide Programs

Section 1115. Targeted Assistance Schools

Designing Schoolwide Programs Non-Regulatory Guidance, March 2006: www.ed.gov/policy/elsec/guid/designingswpguid.doc

Title I Schoolwide Plan Peer Review Rating Rubric

<http://www.doe.virginia.gov/VDOE/Instruction/title1/schoolwiderubric.doc>



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VDOE Title I staff contact information, including specialists' assigned divisions, is posted on the VDOE Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml

