TITLE I, PART A PROGRAM GUIDE

Tools and Tips for Title I, Part A Directors

2022

Dr. Jon Mishra
Assistant Superintendent, Elementary, Early Learning, Special Programs, Federal Accountability

Prepared by:

Penélope Mena, Title I, Part A and Learning Assistant Program Supervisor
penelope.mena@k12.wa.us | 360-725-6069

Alyssa Ibanez, EGMS, Title I, Part A and Learning Assistant Program Supervisor
alyssa.ibanez@k12.wa.us | 360-725-6172

Special Contributors:

Jason Miller, Executive Director of Special Programs and Federal Accountability
jason.miller@k12.wa.us | 360-725-6232

Julie Chace, Program Supervisor, Title I, Part A Private Schools and Equitable Services
julie.chace@k12.wa.us | 360-725-6167

Holly Debruyn, Administrative Assistant III
holly.debruyn@k12.wa.us | 360-725-6169

TABLE OF CONTENTS

INTRODUCTION

The Title I, Part A Guide is designed to guide local educational agencies' (LEAs) Title I, Part A directors and staff through the process of creating and maintaining an effective Title I, Part A program. While it is not meant as a substitute for federal law, it does provide instructions for basic program requirements, administration, fiscal procedures, accountability, and other useful information needed to implement the various components of the federal programs found in the reauthorization of Title I, Part A of the Every Student Succeeds Act (ESSA) of 2015. There is a Title I, Part A Fiscal Handbook that should be read in conjunction with this Guide.

This Guide is based on the interpretation of ESSA, the regulations and guidance issued by the U.S. Department of Education (ED). It includes several samples, which are not intended to be applicable to every situation. The samples are not official templates, and if used, should be adapted to specific LEA requirements. If there is any doubt as to the applicability of the samples, the Title I, Part A Department at the Office of Superintendent of Public Instruction (OSPI) advises each LEA to consult with our office.

This Title I, Part A Guide will answer many questions; however, OSPI staff are also available to provide individualized technical assistance. LEAs are invited to contact OSPI's staff for personalized assistance as necessary.

The Purpose of the Title I, Part A Program

The Title I, Part A program is designed to provide additional learning supports to students in need. Across Washington, Title I, Part A provides million in federal funds to LEAs and schools each year.

Title I, Part A is a federal program designed "To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." Title I, Part A can support early learning and K–12. Title I, Part A programs and services provide customized instruction and curricula that helps students meet academic standards and take an active, engaged interest in what they learn and can do. As the oldest and largest federal education program, Title I, Part A programs build equity of opportunity for children whose struggles often keep them on the academic sidelines. One-third of the public schools in Washington State operate Title I, Part A programs, providing academic services to over 400,000 students annually.

Title I, Part A is a federally-funded program. Its requirements are established by federal law, federal non-regulatory guidance, further augmented by state guidance. Title I, Part A has federal compliance, audit, and data reporting requirements.

TITLE I, PART A CONTACT INFORMATION

Special Programs and Federal Accountability	Email | Phone Number
Dr. Jon Mishra Assistant Superintendent, Elementary, Early Learning, Special Programs, Federal Accountability	jon.mishra@k12.wa.us 360-725-6100
Debbie Guthier Executive Assistant	debbie.guthier@k12.wa.us 360-725-6100
Executive Director & Assistant Director	**Email | Phone Number**
Jason Miller Executive Director of Special Programs and Federal Accountability	jason.miller@k12.wa.us Office: 360-725-6232 Cell: 360-764-6079
Yesenia Rodriguez Assistant Director of Special Programs and Federal Accountability	yesenia.rodriguez@k12.wa.us Cell: 509-840-9119
Title I, Part A Program Supervisors & Support	**Email | Phone Number**
Holly Debryun Administrative Assistant III	holly.debruyn@k12.wa.us 360-725-6169
Alyssa Ibañez Title I, Part A and LAP Program Supervisor	alyssa.ibanez@k12.wa.us 360-725-6172
Ellen Hopkins Title I, Part A and LAP Program Supervisor	ellen.hopkins@k12.wa.us 360-725-6104
Emily Statler Title I, Part A and LAP Program Supervisor	emily.statler@k12.wa.us 360-725-6189
Penélope Mena Title I, Part A and LAP Program Supervisor	penelope.mena@k12.wa.us 360-725-6069
Private Schools/Equitable Services	**Email | Phone Number**
Sheila Gerrish Title I, Part A Private Schools/Equitable Services Program Supervisor	sheila.gerrish@k12.wa.us 360-725-6026
Julie Chace Title I, Part A Private Schools/Equitable Services	julie.chace@k12.wa.us 360-725-6167

TITLE I, PART A PROGRAM SUPPORT

Tips for New Title I, Part A Directors

1. **Read** this Guide and the Title I, Part A [Fiscal Handbook](#).
2. **Visit** the [Title I, Part A](#) website and read the Title I, Part A Non-Regulatory Guidance.
3. **Review** information contained in your LEA's Targeted Assistance (TAS) or Schoolwide (SWP) plans. Read your LEAs most recent Title I, Part A EGMS application, state required School Improvement Plan (SIP), and supporting materials, including the budget.
4. **Read the accountability reports.** Use OSPI's website to view LEA and school Report Cards.
5. **Visit your Title I, Part A schools often**. Familiarize yourself with their TAS or SWP plans (if applicable) and procedures for student selection into the program, service delivery models, and Parent and Family Engagement (PFE) policies.
6. **Visit private schools that are participating in the Title I, Part A program** and any local institutions or homes receiving Title I, Part A funds for neglected or delinquent youth. Familiarize yourself with the services being provided by the LEA for those students.
7. **Read your LEA's policies governing PFE**, data collection and use, professional development (PD), and the dissemination of annual notices to parents (e.g., LEA PFE Policy, Parent Compacts, LEA/School Report Cards, Parents' Right-to-Know, etc.).

> **TIPS**
>
> **Add the Title I, Part A and LAP websites to your favorites. These websites have a wealth of resources to guide you throughout the year.**

Organization and Record Keeping

1. **Use this Guide** and other resources to develop a calendar and process for collecting information and data throughout the year to ensure compliance and program quality.
2. **Set up your files using the Consolidated Program Review (CPR) Checklist Monitoring Tool** as an organizational framework. Keep current documents that will serve as evidence for each area. See Section IX for more on CPR.
3. **Keep current copies of SWP and TAS School program** plans on file at the LEA. Maintain updated lists of students served in TAS programs and preschool programs, including criteria by which students were selected, date of entry into program, date of exit, and reason for exit (e.g., academic exit, moved, dropped by parent request, etc.).

4. **Records retention for federal programs,** all federal and state program records, supporting documents, statistical records, and other records pertinent to program regulations on the grant award must be retained for the current fiscal year, plus five years, for a total of six years. If there is a pending audit, all records must be retained until the audit is settled. The five-year retention schedule for records that relate to the use of federal funds comes from a combined reading of GEPA; Title 20 of the United States Code, Section 1232f; EDGAR; and Title 34 of the Code of Federal Regulations (CFR), Section 80.42. GEPA requires that "recipients of federal funds keep records related to the use of those federal funds for three years following the completion of the activity for which the funds are used." EDGAR states that when "grant support is continued or renewed at annual or other intervals, the retention period for the records of each funding period starts on the day the grantee or subgrantee submits to the awarding agency it's single or last expenditure report for that period." Generally, recipients of federal funds have two years to use federal funds, thus the five-year retention period results from the combination of the GEPA three-year requirement and the retention period set out in EDGAR. Find OSPI's retention schedule on the Secretary of State's website under the OSPI Retention Schedule.

> **Did you know?**
>
> **Records from a federal grant must be retained for five years, plus the current year, for a total of six years. If LEA has a pending audit, retain until audit is settled.**

Technical Assistance

1. **Sign up for OSPI's Title I, Part A Program–GovDelivery Email System** to ensure you receive updates and other information provided from OSPI. S*ubscribe to Title I, Part A here.*

2. **Take advantage of Regional Network Meetings**. These meetings provide updates and guidance from Title I, Part A and other programs at OSPI. They also provide an opportunity to learn from your peers. Currently, these meetings are virtual only.

3. **Visit our Virtual Office Hours.** These optional one-hour monthly events are open to all LEAs. This is additional time to ask questions and learn from our team about a variety of Title I, Part A and Learning Assistance Program (LAP) topics. The LEA has the option to choose from AM or PM sessions, no registration needed.

For Regional Network Meeting and Virtual Office Hours information, go to the Closing Educational Achievement Gaps (Title I, Part A) | OSPI (www.k12.wa.us) webpage, on the right-hand side, under meetings and events.

TITLE I, PART A GUIDE AND PROCEDURES

The *Title I, Part A Guide and Procedures* is intended to assist Title I, Part A Directors in managing their Title I, Part A programs throughout the school year. The Guide does not include all Title I, Part A activities. It is intended to provide resources for Title I, Part A Directors in planning and implementing local Title I, Part A programs. The Title I, Part A, Guide is organized into the following categories:

Program Design and Evaluation
- Lists suggested dates for conducting annual activities related to identifying needs, evaluating efficacy, and coordinating service delivery within schools.

Parent and Family Engagement
- Contains information related to engaging families as partners in the education of their children, and related timelines for conveying time-sensitive information to parents about accountability, teacher qualifications, and PFE.

Title I, Part A Funding Application
- Contains basic information and timelines for procedures that must be completed to apply for Title I, Part A funds each year.

Fiscal Procedures
- Contains timelines related to the maintenance of documentation describing how Title I, Part A funds are spent, and key dates related to the Title I, Part A grant application process through EGMS.

Data Collection and Management
- Contains information intended to assist Title I, Part A Directors in key recordkeeping tasks and data collections due during and closing the year.

Year at-a-Glance

The document summarizes key dates in the school year pertaining to Title I, Part A, such as program applications, reports, and other technical assistance.

	Closing School Year	
Starts	Item	Due
May	**Title I, Part A End-of-Year Report |** *iGrants Form Package (FP) 244*	☐ July
Technical Assistance	• Final Day to Submit 2021–22 Budget Revisions | October 15 • Final Claims for 2021–22 Grant Expenditures | November 15	
Mid-May	**Learning Assistance Program (LAP) End-Of-Year (EOY) Report 2021–22** | Student data is collected in 1) LEA's Student Information System (SIS), 2) submitted to CEDARS, and 3) finalized, with school and district-level data, in EDS.	☐ September 30

Closing School Year		
Starts	**Item**	**Due**
Technical Assistance	• For questions regarding reporting procedures, application use, or data certification, contact Lisa Ireland, Data Analyst, 360-725-6358, AskSI@k12.wa.us. • For technical questions, contact Customer Support, 1-800-725-4311, CustomerSupport@k12.wa.us. • For questions regarding program laws and implementation, contact the LAP Team, 360-725-6100, LAP@12.wa.us.	

Current School Year		
Starts	**Item**	**Due**
May	**Pre-Application (Intent to Participate, Transferability, and Substantially Approvable Status (SAS))** *(Required)* **|** *EGMS Consolidated Grant Application*	☐ Recommended July 1
	Last day Pre-Application Accepted | *EGMS Consolidated Grant Application*	☐ October 14
TechnicalAssistance	Start Date for Title I, Part A Grant Awards–the Pre-Application enables the LEA to charge expenses back to the date the Pre-Application was submitted, but no earlier than July 1. Pre-Application submitted by July 1 = July 1 start date. Pre-Application submitted on July 2 or after = date the Pre-Application was submitted.	
May	**LAP Plan |** *iGrants FP 218*	☐ September 9
Starts	**Item**	**Due**
October	**Title I, Part A Comparability Report |** *EGMS Progress Report*	☐ November 1
TechnicalAssistance	**Start of the School Year Reminders** • Parent Notification Requirements for LEAs and Schools • Private School Services–Begin at the same time as services begin in public schools.	
Begins in the Fall– Ongoing	**LAP Student Growth Data Collection for SY 2022–23 |** Student data is collected in LEA's SIS and submitted to CEDARS throughout the school year. Check for CEDARS exceptions in the fall, winter, and spring. When report opens in EDS in May, finalize student, school, and district-level data.	
Resources	• LAP I See program guidance, resources, and tools • EDS User Guides I See LAP EOY Report User Guide • CEDARS Data Manual | Student Attributes and Program File (I), See Appendix F	
Starts	**Item**	**Due**

	Current School Year	
Starts	**Item**	**Due**
January	**Title I, Part A Consolidated Program Review (CPR) Cycle**	☐ Concludes in May
January	**Carryover Funds | Budget Redirection|** *EGMS Amendment*	☐ February
January	**Schoolwide Waiver 40% Poverty Threshold** (Optional) **|** *EGMS Consolidated Grant Application Supporting Document Upload*	☐ June
TechnicalAssistance	Private Participation in Federal Programs–Bulletin and Webinar comes out before March.	
Starts	**Item**	**Due**
February	**Reallocation Application** (select LEAs only) **|** *EGMS Amendment*	☐ March
February	**LAP Poverty Percentages** │Check and correct poverty percentages on [School Apportionment](#) before finalization.	☐ March 31
March–April	**Private Participation in Federal Programs** │Private Schools *Notify OSPIThrough the application in Educational Data System (EDS)*	☐ April 15
May	**Title I, Part A End-of-Year Report |** *EGMS Progress Report*	☐ June
Resources	[Private School Participation in Federal Programs](#) **|** *Click on the "Resources" Accordion Menu*	

PROGRAM DESIGN IN TITLE I, PART A

Each LEA's Title I, Part A Director needs to ensure that their Title I, Part A schools and district-wide programs focus on high quality, standards-based teaching and learning for public school and eligible private school students. Through the provision of supports for teachers and students in SWP schools and TAS schools, and the collection of data on the efficacy and impact of those supports, the Title I, Part A Director helps ensure enriched learning experiences for Title I, Part A eligible students.

When	Program Design–Year-at-a-Glance
Ongoing	☐ Collect, analyze, and synthesize comprehensive needs assessment data. ☐ Attend information sessions and PD activities to stay well informed of current policies, practices, and research.

When	Program Design–Year-at-a-Glance
October	Review and update needs assessment and program evaluation procedures as needed. If applicable, review and update SWP and TAS program plans. Design evaluations for Title I, Part A funded: ☐ PFE policy/plans. ☐ PD activities for impact on student learning. Initiate planning process for new SWPs, if applicable (i.e., yearlong planning process).
November	☐ Review and revise SWP or TAS plan as needed.
February	☐ Coordinate with early childhood centers to plan transition of preschool students.
May	☐ Conduct program evaluation and write a summary of that evaluation. ☐ Conduct needs assessment based on findings of program evaluation.

Programs in Title I, Part A

After the LEA has determined a projected allotment for each school, the LEA must collaboratively work with the school to develop a Title I, Part A plan for using the funds to operate one of the following models:

Operating a Targeted Assistance School Program (TAS). The program for this model should be based on a needs assessment and aligned to overall school objectives or goals. In general, the program includes how students will be identified for the targeted program and how the program will be implemented (e.g., reading, math, etc.). Again, for most schools in Washington, this can be accomplished as part of the SIP process. In general, schools with a poverty percentage below 40% must operate a TAS program, unless they received a waiver from OSPI. **NOTE:** TAS programs may only serve identified students. Costs associated with the program include, but are not limited to staff salaries, materials, and supplies. Title I, Part A PFE activities are designed for those students identified and provided with services through the TAS program.

Operating a Schoolwide Program (SWP). This model allows the most flexibility in the use of Title I, Part A funds. The Title I, Part A Schoolwide Plan should include a description of the annual comprehensive need's assessment conducted for the school and the three additional required SWP components (Strategies, Activities, and Integration). An LEA may operate a SWP in the first year of being served if it assures that a year of planning has taken place. For most schools in Washington, the SIP process may meet this requirement. In general, schools must be at least 40 percent poverty to operate a SWP program, unless they received a waiver from OSPI. See the OSPI Title I, Part A Fiscal Handbook for additional information on combining funds within a SWP program.

Evidence-Based Practices

ESSA requires states and LEAs to implement programs and practices with a proven record of accomplishment of improving student academic achievement. The resources below can help school and LEA staff in identifying high quality programs and practices.

- **Using Evidence to Strengthen Education Investments** (ED Non-Regulatory Guidance 2016)
  This guidance is designed to help state education agencies (SEAs), LEAs, schools, educators, partner organizations, and other stakeholders successfully choose and implement interventions that improve outcomes for students.

- **Education Resources Information Center** (ERIC)
  Free access to bibliographic records of journal articles and other education-related materials and if available, includes links to full text. Sponsored by ED, Institute of Education Sciences (IES).

- **Identifying and Implementing Educational Practices Supported by Rigorous Evidence**
  A user-friendly guide to help educators distinguish practices supported by rigorous evidence from those that are not. (ED, December 2003)

- **National Center for Education Statistics** (NCES)
  Located within ED and the Institute of Education Sciences, NCES is the primary federal entity for collecting and analyzing data related to education.

- **What Works Clearinghouse**
  Reports on the effectiveness of educational programs, products, practices, and policies.

- **OSPI's ELA, Math, and Behavior Menus of Best Practices**
  The menus offer research-based best practices for students in grades K–12.

Targeted Assistance Program

A **Targeted Assistance Program** provides supplemental services to identified children who are at risk of not meeting the challenging state academic standards.

Prerequisite for Eligibility: Title I, Part A provides formula grants to LEAs, which then allocate most of these funds to individual Title I, Part A schools based on their low-income percent. The eligible population for Title I, Part A includes: (1) children not older than 21 who are entitled to free public education through grade 12, and (2) children who are not yet at the appropriate grade level for free public education.

Eligibility: The school selects "eligible children" from this larger pool of students by identifying those who are "at risk or not meeting the state's challenging student academic achievement standards." The school makes the determination based on multiple, educationally-related, objective criteria established by the LEA and supplemented by the school. Selection is based entirely on academic needs, not income.

Program Focus: Supplemental assistance in activities, and academic courses necessary to provide a well-rounded education:

1. Supplemental services to identified children
2. Based on comprehensive needs assessment
3. Research-based practices
4. School and community engagement

Service Delivery Model: Supplemental assistance to core instruction for identified students:

1. In-class supplemental model (push-in)
2. Pull-out class model
3. Before school
4. After school
5. Saturday school
6. Extended school year–summer school

Program Design: The TAS program must reflect on the needs of the identified students. The program design must be based on the comprehensive need's assessment and must include all six components of a TAS program listed below.

Responsibilities: The Title I, Part A Administrator and the Title I, Part A teachers who are paid with Title I, Part A funds are responsible for making sure regulations are met.

Six Components in a TAS Program
▪ **One**–Needs Assessment
▪ **Two**–Identification of Students
▪ **Three**–Title I, Part A Practices and Strategies
▪ **Four**–Coordination and Transition
▪ **Five**–Parent and Family Engagement
▪ **Six**–Professional Development
For information and template plans go to OSPI's Targeted Assistance webpage.

Schoolwide Program

Schoolwide Programs allows a school to consolidate its federal, state, and local funds to upgrade the entire educational program. Research suggests that in schools with relatively high poverty, students' needs are more widespread throughout the entire school population. Though the school is not required to identify certain children as being eligible for services, the focus of the program must be on addressing the needs of students not meeting state academic achievement standards.

Prerequisite for Eligibility: Title I, Part A provides formula grants to LEAs, which then allocate most of these funds to individual Title I, Part A schools, based on their low-income

percent. The eligible population for Title I, Part A includes: (a) children not older than 21 who are entitled to free public education through grade 12, and (b) children who are not yet at the appropriate grade level for free public education.

Eligibility: The school must serve an eligible school attendance area where 40% or more of the children are from low-income families.

40% Waiver: Schools can be eligible for a waiver of the 40% minimum poverty threshold for the upcoming school year. Please contact Tile1a@k12.wa.us, for more information

Program Focus:
1. Supplemental services
2. Based on comprehensive needs assessment
3. Research-based practices
4. School and community engagement

Program Plan: An eligible school must first develop a comprehensive Title I, Part A Schoolwide Plan. A planning year is suggested prior to becoming a SWP program. The plan must be developed in consultation with the LEA and its school support team or other technical assistance provider. It must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of federal programs).

Responsibilities: The entire staff supports the SWP plan. There is no one labeled as "The Title I, Part A teacher." The administrator and the entire Title I, Part A staff are responsible for making sure regulations are met. All staff in a SWP building who support the plan are "paid" from "SWP funds."

Service Delivery Model: Supplemental/additional assistance to core instruction for all students, particularly addressing the needs of those students at risk of not meeting the state's academic achievement standards:

- In-class supplemental model (push-in)
- Pull-out class model
- Before school-after school
- Saturday school
- Extended school year–summer school

Plan–Do–Study–Adjust: After your school establishes a SWP planning team, review the four components of the SWP plan below. Annual updates to the plan are required. A recommended template for the Plan–Do–Study–Adjust improvement cycle is available on our website.

Coordinating and Consolidating Funds in a SWP

A school operating a Title I, Part A SWP has the flexibility to [consolidate funds](#) (see Component Four-Coordination and Integration) from Title I, Part A with other federal funds as well as with state, local, and other federal programs. If a school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Prior to considering ways that federal funds may be consolidated or coordinated, school and LEA staff will need to conduct a needs assessment and identify stakeholders to be involved in the decision-making process. Once the needs assessment is completed and the appropriate stakeholders are identified, decisions can be made involving consolidating or coordinating federal funds to support identified activities. This supports informed decisions that are based on LEA need, funding requirements and limitations, and results in effective and efficient coordination and consolidation of funds.

ESSA allows some funding sources to be blended or consolidated to support programs that improve student learning. See the [Unlocking State and Federal Program Funds](#) guidance document. This document helpful for a school or LEA that has identified its student and staff needs to determine how federal and state funds can be effectively utilized to address those needs.

TAS and SWP Program Evaluation Procedures

Title I, Part A program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the LEA's Title I, Part A program.

- All aspects of the Title I, Part A program must be included in evaluation of its impact, including academic assistance provided, PFE activities and effectiveness of related policies, and private school services (if applicable).
- Evaluation data, such as periodic and summative student assessment data, and staff and parent/guardian surveys are used to evaluate the strengths and weaknesses of the program's impact on raising student achievement and in productively involving parent/guardians in their children's education.

- The Program Evaluation Procedure describes how each school's Title I, Part A program could annually evaluate for impact on student achievement.
- This procedure includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement.

The following questions are examples to guide program evaluation:
1. Has the Title I, Part A program been effective?
2. What has worked well in the Title I, Part A program?
3. What has not worked well in the Title I, Part A program?
4. How should the Title I, Part A program be refined?

The data are analyzed, and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

- Information is collected in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I, Part A families in Title I, Part A schools. To the extent practicable, the survey is made available in multiple languages.

- The data are analyzed by the Title I, Part A Director with the assistance of other staff, as needed.

- As necessary and appropriate, the results of the analysis are shared with Title I, Part A staff, Title I, Part A building classroom teachers, principals, LEA administrators, parents, and other stakeholders to determine necessary and important changes that should be made to the Title I, Part A program to better serve its students.

- The results of the evaluation, including information about any changes to the Title I, Part A program, are shared with LEA, school officials, and distributed to all Title I, Part A families in Title I, Part A schools. To the extent practicable, the evaluation results are made available in multiple languages.

Key Elements of Title I, Part A Program

Extended Learning Opportunities–the LEA's application for Title I, Part A funds, must provide the type and description of the extended learning opportunities that will provide additional academic assistance to students in meeting the Washington State K–12 challenging academic standards. These could be extended day, pull out, additional in-class support, summer school, tutoring, or other research or evidence-based strategies. The LEA must also identify the specific needs of its special populations (preschool, homeless students, and others). These needs may include PD or early learning activities.

Professional Development–The academic success of students correlates highly with the qualifications and skills of their teachers. Ongoing PD is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets on state academic assessments. An LEA must ensure that sufficient resources are devoted to carry out PD activities effectively in each Title I, Part A school. A LEA may satisfy its requirement through districtwide PD activities and/or activities implemented by each Title I, Part A school.

Early Learning Activities and Preschool–Title I, Part A can support early learning activities and preschool. Early learning activities can start at birth. For more information and ideas about Title I, Part A and Early Learning activities see the [Funding Early Learning with Title I, Part A](#).

Some LEAs may have to coordinate, integrate, and support the regular education programs, which includes services to assist in the transition from early childhood programs to other educational services. If applicable, LEAs must coordinate with Head Start and other preschool programs, including the development of plans for transition from these programs to elementary school programs.

- **Preschool Title I, Part A Program**–A Title I, Part A preschool program is a preschool program for which an LEA or school uses Title I, Part A funds, in whole or in part, to improve cognitive, health, and social emotional outcomes for eligible children below the grade at which an LEA provides a free public elementary education (ESEA Section 1115(b)(1)(A)(ii); 34 CFR § 77.1). Such a program is designed to prepare eligible children with the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences.

Special Populations–If applicable, the LEA must review and assess resources and programs to make sure students identified as a part of special population (e.g., Homeless, Foster Care, English learners (ELs), special education, Migrant, Neglected, and Native American students) have access to Title I, Part A services. The LEA should have a plan in place to makes sure these special populations have access to Title I, Part A services in an equitable manner.

Summer Programs

Title I, Part A

LEAs can use Title I, Part A to support Title and non-Title I, Part A schools for "District Summer School." As long as the LEA complies with the Title I, Part A regulations. Services can be provided to Title I, Part A-eligible students, meaning they should be identified as at risk of not meeting academic standards. The summer school will operate similarly to a TAS program in that services and funds are available solely for identified students. Services in various content areas can be provided to meet the LEA-identified needs of the students'

well-rounded education.

The LEA should use the optional set-aside for Instructional Programs (Summer School/Extended Day Programs) on the Consolidated Grant Application (CGA) for the Title I, Part A Set-Aside in the Education Grants Management System (EGMS). The LEA should ensure that the Title I, Part A funds are not taking the place of state and local funds in Title I, Part A schools.

Districts can hold a district summer school for only Title I, Part A schools and would operate as a TAS unless all the schools in that grade span were SWP.

Learning Assistance Program (LAP)

The following Q&A was taken from the LAP Q and A (www.k12.wa.us)

K19. May LAP funds be used to provide a summer program?
Yes. Summer programming is an allowable LAP-funded extended learning opportunity for students who meet the criteria to be served. If LAP is used to fund the summer programming, then LAP may be used to cover the costs of transportation, facilities, and support staff necessary to operate the summer program.

Combining Title I, Part A and LAP Funds

K20. May LAP and Title I, Part A funds both be used to provide a summer program?
Yes. Summer programming is an allowable use of both LAP and Title I, Part A funds. LAP funds can be used together with Title I, Part A funds to support either a school program or an LEA offered program. LEAs should be mindful of organizing the program so that it is easy to identify students for reporting purposes. For example, staff serving grade 1 students could be paid for with LAP, and staff serving grade 2 students with Title I, Part A. LAP-served students will be reported in the summer school tab in the LAP EOY report in EDS.

Equitable Services to Private Schools

LEAs are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I, Part A services or other benefits, such as PD, PFE, and materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers, and their families.

When	Private School–Equitable Services Year-at-a-Glance
On Going	☐ School district conducts consultation with private schools throughout the year to ensure timely, appropriate, and meaningful services are provided to eligible students, teachers, and families. ESEA programs include Title I, Part A; Title I, Part C (Migrant); Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B.

When	Private School–Equitable Services Year-at-a-Glance
January/February	OSPI Ombudsman for Federal Program Equitable Services distributes the Private School Participation in Federal Programs bulletin to school districts and private schools. Bulletin provides detailed information and instructions for school districts and private school participation in federal program equitable services.
March/April	☐ OSPI Ombudsman provides a webinar regarding the Private School Participation in Federal Programs process. ☐ **Private Participation in Federal Programs Application (Intent to Participate)–*Educational Data System (EDS)*** 　o Opens March through mid-April. 　o Must be completed by an approved private school in order to participate in equitable services. School district responsibilities related to the Private Participation in Federal Programs application process: ☐ Contact private schools that have not completed the application during the time the application is open. ☐ Document multiple contacts in the contact log. ☐ After the application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year. ☐ School district in collaboration with the private school, begins to plan for the upcoming year. OSPI responsibilities related to the Private Participation in Federal Programs Application process: ☐ OSPI emails reminders to all school districts and private school administrators regarding application opening and submission deadline.
May/June	☐ OSPI Ombudsman provides school districts with a list of out-of-district schools that choose to participate in Title I, Part A ☐ School districts, in collaboration with the private schools, plan for the upcoming school year.
July/August/September	☐ School district completes private school data in EGMS. ☐ School district enters date of initial consultation with each private school in the Private Participation in Federal Programs application (Consultations tab). ☐ School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab). ☐ School district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab). ☐ Private school services begin at the same time as services begin in public schools.

Parent and Family Engagement in Title I, Part A

Engaging families as full partners in the education of their children is a cornerstone of ESSA. When families support learning, children are more successful in school and school success helps children become successful adults. The LEA provides opportunities for families to be actively involved in the planning, implementation, and review of school and LEA Title I, Part A programs, and maintains written school and LEA PFE policies that are developed and annually re-evaluated with, agreed upon, and distributed to parents of participating children. Communication with families should occur in the native language of the family, to the extent practicable, and interpreters utilized as necessary.

When	PFE–Year-at-a-Glance
Ongoing	☐ Engage in parent/guardian outreach and engagement and maintain documentation of these activities. ☐ Implement jointly developed school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. ☐ Notify parents/guardians when their child has been assigned or has been taught for four or more consecutive weeks by a teacher with limited certification and licensure.
August	☐ Review and update parent/guardian notification materials (Report cards, Right-to-Know letters, etc.). Distribute no later than the beginning of the school year. ☐ Review and revise PFE policies and plans in consultation with parents.
September	☐ Distribute report cards (beginning of the school year, and not later than October). ☐ Design evaluations for LEA and school PFE activities.
October	☐ Send parent guardian notification of Parents' Right-to-Know. ☐ Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
November	☐ Ensure *School-Parent Compacts* are collected. ☐ Ensure Title I, Part A schools with TAS programs have set up files, notified parents, and implemented TAS services.
April	☐ Conduct other stakeholder consultations on the development of the Title I, Part A plan (LEA and school).
June	☐ Review and update LEA PFE policy based on data, e.g., evaluations, surveys, parent forums, focus groups. ☐ Review and update school-parent compact.

At every level of LEA and school improvement efforts, parents should be able to provide feedback and voice their ideas and concerns. When parents have a voice, LEAs will gain a

deeper knowledge of how to: 1) empower parents to be involved, 2) solicit input from families in the LEA and school continuous improvement process, 3) jointly develop and review programming for families to support learning and healthy development, and 4) engage parents to participate in problem solving discussions related to their child. Some strategies that LEAs and school personnel can work together to implement are:

1. Establish relational trust with families.
2. Build the capacity of parents so that they may effectively engage in the decision-making process.
3. Partner with community organizations to further empower parents to be involved in the decision-making process.
4. Invite parent opinions on school climate and include parents in the continuous improvement process.
5. Develop and review programming with families, to support student learning and healthy development.
6. Title I, Part A's PFE compliance is an essential part of the CPR process. PFE evidence must be meaningful and integrated into the LEA's school improvement efforts.

Under Title I, Part A, PFE refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, and inclusion of families in the planning, development, and evaluation of such activities, programs, and systems. In addition, families play an integral role in assisting their child's learning and are encouraged to be actively involved in their child's education. Families become partners in their child's education, and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

LEA-Level Required Allocation–Implementation Under ESSA

LEAs receiving a Title I, Part A allocation over $5 hundred thousand, must set-aside one percent of their LEA's allocation for PFE. A minimum of not less than **90%** of the LEA's one percent set-aside must be distributed to Title I, Part A schools for the purpose of parent-related activities–with priority given to high need schools. School staff and parents and families may voluntarily decide that some or the entire amount of the set-aside be administered by the LEA.

Note: If the LEA decides to distribute PFE funding only to the Title I, Part A high priority need schools, the LEA must have a plan in place for the other Title I, Part A schools that did not receive PFE funds. Those schools must still fulfill PFE requirements, even if they do not receive specific PFE set-aside funding.

An LEA receiving less than $5 hundred thousand is not required to set aside funds for PFE. However, the LEA is still required to provide and promote PFE opportunities at their Title I, Part A schools. *[ESSA Title I, Part A, Section 1116]*

LEA Level Requirement Under ESSA

LEAs with an allocation over $5 hundred thousand must carry out at least <u>one</u> of the following activities and strategies consistent with the LEA's PFE policy. Maintain documentation that at least one of these activities and strategies has been implemented:

- Support schools and nonprofit organizations in providing PD for LEA and school personnel regarding PFE strategies.

- Support programs that reach parents and family members at home, in the community, and at school.

- Disseminate information on best practices focused on PFE, especially best practices for increasing the engagement of poor parents and family members.

- Collaborate, or provide subgrants to schools to enable collaboration with community-based or other organizations or employers with a record of success in improving and increasing PFE.

- Engage in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's PFE policy.

Review example activities/strategies on OSPI's PFE website under [Funding](#).

LEA and School Written Policy Requirements

Parents and families of children receiving Title I, Part A services must be involved in the development of the LEA and school PFE policy. The policy must include how decisions regarding set-aside funds are made for PFE activities, and how parents and families will be included in the annual evaluation of the policy. Each LEA and school that receives Title I, Part A funds must:

Develop a written PFE policy.

Notify parents and families of the policy in an understandable and uniform format, and to the extent practicable provide the notification in a language the parents and families can understand. Make the policy available to the local community and update periodically to meet the changing needs of parents and families, and the school.

If the LEA or school has a PFE policy that applies to all parents and families, the LEA or school may amend the policy to meet Title I, Part A PFE requirements. Additionally, if the policy under ESSA Title I, Part A Section 1112 (LEA Plans) is not satisfactory to the parents and families of Title I, Part A students, LEAs and schools must note any comments and

recommendations for the respective policy. For a complete list of required LEA and school components, see [LEA and School Side-by-Side Policy Requirements](#).

LEA and School Required Strategies and Responsibilities for Building Capacity

Ensuring effective PFE and supporting partnerships among the school, parents and families, and the community, each LEA and school assisted by Title I, Part A funds must: *[ESSA Title I, Part A Section 1116]*

1. Aid parents of children served by the school or LEA, as appropriate, in understanding:

    a. The state's academic content standards and state academic achievement standards.
    b. State and local assessments.
    c. The requirements of Title I, Part A.
    d. How to monitor a child's progress and work with educators to improve the achievement of their children.

2. Provide materials and training to help parents work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).

3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families. Address:
    a. How to reach out to, communicate with, and work with parents and families as equal partners.
    b. How to implement and coordinate parent and family programs.
    c. How to build ties between parents and families, and schools.

4. Coordinate and integrate, to the extent feasible and appropriate, PFE programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. Conduct activities, such as those found in parent resource centers, that encourage and support parents and families in more fully participating in the education of their children.

5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and families of participating children in a format and to the extent practicable, in a language the parents can understand.

6. Provide reasonable support for PFE activities that parents, and families may request.

LEAs and schools can find more information on required and allowable activities to build capacity on [PFE at Required Strategies](#).

Each year, as part of the Title I, Part A provisions to support the PFE requirements, LEAs and schools receiving Title I, Part A funds must provide certain information to parents and families, and students participating in Title I, Part A programs. For information regarding Title I, Part A parent notification requirements for LEAs and schools, see Title I, Part A Parent Notification Requirements for LEAs and Schools.

Accessibility

In carrying out Title I, Part A PFE requirements, LEAs and schools, to the extent practicable, must provide full opportunities for the participation of parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory children. Hold meetings early in the morning or in the evening to accommodate working parents. Providing information and school reports required under ESEA Section 1111 in a format and, to the extent practicable, in a language the parents and families can understand, must be included in these opportunities.

PFE Allowable Costs

LEAs and schools must provide a broad range of services designed to help parents help their children succeed at school–Section 1116 of ESSA. The activities allowable under the PFE provisions of Title I, Part A are generally linked to:

- Academic goal(s) or academic standard(s).
- Education and training (staff and parents).
- Participation in school-related meetings.
- Inclusion in the education of their children.
- Removing barrier(s) for greater participation, so families can attend intentional activities that are linked to achievement goals and help build their intellectual, social, and human capital.

Find more information under the Allowable Costs in the LEA Role of the PFE webpage. This webpage provides LEAs and schools with examples of allowable activities in both SWP and TAS programs, as well as examples of allowable and unallowable purchases. The website also provides the list of evidence and documentation needed for auditing purposes. The PFE Activity Guide/Plan Template helps in planning PFE activities based on the five opportunity and process conditions from ED's Dual Capacity Framework, Family–School Partnerships.

Guides and Resources for Parent and Family Engagement

Our library of downloadable publications will help parents and families understand school improvement; how Title I, Part A works; what to expect from the school and district; and

how to encourage academic achievement. [Guides & Resources for Parent & Family Engagement | OSPI (www.k12.wa.us)](www.k12.wa.us).

LEAs and schools have a responsibility to promote and strengthen PFE within the Title I, Part A programs. There are requirements that LEAs and schools plan and implement PFE activities with ongoing meaningful consultation of the families whose children benefit from Title I, Part A services. The [PFE Website](#) lists the key components that must be implemented as part of ESSA's Title I, Part A requirements in Section 1116:

- Communication Strategies
- Policy and Plan Development
- Coordination, Help, and Support to Participating Schools
- Building Capacity for Staff and Parents
- Annual Evaluation of LEA and School PFE Efforts
- School-Parent Compact–Grade Level Goal Oriented Templates
- Annual Title I, Part A Meeting–Agenda, Meeting Notes, Presentation Templates
- Funding–Requirements for LEAs and Schools
- PFE Research and Best Practices
- Parent Guides (Publications and Videos)

Title I, Part A, Your Child

English [Poster](#) | [Letter Size](#) | [Black/White Letter Size](#)
Spanish [Poster](#) | [Letter Size](#) | [Black/White Letter Size](#)
Russian [Poster](#) | [Letter Size](#) | [Black/White Letter Size](#)
Vietnamese [Poster](#) | [Letter Size](#) | [Black/White Letter Size](#)

What is Title I, Part A?

[English](#) | [Chinese](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)

Parents Right to be Informed

[English](#) | [Chinese](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)

Federal Programs Citizen Complaint Process

LEAs must disseminate the federal program's citizen complaint process to parents and families of students participating in the Title I, Part A program. An overview of the citizen complaint process described fully in [Chapter 392–168 WAC](#), Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

For complaints that allege discrimination, go to [Equity and Civil Rights](#), to review their process.

Complaints Related to Federal Programs

A citizen complaint is a written statement that alleges a violation of a federal rule, law or

regulation, or state regulation that applies to a federal program.
- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

Federal Programs Included for the Citizen Complaint Process

Title I, A Programs and Services for Struggling Learners
Title I, C Migrant Education
Title I, D Institutional Education
Title II, A Teacher & Principal Quality
Title III Limited English Proficient & Immigrant Students–Language Instruction
Title IV, B 21st Century Community Learning Centers
Title V Rural Education Achievement Program
Title VI, A Indian, Native Hawaiian, Alaska Native Education

Citizen Complaints Against an LEA, Educational Service District (ESD) or Other School Service Provider (Sub grantee)

These printable handouts outline the five-step process through which a citizen can file a complaint against an LEA or other school service provider.

English | Russian | Spanish | Vietnamese

Citizen Complaints Against OSPI

The printable handouts outline the four-step process through which a citizen can file a complaint against OSPI.

English | Russian | Spanish | Vietnamese

TITLE I, PART A MONITORING IN CPR

Title I, Part A is monitored during the Consolidated Program Review (CPR) cycle. This process fulfills OSPI's compliance monitoring requirements under federal regulations. The CPR process consists of an OSPI team reviewing LEA's federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of ESSA using available resources and flexibility provisions.

Why do we monitor?

1. **Building Relationships–We're in this together**. OSPI's main objective is to raise student achievement for Washington's children. Through cooperative assessment of the federal programs between the state and LEAs, the quality of services to students will be strengthened and improved.
2. **Technical Assistance–We're here to help.** State monitoring team members provide technical assistance during the review visit and beyond. It is not the state's intent to tell the LEA how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

3. **Compliance–It's the law.** Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the state and LEAs and public charter schools to ensure compliance with ESSA.

CPR Review Cycle
- LEAs in regional ESDs, rotation including on-site and desk reviews
- Statewide selected on-site reviews based on risk
- Select fiscal-only reviews

How can we help?

The OSPI CPR and Title I, Part A program teams provide technical assistance that contributes to the success of students in Washington. If you have questions about the CPR process including acceptable evidence for Title I, Part A, go to Title I, Part A and LAP CPR. Note that in Washington state charter schools operate as part of the LEA.

The staff at the CPR team, Title I, Part A programs provide technical assistance that contribute to the success of students in Washington each year. Even if your LEA is not scheduled for a Consolidated Program Review, the checklist and resources below can be helpful to regularly self-evaluate and document compliance with various requirements under Title I, Part A. Additionally, you will want to review the Grant Management section of OSPI's Accounting Manual | OSPI (www.k12.wa.us).

Keep documentation of these items:
- Written policies and procedures (including internal control activities)
- Supporting documentation for all expenditures
- Monthly expenditure reconciliations and grant claim reconciliations
- Time & Effort documentation – certifications, calendars, schedules, etc.

School/Building Selection Guidance for Evidence Documentation
1. Please provide documentation for each building being monitored with the exceptions of items 1.1 and 1.5, where each Title I building-level evidence is requested.
2. When a description is requested as evidence, please provide up to 200 words.
3. The Office of Superintendent of Public Instruction (OSPI) staff may request documentation for additional buildings based on initial review.

Desk Review

Please reference the following guidelines when providing evidence for building level items (1.10-1.15):

LEAs with enrollment of 5,000 students and under

Provide evidence for 2 schools
- 1 TAS* and 1 SWP* with the highest per-pupil expenditures (PPE)
- If only one program type, two schools with highest PPE

LEAs with enrollment of 5,001 students and over
- If LEA has both program model types, provide evidence for 2 TAS and 2 SWP with the highest PPE

- If LEA has one program model type, provide evidence for 3 schools with the highest PPE

The Title I office may request additional documentation if needed.

Resources:
- Online Program Monitor Tool
- CPR Action Plan Template (revise the school year to make it current).

FISCAL PROCEDURES

When	Fiscal–Year-at-a-Glance
Ongoing	☐ Submit budget redirections as needed in EGMS. ☐ Verify financial status of Title I, Part A programs with fiscal department/business manager (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, payroll lists). ☐ Collect signed Time and Effort records (Personnel Activity Reports) for staff who work on multiple cost objectives (monthly). Complete reconciliation of personnel activity report data (quarterly).
August/September	☐ Identify data collection method for comparability calculations.
October and November	☐ Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable. ☐ Final day to submit budget redirections is *October 15.* ☐ Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI Bulletin Website. ☐ Submit Comparability Report	EGMS Progress Report–Due by the *End of October.* ☐ Final Claims for Grant Expenditures due *November 15.*
January	☐ Collect semi-annual certification (1 of 2) for Title I, Part A personnel who works on a single cost objective. ☐ Complete Carryover Funds	Budget Redirection	EGMS Amendment.
February	☐ Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and PPE). Determine roles and responsibilities of appropriate LEA representatives and create a comparability timeline for the upcoming year. ☐ Carryover process closes–*February or March.*

When	Fiscal–Year-at-a-Glance
March	☐ Reallocation Application (select LEAs only) **|** *EGMS Amendment*
May	☐ Meet with LEA financial staff to reconcile fiscal issues prior to EOY closeout.
July	☐ Collect semi-annual certification (2 of 2) for Title I, Part A personnel who work on a single cost objective.

Comparability Report

The comparability report will be in EGMS starting school year 2022-23. *Instructions coming soon.*

Below is a possible timeline an LEA could follow in determining comparability:

When	Comparability–Year-at-a-Glance
January–April	☐ Engage in LEA-level budget (state and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I, Part A comparability requirements for the upcoming school year.
May–July	☐ Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. ☐ Establish participant roles and responsibilities. ☐ Establish specific timelines for completion of the calculations. ☐ Decide which calculation methodology to use.
August	☐ Obtain preliminary information from appropriate LEA staff. ☐ Identify LEA Title I, Part A and non-Title I, Part A schools.
September	☐ Identify date and collection methodologies for gathering data needed to complete calculations.
October	☐ Collect data. ☐ Meet with appropriate staff and calculate comparability. ☐ Make corrections to Title I, Part A schools shown not to be comparable
November	☐ Reconvene appropriate LEA staff to address any outstanding issues. ☐ Maintain all required documentation supporting the comparability calculations and any corrections made to ensure that all Title I, Part A schools are comparable.

Options When Calculating Comparability

Any decisions need to be applied consistently across all schools and grade spans.

- When demonstrating compliance for comparability, an LEA may exclude state and local funds expended for:
  - Language instruction educational programs.
  - Excess state and local costs of providing services to children with disabilities as determined by the LEA.
  - State or local supplemental programs (e.g., LAP) in any school attendance area or school that meets the intent and purposes of Title I, Part A. See the discussion on page 39 for determining whether such a program meets the intent and purposes of Title I, Part A. (Section 1120A(c)(5) and (d); 34 CFR 200.79)
- The comparability requirement applies to the entire school year. LEAs have the option of selecting a September, October, or November date, as these months are early in the school year.

- In a grade span, choose to compare small schools and compare large schools separately (the largest building needs to be at least twice as large as the smallest building).

- Include or exclude certain instructional staff roles across the schools, e.g., PE teachers, music teachers, art teachers, guidance counselors, speech therapists, school social workers, school psychologists, librarians (and do not include any portion of the position paid through federal funds).

- Include or exclude instructional classified staff (they may also be weighted as .5 rather than 1.0 in the calculations which may better reflect the level of intensive instruction compared to a certificated teacher. This does not reflect whether they are full-time or part-time employees.

- Calculate comparability based on staff salaries or based on staff FTE.

When A Building Is Not Comparable

When a building shows as NOT COMPARABLE, adjustments must be made. This generally requires adding staff funded with state or local funds. Reducing the number of students enrolled may be another option but is not often used. LEAs with non-comparable buildings must:

1. Submit the comparability report by the due date.
2. Submit an email detailing how comparability will be achieved and receive approval of the plan by OSPI Title I, Part A staff.
3. Resubmit the comparability report showing comparability has been met. This should be done within the following two months.

Carryover Process

The carryover process will be in EGMS starting school year 2022-23. *Instructions coming soon.*

DATA COLLECTION AND REPORTING

OSPI requires Title I, Part A LEAs to complete program data reporting activities during the year. The data from these reports is processed at the state level in CEDARS and ultimately is reported to ED in the Consolidated State Performance Report (CSPR).

Closing the Year

Reporting Title I, Part A Students–SIS to CEDARS

LEAs must report the numbers of students served in instructional programs funded by Title I, Part A during the regular school year. Starting school year 2022-23 the Title I, Part A EOY Report will be in EGMS.

CEDARS only collects information for students served with Title I, Part A TAS program services. Information regarding the total enrollment of students in SWP schools is sourced from CEDARS. The identification of these schools is not from CEDARS but from the Title I, Part A office.

Below is a possible timeline an LEA could follow in determining data collection:

When	Data Collection–Year-at-a-Glance
Ongoing	☐ Collect, track, and submit applicable data to the SIS (e.g., year-round data collection).
August	☐ Review and update student selection criteria sheet and student selection procedure for TAS programs. ☐ Update contact information with OSPI if needed.
May	☐ Complete **Title I, Part A EOY Report**	EGMS Progress Report. *Due in June.*

Completing Reports in CEDARS to Review Data

Title I, Part A TAS data in EGMS is a summary of student-level data submitted to CEDARS during the reporting school year. Reports within the CEDARS application allow the user to review the student-level data used to populate the Title I, Part A TAS data in the application.

Find CEDARS in the "My Application" list in EDS. If you do not have access to this application, work with your CEDARS District Administrator to access the reports or ask your District Data Security Manager to assign you a role in CEDARS that will allow you to access the application.

To view the students submitted as receiving Title I, Part A TAS services click on Reports, Attributes and Programs, Dynamic Attribute and Program Report. Then select:

1. School Year
2. Organization–data can be viewed for your LEA as a whole or by school
3. Attribute or Program–select the program you wish to view in the drop-down menu
4. Unduplicated Count–select No
5. Display–Select Student details
6. Click on Search

A student level detail report will be created that displays:

1. Any updates or corrections to Title I, Part A TAS data reflected in your EOY report must first be made in your SIS and then resubmitted to CEDARS.
2. Once your updated/corrected data has been successfully submitted to CEDARS it will update in EGMS.

ALLOCATIONS IN TITLE I, PART A AND THE CONSOLIDATED GRANT APPLICATION PROCESS FOR TITLE I, PART A

Title I, Part A grants are formula-based (entitlement) funds for LEAs. OSPI receives preliminary and final allocations from ED. Preliminary allocations are typically sent to OSPI in the spring, and OSPI releases them to LEAs by May. Final allocations are typically sent to OSPI in early summer and released to LEAs by June or July. Use these preliminary numbers for planning purposes only. Final allocations can increase or decrease depending on multiple factors in ED's allocation calculations.

> **Preliminary Allocations**
>
> **Use preliminary numbers for planning purposes only. Final allocations can increase or decrease depending on multiple factors in ED's allocation calculations.**

The Title I, Part A allocations are based on Census Bureau data and can have significant changes based on the annual poverty estimates. Allocation numbers could also change based on Congressional actions in the future. For more information, see Understanding Your Title I, Part A Allocation-Webinar.

Stakeholder Consultation

Title I, Part A Directors should use the preliminary allocation amount to meet with stakeholders to determine how funds will be used to support LEA and school needs in the upcoming school year. Stakeholders should include, but are not limited to:

- ☐ **Administrators of other ESSA Programs**–Plans for the use of Title I, Part A funds should be coordinated with other federal, state, and local resources to ensure that all resources are utilized in the most effective manner (e.g., local homeless liaisons, migrant programs, programs for neglected or delinquent youth, programs for ELs, preschool programs, etc.).
- ☐ **School Leadership Teams**–Principals and teachers should be included in decisions regarding the use of individual school allotments, as well as LEA reservations.
- ☐ **Parents and Families**–LEAs must involve parents in the development of LEA and school planning for the use of Title I, Part A funds including the development of PFE policies and plans.

- ☐ **Private School Officials**–LEAs must consult with private school officials during the development of the Title I, Part A plan to inform private schools of ways that federal funds can provide equitable services to students attending private schools.
- ☐ **Tribal Officials**–LEAs with (1) an American Indian/Alaska Native student enrollment of 50% or more of the total LEA enrollment, or (2) that received a Title VI, Part A grant that exceeded $40,000 in the previous year are required to consult with appropriate officials from Indian tribes or tribal organizations prior to the LEA's submission of a required plan or application.

Consolidated Grant Pre-Application Process

An LEA's Title I, Part A program must be submitted to, and approved by OSPI annually. *(ESSA Sections 1112 and 1116)* LEAs apply for Title I, Part A funds through the CGA in the Educational Grant Management System (EGMS).

Submitting the Pre-Application and Title I, Part A Forms in the Consolidated Grant Application

Districts apply and process claims electronically for seven federal programs, including Title I, Part A through the CGA in EGMS. For more information and training resources about accessing and navigating EGMS go to the EGMS webpage.

TIPS

Early Submission of Pre-Application
Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1, or (2) the date the applicant submits its application to the state in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.
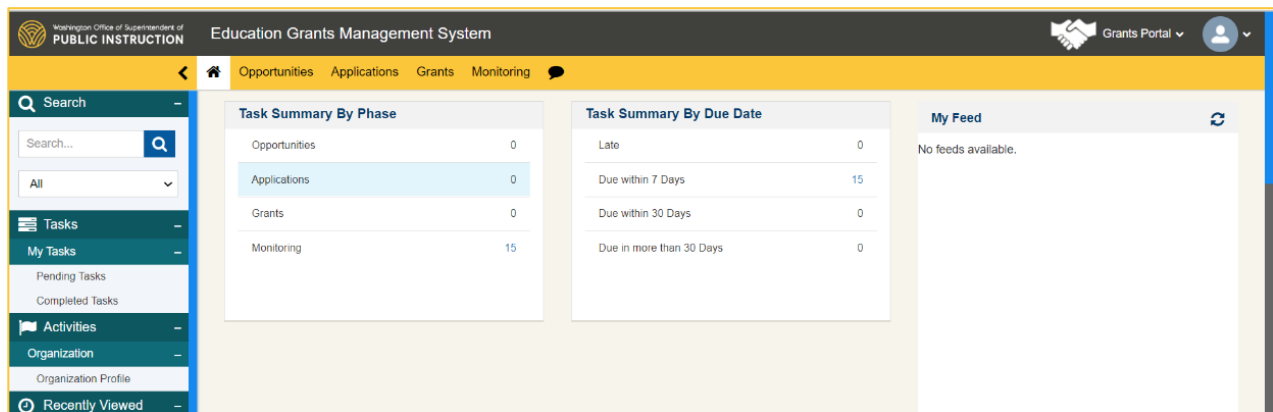
Pre-Application

Step 1: To initiate the process, go to the Opportunities tab in the yellow ribbon in EGMS and find the ESEA CGA under Published Opportunities. Click on the view 👁 icon in the Actions column to open the opportunity.
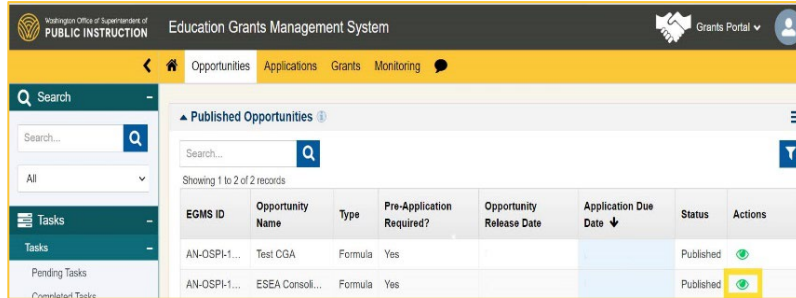
Pre-Application includes: Intent to Participate in Title I, Part A, Title I, Part C, Title I, Part D Subpart 1 and 2, Title II, Part A, Title III Part A, Title IV, Part A, and Title V, Part B. LEAs indicate whether they will accept the funds, transfer, and use REAP Alternative Fund Use Authority (Flexibility) if eligible.

Substantially Approvable Status (SAS): LEAs sign assurances for federal programs in the CGA.

Step 2: Click on Qualify in the upper right-hand corner of the Opportunity.
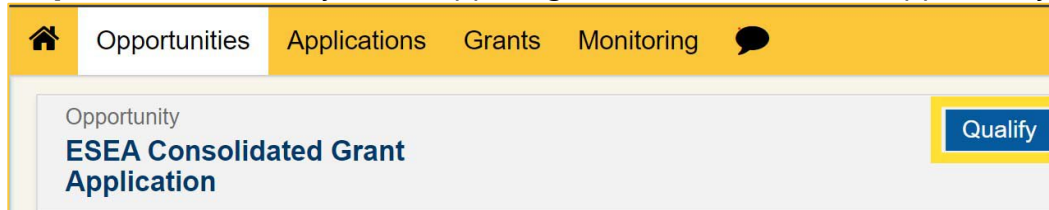
Step 3: Click on Create Pre-Application in the upper right-hand corner of the Opportunity.
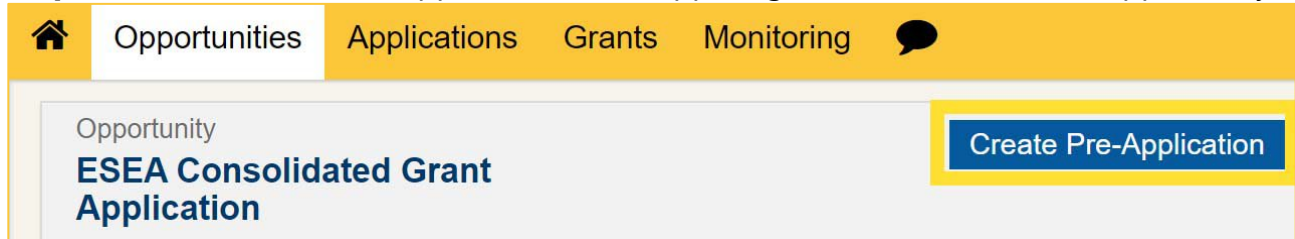
Step 4: Click Save and Continue without changing the pre-application title. It may take a moment for the window to open.
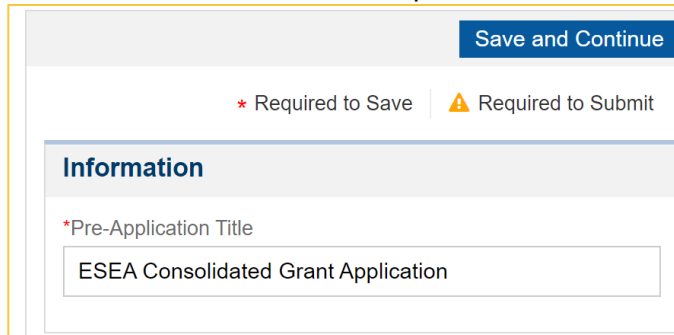
Step 5: Click on the Forms and Files Tab of the pre-application**.**

Pre-Application
ESEA Consolidated Grant Application

EGMS ID
PR-OSPI-0371

Status
Created

To receive funding the pre-application must be completed in full and
view more

✓ Created — ○ Submitted — A

📘 Overview ★ Responsibilities 📎 Forms and Files

Step 6: Click on Edit ✏️ icon in the Actions column for the **Intent to Participate and Transferability Form**.

▲ Forms ⓘ   ☰

Sequence Number ↑	Form Name ▼	Is Form Validated?	Mandatory?	Last Modified By	Last Modified Date	Actions
1	CGA – Intent to Participate and T	No	✔	Aberdeen Admin		✏️ 👁
2	CGA – Substantially Approvable S	No	✔	Aberdeen Admin		✏️ 👁

Step 7: Click on Edit ✏️ icon in the Actions column to select Yes or No from the dropdown menu in the Intent to Participate Column for Title I, Part A. LEAs cannot select "Yes, with Transfer Out Option" or "Yes, with REAP" for Title I, Part A. Click Save in the right-hand corner of the Pre-Application Focus Areas/Programs section.

▲ Pre-Application Focus Areas/Programs   Save   ☰

To view the list of REAP eligible, private school, tribal districts go to the Files section of the related Opportunity.
Applicants who select the REAP option will need to complete the REAP page, included in the full application under Title VB, Subpart 1.
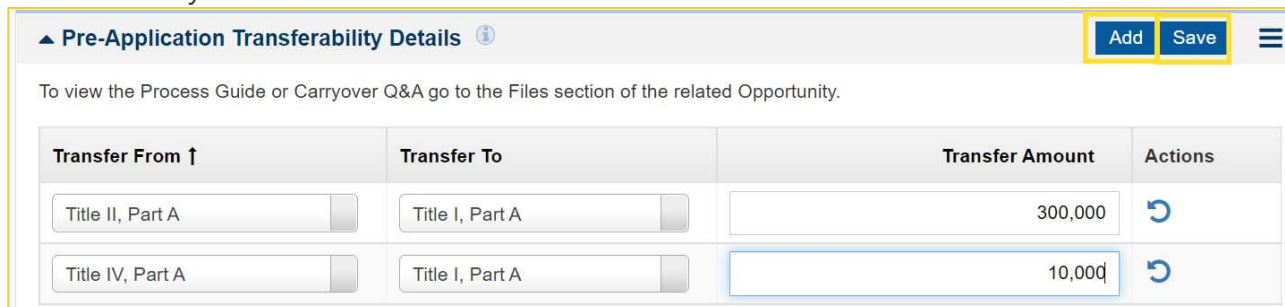
Showing 1 to 9 of 9 records

Focus Area/Program ↑	Preliminary Allocations	Transferred Out Amount	Transferred In Amount	Revised Allocation	Intent to Participate	Actions
Title I, Part A	$6,715,068.00	$0.00	$0.00	$6,715,068.00	⌄	↺
Title I, Part C	$20,000.00	$0.00	$0.00	$20,000.00	--None--	
Title I, Part D		$0.00	$0.00	$0.00	Yes / No	
Title I, Part D, Subpart 1	$35,000.00	$0.00	$0.00	$35,000.00	Yes, with Transfer Out Option / Yes, with REAP	

Step 8: Title II, Part A and Title IV, Part A can be transferred into Title I, Part A. If the LEA

chooses to transfer one or both funds, click on the Add icon in the right-hand side of the Pre-Application Transferability Details section.
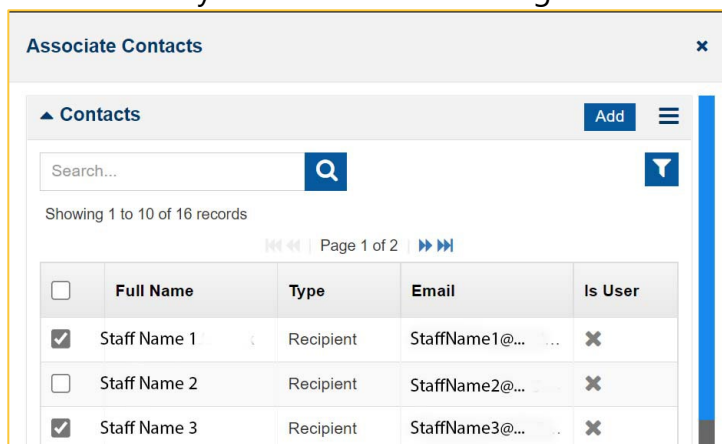
Click on Edit ✎ icon in the Actions column to complete the transfer from and transfer to and transfer amount columns. Click Save in the right-hand side of the Pre-Application Transferability Details section.

Pre-Application Transferability Details ⓘ		Add	Save	☰

To view the Process Guide or Carryover Q&A go to the Files section of the related Opportunity.

Transfer From ↑	Transfer To	Transfer Amount	Actions
Title II, Part A	Title I, Part A	300,000	↺
Title IV, Part A	Title I, Part A	10,000	↺
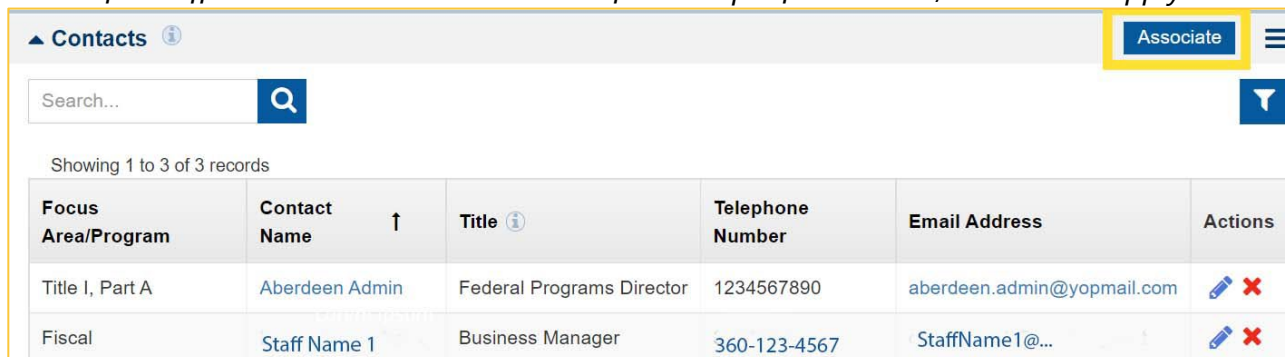
* The Tribal and Private School Consultation section is required in this form if the LEA decides to transfer funds.

Step 9: Scroll down to the Contacts section. To add the contacts, click on Associate in the upper right-hand corner of the Contacts section. Select the staff and click Add after you have selected all staff needed. Click the "x" in the upper right-hand corner of the pop-out window after you have finished adding contacts.

Associate Contacts ✕

▲ Contacts				Add	☰

Search... 🔍 ▼

Showing 1 to 10 of 16 records

⏮ ◀◀ | Page 1 of 2 | ▶▶ ⏭

☐	Full Name	Type	Email	Is User
☑	Staff Name 1	Recipient	StaffName1@...	✖
☐	Staff Name 2	Recipient	StaffName2@...	✖
☑	Staff Name 3	Recipient	StaffName3@...	✖

Step 10: Click on the Edit button to enter the Focus Area/Program and Title for each staff selected. A response is required in the Focus Area column. *For example, Title I, Part A or Fiscal. If a staff member is the main contact for multiple focus areas, list all that apply.*

▲ Contacts ⓘ					Associate	☰

Search... 🔍 ▼

Showing 1 to 3 of 3 records

Focus Area/Program	Contact Name ↑	Title ⓘ	Telephone Number	Email Address	Actions
Title I, Part A	Aberdeen Admin	Federal Programs Director	1234567890	aberdeen.admin@yopmail.com	✎ ✖
Fiscal	Staff Name 1	Business Manager	360-123-4567	StaffName1@...	✎ ✖

Step 11: First click Save and then click Validate the page. If there are any error messages make the necessary corrections, until you can successfully validate the page.

| Validate | Edit | Back | ☰ |

| Validate | Edit | Back |
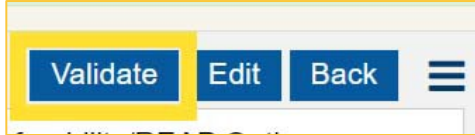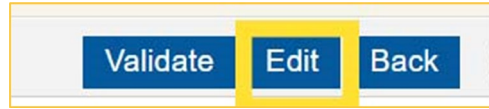
Step 12: Under Forms and Files, click on the Edit icon in the Actions column for the **CGA–Substantially Approvable Status (SAS) and Program Assurances Page**.

▲ Forms ⓘ   ☰

Sequence Number ↑	Form Name ▼	Is Form Validated?	Mandatory?	Last Modified By	Last Modified Date	Actions
1	CGA – Intent to Participate and T	No	✔	Aberdeen Admin		✏ 👁
2	CGA – Substantially Approvable S	No	✔	Aberdeen Admin		✏ 👁

Step 13: Review the prepopulated fields and the assurances for each federal program.

Step 14: Scroll down to the bottom of the page and complete the Acknowledge Program Assurances section.

▲ Acknowledge Program Assurances

By entering your name, you are hereby declaring that you agree to the terms and conditions of the preceding document and assure that all information provided herein is accurate.

For the programs that we have agreed to participate in, I have read, understand, and agree with these assurances.

☐

LEA Name
Aberdeen School District

Authorized Representative Name:

Authorized Representative Title:

Date: (MM/DD/YY)
mm/dd/yyyy

Step 15: Save and Validate the page. If there are any error messages make the necessary corrections, until you can successfully validate the page.

▲ Forms ⓘ

Sequence Number ↑	Form Name	Is Form Validated?
1	CGA – Intent to Participate and Transferability/F	Yes
2	CGA – Substantially Approvable Status (SAS) a	Yes

Step 16: After both forms are successfully validated, click on Submit to Grantor in the upper right-hand corner.

Submit to Grantor
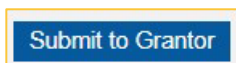
When the pre-application is submitted, this message will appear on the pre-application.

- Your LEA's Pre-Application has been submitted for this opportunity and will be reviewed by OSPI. Once approved, the LEA can create an Application.
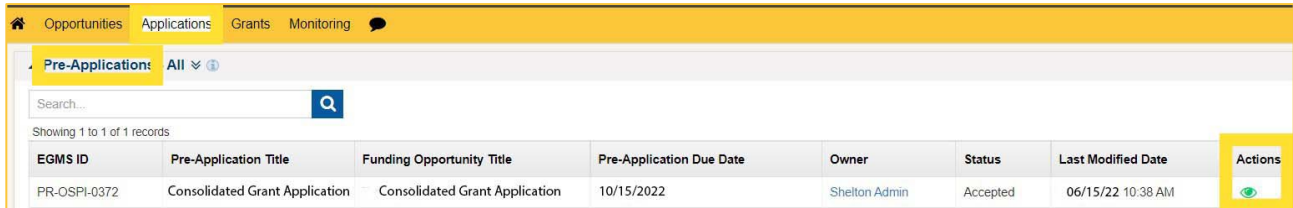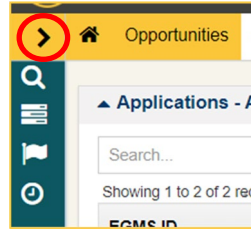
Create an Application

Step 1: When the pre-application is approved:

1) click on the Applications tab in the top yellow ribbon.
2) Click on Pre-Applications in the left-hand navigation bar.
3) Click on the view icon in the Actions column for the CGA.

TIPS

To expand the left-hand tool bar, you may have to click the arrow in the yellow ribbon.
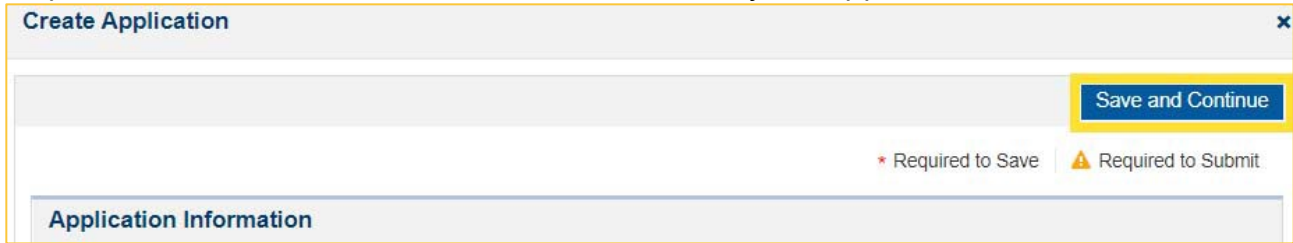
EGMS ID	Pre-Application Title	Funding Opportunity Title	Pre-Application Due Date	Owner	Status	Last Modified Date	Actions
PR-OSPI-0372	Consolidated Grant Application	Consolidated Grant Application	10/15/2022	Shelton Admin	Accepted	06/15/22 10:38 AM	👁

Step 2: Click on create application in the right-hand corner.

Create Application

Step 3: Click on Save and Continue and do not modify the application title.

Create Application

Save and Continue

★ Required to Save   ⚠ Required to Submit

Application Information

Complete the Required Application Forms for Title I, Part A

To see the application forms, click on the "Forms and Files" (see below) tab. The screenshot below also shows the Forms that are required for LEAs accepting Title I, Part A funds.
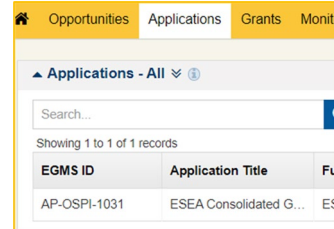
The Transferability and REAP Confirmation form must be saved and validated first. This form pre-populates from the Pre-Application. The LEA may make modifications if necessary.

To complete each form, click on the edit icon in the right-hand Actions column.

After each form is complete, click save and validate. Address any error messages until the form is successfully validated. In the Forms and Files tab, you can see which forms have already been successfully validated in the "Is Form Validated?" column.

Sequence Number ↑		Form Name	Is Form Validated?	Mandatory?	Last Modified By	Last Modified Date	Actions
	1	CGA – Transferability and REAP Confirmation	No	✔	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	2	CGA – Comprehensive Needs Assessment and	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	3	CGA – Family and Community Engagement	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	4	FP 201 – Title I, Part A – LEA Provisions	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	5	FP 201 – Title I, Part A – Program Plan	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	6	FP 201 – Title I, Part A – Equitable Services	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	7	FP 201 - Homeless Needs Assessment	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	8	FP 201 – Title I, Part A – Set Asides	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏
	9	FP 201 – Title I, Part A – Ranking and Allocating	No	✖	Shelton Admin	04/11/2022 10:58 AM	👁 ✏

Comprehensive Needs Assessment

This ⚠ icon indicates required questions. The purpose of the comprehensive needs assessment is to identify top LEA priorities that may be supported with funds included in the CGA.

- Q1: Identify the programs that a Needs Assessment has been completed for. Select all that apply.
- Q2: Identify the stakeholders that were included in the Needs Assessment process. Select all that apply.
  - *Use the scroll bar to the right to reveal additional stakeholders.*
  - *When using "select all," the "other" option is automatically added. When "other" is selected, use 2A to describe.*

- Q3: Identify the data sources reviewed during the Needs Assessment process. Select all that apply.
  - *Use the scroll bar to the right to reveal additional data sources.*
  - *When using "select all," the "other" option is automatically added. When "other" is selected, use 2A to describe.*
- Q4: Enter one district priority per text box. Two district priorities are required.

When the form is complete, click Save and then click Validate in the upper right-hand corner. If the error messages appear, address them and then click Save and click Validate again.

Family and Community Engagement

This form captures strategies and goals for family and community engagement across all programs included in the CGA.

Step 1: The first section is a self-assessment based on key components of family and community engagement. For each component, select the LEA's level of implementation: initial implementation, full implementation, or full implementation and sustainability. Then briefly highlight strengths and areas for improvement.

Step 2: In the second section, identify the strategies that the LEA is implementing barriers to participation. Then complete the remaining family and community engagement questions required by other programs included in the CGA.

Families Experiencing Barriers to Participation

(consider barriers such as access to technology, language access, scheduling, etc.) ESEA Sec. 1116(2)(D)(i); ESEA Title I,Part C Program Purpose

⚠ Select strategies:

☐ Select All

☑ Discuss contact methods with parents at the beginning of the school year.

☐ Offer a variety of options/formats for parents without access to technology to get school and student information

☐ Document communication efforts to keep track of what works best for each family.

☑ Give family options for morning, afternoon, and evening activity sessions to help families arrange childcare or have a plan to work around their home/work schedule.

☑ Offer childcare/transportation for parents to attend educational/informational activities at the school.

☑ Provide teacher/school contact information in a variety of formats for families to have easy access to school staff, such as phone, mail, email, text, or other useful communication tools.

LEA Provisions

In the LEA provisions form, the LEA provides information and signs assurances that are not specific to the federal programs included in the CGA. The form pertains to LEA Provisions for well-rounded education, equitable access to effective instruction, discipline, and transitions into and out of high school. Respond to all the questions. For assurances, the checkbox is at the end.

1. Well-Rounded Program of Instruction & Washington's Basic Education Act

All LEAs in Washington State comply with the Basic Education Act, which is a well-rounded program of instruction designed to meet the needs of all students.

⚠ **Yes,** consistent with the RCW 28A.150.210, the goals of the LEA include providing opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.

(3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency, as well as different experiences and knowledge to form reasoned judgments and solve problems.

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

☐

Title I, Part A–Program Plan

- Q1: The Title I, Part A EOY Report is required prior to approval of the following year's grant. Select the appropriate response from the drop-down menu.
- Q2: Select all the activities and staffing that the LEA funds (partially or in full) with Title I, Part A. If other is selected a description must be entered in 2A.
  - *Use the scroll bar to the right to reveal additional activities and staffing.*
  - *When using "select all," the "other" option is automatically added. When "other" is selected, use 2A to describe.*
- Q3: Complete this section if one or more of the LEA's schools operate a Title I, Part A SWP.

- Q4: Complete this section if one or more of the LEA's schools operate a Title I, Part A TAS program.
- Q4.1: Provide a short narrative of the process used to identify and prioritize students in need of Title 1, Part A services.
- Q4.2A–Q4.2F: Select all that apply.
- Q5: Select the correct response regarding the LEA's use of Title I, Part A funds for early learning activities: If Yes, respond to 5.1 and 5.2.

Title I, Part A–Equitable Services

All LEAs that apply for Title I, Part A funds are required to consult with private schools within their boundaries, as well as private schools outside of their boundaries who have enrolled LEA students. The purpose of this form is to calculate the equitable services set-aside, to provide Title I, Part A services to participating private schools with eligible students.

Step 1: Select the appropriate response regarding private school participation. Only LEAs with eligible students who attend participating private schools are required to complete the remainder of the page.

▲ **Eligibility**

The district assures that the schools listed in the In-District and Out-of-District Private Schools sections were contacted to identify eligible students, and the LEA has identified:

◯ Eligible district students who attend private schools that will participate in Title I.

◯ No eligible district students who attend private schools that will participate in Title I.

◯ All private schools decided not to participate in Title I equitable services or were non-responsive to requests. The district should keep documentation of their contact efforts and the actions of the private school on file for monitoring and auditing purposes.

Step 2: Enter the contact information for the LEA's staff member whom private school staff should contact. *Do not enter contact information for a private school.*

▲ **District Contact**

Name	Email	Phone

Step 3: Complete the Determining Private School Proportionate Share for Equitable Services section.

- Q1: This number must be equal to the total low-income count for schools with a Title I, Part A allocation. This total is calculated in number six of the LEA Percent Low-Income and 125% Rule Table on the Ranking and Allocating form.

▲ Determining Private School Proportionate Share for Equitable Services

⚠ 1. Enter the total number of low-income children attending Title I, Part A public schools.

- Q2: Enter the number of eligible private school students. This number must equal the total number of students identified in the Eligible Student Count Columns of the In-District Private Schools Participating in Title I, Part A table and Out-District Private Schools Participating table.

- Q7: Enter the Set-Aside for Equitable Services Administrative Costs (optional). This set-aside is used to administer the equitable services to private schools, and is deducted from funds available for direct services to participating private schools.
  - *To determine the set-aside for administration, estimate the amount of funds needed to administer the Title I, Part A Equitable Services program in the private school. Districts should determine administrative costs based on the amount of staff time needed to administer the equitable services program in prior years. The set-aside amount should be reasonable and understandable to the participating private schools.*

- Q3–Q6 and Q8–Q10: Click Save in the upper right-hand corner of the form for these fields to calculate.

Step 4: The In-District Private Schools table is populated with the list of private schools residing within the district that indicated they intend to participate in Title I, Part A Equitable Services. To complete the data for each private school, click the Edit icon to the far right of each row. *Click Save in the upper right-hand corner of this section prior to moving on to the next section.*

▲ In-District Private Schools Participating in Title I, Part A

This table is populated with the list of private schools residing within the district that indicated they intend to participate in Title I Equitable Services. The "Private School Participating in Equitable Services" default is set to "no" so that if a private school is not participating, minimal editing is required.

Complete data for each private school.

Records are sorted by Name ascending order

Showing 1 to 5 of 5 records

Private School Name	Private School Building Number	Private School Participating in Equitable Services	Eligible Pupil Count	Method of Per Pupil Calculation	Per Pupil Equitable Share (amount matches line 10 above if formula)	If Formula, Total Equitable Services Allocation Per Private School	If Other enter Total Equitable Services Allocation Per Private School	Actions
Evergreen Christian School	8332	Yes	0	Formula				✏
Nova School	8948	Yes	0	Formula				✏
Olympia Community School	8317	Yes	0	Formula				✏
St. Michael Parish School	8210	Yes	0	Formula				✏
Sunrise Beach School	8025	Yes	0	Formula				✏
						Total Records:5		

1. Indicate Yes or No for participation
2. Enter eligible pupil count
3. Select Formula or Other for the method of per pupil calculation

- Only complete the "If Other enter Total Equitable Services Allocation Per Private School" column, if you select "Other." *NOTE: this is rarely used.*

Step 5: Private schools in the Out-of-District Private Schools table are located in other districts and have indicated they may have your district's students. Consult with the out-of-district private schools to identify eligible students and services. After consultation, complete the data for each private school, click the Edit icon to the far right of each row. *Click Save in the upper right-hand corner of this section prior to moving on to the next section.*

1. Enter eligible pupil count
2. Select Formula or Other for the method of per pupil calculation
   - Only complete the "If Other enter Total Equitable Services Allocation Per Private School" column, if you select "Other." *NOTE: this is rarely used. Add comment, if necessary, in the comment field.*

Homeless Needs Assessment

All LEAs that apply for Title I, Part A funds are required to have a homeless set-aside. The purpose of the homeless needs assessment is to assist LEAs in calculating the homeless set-aside amount.

Section 1: LEA Information

- Q1: Allocation is prepopulated.
- Q2: Title I, Part A, Homeless Set-Aside will populate upon completion of the Cost and Resources Table below. Please refresh the form to view the updated value when the Cost and Resources Table is completed and saved.
- Q3: Enter amount if applicable.
- Q4: Enter amount if applicable.
- Q6: Enter the count of LEA students experiencing homelessness in the prior school year.
- Q5–Q8: Required items as indicated by the orange triangle. Enter the appropriate information into each field.

Section 2: Homeless Needs Assessment Team Members

- Q9: List all team members' names, titles, and building in the chart. To add additional lines to the Team Member Chart, click the blue Add button in the upper right corner of the Homeless Needs Assessment Team Members section. Click the edit icon in the Actions column to complete the information about each team member. After adding each team member, click Save in the upper right-hand corner of this section prior to clicking Add again or moving to another section.

NOTE: *The ☰ icon, to the right of the Add button allows a refresh of the chart.*

Needs Assessment Process

- Q10–13: All items are required. Enter a short narrative in each section.

Cost And Resources

Need ↑	Instructions	Community Resources	State & Federal Homeless Education Grant ⓘ	LEA General Fund	Amount from Title I Set-Aside	Total Cost	If $0 from all funding sources, provide an explanation. ⓘ	Actions
01. Liaison Salary	Provide the salary cost for the Ho	$0	$0	$0	$0	$0		✏ ✖
02. Professional Development	Provide the associated costs for r	$0	$0	$0	$0	$0		✏ ✖
03. School Transportation for Hor	Provide the costs for school trans	$0	$0	$0	$0	$0		✏ ✖
04. Student Educational Needs	Example needs include clothing,	$0	$0	$0	$0	$0		✏ ✖
05. Enrollment/ Transfer Services	Examples include records transfe	$0	$0	$0	$0	$0		✏ ✖
06. Medical/Mental Health/Shelte	Example services include referral	$0	$0	$0	$0	$0		✏ ✖
07. Removing Barriers to Particip	Example barriers include extracur	$0	$0	$0	$0	$0		✏ ✖

Click on the Edit icon to the right of each row to complete each row of the table. Hover over the explanation in the instructions column for a definition of the item in the Need column. Rows 1 and 2 must have funding identified for the liaison salary and PD. Rows 3–12 must have a dollar amount entered within the row or an explanation entered in the explanation box. There must be funding designated in at least one category in the Amount from Title I Set-Aside column; the Title I Homeless Set-Aside will be the total of this column.

Make sure to click **Save** in the upper right-hand corner of this section when the table is complete.

Title I, Part A Set Asides

The purpose of this application form is to calculate the total LEA set-asides and the amount remaining that is available to allocate schools.

Required Set Asides

This section is populated based upon grant guidelines and LEA entry on previous pages.

▲ Required Set Asides

Equitable Services to Private Schools ⓘ
$250,067

Parent and Family Engagement (PFE)

Total PFE Set-aside ⓘ
$41,540

   For LEA (This amount is included in the sum of LEA set-asides)
$4,154

   For Schools (This amount is part of School Allocations)
$37,386

Homeless Children ⓘ
$184,196

Optional Set Asides

Enter set-aside amounts as determined by LEA decisions and Title I, Part A guidelines where appropriate. To access additional information related to each set-aside, click on the "information" icon.

NOTE: The Administration of Public School Program set-aside must include the Title I, Part A requested indirect amount. Find this amount on the budget tab under Allocations and Indirect Costs.

▲ Allocations and Indirect Costs ≡

Focus Area/Program ↑ ▾	Allocation Amount	Maximum Indirect Allowed	Requested Indirect Amount	Allowed Budgeted Direct Expenditure	Budgeted Direct Expenditure	Actions
Title I, Part A	$1,379,975.00	$32,870.00	$32,870.00	$1,347,105.00	$1,379,975.00	✏

This Administration of Public School Program set-aside may also include costs (salaries, benefits, supplies, etc.) associated with the program director and other administrative staff assigned to the program.

Acknowledgement

Read and select the box to accept the acknowledgement.

Title I, Part A Ranking and Allocating Form

TIPS—Introduction to Ranking and Allocating to Eligible Title I, Part A Schools	
Intent of the Law	Title I, Part A of ESEA provides federal dollars to schools to help children meet high academic standards. Current appropriation does not provide enough money to serve all eligible children; therefore, the intent of the law is to concentrate the funds in schools with the highest percentages of poverty and to provide enough funds to make a difference in the academic performance of these students.
Ranking Schools and Allocating Funds	To determine which schools will receive Title I, Part A funds, each LEA with 1,000 or more enrolled students must put its schools in rank order from highest to lowest concentrations of poverty. For these LEAs, any building with a poverty percent above 75 must be served. See ESEA Section 1113. In addition to the rank order process, the LEA must

TIPS—Introduction to Ranking and Allocating to Eligible Title I, Part A Schools	
	determine its districtwide average poverty rate. This is automatically calculated in EGMS.
Title I, Part A Ranking and Allocating: Basis for Allocation	When allocating funds, Priority A buildings must have an equal or higher per-pupil expenditure than Priority B buildings. The LEA will use the Ranking and Allocating page to distribute Title I, Part A funds to schools after deducting set-asides.
Resources	RA_BasisForAllocationChart_Final.docx (live.com)

Step 1: The responses to Q1 and Q2 determine which ranking and allocating table will display on this form. LEAs with schools that participated in CEP in the prior school year can use Form B, C, or D. LEAs with no CEP schools can use Form A, C, or D. *NOTE: the table and poverty measure that the LEA selects may impact the rank order and the equitable share to private schools.*

After responding to questions 1 and 2, click Save in the upper right-hand corner of the form to display the ranking and allocating table.

▲ Eligibility

To display the Ranking and Allocating Tables for which the LEA is eligible. Respond to questions 1 and 2. Then click SAVE.

*1. In the previous school year, did the LEA have schools identified for participation in the Community Eligibility Provision (CEP)?

--None--   ⌄

*2. Indicate the form that the LEA wants to use

--None--   ⌄

Step 2: The Ranking and Allocating Table is populated with student counts as reported to CEDARS for the October count date of the prior school year. The LEA may use a different count date by updating the date in Q2 and replacing the prepopulated counts with the enrollment and the low-income counts for the date that the LEA selected. Some forms also allow the LEA to select a different low-income criterion. *Describe any changes in the in the Revisions to Prepopulated Data in the Ranking and Allocating Table section.*

2. Count date used for student counts in the Ranking and Allocating Table

10/3/2022

3. Low-income criteria for all schools:

Free-and-reduced-price meal eligibility

Step 3: Complete the Ranking and Allocating Table

Form A

The Free and Reduced-Price Meals Low-Income Count is used as the poverty measure.

▲ Ranking and Allocating Table   Add Save

If desired, click the 'Refresh' button shown on the top of this form to refresh the school enrollment data in the form.

Showing 1 to 9 of 9 records

School Name	School Number	Grade Span	School K - 12 Enrollment (Excludes PreK)	Free and Reduced-Price Meals Low-income Count	School Percent Low-income ↓	Title I Eligible	$ Title I school Allocation	Program Model	Basis	Revised Basis	Title I Per Pupil Allocation	Comment	Acti
Elementary School	2745	K-5	430	377	87.67%	Yes	$600,000	SWP	75% Rule	No Change	$1,592.00		✎
Middle School	4586	6-8	549	408	74.32%	Yes	$500,000	SWP	Grade Span	Low-Income Percent	$1,225.00		✎
Junior High School	4363	7-8	589	424	71.99%	Yes	500,000	SWP ▾	Grade Span	Low-Income P ▾	$1,179.00		↺

No Change
Grade-Span
Low-Income Percent
HS 50% or +
1-Year Extension
Feeder
Less than 1000
75% Rule
Less than 35%

No Change

Form B

This form uses Free and Reduced-Price Meals Low-Income Count for non-CEP schools and directly certified counts for CEP schools. *If multiple CEP schools have one hundred percent low-income after the multiplier, the rank order for these schools is based on the % D. Cert. column.*

School Name	School Number	Grade Span	School K - 12 Enrollment (Excludes PreK)	CEP Y/N	D. Cert. #	% D. Cert.	X 1.6	Free and Reduced-Price Meals Low-income Count	School Percent Low-income ↓	Title I Eligible	$ Title I school Allocation	Program Model	Basis	Revised Basis	Title I Per Pupil Allocation	Comment	Actions
Elementary School	2745	K-5	430	No		0.00%		377	87.67%	Yes	$600,000	SWP	75% Rule	No Change	$1,592.00		✎
Middle and High School	4288	6-12	193	No		0.00%		137	70.98%	Yes	$100,000	SWP	Grade Span	No Change	$730.00		✎
Elementary School	3291	K-5	442	No		0.00%		303	68.55%	Yes	$400,000	SWP	Grade Span	No Change	$1,320.00		✎
Middle School	4586	6-8	549	Yes	233	42.44%	372.80		67.91%	Yes	$100,000	SWP	Grade Span	No Change			✎

Form C

This form uses Supplemental Nutrition Assistance Program (SNAP) counts as the low-income criterion.

School Name	School Number	Grade Span	School K - 12 Enrollment (Excludes PreK)	SNAP #	School Percent Low-income ↓	Title I Eligible	$ Title I school Allocation	Program Model	Basis	Revised Basis	Title I Per Pupil Allocation	Comment	Actions
Elementary School	2745	K-5	430	150	34.88%	Yes	$600,000	SWP	Less than 35%	No Change	$4,000.00		✎
Middle School	4586	6-8	549	163	29.69%	Yes	$100,000	SWP	Less than 35%	No Change	$613.00		✎

Form D

This form uses SNAP counts as the low-income criterion and multiplies the counts by 1.6.

School Name	School Number	Grade Span	School K - 12 Enrollment (Excludes PreK)	SNAP #	X 1.6	School Percent Low-income ↓	Title I Eligible	$ Title I school Allocation	Program Model	Basis	Revised Basis	Title I Per Pupil Allocation	Comment	Ac
Elementary School	2745	K-5	430	150	240.00	55.81%	Yes	$600,000	SWP	Grade Span	No Change	$2,500.00		✏
Middle School	4586	6-8	549	163	260.80	47.50%	Yes	$100,000	SWP	Grade Span	No Change	$383.00		✏

Step 4: For each school that will receive a Title I, Part A allocation, click on the Edit icon in the actions column. You may need to zoom out to see the actions column in the right-hand side of the table.

Step 5: Distribute all funding available after set-asides in the Title I, Part A school allocation column following the ranking and allocating rules.

Step 6: Identify the program model for each school and click Save in the upper right-hand corner of this section.

Step 7: The Basis column will auto-populate based on the enrollment count and the poverty percentage. The LEA can select a revised basis if the default is incorrect, such as, low-income percent, one year extension, or feeder.

Step 8: Click Save in the upper right-hand corner of this section.

Step 9: Complete 2. Total Number of Eligible K–12 Private School Students and click Save.

*2. Total Number of Eligible K-12 Private School Students: ⓘ

0

Number of LEA's students who: attend participating private schools (which receive a Title I allocation) and reside in the attendance area of an LEA school with a Title I allocation.

3. To

1,210

NOTE: LEA Percent Low-Income and 125% Rule table calculates the enrollment total, the percent low-income, the number of Number of Low-Income Students at Title I-Served Schools (used in number 1 on the equitable services form) and the Minimum Per Pupil Expenditure if Serving Schools with Below 35% Low-Income (125% Rule).

▲ LEA Percent Low-Income and 125% Rule

1. Total LEA Public School K–12 Enrollment:
4,416

2. Total Number of Eligible K-12 Private School Students: ⓘ
12

3. Total LEA Public School Low-Income Count:
1,210

4. Total LEA Private School Low-Income Count:
0

5. LEA Percent Low-income:
27.33%

6. Number of Low-Income Students at Title I-Served Schools:
1,051

7. Minimum Per Pupil Expenditure if Serving Schools with Below 35% Low-Income (125% Rule):
$1,405.00

Step 10: Select the best option for the Requirement to Demonstrate Comparability. This response identifies which LEAs will be required to complete the comparability report.

School Low-Income Counts

For the enrollment and low-income counts in each school, data must be from the previous school year and not include preschool counts. For new schools with no enrollment data from the previous school year, the LEA must estimate enrollment and low-income counts and proportionally adjust counts in schools from which the new school is pulling enrollment. Auditors will review and confirm the data used in your Title I, Part A application.

Which low-income codes are included in the poverty counts used in the ranking and allocating table used in the LEA Title I, Part A, application?

Find a list of all low-income codes in Appendix X (page 63) of the CEDARS Data Manual Appendices.

Form	Low-income codes that should be included
Form A, no CEP Schools	Free and Reduced-Price Meal eligibility: • All codes
Form B, both CEP and non-CEP	For non-CEP schools: • All codes For CEP schools, use CEP data: • 3 Directly Certified–Migrant • 4 Directly Certified–Homeless (Homeless Liaison List) • 6 Directly Certified–Medicaid • 21 Directly Certified–Foster Child DSHS/CEDARS Match List • 19 Directly Certified–Basic Food DSHS/CEDARS Match List • 20 Directly Certified–TANF DSHS/CEDARS Match List
FORM C: SNAP Data (CEP & Non-CEP or CEP, or CEP only) without the Multiplier for All Schools	SNAP eligibility: • 19 Directly Certified/Basic Food DSHS/CEDARS Match List–Free • 20 Directly Certified TANF DSHS/CEDARS Match List–Free
FORM D: SNAP Data (CEP & Non-CEP, or CEP only) with the 1.6 Multiplier for All Schools	SNAP eligibility: • 19 Directly Certified/Basic Food DSHS/CEDARS Match List–Free • 20 Directly Certified TANF DSHS/CEDARS Match List–Free

Budget

The Title I, Part A budget is part of the combined budget with other focus areas included in the CGA. More *guidance coming soon.*

Typical Title I, Part A Activities and Examples

- **21–Supervisor-Instruction**

  Program administrators, supervisors, plus benefits and payroll taxes

- **24–Guidance and Counseling**

  PFE or homeless liaisons, coordinators, expenses related to these programs

- **27–Teaching**

  Expenditures of salaried certified and classified instructional program staff

- **31–Instructional PD**

  In-service training, workshops, conferences, demonstrations, and other activities related to the ongoing growth and development of instructional staff in the program.

- **32–Instructional Technology**

  Computers, other classroom technology, such as printers, projectors, document cameras, etc.

- **33–Curriculum**

  Supplemental instructional textbooks, electronic resources, and other instructional materials associated with a particular course offering.

For additional guidance see Chapter 6 of the [Accounting Manual](#).

Allowable Title I, Part A Categories and Staff Positions and Their Definitions

Administrators (Non-clerical): Persons whose primary assignment is to direct staff members or manage programs and supporting Title I, Part A services within a school. This category includes project directors, program managers, or coordinators. (2080-hour base)

Teachers: Certificated staff that provides supplemental instruction or interventions to Title I, Part A-served students. (1080-hour base). See [Staffing Requirements/Qualifications Paras & Teachers](#).

Paraprofessionals: Classified staff who assist certificated staff with instructional activities for Title I, Part A-served students. See [Staffing Requirements/Qualifications Paras & Teachers](#).

Counselors/Support Specialists: Persons who provide guidance, counseling, or related supporting services. Staff who conduct student evaluations are also included in this classification. If a support staff person works on a 2080-hour base, include them as a unique listing in the "other" category. (1080-hour base)

Consultant Teachers/Coaches: Staff members with expertise in a specialized field who

provide academic support and PD to other staff members of Title I, Part A-served students for supplemental instruction/interventions. Includes curriculum consultants and supervisors. (1080-hour base)

Clerical Support Staff: Staff members who perform activities concerned with preparing, transferring, transcribing, systematizing, or filing written communications, records, and transactions related to Title I, Part A. This category includes clerks and secretaries. (2080-hour base).

FEDERAL GUIDANCE RESOURCES

Laws, Non-Regulatory Guidance, and other resources from ED with connections to Title I, Part A program requirements:

Name	Year
The full text of ESEA, as amended by ESSA	2015
Title I, Part A Fiscal Issues Non-Regulatory Guidance	Revised February 2008
ESSA Schoolwide Guidance/Title I, Part A	September 2016
Title II Guidance	October 2016
Title III Guidance	September 2016
Early Learning Guidance	October 2016
Student Supports and Academic Enrichment Grants	October 2016
Ensuring Educational Stability for Children in Foster Care	June 2016
Homeless Student Guidance	July 27, 2016
Dear Colleague Letter on Tribal Consultation	September 26, 2016
Fiscal Changes & Equitable Services Guidance	October 7, 2019
Using Evidence to Strengthen Education Investments	September 16, 2016

GLOSSARY

Item	Description
Allocation	An allocation is the amount of state or federal funds allocated by the state to the LEA to spend on a particular grant or specific use of funds.
Budget	The budget provides details on how the LEA or school will spend its allocation. The budget is also a necessary part of the federal fund processing and is transmitted via the EGMS system for the federal claim process.
Budget Redirection	A type of amendment request in which modifications are made to the LEA's budget within an approved grant.
Child	The term ''child'' means any individual aged 3 to 21 years of age.
Community Based Organization	The term ''community-based organization'' means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.
CEP	Community Eligibility Provision is a non-pricing meal service option for schools and LEAs in low-income areas. CEP allows the nation's highest poverty schools and LEAs to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.
CEDARS	The Comprehensive Education Data and Research System is a longitudinal data warehouse of educational data. LEAs report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.
ESEA	The federal Elementary and Secondary Education Act, enacted in 1965, is the nation's education law and shows a longstanding commitment to equal opportunity for all students.
ESSA	The Every Student Succeeds Act replaced No Child Left Behind (NCLB) on December 10, 2015, with the reauthorization of ESEA.
Federal Funds	Those funding sources which come from the federal government, with each grant as a separate funding source. Transactions for these funds are always posted to the current fiscal year, as the federal funds have no prior year reporting.

Item	Description
FTE	A Full Time Equivalent is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. On an annual basis, an FTE is 2,080 hours, which is calculated as 8 hours per day.
FY	The Fiscal Year is the period between July 1 and June 30 of any given year.
PPE	Per Pupil Expenditure of funds determines the amount of funds generated by a school based on the number of low-income children. The minimum PPE calculated on the Set-Asides page is based on the TOTAL number of low-income students in the LEA, not just of those low-income students in the schools served.
Set-Asides	Reservations of funds earmarked for specific services and programs that serve at-risk youth. Some examples include *local institutions for neglected children; homeless children in non-participating Title I, Part A schools; local institutions for delinquent children; community day programs for neglected and delinquent children; family and community involvement* (if total allotment is $500,000 or more*); financial incentives; Early Education; LEA administration; LEA-wide initiatives; and PD.*
SIS	Student Information System is a web-based application software designed to introduce a conducive and structured **information** exchange environment for integrating **students**, parents, teachers and the administration of a school or college.
Stakeholder	In education, the term **stakeholder** typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.

LEGAL NOTICE