

TITLE I, PART A PROGRAM GUIDE

Tools and Tips for Title I, Part A Directors

2023

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

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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 millions 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

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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) protocols or Schoolwide (SWP) plans. Read your LEAs most recent Title I, Part A Education Grant Management System (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 protocols 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 Parent and Family Engagement**, 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 Title I, Part A Federal Program Review and Support Checklist Monitoring Tool** as an organizational framework. Keep current documents that will serve as evidence for each area.
3. **Keep current copies of SWP plans and TAS protocols** 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 its 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. *Subscribe to Title I, Part A [here](#).*
2. **Take advantage of Statewide 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 schedule, go to the [Closing Educational Achievement Gaps \(Title I, Part A\) | OSPI \(www.k12.wa.us\)](#) webpage, under Professional Learning Opportunities.

TITLE I, PART A GUIDE AND PROCEDURES

The *Title I, Part A Guide* 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 (PFE)

- 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— Short Version

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
Ongoing	Title I, Part A Reporting <ul style="list-style-type: none"> • Collect, track, and submit applicable TAS data to the SIS (e.g., year-round data collection). • <i>If applicable, complete End of Year Report Private School Student Count Survey. Due September 1.</i> 	□ Ongoing
Technical Assistance	<ul style="list-style-type: none"> • Final Day to Submit 2022–23 Budget Revisions October 15 • Final Claims for 2022–23 Grant Expenditures November 15 	

Closing School Year		
Starts	Item	Due
May	Learning Assistance Program (LAP) Report 2022–23 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.	<input type="checkbox"/> September 30
Technical Assistance	<ul style="list-style-type: none"> 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	<input type="checkbox"/> Recommended July 1
Technical Assistance	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	Learning Assistance Program (LAP) Report 2022–23 Acceptance of Funds and Assurances for the 2023-24 School Year are completed in the Fund Allocation Tab in EDS.	<input type="checkbox"/> September 30
July	EGMS Consolidated Grant Application Opens	<input type="checkbox"/> September 14
Starts	Item	Due
October	Title I, Part A Comparability Report EGMS Progress Report	<input type="checkbox"/> November 1
Technical Assistance	Start of the School Year Reminders <ul style="list-style-type: none"> Parent Notification Requirements for LEAs and Schools Private School Services—Begin at the same time as services begin in public schools. 	

	Current School Year	
Starts	Item	Due
Resources	<ul style="list-style-type: none"> • LAP See program guidance, resources, and tools • EDS User Guides See LAP EOY Report User Guide • CEDARS Data Manual Student Attributes and Program File (I), See Appendix F 	
Starts	Item	Due
January	Title I, Part A Consolidated Program Review (FPRS) Cycle	<input type="checkbox"/> Concludes in May
January	Carryover Funds Budget Redirection <i>EGMS Amendment</i>	<input type="checkbox"/> February
January	Schoolwide Waiver 40% Poverty Threshold (Optional) <i>EGMS Consolidated Grant Application Supporting Document Upload</i>	<input type="checkbox"/> June
Technical Assistance	Private Participation in Federal Programs–Bulletin and Webinar comes out before March.	
Starts	Item	Due
February	Reallocation Application (select LEAs only) <i>EGMS Amendment</i>	<input type="checkbox"/> March
February	LAP Poverty Percentages Check and correct poverty percentages on School Apportionment before finalization.	<input type="checkbox"/> March 31
March–April	Private Participation in Federal Programs Private Schools Notify OSPI Through the application in Educational Data System (EDS)	<input type="checkbox"/> April 15
Resources	Private School Participation in Federal Programs Click on the “Resources” Accordion Menu	

Year at-a-Glance— By Month

There will be monthly items that a Title I, Part A Directors will need to plan, implement, and monitor to administer a successful Title I, Part A program. There are many areas to focus on in a Title I, Part A program including but not limited to, programming (instructional and non-academic), fiscal, monitoring and evaluation. The Year-at-a-Glance is a monthly overview resource and guidance of Title I, A grant responsibilities that Title I Directors may be responsible for throughout the school year.

Ongoing	
Program Design	<ul style="list-style-type: none"> • Collect, analyze, and synthesize comprehensive needs assessment data. • Plan, implement, and monitor to administer a successful program. To include setting up meetings for Title I, A Leads/Interventionists across the district to provide PD, establish expectations of programs, provide a check-list and timelines for must-do items, trouble-shoot amongst peers, etc. • Clearly communicate program requirements and expectations. • Attend program’s network meetings and virtual office hours to keep up to date with program requirements and technical assistance.
Family Engagement	<ul style="list-style-type: none"> • Use the dual capacity framework to guide your implementation of the process and organizational conditions for family-school partnerships. • Use the framework to plan and create strategies to engage in parent/guardian outreach and engagement. Maintain documentation of these activities. • Provide Title I, Part A program information, benefits and required notifications as students enter the program.
Early Learning	<ul style="list-style-type: none"> • Coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education program (<i>ESEA section 1119</i>). • Develop agreements with Head Start programs and all early learning providers to coordinate services, such as establishing a Memorandum of Understanding (MOU/MOA) outlining a plan to share student information, data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start into public school programs.
Private Schools	<ul style="list-style-type: none"> • 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. <i>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, and Carl D. Perkins.</i>
Fiscal Procedures	<ul style="list-style-type: none"> • Submit budget redirections as needed in EGMS. • Monthly claims in EGMS are due by 11:59 pm on the 15th of each month. If this deadline is missed, reimbursement will not occur until the end of the next month a claim is submitted by the cutoff date. • 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).

Ongoing

	<ul style="list-style-type: none"> 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).
Data Collection	<ul style="list-style-type: none"> Collect, track, and submit applicable TAS data to the SIS (e.g., year-round data collection) for Title I, Part A End-of-Year Report. If applicable, complete End of Year Report Private School Student Count Survey. Due in September.

July

	Collect, analyze, and synthesize comprehensive needs assessment data.
	Update the Educational Grant Management System (EGMS) information and roles. Maintain current staff contact information to update. If not already established, have new staff register for EGMS portal.
	When CGA opens in EGMS, school district completes equitable services pages in EGMS.
	Begin program planning including staffing, materials, professional development, and Title I staff, LEA leadership teams, building team meetings.
	Set up Title I compliance and program files.
	Familiarize and visit Extended Learning Summer programming and any Summer Professional Development sessions.
	Order Title I materials for upcoming year.
	Collect semi-annual certification (2 of 2) for Title I, Part A personnel who work on a single cost objective.
	Plan district parent engagement activities for the year. Begin to have Title I schools plan parent engagement activities for the school year, including a date for a fall annual Title I parent meeting and posting of state assessment information.
	EGMS Consolidated Grant Application Opens

August

	Meet with district and building administration to review state assessment data and finalize plans. Review/Revise district and building budgets. Maintain record in the LEA if a school plans on becoming Schoolwide.
	Review and update student selection criteria sheet and student selection procedure for TAS programs. Update contact information with OSPI if needed.
	Review and/or complete a physical inventory of equipment. Reconcile the results against equipment records for items purchased with federal funds, this should be completed at least every two years.
	Review, update, and start distribution of parent/guardian notification materials (Report cards, Right-to-Know letters, school websites, etc.). Distribute no later than the beginning of the school year.
	Review and update required policies for Parent Engagement. Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
	Remind schools to schedule two parent-teacher conferences for the school year once in the fall and one in the spring

August

	Continue to hire Title I, Part A staff and check on proper licensure, keep records.
	Obtain preliminary information from appropriate LEA staff. Identify LEA Title I, Part A and non-Title I, Part A schools.
	Review district testing notices to parents including, policy regarding student participation, how to request testing information. Notices should be posted and/or distributed.
	Meet with McKinney-Vento liaison to review annual staff training, activities, and compliance requirements.
	Check to ensure each Title I, Part A-served school jointly developed with parents a school-parent compact. Devise a plan with buildings to distribute compact and parent engagement policy to parents early in the school-year at back-to-school-night or Fall Conferences Post on district and school website.

September

	Finalize all Title I, Part A staff with Human Resources and fiscal office. Keep records. Begin the Time and Effort Distribution Documentation: Semi-annual certifications or Personnel Activity Reports. (PAR)
	Schedule and maintain frequent and regular coordination of the Title I, Part A program at the building and district level. Including regular classrooms, all academic interventions, and other services in the building/community (such as Head Start, preschool, services for children with disabilities and limited English proficiency students, nutrition and housing programs, anti-violence programs, vocational services, career and technical, job training, etc.).
	Establish rank order lists, based on multi-criteria, of students most at risk of failing in Targeted Assistance Title I, Part A buildings, create Title I, Part A staff schedules, begin services when all universal screening and data-collection is completed and analyzed.
	Begin planned extended learning opportunities such as before/after school supplemental programming.
	Typical, Final Expenditure Reports from previous year are due September 30. Limit carryover from previous fiscal year's Title I, Part A grant (original and reallocation) to 15%. Districts may request a carryover waiver in the CGA Funding application once every three years during the fiscal year in which there were excess funds.
	Title I, Part A served buildings continue maintaining required documentation for Title I, Part A compliance in filing system.
	Identify date and collection methodologies for gathering data needed to complete calculations.
	Each Title I, Part A-served school conducts an annual meeting to inform parents of their school's participation in Title I, Part A and to explain Title I, Part A requirements and the right of parents to be involved.
	Private school services begin at the same time as services begin in public schools. <ul style="list-style-type: none"><input type="checkbox"/> After initial consultation takes place, school district enters date of initial consultation with each private school in the Private Participation in Federal Programs application (Consultations tab).<input type="checkbox"/> School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab).<input type="checkbox"/> District completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab).
	Ensure to identify data collection method for comparability calculations.

October	
	Collaborate with district child nutrition coordinator and food services director to get report of free and reduced-price meal data (from district food service meal claim). Data will be used in the upcoming fiscal year for CGA Title I, Part A Building Eligibility page 9.
	Begin monitoring of district and school plans by attending the LEAs leadership team and building leadership team meetings. Monitoring the completion and impact of strategies and action steps.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Final day to submit previous year budget revisions is October 15
	Request updated monthly fiscal reports to monitor spending. Collaborate with Human Resources and payroll to ensure correct Title I, Part A staff members are being paid out of grant.
	Finalize required policies for Parent Engagement (LEA level and school level). Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
	Carryover funds received may be allocated, including for private schools, if applicable.
	Archive all prior year Title I, Part A fiscal and programming documentation for any audit or monitoring purposes
	Ensure district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab).
	Attend district and/or school level parent engagement activities, remind staff to collect invitations, agendas, samples of handouts, sign-in sheets for documentation.
	Comparability Preparation: Collect data. Meet with appropriate staff and calculate comparability. Make corrections to Title I, Part A schools shown not to be comparable. Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable.
	If applicable, submit Comparability Report EGMS Progress Report–Due by the <i>End of October</i>
	Final day to submit budget redirections is <i>October 15 of each year</i> .
	Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI Bulletin Website .

November	
	Review Title I, Part A fiscal reports with business manager office to monitor spending. Share report with district and building administration.
	Comparability planning: 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.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Final claims for previous year grant expenditures is November 15 of each year.
	Based on district benchmark data, revise and update any Targeted Assistance rank order lists for service.
	Ensure schools have held parent teacher conferences by the end of this month.
	Assist any new schoolwide schools with the yearlong planning process.
	Make all district and school plans available to parents through website or parent friendly printed version

December

	Complete Semi-Annual Report at end of the month (for applicable Title I, Part A funded employees) (1 of 2) and continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Continue monitoring of district and school plans by attending LEA leadership team and building leadership teams meetings. Monitoring completion and impact of strategies and action steps.
	Monitor private school services and budgets, visit schools, and consult private schools as needed.

January

	Conduct Mid-Year evaluation of Title I, Part A programs after mid-year benchmark testing is completed and continue monitoring of district and school plans by attending LEA leadership team and building leadership teams meetings. Monitoring completion and impact of strategies and action steps.
	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.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Monitor private school services and budgets, visit schools, and consult private schools as needed.
	Preschool Coordination-Meet with Head Start and/or early learning providers to discuss coordination: parent, professional development and transitions for students.
	Collect midyear documentation for Title I, Part A files from district and schools.
	<i>January to April:</i> 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.

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.
	Begin to check and correct poverty LAP poverty percentages on School Apportionment before finalization.
	Look for a GovDelivery email. Attend the OSPI Ombudsman's webinar regarding the Private School Participation in Federal Programs process.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)

February

	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Begin to plan for summer extended learning.
	Based on district benchmark data, revise and update any Targeted Assistance rank order lists for service.
	Carryover process closes— <i>February or March</i> .
	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.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	<i>January to April:</i> 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.

March

	Private Participation in Federal Programs Application (Intent to Participate)—Educational Data System (EDS) open in mid-April. Must be completed by an approved private school in order to participate in equitable services. OSPI emails reminders to all school districts and private school administrators regarding application opening and submission deadline.
	Contact all private schools in the district's boundaries to let them know of the opportunity to participate in federal programs.
	Reallocation Application (select LEAs only) <i>EGMS Amendment</i>
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Continue parent engagement activities at district and school level.
	Begin to plan for parent survey to gather data on parent involvement and seek out input and identify barriers.
	Extended summer learning planning.
	Continue to collect Title I, Part A documentation from district and schools.
	<i>January to April:</i> 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.
	Finalize poverty LAP poverty percentages on School Apportionment .

April

	Continue to contact any private school that has not completed the application during the time the application is open to remind and/or assist them in completing the application. Document multiple contacts in the contact log.
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April

	Conduct parent involvement survey, gather results and include with final evaluation data.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Prepare for new fiscal year and planning. Verify methodology used within district with district fiscal office.
	Monitor any open purchase orders to prepare for end of the year budgets. (Including private schools spending.
	Begin to gather final evaluation data for all programming paid out of Title I, Part A funds, including professional development.
	Finalize extended summer learning, order materials and hiring.
	<i>January to April:</i> 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

	<p>Learning Assistance Program (LAP) Report 2022–23</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Acceptance of Funds and Assurances for the 2023-24 School Year are completed in the Fund Allocation Tab in EDS.
	After the application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year.
	Review TAS Data in CEDARS. Private School Title I, Part A EOY Report <i>If applicable</i> , complete End of Year Report Private School Student Count Survey. <i>Due September 1.</i>
	Complete Pre-Application and other grant funding applications in the CGA for new fiscal year by June 30 for substantially approved date of July 1.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	<p>May to July—Comparability</p> <p>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.</p>
	Coordinate transitions from PreK to kindergarten. Meet with local Head Start and/or early learning providers in the district area.
	Register students for extended summer learning and finalize programming and hiring.
	CGA Pre-Application begins opening for entering of federal grant budgets.
	Continue to meet with district and buildings to finalize district and school plans.
	Review and update LEA PFE policy based on data, e.g., evaluations, surveys, parent forums, focus groups. Review and update school-parent compact.

May	
	Begin to finalize Title I, Part A fiscal reports with business manager’s office to monitor spending. Meet and share fiscal report with district and building administration to close year.
	Review Title I, Part A staffing needs for upcoming year.

June	
	School district in collaboration with the private school, begins to plan for the upcoming year.
	Complete Pre-Application and other grant funding applications in the CGA for new fiscal year by June 30 for substantially approved date of July 1.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Coordinate transitions from PreK to kindergarten. Meet with local Head Start and/or preschools in the district area.
	Register students for extended summer learning and finalize programming and hiring.
	Continue to meet with district and buildings to finalize district and school plans.
	Begin to finalize Title I, Part A fiscal reports with business manager’s office to monitor spending. Meet and share fiscal report with district and building administration to close year.
	May to July—Comparability 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.
	Review Title I, Part A staffing needs for upcoming year.

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.

July		Title I, Part A Year-at-a-Glance
Ongoing		<ul style="list-style-type: none"> <input type="checkbox"/> Collect, analyze, and synthesize comprehensive needs assessment data. <input type="checkbox"/> Attend Statewide Network Meetings and PD activities to stay well informed of current policies, practices, and research.

July	Title I, Part A Year-at-a-Glance
August to October	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update needs assessment and program evaluation procedures as needed. If applicable, review and update SWP plans and TAS program protocols. <input type="checkbox"/> Design evaluations for Title I, Part A funded: <ul style="list-style-type: none"> <input type="checkbox"/> PFE policy/plans. <input type="checkbox"/> PD activities for impact on student learning. <input type="checkbox"/> Initiate planning process for new SWPs, if applicable (i.e., yearlong planning process).
November	<ul style="list-style-type: none"> <input type="checkbox"/> Review and revise SWP plan or TAS protocols as needed.
February	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with early childhood centers to plan transition of preschool students.
May-June	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct program evaluation and write a summary of that evaluation. <input type="checkbox"/> 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.). 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.

Protocols in a TAS Program

- Needs Assessment
- A current rank order list of identified students
- Intervention Practices and Strategies
- Coordination of resources with regular education and transition supports
- Parent and Family Engagement
- Professional Development Opportunities

For information and templates go to OSPI’s [Targeted Assistance Protocols 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 Title1a@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

Three Components in a SWP

- **One**—Comprehensive Needs Assessment
- **Two**—Well-Rounded Educational Strategies
 - *Combines the elements from previous versions of Schoolwide templates: Schoolwide Reform Strategies & Activities to Ensure Mastery.*
- **Three**—Consolidation of Funds Matrix

For more information and plan templates go to OSPI's [Schoolwide Program webpage](#).

Coordinating and Consolidating Funds in a SWP

A school operating a Title I, Part A SWP has the flexibility to consolidate funds from Title I, Part A with other federal funds as well as with state, local funds.

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.

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 should 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 the 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 Focuses of Title I, Part A Program

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) are automatically eligible for Title I, Part A services. The LEA should have a plan in place to makes sure these populations have access to Title I, Part A services in an equitable manner.

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](#).

Preschools are operated at the building level, the LEA level, or in cooperation with community programs. LEAs and buildings operating a Title I, Part A preschool must comply with all Title I, Part A program requirements. When Title I, Part A funds are used for preschool programs, that program must meet Head Start education performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Those standards can be found in the Head Start Early Learning Outcomes Framework (Ages Birth to 5), (ESSA, Section 1112 (c)(1)(G)).

An LEA that receives Title I funds is required to coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education program (ESEA section 1119). An LEA is also responsible for developing agreements with Head Start programs to coordinate services, such as establishing a Memorandum of Understanding (MOU/MOA) outlining a plan to share student information, data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start into public school programs. Transition activities might include sharing assessment data, promoting summer learning programs, engaging families, and implementing joint professional development opportunities that involve both community-based providers and school staff.

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.

Schoolwide vs. Targeted Assistance

- If the students are all from a single Title I SWP school (or multiple SWPs), then the Summer School can operate as a SWP (as an extension of the regular year's program).
- In a SWP Summer School, the program is an extension of the SWP Plan from the regular school year and thus, all the funds included in that plan can be used for any purpose to address the needs expressed in the plan. The funds can be used to support any student in the summer school.
- If the students are from multiple schools (all TAS, or a mix of both TAS and SWP) then the Summer School will need to operate as a TAS and identify/serve only those students who need the supplemental services.

Combining Title I and LAP

- 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.
 - Title I, Part A does not require to report students in a Summer program.
 - LAP does require to report students, 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 end-of-year report in EDS.*

Equitable Services in Title I, Part A

Equitable Services to Private School districts 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	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>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, and Carl D. Perkins.</p>
January/February	<p>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 schools for participation in federal program equitable services.</p>
March/April	<ul style="list-style-type: none"> <input type="checkbox"/> OSPI Ombudsman provides a webinar regarding the Private School Participation in Federal Programs process. <input type="checkbox"/> Private Participation in Federal Programs Application (Intent to Participate)–Educational Data System (EDS) <ul style="list-style-type: none"> ○ Opens March through mid-April. ○ Must be completed by an approved private school in order to participate in equitable services. <p>School district responsibilities related to the Private School Participation in Federal Programs application process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact all private schools in the district’s boundaries to let them know of the opportunity to participate in federal programs. <input type="checkbox"/> Continue to contact any private school that has not completed the application during the time the application is open to remind and/or assist them in completing the application. <input type="checkbox"/> Document multiple contacts in the contact log. <input type="checkbox"/> After the application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year. <input type="checkbox"/> School district in collaboration with the private school, begins to plan for the upcoming year. <p>OSPI responsibilities related to the Private School Participation in Federal Programs Application process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OSPI emails reminders to all school districts and private school administrators regarding application opening and submission deadline.

When	Private School–Equitable Services Year-at-a-Glance
May/June	<ul style="list-style-type: none"> <input type="checkbox"/> OSPI Ombudsman provides school districts with a list of out-of-district schools that choose to participate in Title I, Part A and Title IV, Part B. <input type="checkbox"/> School district contacts all out-of-district private schools to identify eligible students for participation. <input type="checkbox"/> School districts, in collaboration with the private schools, plan for the upcoming school year.
July/August/September	<ul style="list-style-type: none"> <input type="checkbox"/> School district completes equitable services pages in EGMS. <input type="checkbox"/> School district enters date of initial consultation with each private school in the Private Participation in Federal Programs application (Consultations tab). <input type="checkbox"/> School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab). <input type="checkbox"/> School district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab). <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in parent/guardian outreach and engagement and maintain documentation of these activities. <input type="checkbox"/> 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. <input type="checkbox"/> 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.

When	PFE–Year-at-a-Glance
August	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update parent/guardian notification materials (Report cards, Right-to-Know letters, etc.). Distribute no later than the beginning of the school year. <input type="checkbox"/> Review and revise PFE policies and plans in consultation with parents.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute report cards (beginning of the school year, and not later than October). <input type="checkbox"/> Design evaluations for LEA and school PFE activities.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Send parent guardian notification of Parents’ Right-to-Know. <input type="checkbox"/> Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
November	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure School-Parent Compacts are collected. <input type="checkbox"/> Ensure Title I, Part A schools with TAS programs have set up files, notified parents, and implemented TAS services.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct other stakeholder consultations on the development of the Title I, Part A plan (LEA and school). <input type="checkbox"/> Review and update school-parent compact.
June	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update LEA PFE policy based on data, e.g., evaluations, surveys, parent forums, focus groups.

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 FPRS 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 \$500,000 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 one 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 a description of how the LEA will implement the requirements for each component. 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](#).

Title I, Part A Parent Notice Requirements

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.

Family and Student Partnerships in School Improvement

While incorporating parent and family engagement and feedback is an ESSA requirement for policies, plans, and school-parent compacts – LEAs and schools primary focus is to build lasting trusting relationships with families and their students.

The primary emphasis of the Essential Process Conditions within the [Dual Capacity Framework](#) is to foster a foundation of respect and trust between the home and school (relational: established upon mutual trust). This involves actively engaging and incorporating the perspectives and experiences of families and students when conducting needs assessments and formulating plans. In addition, students are arguably important stakeholder in education and should be included in conversations and planning meetings to ensure their needs are addressed in LEA and school plans. Here are some useful strategies to leverage family and student voice into your school improvement efforts:

1. *Establish a culture of inclusion:* Create an environment that values and respects the input of families and students. Encourage open dialogue and collaboration between all stakeholders involved in the school improvement process.
2. *Conduct surveys and interviews:* Develop surveys or interview protocols to gather feedback from families and students about their experiences, needs, and suggestions for improvement. Ensure that the surveys are accessible and available in multiple languages if necessary.
3. *Hold focus groups or town hall meetings:* Organize structured group discussions or town hall meetings where families and students can share their thoughts, concerns, and ideas. Provide a facilitator who can encourage participation from all attendees and ensure that everyone's voice is heard.

4. *Use technology platforms:* Utilize digital platforms to gather input from families and students, especially if in-person meetings are not feasible. Online surveys, discussion boards, or dedicated communication apps can be effective tools for collecting feedback.
5. *Involve parents and students in planning teams:* Include parents and students on school improvement planning teams to ensure their perspectives are represented throughout the process. This will give them a seat at the table and empower them to contribute to decision-making.
6. *Provide training and resources:* Offer training sessions or workshops for families and students to help them understand the school improvement planning process and their role in it. Share relevant resources, such as guides or handbooks, to help them navigate the complexities of the process.
7. *Establish student leadership groups:* Create student-led organizations or committees that allow students to take an active role in shaping school improvement efforts. Encourage them to identify areas of concern and propose solutions.
8. *Regularly communicate updates:* Keep families and students informed about the progress of the School Improvement Plan/Needs Assessment. Provide regular updates through newsletters, websites, or other communication channels to show that their input is valued and acted upon.
9. *Collaborate on action plans:* Engage families and students in the development of action plans based on the School Improvement Plan/Needs Assessment. Encourage them to contribute ideas and work together with school staff to implement strategies for improvement.
10. *Evaluate and recognize contributions:* Continuously assess the impact of family and student input on the school improvement process. Recognize and acknowledge the contributions of families and students and celebrate successes resulting from their ideas and concerns being addressed.

By implementing these strategies, schools can foster meaningful partnerships with families and students, ensuring that their voices are heard, their ideas are valued, and their concerns are addressed in the School Improvement Plans/Needs Assessments. This collaborative approach can lead to more effective and inclusive school improvement efforts.

Use the following resources to find ways to include, promote, and solicit family and student voice in needs assessments and school improvement:

- [Including Voice in Education: Empowering Student Voice in School Design](#)
- [Authentic Student Voice in School Governance](#)
- [OSPI's Parent and Family Engagement and Best Practices Webpage](#)
- [Family Engagement Strategies \(OSPI Power Point\)](#)
- [Speak Out, Listen Up! Tools for Using Student Perspectives and Local Data for School Improvement](#)
- [6 Strategies for Effective School Family Engagement Events \(wested.org\)](#)
- [10 Step Engagement Plan | Project Appleseed](#)

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 \(www.k12.wa.us\)](#).

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.

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](#)

FISCAL PROCEDURES

When	Fiscal–Year-at-a-Glance
Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Submit budget redirections as needed in EGMS. <input type="checkbox"/> 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). <input type="checkbox"/> 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).

When	Fiscal–Year-at-a-Glance
August and September	<ul style="list-style-type: none"> <input type="checkbox"/> Identify data collection method for comparability calculations.
October and November	<ul style="list-style-type: none"> <input type="checkbox"/> Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable. <input type="checkbox"/> Final day to submit budget redirections is <i>October 15</i>. <input type="checkbox"/> Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI Bulletin Website. <input type="checkbox"/> Submit Comparability Report EGMS Progress Report–Due by the <i>End of October</i>. <input type="checkbox"/> Final Claims for Grant Expenditures due <i>November 15</i>.
January	<ul style="list-style-type: none"> <input type="checkbox"/> Collect semi-annual certification (1 of 2) for Title I, Part A personnel who works on a single cost objective. <input type="checkbox"/> Complete Carryover Funds Budget Redirection EGMS Amendment.
February	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Carryover process closes–<i>February or March</i>.
March	<ul style="list-style-type: none"> <input type="checkbox"/> Reallocation Application (select LEAs only) <i>EGMS Amendment</i>
May	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with LEA financial staff to reconcile fiscal issues prior to EOY closeout.
July	<ul style="list-style-type: none"> <input type="checkbox"/> Collect semi-annual certification (2 of 2) for Title I, Part A personnel who work on a single cost objective.

Comparability Report

Only LEAs that have at least one grade span with more than one school in which one or more schools receives a Title I allocation are required to submit the Comparability Report. The comparability report appears as a pending task to all users with “ESEA Consolidated Grant” selected as a program of interest in the Organization Profile in EGMS. From the Home tab, click on Pending Tasks, and click on the green arrow icon in the Actions column for the Comparability Report. Click on the Forms and Files tab, and click on the pencil icon for the Comparability Report form. Directions for completion are included in the form.

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

When	Comparability–Year-at-a-Glance
January–April	<ul style="list-style-type: none"> <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. <input type="checkbox"/> Establish participant roles and responsibilities. <input type="checkbox"/> Establish specific timelines for completion of the calculations. <input type="checkbox"/> Decide which calculation methodology to use.
August	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain preliminary information from appropriate LEA staff. <input type="checkbox"/> Identify LEA Title I, Part A and non-Title I, Part A schools.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Identify date and collection methodologies for gathering data needed to complete calculations.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Collect data. <input type="checkbox"/> Meet with appropriate staff and calculate comparability. <input type="checkbox"/> Make corrections to Title I, Part A schools shown not to be comparable
November	<ul style="list-style-type: none"> <input type="checkbox"/> Reconvene appropriate LEA staff to address any outstanding issues. <input type="checkbox"/> 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.

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.

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	<input type="checkbox"/> Collect, track, and submit applicable TAS data to the SIS (e.g., year-round data collection).
August	<input type="checkbox"/> Review and update student selection criteria sheet and student selection procedure for TAS programs. <input type="checkbox"/> Update contact information with OSPI if needed.
May	<input type="checkbox"/> Review TAS Data in CEDARS for Title I, Part A EOY Report (see below).
May to September	<input type="checkbox"/> Private School Title I, Part A EOY Report <i>If applicable, complete End of Year Report Private School Student Count Survey. Due September 1.</i>

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

Business rules for the Dynamic Attribute and Program Report:

1. The student is enrolled in the school and district at some time during the **School Year**.
2. The student is identified as receiving the service at some time during the **School Year**.
3. If "Yes" is selected for Unduplicated Count, the report displays only those students receiving services at their school of primary enrollment.

A student level detail report will be created that displays:

Dynamic Attribute and Program Report - Details

Total Records : 26

Download Format: XLS, TXT, PDF

School Year	School Code	School Name	District Student ID	SSID	First Name	Middle Name	Last Name	Grade Level	Gender	Federal Roll Up	Attribute or Program	Start Date	Exit Date	Exit Reason
-------------	-------------	-------------	---------------------	------	------------	-------------	-----------	-------------	--------	-----------------	----------------------	------------	-----------	-------------

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

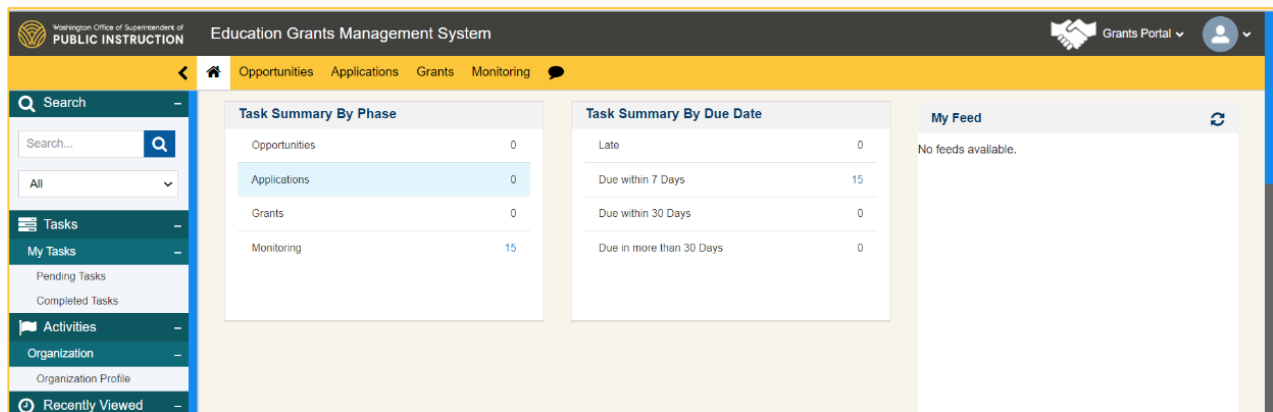
An LEA's Title I, Part A program must be submitted to, and approved by OSPI annually. (*ESSA Sections 1112 and 1116*) LEAs apply for Title I, Part A funds through the CGA in the Educational Grant Management System (EGMS).

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.

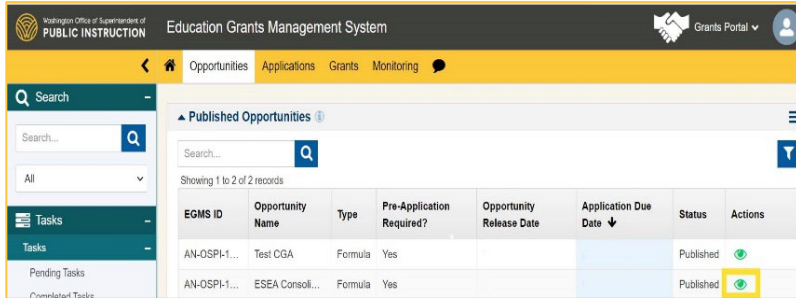
TIPS

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.

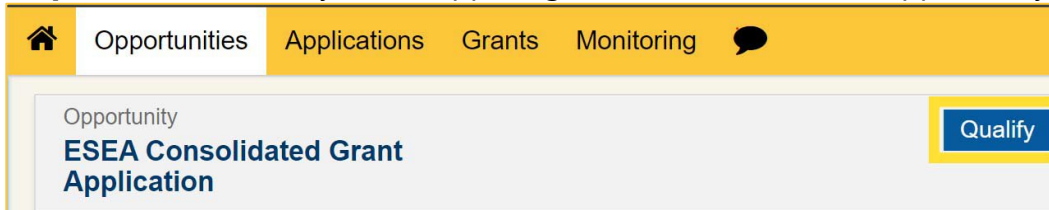


TIPS

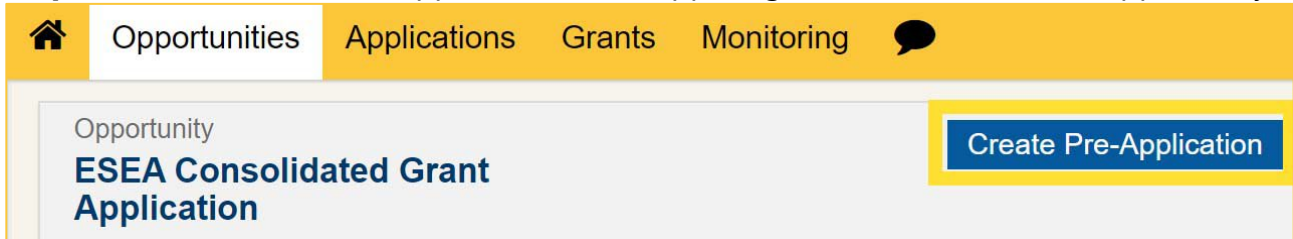
Pre-Application includes: Intent to Participate in Title I, Part A, Title I, Part C, Title I, Part D Subpart 1 and 2, Title II, Part A, Title III Part A, Title IV, Part A, and Title V, Part B. LEAs indicate whether they will accept the funds, transfer, and use REAP Alternative Fund Use Authority (Flexibility) if eligible.

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

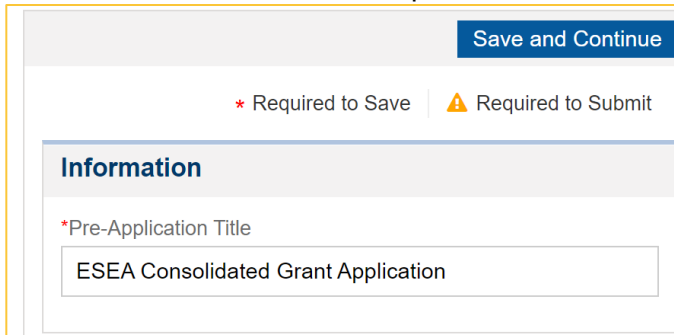
Step 2: Click on Qualify in the upper right-hand corner of the Opportunity.



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

Overview Responsibilities **Forms and Files**

TIPS

You can find the Pre-Application that you created by clicking on Application in the top navigation bar and Pre-Applications in the left-hand navigation.

- Activities
- Applications
- Pre-Applications**
- Applications

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

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 !	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.

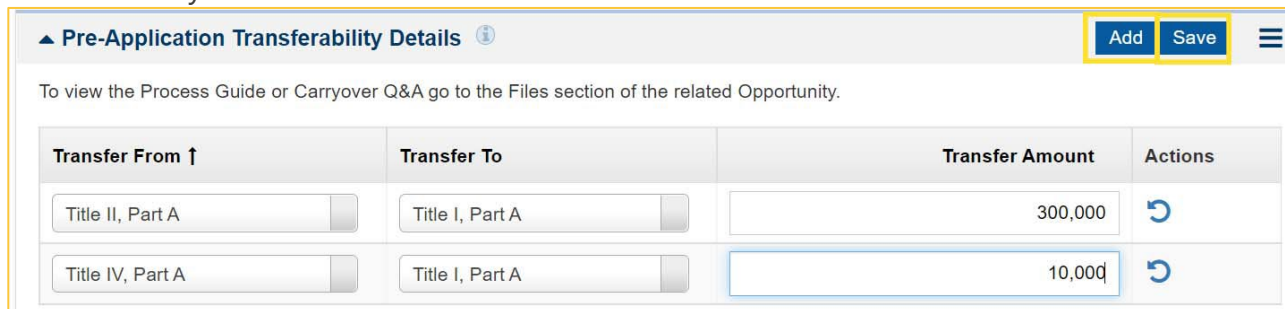
Showing 1 to 9 of 9 records



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	<input type="text" value=""/>	
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	
Title I, Part D, Subpart 1	\$35,000.00	\$0.00	\$0.00	\$35,000.00	No	
					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.

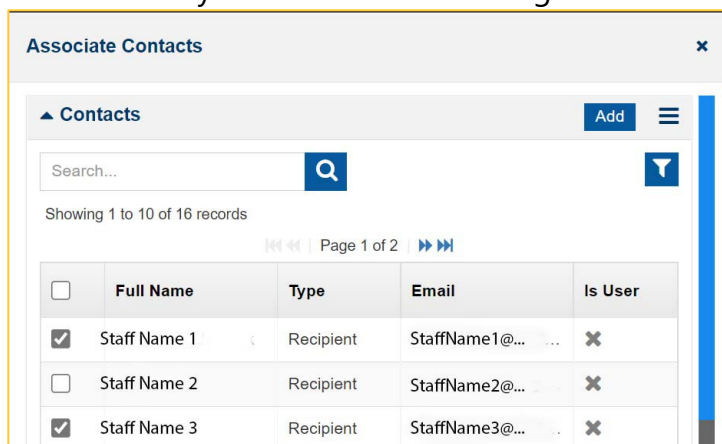
Click on Edit  icon in the Actions column to complete the transfer from and transfer to and transfer amount columns. Click Save in the right-hand side of the Pre-Application Transferability Details section.






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	

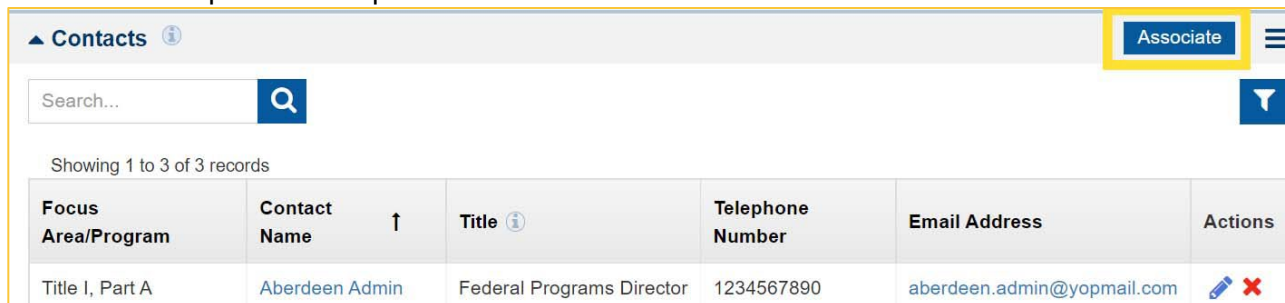
* The Tribal and Private School Consultation section is required in this form if the LEA decides to transfer funds.


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.



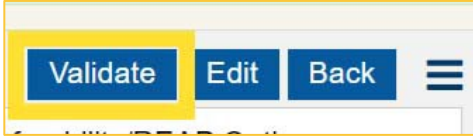
	Full Name	Type	Email	Is User
<input checked="" type="checkbox"/>	Staff Name 1	Recipient	StaffName1@...	
<input type="checkbox"/>	Staff Name 2	Recipient	StaffName2@...	
<input checked="" type="checkbox"/>	Staff Name 3	Recipient	StaffName3@...	

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.



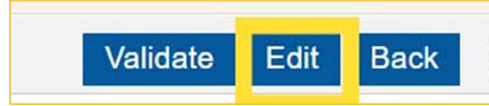
Focus Area/Program	Contact Name ↑	Title ⓘ	Telephone Number	Email Address	Actions
Title I, Part A	Aberdeen Admin	Federal Programs Director	1234567890	aberdeen.admin@yopmail.com	 

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.







TIPS

If you need to make changes after you have clicked save, click on the Edit button.



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.**

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	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:

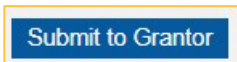
Authorized Representative Title:

Date: (MM/DD/YY)

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

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.



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.

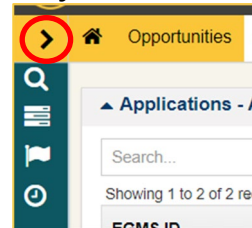
Create an Application

Step 1: When the pre-application is approved:

- click on the Applications tab in the top yellow ribbon.
- Click on Pre-Applications in the left-hand navigation bar.
- 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.

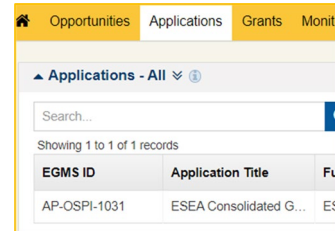
The Transferability and REAP Confirmation form must be saved and validated first. This form pre-populates from the Pre-Application. The LEA may make modifications if necessary.

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.

TIPS

To navigate to the application, click on the Applications tab in the yellow ribbon.



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.

⚠ 1. A Needs Assessment has been completed for the following programs (check all that apply):

- Select All
- Title I Part A
- Title I Part C Migrant Education
- Title I D Neglected and Delinquent
- Title II A
- Title III
- Title IV A
- Title V REAP or RLIS

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 with examples.

⚠ 4. Engaging in two-way communication

Initial Implementation

- None--
- Initial Implementation
- Full Implementation
- Full Implementation and Sustainability

Describe the LEA's current strengths and a focus area for improvement regarding building relationships between school staff and families. Provide examples

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.

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.

Showing 1 to 5 of 5 records

* Records are sorted by Name ascending order

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

▲ LEA Information

<p>1. Total LEA Title I, Part A, Allocation \$1,359,980</p>	<p>2. Title I, Part A, Homeless Set-Aside \$0</p>	<p>3. McKinney-Vento Grant (if applicable) 0</p>
<p>4. Homeless Student Stability Grant (if applicable) 0</p>	<p>▲ 5. Date Needs Assessment Completed mm/dd/yyyy</p>	<p>▲ 6. Number of homeless students reported in the previous school year</p>
<p>▲ 7.1 LEA Homeless Liaison Name</p>	<p>▲ 7.2 LEA Homeless Liaison Title</p>	<p>▲ 7.3 LEA Homeless Liaison FTE</p>
<p>▲ 8. LEA Title I Director Name</p>		

- 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: The count of LEA students experiencing homelessness in the prior school year is prepopulated with data from CEDARS. This field can be edited as necessary.
- Q5–Q8: Required items as indicated by the orange triangle. Enter the appropriate information into each field.

Section 2: Homeless Needs Assessment Team Members

Complete the assurances related to staff participation in the process.

Needs Assessment Process


- All items are required. Enter a short narrative in each question.

Cost And Resources

Need ↑	Instructions	Community Resources	State Federal Homeless Education Grant ⓘ	LEA General Fund	Amount from Title I Set-Aside	If \$0 from all funding sources, provide an explanation. ⓘ	Actions
01. Liaison Salary - Funds must	Provide the salary cost for the Ho	No	Yes	No	\$0		
02. Professional Development Fu	Provide the associated costs for	No	No	No	\$1,000		
03. School Transportation for Hor	Provide the costs for school trans	No	No	No	\$0	There is no additional cost for transportatio	
04. Student Educational Needs	Example needs include early lea	No	Yes	No	\$0		
05. Removing Barriers to Particip	Example barriers include fees, te	Yes	No	No	\$0		
Total Costs	Total Costs of Serving Student				\$1,000		

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 funding source

indicated 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  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)	
<u>Total PFE Set-aside</u> 	\$41,540
<i>For LEA (This amount is included in the sum of LEA set-asides)</i>	
	\$4,154
<i>For Schools (This amount is part of School Allocations)</i>	
	\$37,386
Homeless Children 	\$184,196


TIPS

- The Equitable Services to Private Schools Set-Aside can be modified on the Title I, Part A–Equitable Services Form.
- The Homeless Children Set-Aside can be modified on the Homeless Needs Assessment Form.
- If either of these set-asides are updated, save and validate the Title I, Part A Set-asides form again.

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.

Optional Set-Asides

Administration of Public School Program ⓘ

Neglected Children

Delinquent Children

See [Set-Aside for Students Identified as Neglected or Delinquent guidance](#) for more information. ⓘ

Title I, Part A-funded Transportation for Public School Choice ⓘ

Maximum Allowed Amount for Title I, Part A-funded Transportation for Public School Choice ⓘ

\$2,500.00

Instructional Programs ⓘ

Early Learning Activities ⓘ

Professional Development ⓘ

Parent and Family Engagement Activities ⓘ

Foster Care

For more information on Title I, Part A and Foster Care, review the [OSPI Foster Care Frequently Asked Questions](#).

ⓘ

Incentives and Rewards to Attract and Retain Qualified Teachers and Salary Differentials for Title I, Part A Building Staff ⓘ

Maximum Allowed Amount for Incentives and Rewards to Attract and Retain Qualified Teachers and Salary Differentials for Title I, Part A Building Staff ⓘ

\$2,500.00

Please describe:

Total of all set-asides

\$45,445

Total remaining allocation available to public schools

\$4,555

Acknowledgement

Read and select the box to accept the acknowledgement.

Acknowledgement

The LEA certifies it will budget, track, and monitor all Title I, Part A set-asides.

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.. In addition to the rank order process, the LEA must 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)?

Yes

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

--None--

- Form A: No CEP schools
- Form B: LEA has CEP schools and uses FRL counts for non-CEP schools
- Form C: Any LEA can use this form if using a low-income criteria other than FRL counts
- Form D: Any LEA can use this form if using SNAP counts with the 1.6 multiplier for the low-income criteria

Step 2: The Ranking and Allocating Table is populated with student enrollment and free-and-reduced-price lunch 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

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

Search

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 Percent	\$1,179.00		

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

The LEA can select the poverty criteria for this form and must enter the low-income counts.

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

10/2/2023

3. Low-Income criteria for all schools:

Family Income Survey

--None--

Family Income Survey

Medicaid Composite

Supplemental Nutrition Assistance Program (SNAP) eligibility

Free-and-reduced-price meal eligibility

to refresh the school enrollment data

Showing 1 to 3 of 3 records

Form D

The LEA enters SNAP counts as the low-income criterion and the form multiplies the SNAP 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. Total

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.

Budget

The Title I, Part A budget is part of the combined budget with other focus areas included in the Consolidated Grant Application. For guidance regarding how to complete the budget, refer to the [EGMS User Guide for LEAs \(www.k12.wa.us\)](http://www.k12.wa.us) beginning on page 52 or watch [Creating the Budget: Consolidated Grant Application in EGMS](#).

Typical Title I, Part A Activities and Examples

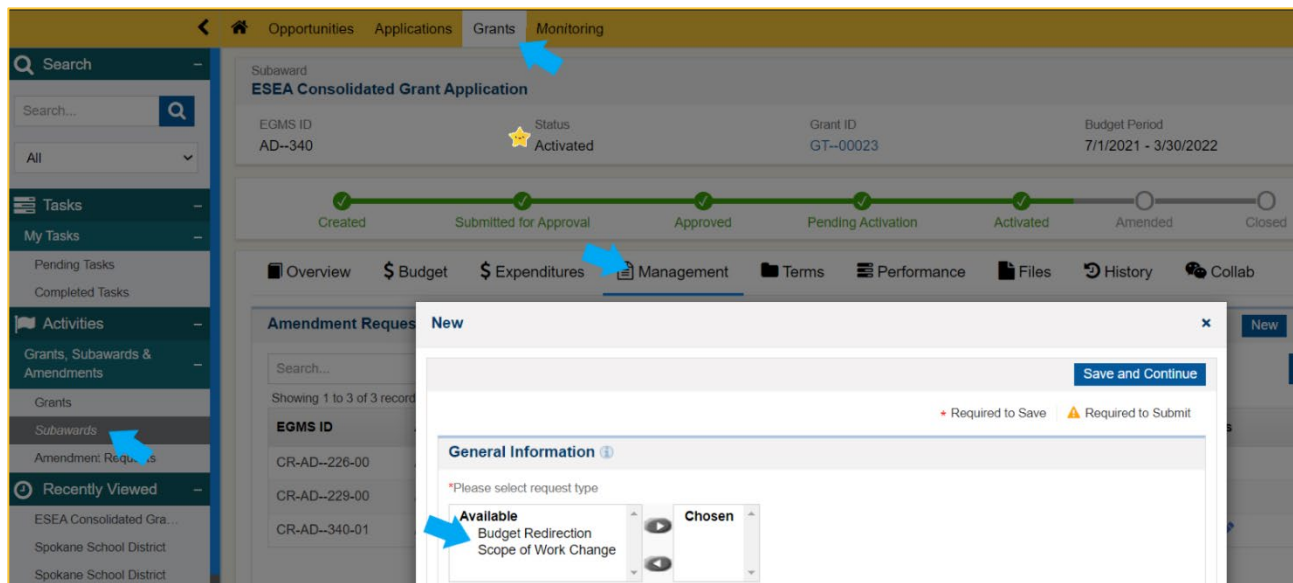
- **21–Supervisor-Instruction**
Program administrators, supervisors, plus benefits and payroll taxes
- **24–Guidance and Counseling**
PFE or homeless liaisons, coordinators, expenses related to these programs
- **27–Teaching**
Expenditures of salaried certified and classified instructional program staff
- **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](#).

Post-Award Budget Amendment

After the grant is awarded for the Consolidated Grant Application, the LEA may need to revise the budget. For instructions, watch ([Post-Award Amendments and Progress Reports webinar\(link is external\)](#) | [Training](#)).

To initiate a budget amendment, from the EGMS Grants tab, go to the Management tab in the activated Subaward, click “New” and select “Budget Redirection”:



Carryover Budget

The first portion of the amendment training ([PDF/Recording](#)) covers how to respond to an amendment initiated by the Office of Superintendent of Public Instruction (OSPI), such as carryover. Below are the steps to submit the carryover amendment:

After carryover amounts are loaded into EGMS, all users with ESEA Consolidated Grants selected as a Program of Interest in the organization profile will receive a pending task under Grants that says, “Submit Amendment Request.” Click on the green arrow in the right column under Actions. Note: while any user can edit, only a primary user can submit.

Click on the Edit button in the upper right-hand corner.

- **Overview Tab**

In the Allocations and Indirect Costs table, click on the pencil in the Actions column to update the Requested Indirect Amount to equal the Maximum Indirect Allowed Column. Before the amendment can be submitted, the final two columns must be equal (Allowed Budgeted and Budgeted Direct Expenditure).

Focus Area/Program	Allocation Amount	Requested Change in Budget	Additional Allocation Transfer Amount	Carryover Transfer Amount	Available for Carryover	Requested for Carryover	Revised Allocation	Budget Revised?	Maximum Indirect Allowed	Indirect Expenditures Approved	Requested Indirect Amount	Allowed Budgeted Direct Expenditure	Budgeted Direct Expenditure
Title I, Part A	\$301,146.00	\$3,290.00	\$0	\$0.00	\$23,729.00	\$23,729.00	\$328,165.00	Yes	\$30,510.00	\$12,793.03	\$30,510.00	\$297,655.00	\$297,655.00

In order to allocate the carryover funds, scroll down to the Budget Change table. Click on the pencil in the right column of the budget for each activity you will revise. In the pop-up window, click "Add row" if there are not already funds allocated to the selected activity. Click on the pencil to enter or revise the funding amounts in the pop-up. The Subcategories and Description fields can be left blank for Title I, Part A. Save the data entered.

- **Transferability Options Tab**—Use this tab to transfer additional Title II, Part A or Title IV, Part A carryover funds from the LEA's allocation.
 - Click the edit button.
 - Complete page and click save.
- **Transfer Carryover Tab**—Use this tab to transfer Title II, Part A or Title IV, Part A carryover.
 - Click the edit button.
 - Complete page and click save.
- **Program Carryover Tab**
 - LEAs may carry over up to 15% of Title I, Part A funds including transfers and may request a waiver to exceed 15% once every three years.
 - Carryover Waiver Eligibility Status (#6)
 - LEAs with a status of "Not Applicable" do not need a waiver and can select any option.
 - LEAs with a "Not Eligible" status have excess carryover funds but cannot claim the waiver, and can select option 7a, 7b, or 7c.
 - LEAs with an "Eligible" status can request the waiver to claim excess carryover funds and can select any option.

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 <i>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.</i>
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.

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