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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 the Title I, Part A of the Every Student Succeeds Act (ESSA) of 2015. There is a separate Title I, Part A Fiscal Handbook that should be read in conjunction to this Guide.

This Guide is based on the interpretation of ESSA, the regulations and the guidance issued by the U.S. Department of Education (ED). It includes several samples. Please understand the samples included 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 when needed. LEAs are invited to contact OSPI’s staff for personalized assistance as necessary.

This guide was adapted from one created by North Carolina State Board of Education | Department of Public Instruction.
THE PURPOSE OF THE TITLE I, PART A PROGRAM

What is the focus of our work?

Title I, Part A and Learning Assistance Program are sister programs designed to provide additional learning supports to students in need. Across Washington, Title I, Part A annually provide approximately $250 million in federal funds provided 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 these 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.

The Every Student Succeeds Act (ESSA)

ESSA replaced No Child Left Behind (NCLB) on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act (ESEA). As OSPI confirms details about the new law.
# TITLE I, PART A CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Deputy Superintendent</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th><strong>Private Schools/Rural Education Program Supervisors</strong></th>
<th><strong>Email</strong></th>
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<td>Rural Education</td>
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</table>

**Note:** We will do our best to keep up to date with any departures and new hires on this list.
TITLE I, PART A PROGRAM SUPPORT

Tips for New Title I, Part A Directors

2. **Visit** the Title I, Part A websites and read:
   - Title I, Part A Website and Non-Regulatory Guidance (page 76 of this guide).
3. **Review** information contained in your LEA’s Targeted Assistance (TAS) or Schoolwide (SWP) Plans. Read your LEAs most recent Title I, Part A iGrants FP 201 application, state required School Improvement Plan (SIP), and supporting materials, including the budget.
4. **Read the accountability reports.** Use the OSPI’s website to view LEA and school Report Cards.
5. **Visit your Title I, Part A schools often.** Familiarize yourself with their TAS or SWP plans (if applicable) and procedures for student selection into the program, service delivery models, and PFE policies.
6. **Visit any 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 (PFE),** data collection and use, professional development (PD), and the dissemination of annual notices to parents (e.g., LEA PFE Policy, Parent Compacts, LEA/School Report Cards, Parents’ Right-to-Know, etc.).

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 CPR Checklist Monitoring Tool** as an organizational framework. Keep current documents that will serve as evidence for each area. See Section IX for more on CPR.
3. **Keep current copies of SWP and TAS School program plans** on file at the LEA office. 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. **Record retention for Federal and State Programs**—Student records retention is governed by the Secretary of State (SOS) LEAs and ESDs Records Retention Schedule. This document has examples of types of student documents to retain and when to dispose; specifically, Sections 6.0.
through 8.0 focus on student records. Section 6.1 relates to administration of federal and state categorical grant funded programs (page 29 of SOS document). This section indicates records must be retained until the auditor’s examination report OR retain for period required by the grant or program, whichever is later.

All federal and state program records, supporting documents, statistical records, and all other records pertinent to program regulations on the grant award must be retained for the current fiscal year end, plus five years, for a total of six years. If there is a pending audit, all records must be retained until audit is settled.

In other words, the general 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, Section 80.42. GEPA requires that “recipients of federal funds keep records related to the use of those federal funds for three years following the completion of the activity for which the funds are used.” EDGAR states that when “grant support is continued or renewed at annual or other intervals, the retention period for the records of each funding period starts on the day the grantee or subgrantee submits to the awarding agency it’s single or last expenditure report for that period.” Generally, recipients of federal funds have two years to use federal funds, thus the five-year retention period results from the combination of the GEPA three-year requirement and the retention period set out in EDGAR.

**Technical Assistance**

1. **Make sure to sign up for OSPI’s Title I, Part A Program–GovDelivery System** to ensure you receive updates and other information provided from OSPI. Call 360-725-6100, or subscribe to Title I, Part A [here](#).

2. **Take advantage of Regional Network Meetings at the ESDs** by attending the Title I, Part A ESD Regional Meetings (contact OSPI for more information—meetings are monthly/quarterly depending on the ESD). Attend Director’s Title I Workshops/Trainings.

**TITLE I, PART A GUIDE AND PROCEDURES**

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

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

Parent and Family Engagement

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

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.

Data Collection and Management

- Contains information intended to assist Title I, Part A Directors in key recordkeeping tasks and data collections due during the year. Provides guidance on iGrants FPs to be completed for closing the school year.

Year-at-a-Glance

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

- Title I, Part A Year-at-a-Glance

TITLE I, PART A PROGRAM DESIGN

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.
<table>
<thead>
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<th>When</th>
<th>Program Design–Year-at-a-Glance</th>
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| Ongoing | - Collect, analyze, and synthesize comprehensive needs assessment data.  
|         | - Attend information sessions and PD activities to stay well informed of current policies, practices, and research. |
| October | - Review and update needs assessment and program evaluation procedures as needed. If applicable, review and update Schoolwide and Targeted Assistance program plans.  
|         | - Design evaluations for Title I, Part A funded:  
|         |     - PFE policy/plans.  
|         |     - PD activities for impact on student learning.  
|         | - Initiate planning process for new SW programs, if applicable (i.e., yearlong planning process).  
| November| - Review and revise SWP Plan or TAS Plan as needed. |
| February| - Coordinate with early childhood centers to plan transition of preschool students. |
| May     | - Conduct program evaluation and write a summary of that evaluation.  
|         | - Conduct needs assessment based on findings of program evaluation. |

**Title I, Part A Plans**

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 TAS Program**—The plan for this model should be based on a needs assessment and aligned to overall school plans. In general, the plan describes how students will be selected for the targeted program and how the program will be implemented (e.g., reading, math, etc.). Again, for most schools in Washington, this can be accomplished as part of the School Improvement Plan (SIP) process. In general, schools with a poverty percentage below 35 percent must operate a TAS program, unless they received a waiver from OSPI. **NOTE:** TA programs may only serve selected students. Costs associated with the program include, but are not limited to staff salaries, materials and supplies, and PFE activities are only for those students identified and provided with services through the TA program.

**Operating a SW Program**—This model allows the most flexibility in the use of Title I, Part A funds. The plan should include a description of the comprehensive need’s assessment conducted for the school and the nine additional required SWP components. An LEA may operate a SW program 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** (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 (December 2003).

- **National Center for Education Statistics** (NCES)
  Located within the U.S. Department of Education 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 low achieving or at risk of low achievement.

**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 number of low-income children. 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 low-achievement, not low income.

**Program Focus:** Supplemental assistance in ELA, Reading, Mathematics, and Behavior:

1. Supplemental services to identified children
2. Based on comprehensive needs assessment (SIP)
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 Plan:** The TAS program must reflect on the needs of the identified students. The plan design must be based on the comprehensive need’s assessment, identified from the SIP. The program model must be based on evidence of the six components of a TAS program.

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

**Plan–Do–Study–Adjust**

After your school establishes a TAS planning team, review the six components of the TAS plan template. Apply the Plan–Do–Study–Adjust improvement cycle to each component annually to build and update.

<table>
<thead>
<tr>
<th>Six Components in a TAS Program:</th>
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<tbody>
<tr>
<td>• One: Needs Assessment</td>
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<td>• Two: Identification of Students</td>
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<tr>
<td>• Three: Title I, Part A Practices and Strategies</td>
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<tr>
<td>• Four: Coordination and Transition</td>
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<td>• Five: Parent and Family Engagement</td>
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<td>• Six: Professional Development</td>
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</tbody>
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For information, and template plans go to the **Targeted Assistance** webpage at OSPI.

**Schoolwide (SWP) 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 or to provide certain students with any specific supplemental benefits, the focus of the program must be on addressing the needs of low-achieving children and those at risk of not meeting state student academic achievement standards. Any school with a poverty average of at least 40% (or if the building has applied for and received a waiver from OSPI) may operate a Schoolwide Program.

**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 number of low-income
children. 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 percent or more of the children are from low-income families.

- **40 Percent Waiver:** Schools can be eligible for a waiver of the 40 percent minimum poverty threshold for the upcoming school year. Please contact Title I, Part A for more information about the 40 percent waiver at Title1a@k12.wa.us.

**Program Focus:**

1. Accountability for result
2. Research-based practices
3. School and community engagement

**Program Plan:** An eligible school must first develop a comprehensive 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 schoolwide project. There is no one labeled as “The Title I, Part A teacher.” The administrator and the entire Title I, Part A staff who are paid with Title I, Part A funds are responsible for making sure regulations are met.

**Service Delivery Model:** Supplemental/additional assistance to core instruction for all eligible students, particularly addressing the needs of low-achieving children and those students at risk of not meeting the state’s academic achievement standards:

- a. In-class supplemental model (Push-in)
- b. Pull-out class model
- c. Before school-after school
- d. Saturday school
- e. Extended school year: Summer school

**Plan–Do–Study–Adjust**

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the Plan–Do–Study–Adjust improvement cycle to each component annually to build and update.
Four Components in a SWP

- **One:** Needs Assessment
- **Two:** Schoolwide Reform Strategies
- **Three:** Activities to Ensure Mastery
- **Four:** Coordination and Integration

For more information and template plans go to the [Schoolwide Program](#) webpage at OSPI.

### Coordination of Funds in a SWP Program

A school operating a Title I, Part A schoolwide program has the flexibility to [consolidating funds](#) (see Component Four—Coordination and Integration) from Title I, Part A with other federal funds as well as with state, local, and other federal programs that they will combine under the plan. If school is identified for comprehensive or targeted support, the intent must align to the school improvement efforts.

Prior to considering ways that federal funds may be braided or coordinated, school and district staff will want to conduct a needs assessment and identify stakeholders who need to be involved in the decision-making process. Only after that is completed, and the appropriate stakeholders included, should decisions be made involving braiding or coordination of federal funds to support identified activities. This will support informed decisions that are based upon district need, funding requirements/limitations, and result in effective and efficient braiding of funds.

ESSA allows some funding sources to be merged, or “braided,” to support programs that improve student learning. [Unlocking Federal and State Program Funds to Support Student Success](#) guidance document. This document may be most useful in helping a school or LEA that has already identified its student and staff needs to determine how the federal and state funds it receives can be most effectively utilized to address those needs.

### TAS and SWP Program Evaluation Procedures

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

- All aspects of the Title I, Part A program must be included in evaluation of its impact, including academic assistance provided, PFE activities and effectiveness of related policies, and private school services (if applicable).
- Evaluation data—such as periodic and summative student assessment data—and staff and parent/guardian surveys are used to evaluate the strengths and weaknesses of the program’s impact on raising student achievement and in productively involving parent/guardians in their children’s education.
- The Program Evaluation Procedure describes how each school’s Title I, Part A program could annually evaluate for impact on student achievement.
• This 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 primary 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 survey its students.

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

**Key Elements of Title I, Part A Program**

**Extended Learning Opportunities**—the LEA’s application must provide the type of and describe 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 any other research or evidence-based strategy. The LEA also must identify the specific needs of its special populations, if applicable, such as PD, early learning, preschool, homeless, and others. The following are the most common uses of Title I, Part A funds.

**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. A 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 and Preschool**—Title I, Part A can support early learning and preschool. Early learning activities can start at age five. For more information and ideas about Title I, Part A and Early Learning programs see the Funding Early Learning with Title I, Part A.

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

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

**Special Populations**—If applicable, the LEA must review and assess resources and programs to make sure students identified as Homeless, Foster Care, English learners (ELs), special education, migrant, neglected, and Native American students have access to Title I, Part A services. The LEA should have a plan in place to make sure these special populations have access to Title I, Part A services in the same way as any other student.

**Parent and Family Engagement (PFE)**

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

At every level of LEA and school improvement efforts, parents should be able to provide feedback and voice their ideas and concerns. When parents have a voice, LEAs will gain a deeper knowledge of how to: 1) empower parents to be involved, 2) solicit input from families in the LEA/school continuous improvement process, 3) jointly develop and review programming for families to support learning and healthy development, and 4) engage parents to participate in problem solving discussions related to their child. Some strategies that LEAs and school personnel can work together to implement are:

1. Establish relational trust with families
2. Build the capacity of parents so that they may effectively engage in the decision-making process
3. Partner with community organizations to further empower parents to be involved in the decision-making process
4. Invite parent opinions on school climate and include parents in the continuous improvement process

5. Develop and review programming with families, to support student learning and healthy development

6. Title I, Part A’s PFE compliance is an essential part of the CPR process. PFE evidence must be meaningful and integrated into the LEA’s school improvement efforts.

**PFE Allowable Cost**

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 parent and family engagement provisions of Title I, Part A are generally linked to:

1. Academic goal(s) or academic standard(s),
2. Education and training (staff and parents),
3. Participation in school-related meetings,
4. Inclusion in the education of their children, and
5. 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.

You can find more information under the Allowable Costs in the LEA Role of the Parent and Family Engagement web page. This web page provides LEAs and schools with examples of allowable activities in Schoolwide and Targeted Assistance Programs, as well as examples of allowable and unallowable purchases. Most importantly, the website provides the list of evidence or documentation needed for auditing purposes, which this PFE activity guide/plan template helps consolidate. 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.

**Essential PFE Components in Title I, Part A**

LEAs and schools have a responsibility to promote and strengthen PFE within the Title I, Part A programs. There are requirements that require LEAs and schools to plan and implement PFE activities with ongoing meaningful consultation of the families whose children benefit from Title I, Part A services. The following are key components that must be implemented as part of ESSA’s Title I, Part A requirements in Section 1116. In the PFE Website– LEAs and schools can find information on:

- Communication Strategies
- Policy | Plan Development
- Coordination, Help, and Support to Participating Schools
- Building Capacity for Staff and Parents
- Annual Evaluation of LEA and School PFE Efforts
- School-Parent Compact–Grade Level Goal Oriented Templates
TITLE I, PART A ALLOCATIONS AND IGRANTS
FP 201 APPLICATION PROCESS

Title I, Part A Allocations

Title I, Part A grants are formula-based (entitlement) funds for LEAs. Planning allocations are provided to SEAs in the spring prior to the fiscal year for funds. OSPI receives preliminary and final allocations from ED. Preliminary allocations are typically released in March, and OSPI releases preliminary allocations to LEAs by April. Final allocations are typically released in May and released to LEAs by June or July. Note: the lack of an omnibus appropriations act or Continuing Resolution can delay the release. Please use these preliminary numbers for planning purposes only.

The Title I, Part A allocations are based on updated census numbers and LEAs will annually experience significant changes in allocations based on the annual census poverty data update. Allocation numbers will change based on Congressional actions in the future.

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, the following:

- **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.). In addition, the Title I, Part A funding application is part of an application within the state’s web-based iGrants management system.

- **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.

## Title I, Part A Application Process

<table>
<thead>
<tr>
<th>Current School Year</th>
<th>Starts</th>
<th>Item</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>May to August</td>
<td>May</td>
<td>Substantially Approvable Status (SAS) Application (Optional)</td>
<td>July 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day SAS accepted</td>
<td>September 1</td>
</tr>
<tr>
<td></td>
<td>July</td>
<td>Full Application for Title I, Part A Grant Funds</td>
<td>September 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to Apply for Title I, Part A Grant Funds</td>
<td>November 30</td>
</tr>
<tr>
<td></td>
<td>July</td>
<td>Transferability Options</td>
<td>February</td>
</tr>
</tbody>
</table>

### Technical Assistance

**Start Date for Title I, Part A Grant Awards—SAS**
- SAS Enables the Local Educational Agency (LEA) to charge expenses back to the date SAS was submitted, but no earlier than July 1.
  - SAS submitted by July 1–July 1 start date.
  - SAS submitted between July 2 and September 1-date SAS submitted.
  - No SAS–date the full FP 201 is submitted.

**Transferability Options FP 821**— Enables LEA to transfer up to 100% of Title II and Title IV, Part A to other programs including Title I, Part A. If LEA intends to transfer funds to Title I, Part A, please complete FP 821 before completing the full FP 201.

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 iGrants FP 201. **Submitting SAS and Full Title I, Part A Application**

OSPI uses [iGrants](#)—an Internet-based system—to collect data from Washington State LEAs for a variety of federal and state grant applications, competitive grants (RFPs), and end-of-year reports. **In this system you will find 1) Login to iGrants, 2) User Manual, and 3) Narrated Tutorial.** The training manual serves as an introduction to the iGrants system. Screenshots are provided to illustrate the various processes.

**Note:** LEA’s will be submitting their SAS and full form package (FP) 201 Title I, Part A iGrants Application through this system, if you are a first time user of...
iGrants, please see Procedures for Gaining Access to iGrants.

All application pages will be displayed, as well as the Budget, Finish and Notify buttons so iGrants administrators can send the Request for OSPI Approval email.

OSPI first opens SAS and Assurances portion of iGrants FP 201 when we receive preliminary figures from ED. When the final allocations are ready, the Title I, Part A office will notify LEAs via GovDelivery email that the full application in FP 201 is open and ready to complete and submit.

**Substantially Approvable Status (SAS)**

Each year, LEAs that are eligible for funds can submit the SAS application and budget for the use of Title I, Part A funds. SAS enables LEAs to charge expenses back to the date SAS was submitted, but no earlier than July 1.

**LEA’s SAS Process**

- FP 244 End of Year Report must be submitted for OSPI to approve the full FP 201 Title I, Part A application.

**Application Pages to Complete**

**Section 1—If the LEA is not requesting SAS approval**, follow the steps below:

- Step 1: Make sure “No” is displayed in the drop-down list.
- Step 2: Press the Mark Completed icon.
- Step 3: Wait for final allocations to be announced.

**Section 2—If the LEA is requesting SAS approval**, follow the steps below in order:

1. Page 1—Select “Yes” from drop-down list.
2. Page 1—Complete Budget Overview. Press Save icon.
4. Go back to Page 1 and press the Mark Completed icon.
5. Send email message (displayed after pressing Mark Completed icon on Page 1).
Page 1: Preliminary Budget Overview

The **Budget Overview** must be completed as part of Page 1 Request SAS.

This budget overview is based on the preliminary allocation displayed. **It does not replace the regular budget matrix displayed in the final allocation amount in the budget calculator.**

Page 1A: Transferability

Transferability is a flexibility authority under ESSA which allows LEAs to transfer up to 100 percent of the funds they receive under Title II, Part A and Title IV, Part A to other programs, to better address the needs of their unique student populations, and to ensure the capacity of delivering a meaningful program.

LEAs are required to complete iGrants FP 821–Transferability, if transferring Title II, Part A or Title IV, Part A funds into Title I, Part A. The amounts will auto-populate to FP 201–Page1A.

Once FP 821 has been completed and approved, the amount to transfer will show in FP 201 in the prepopulated green boxes. The percentage of allocation is based on how much the LEA transferred to Title I, Part A. In this example, 100 percent was transferred from the total amount available to transfer to Title I, Part A.

**Requirements for Transferred Funds**

Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of those programs. Therefore, the transferred funds should be treated as if they were an increase to the initial allocation of that program. Spend transferred funds in accordance with requirements of the receiving program, including statutory set-asides.
Regarding Required Set-Asides and Building Allocations
If there are required set-asides for this program(s) to which you are transferring funds, the transferred funds need to be applied to the required set-asides for those program(s). For example: If an LEA transfers funding into Title I, Part A, it increases its total allocation. It will also increase funds subject to required set-asides and for ranking and allocating to buildings under Title I, Part A. Please take such set-asides into account below when answering the questions.

**LEAs are required to answer Question 1 and 2 as part of Page 1B-Transferability:**

1) how do transferred funds support the overall goals of this program and your LEA's identified needs. 2) To what proposed program activities will these transferred funds be applied?

Any amounts transferred to Title I, Part A will pull to page 4A-Equitable Services, item 5 and Required Set-Asides Page 5, A1 on FP 201.

**Page 2: Assurances**

An authorized representative must sign the assurances.
This is usually the LEA person responsible for submitting the application to OSPI.
Page 3: Equitable Services to Private Schools

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.

<table>
<thead>
<tr>
<th>When</th>
<th>Private School–Equitable Services Year-at-a-Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Going</td>
<td>□ School district conducts consultation with private schools throughout the year to ensure timely, appropriate, and meaningful services are provided to eligible students, teachers, and families. ESEA programs include: Title I, Part A; Title I, Part C (Migrant); Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B.</td>
</tr>
</tbody>
</table>
| March/April    | □ OSPI Ombudsman for Federal Program Equitable Services provides a webinar regarding the Private School Participation in Federal Programs process.  
□ Private Participation in Federal Programs Application (Intent to Participate)—Educational Data System (EDS)  
   ○ Opens March through mid-April.  
   ○ Must be completed by an approved private school in order to participate in equitable services.  
School district responsibilities related to the Private Participation in Federal Programs (EDS) process:  
□ Contact private schools that have not completed the application during the time the application is open.  
□ Document multiple contacts in the contact log.  
□ After the application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year.  
□ School district in collaboration with the private school, begins to plan for the upcoming year.  
□ OSPI responsibilities related to the Private Participation in Federal Programs Application process:  
   ○ OSPI emails reminders to all school districts and private school administrators regarding application opening and submission deadline. |
<table>
<thead>
<tr>
<th>When</th>
<th>Private School–Equitable Services Year-at-a-Glance</th>
</tr>
</thead>
</table>
| May/June            | - OSPI Ombudsman for Federal Program Equitable Services office provides school districts with a list of out-of-district schools that choose to participate in Title I, Part A  
                      - School district in collaboration with the private school plans for the upcoming school year. |
| July/August/September | - School district completes private school data on federal program iGrants form packages.  
                          - School district enters date of initial consultation with each private school in the Private Participation in Federal Programs (Consultations tab).  
                          - School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab).  
                          - School district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab).  
                          - Private school services begin at the same time as services begin in public schools. |

The following is a breakdown of Page 3 Equitable Services in the Title I, Part A Form Package 201.

**School district chooses the appropriate response (both require a response):**

1) Private Schools Located in District Boundaries.

And

2) Out-of-District Private Schools.
Enter the school district person’s contact information for Title I, Part A Equitable Services: name, email, and phone.

**Table 1**—Determining Private School Proportionate Share for Equitable Services. There are 10 items to complete for this table.

Follow **SAVE** instructions as each item is completed. Any item with a green box for a response is automatically calculated.

Item 5—Must complete Page 1A and SAVE for the amount to show here.

Item 6—Total Equitable Share Allocation—This amount transfers to page 5 (Required Set-Asides A1).

Item 8a—Follow instructions and **SAVE** as directed.

Item 10 is the per pupil equitable share amount that the school district uses to calculate the level of services for each private school.

**Table 2**—In-District Private Schools Participating in Title I, Part A—This table is prepopulated with the names of private schools residing in the school district that indicated they intend to participate in Title I Equitable Services for the 2020–2021 school year. The district is required to enter data for each private school listed. Use “Edit” button to enter data. If the school district has no private schools that indicated they want to participate in Title I, this table will show **No Records Found**. If that is not correct, please contact Julie Chace in the Title
I office at 360-725-6100. The example below shows how a private school will appear after data has been entered.

Table 3

<table>
<thead>
<tr>
<th>Private School Name</th>
<th>Private School Building Number</th>
<th>Private School Participating in Equitable Services</th>
<th>Eligible Pupil Count</th>
<th>Method of Per Pupil Calculation</th>
<th>Per Pupil Equitable Share (amount matches line 10 above if formula)</th>
<th>If district, total equitable services allocation for private school</th>
<th>If other, enter total equitable services allocation per private school</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Mary School</td>
<td>8022</td>
<td>Yes</td>
<td>37</td>
<td>Formula</td>
<td>$633</td>
<td>$23,421</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3—Out-of-District Private Schools Participating in Title I, Part A**—Only report if the private school is going to receive Title I, Part A Equitable Services from the district and is located outside of district boundaries.

This section contains a list of out-of-district private schools the school district can copy to the table. If there is more than one out-of-district private school, press the **NEW** button to complete the information for each new record.

**Page 4A–LEA Approaches**

**ESSA Section 1112(b) outlines the purpose of the LEA plan.**

This page is used for reporting purposes. The LEA will need to fill out the items as applicable and the ones required by state and federal law. To limit administrative burden for LEAs, wherever possible OSPI provided check boxes for LEAs to identify strategies already required by law (RCW or WAC), identified in our draft ESSA Consolidated State Plan, or provided frequently used research-based strategies.

1. Well-Rounded Education
2. Equitable Access to Effective Instruction
3. Discipline
4. Transition Into and Out of High School

**Page 4B–LEA Title I, Part A Plan Description**

ESSA, as reauthorized by ESSA, includes LEA Title I, Part A plan requirements. LEAs will answer questions on the application page to satisfy the plan description:

- General use of Title I, Part A funds, including LEA’s Schoolwide and Targeted Assistance programming (Section 1112(b)(5)) (Required)
Targeted Assistance program identification criteria (Section 1112(b)(9)) (Required)

Early childhood programming (Section 1112(b)(8)) (If using Title I, Part A funds, please respond to the questions).

Coordination with schools identified for improvement (Section 1112(b)(3))

Other information on the use of funds to meet the purpose of Title I, Part A (Section 1112(b)(13))

Parent and Family Engagement (Section 1112(b)(7) and Section 1116)

New! Questions to describe modifications from onsite to online.

Page 4C—Homeless Needs Assessment for Title I, Part A Set-Aside

Section 1112(b)(6) of ESSA, includes the LEA Title I, Part A plan requirements regarding services for homeless children and youth. The following questions on this page 4C satisfy the plan description for the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

All LEAs must set-side Title I, Part A funds in an amount necessary to serve homeless students in Title I and non-Title I schools and/or shelters and other locations where homeless children and youth may live. ESEA Section 1113(c)(3) and U.S.C. 6313 (c)(3)

LEA Title I, Part A plans must describe the services it will provide homeless children and youth to support enrollment, attendance, and success. This description must include the coordination of services provided under McKinney-Vento and the services provided with the Title I, Part A set-aside. ESEA Section 1112(b)(6) and U.S.C. 6312 (b)(6)

Please review Instructions and the Needs Assessment Worksheet to complete this process. Resources are included. The Needs Assessment Worksheet template (optional) will assist you and your Homeless Needs Assessment Team gather student needs data.
**Items 1 and 2** (boxes shaded in green) are prepopulated with the information provided from page 1A and from this page (4C.), Title I Set-A side, section E. **Item 2 is required.**

**Items 3 and 4** enter any funds from these applicable grants.

**Item 5 through 8** enter information as indicated (items provided are only examples). The **Date Assessment Completed** should be recent, not more than a year ago. It is important to check that the LEA has a Liaison. We are asking the LEA to show that the Liaison does perform liaison duties, so an **estimated FTE is required.** The number of Homeless students should give the general idea of the amount of available resources needed in Table E.

**B. The name of the Title I Director and Liaison are required.** ESSA requires that Title I and the Liaison coordinate efforts to serve students.

**C.** There is no minimum number of team members. For LEAs with more than 1000 students, it would be unusual to see a team of only the Title I director and liaison.

**D. Answers to the questions on this table should be reasonable and completely answer the question.** The LEA should show that effort is put into the assessment of Homeless needs in their LEA.
E. In Table E, items 1A and 1B are both required. There should be at a minimum an estimated amount in both cells. 1B includes PD the Liaison participates in and the PD the Liaison provides to their district. If there is $0 in any row, there must be a reasonable explanation in table F. The purpose of Table E is for LEA to show that they have considered the needs and resources in their LEA and are prepared to support the students experiencing homelessness.

New! Removed section F. Section E (items 1-12) include examples for each category.
Page 5–LEA Required Set-Asides

Title I, Part A of ESSA requires that local educational agencies (LEAs) set aside a certain percentage of funds for eligible private school children, parent and family engagement, homeless children and youth in non-participating schools and neglected and delinquent students. Set Asides Unspent

Set-Aside Guidance

Prior to determining school allocations, LEA’s must reserve Title I, Part A funds for certain activities, and allocate funds based on a LEA’s poverty criteria:

**LEA Poverty Criteria**–The same measure of poverty should be used for the entire LEA. The LEA determines the data to be used, but it must be meaningful and typical. **Data should be used consistently from year to year.** The poverty criteria selection list:

1. Free and Reduced Lunch Application
2. Aid to Families with Dependent Children Program (AFDC)
3. Medicaid
4. Composite Data
5. Community Eligibility (CEP)
6. Combined Free and Reduced Lunch and CEP

**New!** Revised labels and definitions.

1. Total LEA Boundary Student Population
2. Total Number of Public-School Low-Income Students
3. Total Number of Private School Low-Income Students (if applicable)

These numbers together provide us with the **LEA Poverty Average.**

Resources: ED’s Non-Regulatory Guidance.
The 125 Percent Rule

Example—minimum per-pupil allocation calculation if building below 35 percent poverty is served. This shows the automated calculation based on this LEA’s allocation, total low-income students in public and private school.

Required Set-Asides

Required Set-Asides: LEA must set-aside (allocate) funds to the applicable Title I, Part A activities:

1. Private Schools
2. Parent Engagement
3. Homeless Students
4. Neglected Children
5. Delinquent Children

Private School and Homeless set-aside pull automatically from information entered by the LEA on page 3 and page 4C respectively.
Optional Set-Asides

Optional Set-Asides:

B. Comprehensive Schools. Students have the option to transfer to another public school not identified. LEA may set-aside no more than 5 percent of its allocation for transportation cost for students who transfer.

Other–Optional LEA Allowable Set-Asides

Title I, Part A funds may be used to support Title I, Part A LEA managed activities and any additional school improvement efforts. The LEA may want to add funds to the following activities:

1. Administration Costs of Public-School Programs (see next page for more information),
2. Instructional Programs (Summer School/Extended Day Programs),
3. Early Childhood Education Programs,
4. Professional Development (LEA initiative for Title I Building Only),
5. Parent and Family Engagement Activities,
6. Foster Care
7. Incentives and rewards to attract and retain qualified teachers, and/or salary differentials for Title I building staff
8. Other Optional Set-Asides: The LEA may allocate to these activities based on their student and local educational needs.

*Remember:* If the LEA has an indirect shown on the FP 201 budget page, that amount must be included in this set-aside. Only LEAs who choose not to take the indirect may have $0 in C1.
For example, in this case the LEA has an amount of $26,358 for indirect expenditures. In C1 above, the amount should be added to the administration costs or entered in the box.

Note: Indirect Rates, OSPI calculates indirect-rates percentages for local educational agencies (LEAs) each fiscal year based on requirements established by the U.S. Department of Education. Indirect-cost rates are posted on the at OSPI’s Web site and are posted in iGrants FP 201–profile page under Fiscal Information.

Remember: Check the box that certifies the LEA budgets, tracks, and monitors all Title I, Part A set-asides.
Page 6 – Public School Options to Calculate Poverty Criteria

Page 6 – Instruction Page, provides guidance on the various methods to calculate school building poverty data. One of the pages 6 (A, B, C, and D) must be completed, which one will depend on what method(s) the LEA uses to gather poverty data.

**LEAs with NO CEP Schools**, please choose Form A.

**FORM A:** No Community Eligibility Provision (CEP) Schools

For **LEAs with CEP Schools**, please choose one of the following:

1. Form B
2. Form C
3. Form D

**FORM B:** Combination CEP and Non-CEP Schools, or only CEP Schools

**FORM C:** SNAP Data (CEP & Non-CEP or CEP, or CEP only) without the Multiplier for All Schools

**FORM D:** SNAP Data (CEP & Non-CEP, or CEP only) with the 1.6 Multiplier for All Schools
Introduction to Ranking & Allocating Funds to Eligible Title I, Part A Schools

Intent of the Law
Title I, Part A of the Elementary and Secondary Education Act (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

- In order 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 must be served if poverty is greater than 75%. See ESEA Section 1113.

- In addition to the rank order process, the LEA must determine its districtwide average poverty rate. This is automatically calculated in iGrants.
## Basis For Ranking And Allocation Chart

<table>
<thead>
<tr>
<th>Step</th>
<th>Priority</th>
<th>Basis for Allocation</th>
<th>Who May Be Served</th>
<th>Additional Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: LEAs with less than 1000 students may serve any building(s)</td>
<td>NA</td>
<td>Less Than 1000</td>
<td>Buildings in an LEA with less than 1000 students.</td>
<td>The ranking and allocating rules do not apply to districts with less than 1000 students.</td>
</tr>
<tr>
<td>2: The LEA must serve buildings over 75% poverty first and may choose to serve high school buildings with at least 50% poverty.</td>
<td>A</td>
<td>75% Rule</td>
<td>Buildings whose poverty rate is greater than 75%.</td>
<td>These buildings must be served before any buildings under 75% may be served.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>HS 50% or +</td>
<td>Optional: High school buildings whose poverty rate is 50% or greater and are included in the priority A grouping.</td>
<td>If the district selects this option, all high schools with 50% or greater poverty must be treated the same. They must be served in rank order after those above 75%, but before those in priority group B.</td>
</tr>
<tr>
<td>3: The LEA chooses whether to serve remaining buildings via district average or grade span.</td>
<td>B</td>
<td>Dist. Avg.</td>
<td>Buildings whose poverty rate at least 35%.</td>
<td>Used for buildings below 75% but at least 35%. Buildings must be served in rank order regardless of grade span. Do not use if using grade-span.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Grade-Span</td>
<td>Buildings whose poverty rate is at least 35%.</td>
<td>Used for buildings below 75% but at least 35%. Buildings served on the basis of grade span must be served in rank order within the grade span. Do not use if using District Average.</td>
</tr>
<tr>
<td>4: The LEA may choose to serve buildings via these exemptions.</td>
<td>B</td>
<td>Less Than 35%</td>
<td>Buildings whose poverty rate is at or greater than the district average, but less than 35%.</td>
<td>A minimum per-pupil allocation of 125% is required for all buildings being served. This requirement is referred to as the 125% Rule.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>1-Year Extension</td>
<td>A building which is no longer eligible for Title I funds but was both eligible and served in the prior year.</td>
<td>This exemption allows a building to be eligible for one additional year. If a building under 35% is served, the 125% Rule applies.</td>
</tr>
<tr>
<td>Step</td>
<td>Priority</td>
<td>Basis for Allocation</td>
<td>Who May Be Served</td>
<td>Additional Conditions</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>B</td>
<td>Feeder</td>
<td>Middle and/or high school building poverty percent is based upon the elementary buildings which “feed” into the building. This changes the poverty level and the number of low-income students for the middle and/or high school building, then ranking and allocation rules still apply.</td>
<td>See the Feeder Pattern Guidance document for details on how to calculate the poverty rate and number of low-income students. The poverty percent must be re-calculated based on the guidance in this document, then ranked and allocated according to the new poverty percent and estimated student poverty count.</td>
<td></td>
</tr>
</tbody>
</table>

If your district has approved Community Eligibility Provision (CEP) schools, please ensure you gain an understanding about how this affects your ranking and allocation for Title I purposes.

**Skipping a School from Ranking and Allocation**

OSPI will allow a LEA to “skip” a school in the Ranking and Allocation process if it is actually a “program” and not a brick and mortar school. However, if an LEA accepts the LAP High Poverty School allocation for a “program” school, it cannot treat that school as a “program” when doing ranking and allocation for Title I, Part A. OSPI previously allowed an LEA to “skip” a school if there was LAP funds in the school. This will not be allowed due to HB 2242 (passed 2017).
Pages 6A, B, C, and C–Public Schools Breakdown

Each Page 6 (A, B, C, D) will be clearly marked.

Each page 6 (A, B, C, D) has additional document links to help LEA complete this application:

2. Feeder Pattern Guidance
3. Guide to complete Form A, B, C, D.
4. Ranking and Allocation (R&A) Review Form

Click on the edit button to enter school's information. The “Building Name,” “Building Number,” and “Grade Span” fields are automatically entered.

To make sure ranking and allocation rules are followed, each building must have building enrollment and low-income numbers.

Building Percent Low Income is calculated by iGrant. Enter Title I served yes or no for all schools. Program model must be entered for each school. This information is used and pulled for FP 244 Title I, Part A End of Year Report.

Basis for allocation must be entered for schools with allocation. Otherwise leave as “Select.” Enter allocation. PPE is calculated by iGrant.

If applicable enter comment(s), for example, if the LEA skipped a school that is over 75% poverty and it is not a brick and mortar, but a program, the LEA must add a comment for us to understand why no funds were allocated.
New! LAP columns were removed in all page 6s.

The following are the instructions on how to proceed to correct school name, grade span, etc. These instructions are on each of the pages (6 A, B, C, D).
Complete All Required Pages

All tabs in Required Pages must be marked completed before the system will allow any form packages to be submitted to OSPI.

Under the drop-down menu of the fiscal year, on the left-hand side green shaded box, LEAs can find the Required Pages.

LEA–Tribal Affirmation of Consultation

One of the new requirements under ESSA Section 8538 is to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and consult with appropriate officials from Indian tribes or tribal organizations prior to the school district’s submission of a required plan or application. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

List of LEAs that are required to complete the Tribal Consultation: ESSA Impacted Districts for Consultation. School districts with:

- School districts with an American Indian/Alaska Native student enrollment of 50 percent or more of the total district enrollment; or

- For fiscal year 2017, received a grant in the previous year under subpart 1 of part A of Title VI that exceeded $40,000; or for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of Title VI that exceeded $40,000.

Each affected school district shall maintain in the district’s records, AND Upload in the General Assurances section in iGrants the Affirmation of Consultation with Tribal Representatives signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required has occurred. If such officials do not provide such affirmation within a reasonable period, the affected school district shall forward documentation that such consultation has taken place to OSPI.

- Form: LEA-Tribal-Affirmation-of-Consultation
Complete Budget & Submit Application

To create a budget, click the “New” button which will take you to the Budget Indirect Rate Calculator.

**Budget Indirect Rate Calculator**

If you are taking less than the maximum indirect amount displayed in the budget indirect rate calculator, enter the amount in the open field, then use the **Calculate** button to recalculate the Budgeted Direct Expenditures amount. Click Continue to go to the budget matrix. The math: Budgeted Direct Expenditures + Indirect = Total Allocated Budget Amount.

**Budget Matrix**

Enter dollar amounts in the desired fields based on the allowable activities identified on the profile page. Save.

**Note:** If an error message appears at the top of the page after saving, you must correct the error before the system will let you continue. If you exit the budget matrix before satisfying the error message, your entries will not be saved.

Remember to add the Program Staff FTE for the applicable activity.
Typical Title I, Part A Activities:

- **21–Supervisor-Instruction**
  Examples: program administrators, supervisors, plus benefits and payroll taxes.

- **24–Guidance and Counseling**
  Examples: parent and family engagement or homeless liaisons, coordinators. Expenses related to these programs.

- **27–Teaching**
  For example, expenditures of salaried certified & classified instructional program staff

- **31–Instructional Professional Development**
  Examples: 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**
  Examples: computers, other classroom technology, such as printers, projectors, document cameras, etc.

- **33–Curriculum**
  Examples: supplemental instructional textbooks, electronic resources, and other instructional materials that are associated with a particular course offering.


**Finish Tab**
When you have marked all Form Package pages and the budget (if applicable) is completed, click on the **Finish** tab. You can now move on to the **Notify** tab or set the form package back to draft. Clicking the **Finish** tab will change the form package status to **Finished**.

**Notify**
Clicking the **Notify** tab brings up an email. Add comments and click on **Send Message**.

For LEAs, the email will notify the in-house person designated as the iGrants Administrator and will change the form package status to **Under Org Review**. The final step is for the designated iGrants
Administrator to go to their **iGrants Administrator Console** to submit the form package to OSPI. This step will change the form package status to **Requested OSPI Approval**.

![Image](image-url)

**Changing Form Package Data (post-submission/pre-approval)**

Before an OSPI (Title I, Part A Supervisor) reviewer can approve a form package, they sometimes need to send it back for further work. They will notify the applicant by sending a **Needs More Work email** describing the work that needs to be done. Sending that email will change the form package status from Under OSPI Review to **Needs More Work**. One way to find form packages that have been put under Needs More Work is to use the **Milestone drop-down** on the Form Package Selector page. Select **Needs More Work** and click **Search**. The page refreshes to display only those form packages in Needs More Work status. For more information about the iGrants process look at the **iGrants User Manual**.

**Other iGrants Resources**

Title I, Part A Webinar Recordings, CPR Guides, and other tools will be posted to their respective iGrants application profile pages. See example below.

**How to Locate the Title I, Part A Annual Plan Webinar Recording, and other resources**

1. Log into iGrants and open Form Package 201.
2. Click on the Profile Page.
3. Go to Reference URLs and Materials

![Image](image-url)

<table>
<thead>
<tr>
<th>Reference URLs and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSPI’s Title I, Part A website</td>
</tr>
<tr>
<td>OSPI’s Parent and Family Engagement website</td>
</tr>
</tbody>
</table>

4. The application **checklist review** is a document that the OSPI Title I Program Supervisor uses to verify that the district’s grant application meets all of the requirements for approval. Districts can use this checklist as a tool when completing the application.
5. LEAs can also use the email feature to send messages to the Title I, Part A program supervisor in charge of their application. Click on the contact icon, then click on email.
## FISCAL PROCEDURES OVERVIEW

<table>
<thead>
<tr>
<th>When</th>
<th>Fiscal-Year-at-a-Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing</strong></td>
<td>- Submit budget revisions on FP 201 budgeting system as needed.</td>
</tr>
<tr>
<td></td>
<td>- Verify financial status of Title I, Part programs with fiscal department/business manager (e.g., approved allocation to participating schools, appropriate expenditure of current year’s funds, payroll lists).</td>
</tr>
<tr>
<td></td>
<td>- Collect signed Time &amp; Effort records (Personnel Activity Reports) for staff who work on multiple cost objectives (monthly). Complete reconciliation of personnel activity report data (quarterly).</td>
</tr>
<tr>
<td><strong>August/September</strong></td>
<td>- Identify data collection method for comparability calculations</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>- Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable</td>
</tr>
<tr>
<td></td>
<td>- Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI <a href="#">Bulletin Website</a>.</td>
</tr>
<tr>
<td></td>
<td>- Submit Comparability <a href="#">Form Package 361</a> Report in iGrants–Due October 31</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>- Collect semi-annual certification (1 of 2) for Title I, Part A personnel who works on a single cost objective</td>
</tr>
<tr>
<td></td>
<td>- Carryover process and <a href="#">Form Package 200–Opens in February</a></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>- Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and per pupil expenditures). Determine roles and responsibilities of appropriate LEA representatives to determine comparability requirements. Create a comparability timeline for the upcoming year.</td>
</tr>
<tr>
<td></td>
<td>- Carryover process closes – February or March</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>- Reallocation Application – Open only to eligible LEAs. Permits LEAs that are eligible to receive additional Title I, Part A funds not obligated by other LEAs.</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>- Meet with LEA financial staff to reconcile fiscal issues prior to end-of-year closeout.</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>- Collect semi-annual certification (2of 2) for Title I, Part A personnel who work on a single cost objective.</td>
</tr>
</tbody>
</table>


**Federal grant funds** can be used only for costs “obligated” during the grant period. Therefore, goods received and services performed may be charged to the grant if: 1) there is a legal commitment in place prior to the end of the grant period (obligated), and 2) subsequently received or performed and paid for during the close out period (liquidated). For example, a contract was signed in August, services performed in September, and payment made in October. Since there was a contract in place prior to September 1, the resulting expenditures can be charged to the grant ending on August 31.

The following table shows when an obligation has occurred for various kinds of property and services:
If the obligation is for - | The obligation is made -
--- | ---
(a) Acquisition of real or personal property | On the date the subgrantee makes a binding written commitment to acquire the property. 
(b) Personal services by an employee | When the services are performed. 
(c) Personal services by a contractor who is not an employee | On the date which the subgrantee makes a binding written commitment to obtain the services. 
(d) Performance of work other than personal services | On the date which a subgrantee makes a binding written commitment to obtain the work.
(e) Travel | When the travel is taken. 
(f) Rental of real or personal property | When the subgrantee uses the property. 
(g) Approved pre-agreement cost | On the first day of the grant performance period.

In contrast, for state grants, all obligations must be fulfilled by the end of the grant period (e.g., all goods must be received, and services completed by the grant ending date).

**Budget Revisions Overview**

Throughout the year, the LEA may submit revisions to ensure resources are allocated to support high student achievement and to report actual expenditures. Budget revisions are submitted for approval on iGrants FP 201 budgeting system. As LEAs create a new budget, these will appear in the budget page as part of the budget history. **Last day to submit a budget revision for the current fiscal year is October 15.**

Unless prohibited by federal or state statute(s) governing a particular grant program, a subgrantee is authorized to increase/decrease expenditures for any budgeted activity total or object total by an amount of up to 10 percent of the total “Budgeted Direct Expenditures” for that grant award **without submitting a budget revision.** If a budget revision is required due to exceeding that amount, make sure you allow enough time for the request to go through the approval process in iGrants prior to the claim submission cutoff date. You will not be able to submit your claim until the budget revision is approved.
Expenditure Reporting
In order for OSPI to meet federal deadlines, districts are required to liquidate and claim their fiscal year expenditures no later than the 3rd month following the end of the budget period. For example, if your grant budget period is 9/1/2020 thru 8/31/2021 your final expenditure report is due by November 17, 2020.

Sub-grantees submit claims through the Education Data System (EDS) Grants Claim System automated expenditure reporting process. Monthly claims are due by 4:30 p.m. on the following dates in order to be reimbursed at month end. If this deadline is missed, reimbursement will not occur until the end of the next month a claim is submitted by the cutoff date.

PLEASE NOTE reimbursements for state grants are paid through the EDS Grants Claim System for all fiscal year expenditure reports submitted by the July 2020 cutoff. In August 2020, the Grants Management Office will send out an email requesting claim data to be sent back by email pertaining to the balances or closure of state grants. This information will be used to compile and record OSPI accruals for the close of the state fiscal year.

Final cumulative expenditure claims for all accrued state grants must be submitted to OSPI no later than September 18, 2020, in order to receive reimbursement.

If you have questions regarding your reimbursement, contact the grants analyst assigned in the iGrants profile page. For more information go to B054-19 – Bulletin.

Instructions to Complete Form Package 361
Comparability

As a condition of receiving Title I, Part A funds, districts must show comparability of services. Preschools are not included in comparability calculations. Comparability Report FP 361 is made up of two parts.

1. Grade Span Summary Page, to be completed by ALL districts.

2. Grade Span Comparison Sheets, to be completed for EACH applicable grade span. An applicable grade span is one containing more than one school where at least one of the schools receives Title I, Part A funds from Title I, Part A regular, Title I, Part A ARRA or both.

The Grade Span Comparison Sheets contain two options for each grade span.

- Comparison of schools receiving Title I, Part A with schools which do not receive Title I, Part A funds; or
- Comparison of schools when all schools in the grade span receive Title I, Part A funds.

Grade Span Summary Page—MUST be completed by ALL LEAs receiving Title I, Part A funds.
1. Enter data collection date—this will usually be October 1 or the date of the October enrollment count.
2. Complete a separate line for each grade span in the district (e.g., K–5, 2–3, 6–8, 9–12, etc.).
3. Enter the grade span.
4. Within each grade span enter the number of schools receiving Title I, Part A funds and the number which do not.
5. Enrollment should generally be left blank. Enrollment numbers ONLY apply to larger districts with several schools of varying enrollments in a grade span. A district may divide the schools in a grade span into groups of smaller or larger schools provided the largest school is at least twice as large as the smallest (e.g., 167–304, 401–762). When a grade span is broken into larger and smaller groups, two Grade Span Comparison Sheets will be needed for that grade span.
6. At the bottom of the summary page, list the name and grade span of any buildings in which there are less than 100 students. These buildings will not be included on the Grade Span Comparison Sheets.

**Grade Span Comparison Sheets**—Complete for EACH grade span in which there are at least two schools and at least one receives Title I, Part A funds.

**Enter the grade span. There are ten possible grade comparison sheets. Use only those needed. Mark the rest “NOT APPLICABLE”.

5. Choose smaller or larger. ONLY for large districts with several schools of varying enrollments in a grade span. A district may divide the schools in a grade span into groups of smaller or larger schools provided the largest school is at least twice as large as the smallest (e.g., 167–304, 401–762). When a grade span is broken into larger and smaller groups two Grade Span Comparison Sheets will be needed for that grade span.

6. Choose comparability to be calculated; staff to student ratio OR staff salary to student ratio. The same option must be used for the entire district.

**IF THE GRADE SPAN CONTAINS SCHOOLS WHICH RECEIVE TITLE I, PART A FUNDS AND SCHOOLS WHICH DO NOT follow steps 4–7.** If all schools in the grade span receive Title I, Part A funds proceed to Step 8 and mark page 1 of the Grade Span Comparison “Not Applicable”.

7. List each school receiving Title I, Part A funds and enter the number of students (headcount) enrolled (column 2).
   a. If choosing staff to student ratio option,
      i. **Column 3**: Enter full time equivalent (FTE) state and locally funded instructional staff in each school. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE but
must be consistent across all grade spans. State funded Learning Assistance Program (LAP), state-funded special education and state funded LEP/bilingual educational staff may be excluded.

II. **Column 4:** The staff to student ratio will automatically calculate.

III. Do not use columns 5 or 6 when selecting this option.

b. If choosing the staff salary to student ratio option,

I. **Column 5:** Enter the salaries of the instructional staff in each school. Salary differentials for years of employment are not included in comparability determinations and must be backed out. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE but must be consistent across all grade spans. State funded LAP, state-funded special education and state-funded LEP/bilingual educational staff may be excluded.

II. **Column 6:** The staff salary to student ratio will automatically calculate.

III. Do not use columns 3 or 4 when selecting this option.

8. Enter the same data using the same option for the schools in the grade span that do not receive Title I, Part A funds.

9. iGrants will calculate the averages for the non-Title I, Part A schools and compare them with each Title I, Part A school. If the school is not comparable the words “NOT COMPARABLE” will appear in red in column 7.

10. **Mark page 2 of the Grade Span Comparison “Not Applicable”**.

CONTINUE HERE WHEN ALL SCHOOLS IN THE GRADE SPAN RECEIVE TITLE I, PART A FUNDS.

Mark page 1 of the Grade Span Comparison “Not Applicable”.

11. Proceed to the second page of the Grade Span Comparison, “Compare Title I, Part Schools Only with Other Title I, Part A Schools”.

12. List each school receiving Title I, Part A funds and enter the number of students (headcount) enrolled (column 2).

   a. If choosing staff to student ratio option,

   I. **Column 3:** Enter FTE state and locally funded instructional staff in each school. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE but must be consistent across all grade spans.

   II. **Column 4:** The staff to student ratio will automatically calculate.

   III. Do not use columns 5 or 6 when selecting this option.
b. If choosing the staff salary to student ratio option,
   
   I. **Column 5:** Enter the salaries of the instructional staff in each school. Salary differentials for years of employment are not included in comparability determinations and must be backed out. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE but must be consistent across all grade spans.

   II. **Column 6:** The staff salary to student ratio will automatically calculate.

   III. Do not use columns 3 or 4 when selecting this option.

13. iGrants will calculate the averages for the non-Title I, Part A schools and compare them with each Title I, Part A school. If the school is not comparable, the words **“NOT COMPARABLE”** will appear in red in column 7.

14. Mark page 1 of the Grade Span Comparison **“Not Applicable”**.

Complete the process for each grade span meeting the applicability criteria.

---

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 next two months.

---

**Form Package 200-Carryover**

<table>
<thead>
<tr>
<th>Starts</th>
<th>Item</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January to May</td>
<td><strong>January</strong></td>
<td><strong>Consolidated Program Review (CPR) Cycle</strong></td>
</tr>
<tr>
<td>January</td>
<td><strong>Carryover Funds</strong></td>
<td>iGrants FP 200</td>
</tr>
<tr>
<td>January</td>
<td><strong>Carryover Funds Budget Revision</strong></td>
<td>iGrants FP 201</td>
</tr>
</tbody>
</table>

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**The Coronavirus Aid, Relief, and Economic Security Act (CARES Act)—2019–2020 Carryover Limitation Waiver** Carryover Limitation on Title I, Part A This waiver allows local education agencies (LEAs) to carryover more than 15% of their Title I, Part A funds, even if the LEA had received approval to exceed this limitation in the past three years. (The waiver removes the carryover limitation in Section 1127(b) of the ESEA for federal fiscal year (FY) 2019 Title I, Part A funds.)
LEAs with no carryover and a grant reduction are not required to complete a budget revision on FP 201. OSPI Title I staff will complete the process for LEAs that meet this criterion and will notify the LEA of the allocation adjustment upon completion.

## Data Collection and Reporting

OSPI requires Title I, Part A LEAs to complete program data reporting activities during the year. During the year OSPI staff trains and provides technical assistance to local staff to complete these reports via their Student Identification System(s) (SIS). The data from these reports is processed at the state level in the Comprehensive Education Data And Research System (CEDARS) and ultimately is reported to the U.S. Department of Education in the Consolidated State Performance Report (CSPR).

### The Title I, Part A End-of-Year (EOY) and summer reports in the iGrants System are:

- **FP 244** Title I, Part A EOY for regular school year.
- **FP 246** Title I, Part A Summer Program, if the LEA provides summer programs funded by Title I, Part A.

<table>
<thead>
<tr>
<th>When</th>
<th>Data Collection–Year-at-a-Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>□ Collect, track, and submit applicable data to your Student Information System (SIS) (e.g. year-round data collection).</td>
</tr>
<tr>
<td>January</td>
<td>□ If applicable, review and adjust the school’s program model labels (SWP, TAS, and N/A) on the approved page 6 – FP 201.</td>
</tr>
<tr>
<td>August</td>
<td>□ Review &amp; update student selection criteria sheet &amp; student selection procedure for Targeted Assistance programs.</td>
</tr>
<tr>
<td></td>
<td>□ Update contact information with OSPI if needed.</td>
</tr>
<tr>
<td>April</td>
<td>□ Webinar to introduce FP 244 and any updates, requirements, etc.</td>
</tr>
<tr>
<td>May</td>
<td><strong>FP 244</strong> End of Year Report for Title I, Part A – opens in early May and closes on July 1.</td>
</tr>
<tr>
<td></td>
<td>Report includes Title I, Part A Students:</td>
</tr>
<tr>
<td></td>
<td><strong>Unduplicated Count</strong> – Count student only once regardless of the number of days of service, number of subjects, or number of times the student enters or leaves the program:</td>
</tr>
<tr>
<td></td>
<td>□ TAS and SWP Programs</td>
</tr>
<tr>
<td></td>
<td>□ Private School Programs</td>
</tr>
<tr>
<td></td>
<td>□ Local Neglected Programs</td>
</tr>
<tr>
<td></td>
<td>□ TBIP (Transitional Bilingual Instructional Programs) – English Learners</td>
</tr>
<tr>
<td></td>
<td><strong>Duplicated Count</strong> – Students may be served in more than one content area:</td>
</tr>
<tr>
<td></td>
<td>□ TAS and Private School student data by Instructional Programs</td>
</tr>
<tr>
<td></td>
<td>□ Descriptive Data (Homeless and Migrant students, Students with IEPs)</td>
</tr>
<tr>
<td></td>
<td>□ Support Services (Guidance/Counseling, Health, Other i.e. Transportation)</td>
</tr>
</tbody>
</table>
When | Data Collection–Year-at-a-Glance
--- | ---
Other Data | □ Program Staff Data (number of Title I staff assigned and FTE calculation) □ Parent and Family Engagement activities– Required and Allowed
June | **FP 246 Report Summer School Title I, Part A Program**–opens in May and closes in September. Applicable if the LEA provides summer programs funded by Title I, Part A. *(Summer school sections may change depending on the Governor’s decision.)*

**CLOSING THE YEAR**

**Reporting Title I, Part A Students –Student Information System (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.

<table>
<thead>
<tr>
<th>Closing the Previous School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May to August</strong></td>
</tr>
<tr>
<td>Starts</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>Final Day to Submit 2019–2020 Budget Revisions</td>
</tr>
<tr>
<td>Final Claims for 2019–2020 Grant Expenditures</td>
</tr>
</tbody>
</table>

**Form Package 244 Title I, Part A–End-of-Year Report**

**FP 244 Dateline Process that can affect your Submission of the Title I, Part A FP 201 Application**

□ OSPI will approve the full Title I, Part A FP 201 application only if FP 244 has been submitted.

The Comprehensive Education Data And Research System (CEDARS) is used to populate specific sections of FP 244. Data is submitted to CEDARS from your student information systems (SIS). CEDARS is found within the Education Data System (EDS), under the “My Applications” list.

**Targeted Assistance (TAS)**–Report students attending a Title I, Part A public school operating a Targeted Assistance program who were selected for Title I, Part A services and actually provided Title I, Part A services.

Students served in this program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – using one of the codes listed below:

- 9–Title I, Part A TAS Language Arts
- 10–Title I, Part A TAS Math
- 12–Title I, Part A TAS Science
- 47–Title I, Part A TAS Career Technical Education
- 48–Title I, Part A TAS Other

**Schoolwide Programs (SWP)** – Schoolwide CEDARS Codes Updates for Title I: OSPI has determined that LEAs no longer need to individually code students receiving Title I services in Title I Schoolwide Programs for federal reporting purposes. Because LEAs no longer need to identify students that received Title I services in Schoolwide programs, OSPI does not want to mandate that Student Information System (SIS) vendors offer a CEDARS code that OSPI does not require. Therefore, there are no longer CEDARS codes that pertain to Title I students in Schoolwide schools.

If an LEA wishes to have the ability to code their students as receiving Title I services in their Schoolwide schools for internal use, the LEA will need to need to work with their SIS vendor to create a code for this purpose. Should an LEA elect to create/track these students, this data should not be submitted to CEDARS.

**Using Title I Funds to meet the LAP K–4 Focus**: If the Title I Schoolwide school is using Title I funds instead of Learning Assistance Program (LAP) funds to meet the LAP K–4 literacy focus, these students will continue to be coded as both Title I, Part A and LAP-served students. **Note**: Please refer to the instructions for reporting those students in the CEDARS Student Attributes and Programs File (I), valid values for Learning Assistance Program and CEDARS Student Growth File (Q), Additional information regarding Title I, Part A programs may be found at the Learning Assistance Program (LAP) website.

**Do I Exit Students Every Year?**
OSPI does not require that districts submit students as exiting from Title I Part A services at the end of each school year:
- The decision to exit, or close out, a student Title I, Part A record each year is determined by either local policy or your Student Information System (SIS) requirements.
- If it is determined that your district is to exit students at the end of each school year, please provide an exit reason code of H – end of year transition.

**General Instructions Form Package (FP) 244**

1. The Title I, Part A End-of-Year (EOY) report is prepopulated with CEDARS data entered by the Local Educational Agency (LEA).
2. Fields populated with CEDARS data are in green.
3. Title I, Part A LEA program staff should review this data and compare it to their supporting documentation. If errors are found, the corrections must be made in the LEA’s student information system.
4. Student data on iGrants FP 244 will update after the LEA uploads the revised student data to CEDARS and that data is submitted to OSPI.

5. The LEA’s CEDARS administrator can provide additional assistance.

**Items with white boxes or check boxes**

These require data not currently captured in CEDARS and must be entered manually in iGrants FP 244 Title I, Part A EOY report. These items include:

- Page 1—Whether or not a Title I, Part A summer school will be offered.
- Page 2—Section I.C. Numbers of private school students served.
- Page 3—Section II. Number of students served with support services in Title I, Part A.
- Page 3—Section III.B. Number of students in private school programs served by Title I, Part A.
- Page 3—Section IV. Program staff and descriptive data.
- Page 4—Section V. Parent and Family Engagement activities.

**Unduplicated Count – Page 1 and 2** – Count student only once regardless of the number of days of service, number of subjects, or number of times the student enters or leaves the program.

**Section I. Student Data – Pages 1–2**

Section I reports student counts by grade, gender and race/ethnicity. Review or complete student data for each subsection for which your LEA provides Title I, Part A funded services. This section is divided into subsections by Title I program models or services to students who also qualify for other program’s services:

- Page 1—I.A. Targeted assistance public schools
- Page 1—I.B. Schoolwide program
- Page 2—I.C. Private school
- Page 2—I.D. Local neglected program
- Page 2—I.E. Transitional Bilingual Instructional Program–This section does not require race/ethnicity data.

---

**Summer School**

Title I funds will support and fund summer program(s) in the Local Educational Agency (LEA).

- [ ] No
- [ ] Yes, the LEA will complete iGrant FP246 at the conclusion of the summer program.

---

**Program(s) funded and implemented in the LEA for School Year 2019-2020. Check all that apply.**

- [ ] Targeted Assistance Program Schools (TAS) - Review Section I.A.
- [ ] Schoolwide Programs (SWP) - Review Section I.B.

---

Select if the LEA will provide Summer School program.
Select the **programs funded** with Title I, Part A and review in the respective sections the data matches the LEAs.

### Section I.A. Targeted Assistance Program Schools (TAS) Student Data

<table>
<thead>
<tr>
<th>Number of buildings operating/implementing a TAS program. Note: Review your data. We pull the number of TAS building(s) from FP201 (Page 6A, B, C, or D).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

### Section I.B. Schoolwide Programs (SWP) Student Data

<table>
<thead>
<tr>
<th>Total number of SWP Schools/Buildings in the LEA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of students in all buildings operating a SWP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2476</td>
</tr>
</tbody>
</table>

#### Grade and Gender

- **Data values under gender in CEDARS manual.** All students must have a gender assigned.
- For any student record submitted to CEDARS for which a student does not identify as male or female, that submission record may report X – gender (Gender X) not exclusively male or female.

#### Resource

- Guidance from the Equity and Civil Rights office on gender identity go to [Gender Identity and Expression in Schools](#).

#### Grade Level and Race/Ethnicity Groups

All subsections of Section I (pages 1–2) report the number of students served by grade level (categorized by gender within each grade) and Race/Ethnicity. Totals within each part of each subsection should equal each other. **Example:** 26 students in Grade and Gender = 26 students Race/Ethnicity.
Select the box or boxes of the services provided during the regular school year.

Section I.C. – Private School  – If applicable, enter the data in the Private School section for grade, gender, race, and ethnicity.
Grade Level and Race/Ethnicity Groups

All subsections of Section I (pages 1–2) report the number of students served by grade level (categorized by gender within each grade) and Race/Ethnicity. Totals within each part of each subsection should equal each other. Example: 141 students in Grade and Gender = 141 students Race/Ethnicity.

Section I.D. – Local Neglected –

If applicable, review the data in School section for grade, gender, race and ethnicity.
Grade level and Race/Ethnicity Groups

All subsections of Section I (pages 1–2) report the number of students served by grade level (categorized by gender within each grade) and Race/Ethnicity. Totals within each part of each subsection should equal each other.

Example: 0 students in Grade and Gender = 0 students Race/Ethnicity.

Section I.E. – If applicable, review the number of English Learner students submitted to CEDARS during the regular school year that were served in Public Schools (TAS, SWP), Private, and Local Neglected Title I, Part A programs. This section does not require Race and Ethnicity data.

Section II. Descriptive Data and Support Services – Page 3

Section II has two (2) parts. Any changes to this data must be made through the LEA’s student data information system and uploaded to CEDARS to refresh in iGrants.

Duplicated count – student can be count more than once, where that student has received more than one type of support service (guidance/counseling, health services, or other support services).

Part 1– Descriptive Data: Review the descriptive data related to the number of students served in public school Title I, Part A Targeted Assistance and Schoolwide programs.
Part 2– Support and Supplemental Services: If applicable, data for this section must be entered by the LEA.

For purposes of this report, participation is defined by any amount of time, no matter how brief, that a student received Title I, Part A support services.

Section III. Instructional Programs – Page 3

Section III reports the number of students served, by subject area. The data is reported only for Title I Targeted Assistance public school programs and private school programs. New! Social Sciences CEDARS Code 49– Title I, Part A TAS Social Sciences is no longer active.

Targeted Assistance Public Schools:
Review the number of students served at each grade level in English Language Arts, mathematics, science, Career and Technical Education (CTE), other.

NOTE: Number of students served in a single content area by grade cannot exceed the total number reported by grade from Page 1, Section I.A.
Private Schools: Enter the number of students served at each grade level in English Language Arts, mathematics, science, Career and Technical Education (CTE), other.

**NOTE:** Number of students served in a single content area by grade cannot exceed the total number reported by grade from **Page 2, Section I.C.**

### Section IV. Program Staff Data – Page 3

**Section IV** collects information about staff employed full or part-time in the Title I Targeted Assistance (columns 1 & 2) and Schoolwide (columns 3 & 4) programs.

For each of the staff job classifications for Targeted Assistance and Schoolwide programs, indicate the number of persons involved (headcount) and the FTE. **Note:** The FTE reported may be 0 (zero) but may not be BLANK if a headcount number is provided. If no staff were funded by Title I, Part A, For each of the staff job classifications, indicate the following:

**Headcount - Column 1 & Column 3.** The number of staff funded by Title I, Part A. This figure should be a whole number, even if the person only worked part-time.

**FTE - Column 2 & Column 4.** The number of staff, in each category, funded with Title I funds is expressed in full-time equivalency (FTE) units. Calculation of an FTE is
tied to an hour-base figure. For instructions in calculating the FTE and a list of allowable staff positions go to last page of this section.

**Section V. Parent and Family Engagement – Page 4**

This section must be completed by all LEAs. Check the applicable boxes of the parent and family engagement: **New Format!** Items on this section are divided by required and allowable activities funded with Title I, Part A parent and family engagement funds. There is an option for “Other” to add activities or strategies that are not on the lists, but were funded with Title I, Part A.

**LEAs with an allocation over $500,000 must select at least one of the activities and strategies listed consistent with the LEAs parent and family engagement policy.**

This is in addition to any strategies mentioned in the sections above.

**How to complete reports in CEDARS to review data**

Title I TAS data in FP 244 Title I EOY application is a summary of student level data submitted to the Comprehensive Education Data and Research System (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 TAS data in the application.
CEDARS is found in the My Application list in EDS. If you do not have access to this application, please 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.

Within CEDARS, to view the students submitted as receiving Title I TAS services click on Reports, Attributes and Programs, Dynamic Attribute and Program Report. Then you will need to select:

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

A student level detail report will be created that displays the following:

1. Any updates or corrections to Title I TAS data reflected in your EOY application must first be made in your student information system (SIS) and then resubmitted to CEDARS.
2. Once your updated/corrected data has been successfully submitted to CEDARS it will reload to the EOY FP 244 application.
HOW TO CALCULATE FTE

Headcount—The number of staff funded by Title I, Part A. This figure should be a whole number, even if the person only worked part-time.

FTE—The number of staff, in each category, funded with Title I, Part A funds is expressed in full-time equivalency (FTE) units. Calculation of an FTE is tied to an hour-base figure.

- **Classified and Administrative FTE** is calculated based on 2,080 hours per year (8 hours per day x 5 days per week x 52 weeks per year = 1.0 Classified FTE in hours (2,080).
- **Certificated Instructional Staff FTE** calculations are governed under WAC 392-121-212. A full-time certificated staff is counted as 180 days per year. The length of the workday by hours is determined by the LEA. (hours per day x 180 days = 1.0 Certificated FTE in hours).
- Determination of an FTE is calculated based on the number of hours of Title I, Part A funded services by the school LEA employee divided by the number of 1.0 FTE hours.

**NOTE:** The maximum FTE that can be generated by any one staff member in a single category is 1.0 FTE. Employees with extended contracts may generate additional time in a different category based on a contract.

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 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 served students. (1080-hour base). See [Title I, Part A staffing requirements](#).

**Paraprofessionals:** Classified staff who assist certificated staff with instructional activities for Title I served students. See [Title I, Part A staffing requirements](#).

**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 professional development to other staff members of Title I 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).
LEAs must disseminate the federal program’s citizen complaint process to parents of students participating in the Title I, Part A program. Here is 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. LEAs have a responsibility to disseminate this information to parents and families of participating Title I, Part A students. Find this WAC online.

**Complaints that Alleged Discrimination**, please 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.

**The Following Federal Programs Are Part of the Citizen Complaint Process**

**Title Programs**
- [Title I, A](#) Programs and services for struggling learners
- [Title I, C](#) Migrant Education
- [Title I, D](#) Institutional Education
- [Title I, G](#) Advanced Placement
- [Title II, A](#) Teacher & Principal Quality
- [Title III](#) Limited English Proficient & Immigrant Students — Language Instruction
- [Title IV, B](#) 21st Century Community Learning Centers
- [Title VI](#) Rural Education Achievement Program
- [Title VII](#) Indian, Native Hawaiian, Alaska Native Education

**File a Citizen Complaint Against a School District, Educational Service District (ESD) or Other School Service Provider (Sub grantee)**
This printable handouts below outline the 5-step process through which a citizen can file a complaint against a school district or other school service provider.

[English](#) | [Russian](#) | [Spanish](#) | [Vietnamese](#)

**File a Citizen Complaint against OSPI**
The printable handouts below outline the 4-step process through which a citizen can file a complaint against OSPI.

[English](#) | [Russian](#) | [Spanish](#) | [Vietnamese](#)
STATE AND FEDERAL MONITORING
CONSOLIDATED PROGRAM REVIEW (CPR)

Consolidated Program Review (CPR) monitors multiple federally funded programs under The Every Student Succeeds Act (ESSA). This process fulfills OSPI’s compliance monitoring requirements under Federal regulations (2 CFR 200). The CPR process consists of an OSPI team reviewing Local Educational Agencies’ (LEA) federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA’s efforts to implement critical requirements of ESSA using available resources and flexibility provisions.

State and Federal Programs Included in CPR

<table>
<thead>
<tr>
<th>1. Title I, Part A—Improving Academic Achievement</th>
<th>10. Title X–McKinney-Vento (Homeless)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. LAP (Learning Assistance Program)</td>
<td>11. Highly Capable</td>
</tr>
<tr>
<td>3. Title I, Part C–Migrant Education</td>
<td>12. Perkins/CTE (Career and Technical Education)</td>
</tr>
<tr>
<td>4. Title I, Part D–Neglected and Delinquent</td>
<td>13. Private Schools</td>
</tr>
<tr>
<td>5. Test Fee Reduction</td>
<td>14. Civil Rights</td>
</tr>
<tr>
<td>6. Title II, Part A–Teacher and Principal Quality</td>
<td>15. Fiscal Cross-Cutting</td>
</tr>
<tr>
<td>7. Title III/TBIP (Transitional Bilingual Instruction Program)</td>
<td>16. OSSI (Office of System and School Improvement)</td>
</tr>
<tr>
<td>8. Gun-Free Schools Act</td>
<td>17. Foster Care</td>
</tr>
<tr>
<td>9. Title V, Part B–Rural Education Initiative</td>
<td>18. Title IV, Part A</td>
</tr>
</tbody>
</table>

Why do we monitor?

1. Building Relationships—We’re in this together. OSPI’s main objective is to raise student achievement for Washington’s public-school children. Through cooperative assessment of the federal programs between the State and the local education agencies (LEAs), the quality of services to students will be strengthened and improved.

2. Technical Assistance—We’re here to help. State monitoring team members provide technical assistance during the review visit and beyond. It is not the State’s intent to tell the LEA how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
3. **Compliance—it's the law.** Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the state and LEAs and public charter schools to ensure compliance with ESSA.

**CPR Review Cycle**
Most LEAs are monitored by ESD on a 5-year cycle. The four largest LEAs and selected other LEAs are monitored annually.
- 2019–20: Districts in ESDs 101 and 114
- 2020–21: Districts in ESDs 121 and 171
- 2021–22: Districts in ESDs 105, 112, and 113
- 2022–23: Districts in ESDs 105, 112, and 113

**How can we help?**
The staff at the CPR team, Title I, Part A and LAP programs provide technical that contribute to the success of students in Washington each year. If you have questions about any of these programs, we provide a list of staff at the beginning of this guide.

Please note that in Washington state charter schools operate as part of the local education agencies (LEAs).

- [CPR Action Plan Template](#)
- [Online Program Monitor Tool](#)

**Did you know?**
Total allocation is the basis to selecting the four largest LEAs for annual CPR monitoring.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>125% Rule</td>
<td>A school or school attendance area whose student population is below 35% poverty may still be eligible for Title I funds. If using this rule, the LEA/charter divides its total allocation per low-income child by the number of low-income children in the LEA/charter. Then multiply this per-child amount by 125%. When applying this rule, the LEA/charter completes this calculation before reserving any funds (See Set-Asides).</td>
</tr>
<tr>
<td>35% Rule</td>
<td>A school or school attendance area whose student population is at least 35% poverty is eligible for Title I, Part A funds. School attendance areas must be served in rank order.</td>
</tr>
<tr>
<td>75% Rule</td>
<td>School or school attendance area whose student population is at or above 75% poverty must be served in rank-order first when building eligibility of per-child amount allocations.</td>
</tr>
<tr>
<td>Allocation</td>
<td>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.</td>
</tr>
<tr>
<td>Bilingual Student</td>
<td>The term &quot;limited English proficient&quot;, when used with respect to an individual, means an individual: A. who is aged 3–21; B. who is enrolled or preparing to enroll in an elementary school or secondary school; C. (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.</td>
</tr>
<tr>
<td>Budget</td>
<td>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 iGrants system for the federal claim process.</td>
</tr>
<tr>
<td>Budget Revisions</td>
<td>Budget revisions or amendments to the funding application can be made before or after successfully submitting an application.</td>
</tr>
<tr>
<td>Child</td>
<td>The term “child” means any individual aged 3–21.</td>
</tr>
<tr>
<td>Community Based Organization</td>
<td>The term &quot;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.</td>
</tr>
</tbody>
</table>
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.

**Community Eligibility Provision (CEP)**

Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

**CEDARS**

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data warehouse of educational data. Districts 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 (ESEA), enacted in 1965. It is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.

**ESSA**

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act (ESEA).

**Family Engagement**

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems. – U.S. Dept. of Education, U.S. Dept. of Health & Human Services Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016

**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.

**ED**

ED was created in 1980 by combining offices from several federal agencies. ED's 4,400 employees and $68 billion budget are dedicated to:
- Establishing policies on federal financial aid for education and distributing as well as monitoring those funds.
- Collecting data on America's schools and disseminating research.
- Focusing national attention on key educational issues.
- Prohibiting discrimination and ensuring equal access to education.

**FTE**

A Full Time Equivalent (FTE) 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 considered to be 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.

**iGrants**

The Office of Superintendent of Public Instruction (OSPI) uses iGrants—an Internet-based system—to collect data from Washington State school districts for a variety of federal and state grant applications, competitive grants (RFPs), and end-of-year reports.

**Grade Span**

When an LEA opts to serve schools below 75% poverty, the LEA may choose to serve grade spans, e.g., K–5, K–8, etc., as long as the grade span is served in rank order.

**Homeless Student**

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
</table>
|      | - Children and youth sharing housing due to loss of housing, economic hardship or a similar reason  
|      | - Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations  
|      | - Children and youth living in emergency or transitional shelters  
|      | - Children and youth abandoned in hospitals  
|      | - Children and youth awaiting foster care placement  
|      | - Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc)  
|      | - Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations  
|      | - Migratory children and youth living in any of the above situations  

**Implementation Science**

Implementation science is the study of methods that influence the integration of evidence-based interventions into practice settings. Dissemination is the process of spreading knowledge and information to these settings.

**Migrant Student**

A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and
5. About the move identified in paragraph 4, above, the child:
   a. Has moved from one LEA to another; or
   b. In a State that is comprised of a single LEA, has moved from one administrative area to another within such LEA; or
   c. Resides in a LEA of more than 15,000 square miles and migrates 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

**PPE**

Per Pupil Expenditure of funds determines the amount of funds generated by a school based on the number of low-income children. NOTE: 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.

**RLIS**

The Rural Low-Income Schools program is a part of the Rural Education Achievement Program (REAP) and provides additional funds to help rural LEAs serving low-income.

**Evidence Based Intervention**

(from section 8101(21)(A) of the ESEA) “...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that – (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<td>well-implemented quasi-experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</td>
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<tr>
<td>Set-Asides</td>
<td>Reservations of funds earmarked for specific services and programs that serve at-risk youth are identified on the set-asides page. Some examples include: local institutions for neglected children; homeless children in non-participating Title I, Part A schools; local institutions for delinquent children; community day programs for neglected and delinquent children; family and community involvement (if total allotment is $500,000 or more); financial incentives; Early Ed.; LEA administration; LEA-wide initiatives; and professional development.</td>
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<tr>
<td>Schoolwide Program</td>
<td>Schoolwide means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.</td>
</tr>
<tr>
<td>Student Information System</td>
<td><strong>Student Information System</strong> (SIS) 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.</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>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. In a word, stakeholders have a &quot;stake&quot; in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.</td>
</tr>
<tr>
<td>Targeted Assistance Program</td>
<td>Targeted Assistance makes it possible to provide the additional learning supports, but only to selected students based on academic need.</td>
</tr>
<tr>
<td>Two-Way Communication</td>
<td>“Through two-way communication, families and teachers can be informed of what is expected related to child behavior, achievement, and discipline. This sets the stage for establishing shared goals, mutual decision-making, avoiding misunderstanding, and helping families understand how to reinforce learning and reading in the home.” (Esler et al., 2008, p. 927).</td>
</tr>
</tbody>
</table>
GUIDANCE RESOURCES FOR TITLE I, PART A

Laws, Non-Regulatory Guidance, and other resources from the U.S. Department of Education

1. The Full Text of the Elementary and Secondary Education Act, as amended by The Every Student Succeeds Act
2. ESSA Schoolwide Guidance/Title I, Part A (September 2016)
3. Title II Guidance (October 2016)
4. Title III Guidance (September 2016)
5. Early Learning Guidance (October 2016)
6. Student Supports and Academic Enrichment Grants (October 2016)
7. Ensuring Educational Stability for Children in Foster Care (June 2016)
8. Homeless Student Guidance (July 27, 2016)
9. Dear Colleague Letter on Tribal Consultation (Sept. 26, 2016)
11. Using Evidence to Strengthen Education Investments (Sept. 16, 2016)
All students prepared for post-secondary pathways, careers, and civic engagement.