

TITLE I TRAINING



Goals of this Title I Training:

- To obtain a greater understanding of Title I and state mandates.
- To set us on a successful path for starting the school year off right with documentation and Title I meetings.
- To work collaboratively to build a “Recommended Timeline” for our Title I meetings.
- To gain a deeper understanding of how our Title I Plans connect to the data, documentation, and funding the district receives.

Title I, Part A: Intent and Purpose

Public Law 107-110 Section 1111-1127: Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by Local Education Agencies (LEA) to provide **supplemental** funding to state and LEAs for resources to help schools with high concentrations of students from low-income families provide a high quality education that will enable all children to meet the state's student performance standards.

Scope of Title I in New Jersey

- Allocation of \$306,191,434 for 2014-2015
- 398,948 students served (9,122 nonpublic) in 2013-2014)
- Supplemented instructional programs in English Language Arts, Mathematics, Science, Social Studies and CTE
- Provided support services: guidance, medical, dental, eye care (Title I Schoolwide and Homeless)

School Eligibility

Eligible School Attendance Area (§ 1113)

- The proportion of economically disadvantaged students in a school determines the amount of **funds** that may go to a school.
- Any student enrolled in an eligible school may receive Title I **services** if they are low achieving.
- Districts must distribute and account for all Title I funds.

Two Types of Title I Programs

- **Targeted Assistance:** To improve teaching and learning to enable participating students to meet the challenging State performance standards all students are expected to master.

OR

- **Schoolwide:** “To improve academic achievement throughout a school so that all students, *particularly the lowest-achieving students*, demonstrate proficiency related to the State's academic standards”

Both programs must use effective methods and instructional strategies that are grounded in scientifically based research.

Schoolwide Program (SW)

- Initial eligibility - minimum student poverty rate of 40% (applies to “non-categorized” schools)
- Entrance and Exit criteria are **NOT** required
- Three Core Elements
 1. Comprehensive Needs Assessment
 2. Schoolwide Plan (essential “10” required components)
 3. Evaluation/Annual Review

Schoolwide Programs (SW)

Comprehensive Needs Assessment

ESEA § 1114(b)(1)(A)

- Includes the input of all stakeholder groups
 - Teachers, administrators, families, community members, students (secondary), and technical assistance providers
- Ongoing process that is summarized in the schoolwide plan
- Foundation for the use of Title I funds
- Expenditures not supported by comprehensive needs assessment are not “necessary and reasonable.”

Preparing for the 2015-2016 School Year (August-September)

1. Identify diverse stakeholders to participate on the Schoolwide Title I Committee and assign roles:

- Administrator(s)
- SCIP representative
- Parents
- Writers of the Title I Plan
- Members who will be responsible for collecting data (math, language arts, attendance, IR&S data, extended data program results, parent involvement) ex. Guidance Counselor, Student Advisor, TDLA
- Student Representative

2. Establish monthly meeting dates:

- **ALL** meetings must have agendas, sign in sheets, and minutes
- Number of meetings held must match the number of meetings documented in your schoolwide plan.

3. Select Parent Advisory Council Members

Preparing for the 2016-2017 School Year

- All **Title I monies** allocated to each school are identified as “SCHOOLWIDE BLENDED” except the Parent Involvement reserve.
- The “Comprehensive Needs Assessment” is the foundation of Title I Funding.
- School Budget planning for **2016-2017** must occur between October/beginning of November 2015 when building school budgets for 2016-2017.

Schoolwide Programs (SW)

Comprehensive Needs Assessment

Data-Driven Decision Making

Purpose: Enables schools to identify strengths and weaknesses, in order to specify priority needs and plan activities to help improve student achievement and meet state academic standards. The following can be used:

- State assessments
- District commercial tests and other data
- Teacher tests and observations
- Surveys and stakeholder input

Schoolwide Programs (SW)

Comprehensive Needs Assessment

Priority Problems (MUST IDENTIFY 3)

The problems selected by the district require a thorough description identifying the following:

- The target population
- The causes of the problem
- The identification of the data source
- The analysis of the data, areas to be measured
- The measurement tool
- The specific school targets

Schoolwide Programs

10 Required Components

COMPREHENSIVE NEEDS ASSESSMENT	INCREASED PARENTAL INVOLVEMENT
SCHOOLWIDE REFORM STRATEGIES	TRANSITION OF PRESCHOOL CHILDREN
HIGHLY QUALIFIED TEACHERS	TEACHER DECISIONS REGARDING ASSESSMENT
PROFESSIONAL DEVELOPMENT	ASSISTANCE TO AT-RISK STUDENTS
RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS	COORDINATION & INTEGRATION OF SERVICES & PROGRAMS

Schoolwide Plan

Stakeholder Engagement

ESEA § 1114(b)(2)(B)(ii)

- Annual requirement
- Developed with the involvement of parents and other members;
- Provide all students in the school the opportunity to meet the state's proficient and advanced levels of student academic achievement;
- Use effective methods and instructional strategies that are grounded in scientifically based research; and
- Strengthen the core academic program in the school.

Schoolwide Plan

Reform Strategies

- Increase the amount and quality of learning time (i.e., extended school year, before and after school programs, and summer programs).
- Provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Include strategies to address the needs of **ALL** children in the school (particularly, the needs of low-achieving students).

Schoolwide Plans

Family and Community Engagement

ESEA § 1114(b)(1)(F)

- Schoolwide plans must contain strategies to involve families and the community in assisting children to do well in school
- Families and communities must be involved in the planning, implementation, and evaluation of the schoolwide program

Schoolwide Programs

Evaluation/Annual Review

34 CFR § 200.26 (c)

Schoolwide programs must—

- Annually evaluate the implementation of, and results achieved using data from the State's annual assessments and other indicators of academic achievement;
- Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, especially the lowest achieving students; and
- Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

**SUPPLEMENT NOT
SUPPLANT**

Supplement versus Supplant



If it is “***REQUIRED***”, then you can **NOT**
fund it!

Supplement Not Supplant

ESEA § 1120A (b) (1)

Schoolwide Programs

Schoolwide Programs: Programs and services do not have to be supplemental; Title I funds used to support the program must be supplemental.

- District cannot reduce schools' state/local funding based on an increased Title I allocation.
- State/local funding to schools must be sufficient to support the school's basic educational program.
- Documentation that schools have enough state/local funds to fully operate without federal funds.
- District must be able to isolate the state/local funds needed for schools in current year and prior years.

PROFESSIONAL DEVELOPMENT

Professional Development

ESEA § 1114(b)(1)(D) & ESEA § 1115(d)(1)(3)

- Must be sustained, high-quality, classroom-focused training in core content areas and strategies that work.
- Use of Title I funds for PD will vary depending upon Title I program.
- Funded Title I teachers, principals, paraprofessionals, and other staff may participate (incidentally).

Professional Development

Allowable Uses

- Strategies tied to the State's academic standards, state student performance standards, and consistent with the needs assessment
- Activities involving parents in the education of their children
- Activities addressing the needs of teachers in Title I schools with a focus addressing students most “academically” at-risk
- Activities incorporating teaching strategies in the CCSS/CCLS areas for meeting the needs of “academically” at-risk students

WHY FAMILY AND COMMUNITY ENGAGEMENT?



- It is required by law.
- It helps raise student achievement.

Family and Community Engagement

ESEA § 1118

- Parent involvement is one form of family and community engagement.
- The Title I statute defines the term “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Family and Community Engagement

- Applies to all Title I districts & schools.
- Comprehensive and based upon families' needs.
- Benefits the greatest number of Title I families who have children being served in Title I programs.
- At least one-percent (1%) reserve of Title I allocations over \$500,000.

Title I Parent Involvement Communications to be distributed in September, 2015

1. Parents' Right to Know-

<http://www.state.nj.us/education/title1/hqs/rtk.shtml>

- Parents must be notified if a teacher is not “highly qualified” and is instructing their child for 4 or more weeks.

2. District Parent Involvement Policy-

<http://longbranch.k12.nj.us/cms/lib3/NJ01001766/Centricity/Domain/465/Parent%20Involvement%20Policy.htm>

3. School Parent Involvement Policy & School Parent Compact-

<file://localhost/Users/bridgetteburtt/Desktop/SchoolParentCompact.doc>

- Must be signed by the administrator, parent/guardian, and student.
- Must be kept on file in the Main Office.

*** ALL DOCUMENTS ABOVE MUST BE-

- Sent home with all students and via the Parent Portal. Keep documentation on day/date letter was sent.
- Posted on school webpage.
- Posted on the Funded Grants webpage.
- A copy of each must be forwarded to the Funded Grants Dept.

Written Parental Involvement Policy (*ESEA § 1118*)

Describes how the district will:

- Involve parents in developing the district's plan for school review and improvement.
- Provide coordination, assistance, and support to assist in planning and implementing effective parental involvement activities to improve student performance.
- Build schools' and parents' capacity for strong parental involvement.
- Coordinate and integrate parental involvement strategies with other programs (e.g., Head Start, etc.)
- Conduct an annual evaluation of the content and effectiveness of the parental involvement policy.
- Involve parents in the activities of schools served under Title I.

Written Parental Involvement Policy

(ESEA § 1118)

School Policy Requirements

Each school must develop, jointly with parents of children participating in Title I services, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in § 1118(c)-(f), including the development of a parent compact.

The School-Parent Compact: Shared Responsibility for High Student Achievement (ESEA § 1118)

Each school must develop a school-parent compact jointly with parents, students, and teachers of Title I students that outlines:

- How parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- How the school and parents will build and develop a partnership to help children achieve the state's high standards.

Language Instruction Education Program

(ESEA § 1111)

Not later than 30 days after the beginning of the school year, the district is required to inform the parent(s) of a limited English proficient child identified for participation in a language instruction educational program of the following:

- The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program.
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.

Annual Parent Meeting

ESEA § 1118(c)(1)(2)

- All Title I funded schools **MUST** invite parents to attend a meeting to inform parents of its Title I program.
- Meeting must be documented (invitational flyer/letter, agenda, sign-in-sheets, and minutes).

Some examples of allowable expenses for parental involvement activities

- Family literacy training
- Parenting skills building
- Meetings to engage parents in planning, development, and evaluation of Title I programs
- Professional development for parents to enable all children in the school to meet State performance standards, during the regular school year and the summer

Some examples of allowable expenses for parental involvement activities

- Reasonable expenditures for refreshments or food at parent workshops and trainings
- ESL and GED preparation courses for adults; Evening classes that develop practical skills, such as computer proficiency
- Equipment and books to create a lending library collection for parents
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions

Time Sheets / PARS

Who got in Trouble

- 2006 – Columbus - \$2.3 million
- 2008 – Detroit - \$49 million
- 2009 – Houston - \$238 million
- 2010 – Philadelphia - \$123 million

Select Expenditures and Support Needed

Fully-funded Salaries

- Periodic certification signed at least semi-annually
- Signed by employee and supervisor
- ** New Model – October 2012



<http://www.state.nj.us/education/title1/accountability/monitor/> - Click on "Sample Time and Activity Reports"

Select Expenditures and Support Needed

Equipment

- Maintain master inventory listing (Date, Serial Number, Model, Cost, Location)
- Each school should maintain subsidiary listing
- All supplies/equipment must be **labeled** with “Title I” or equivalent tracking system
- Need to keep records for FIVE years past disposition (date needs to be on master list)
- Even if not equipment for GRANT purposes, if district has a lower threshold, then tracking of equipment is required
- **If less expensive to inventory than to replace, it should be inventoried**

Expending Funds

- Documentation required for both school-level and district-level expenditures
- Documentation must explain:
 1. *How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?*
 2. *What need, as identified in the comprehensive needs assessment, does the expenditure address?*
 3. *How would the program, activity, or strategy be funded if the Title I were not available?*

Expending Funds

Documentation must explain:

- If for a schoolwide program, how will the expenditure upgrade the entire educational program on the campus, especially the lowest achieving students?
- How is the expenditure supplemental to other nonfederal programs?
- How will the expenditure be evaluated to measure a positive impact on student achievement?

Allowable Costs

All Costs must be:

- Necessary
- Reasonable
- Allocable
- Legal under state and local law



Common Audit Findings

- Lack of time sheets (or signature of employees/supervisors)
- Improper payroll distribution (not pro-rated)
- Purchase orders not indicating Title I (and adjusting entries to reclassify amounts)

Common Audit Findings

- Policies not being updated for current law
- Supplanting on purchases of non-salaried items
- Not spending at the schools approved in the application
- Not liquidating within timelines (now less than prior year)

Scenarios

Title I Recommended Timeline Activity





Long Branch Public Schools
2014-2015 Title I Schoolwide Plan
 _____ **School**
Monthly Meeting Location- Room _____

Month	Meeting Date	Recommended Topics for Discussion
September		<ul style="list-style-type: none"> · Establish Stakeholder/Schoolwide Title 1 Committee · Coordinate monthly meeting dates · Identify Parent Advisory Council Members
October		<ul style="list-style-type: none"> · Review schoolwide goals with the committee · Present the schoolwide goals at one of the monthly PLC meetings · Prepare a list of data measures you will collect and analyze this year to complete next year's plan (Examples: parent involvement data, survey data, attendance data, discipline data, extended day/year data, math data, reading data, benchmarks etc.) · Discuss the school's plan and progress in implementing the programs and initiatives related to the schoolwide goals · Are all stakeholders following through with the implementation of interventions, strategies, programs, and initiatives identified in the report with fidelity? · Are there any revisions needed to the plan?
November		<ul style="list-style-type: none"> · Review all data measures-Are the interventions, strategies, programs, and initiatives effective? · Allocation of Funds- Are programs properly funded to support implementation? · Professional Development- Discuss professional development initiatives to address priority problems. Invite a member of your SCIP to attend this meeting to brainstorm PD initiatives.



Long Branch Public Schools
2014-2015 Title I Schoolwide Plan
 _____ **School**
Monthly Meeting Location- Room _____

		<ul style="list-style-type: none"> Select student focus groups to discuss important issues within the school. Obtain student feedback to celebrate what is working and ways to improve what's not. <div style="text-align: center;">  </div>
December		<ul style="list-style-type: none"> Review data assessment results Analyze all data- review benchmark data, attendance, reading data, math data, after school program data, technology data, etc. Brainstorm with the committee how you plan to review schoolwide goals and findings from data analysis with the staff
January		<ul style="list-style-type: none"> Administer research based perception surveys to parents, students, and teachers
February		<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> Analyze all survey results Share overall survey results with the staff Continue to review and discuss data noted in the Title I Plan If after analyzing the data it is identified a strategy or intervention is not working, what can we do differently? </div> </div>
March		<ul style="list-style-type: none"> Discuss programs and initiatives that will be implemented for the remainder of the school year. Review data-attendance? parent involvement?



**Long Branch Public Schools
2014-2015 Title I Schoolwide Plan
_____ School**

Monthly Meeting Location- Room _____

April/May		<ul style="list-style-type: none"> · Review and collect data needed to complete the 2015 report. Discuss what team members will be responsible for gathering the data. · It's time to begin writing the 2015 report! Evaluate goals and report results. · Review the Vision and Mission Statements to see if they need to be updated. · Based on the data collected during the year, identify the priority problems for 2015. ***Committees should keep in mind that the Comprehensive Needs Assessment is the foundation for the use of Title I funds.
June 1st		<ul style="list-style-type: none"> · Submit Final Title I Schoolwide Plan to Mrs. Burt



EXAMPLES OF FISCAL NEWS

Fiscal News from Washington

New Haven Audit Report from Office of Inspector General

Supplanting in a Schoolwide Program

<http://www.ed.gov/about/offices/list/oig/auditreports/a02f0005.pdf>

Fiscal News from Washington

William Floyd Audit Report from Office of Inspector General

- Unsupported Expenses
- Unsupported Adjusting Journal Entries
- Supplanting of Textbooks
- Weak Internal Controls

<http://www.ed.gov/about/offices/list/oig/auditreports/a02f0030.pdf>

Fiscal News from Washington

City of Detroit and Parent Involvement Fund **2005**

- Disallowed Charges for Entertainment, Promotional Items and Public Relations
- Need to be necessary, reasonable, allocable, and documented
- Disallowed items include advertising for an event and live musical entertainment at parent volunteer function

<http://www.ed.gov/about/offices/list/oig/auditreports/a05f0018.pdf>

Fiscal News from Washington

City of Detroit -Revisit in 2008

- Over \$131 million in 2005 and \$126 Million in 2006
- No Time Sheets – Almost \$50 Million
- Teaching non-Title I students – even though most of Detroit is schoolwide some schools are not (no plan submitted) and OIG looked to these schools and found staff being funded that were teaching non-Title I identified students. Detroit argued they could have been schoolwide if they did a plan and the OIG rejected this argument
- Over \$21 million for adjusting entries for employees who were charged to other programs and then charged to Title I
- Gift cards they could not show went to students
- \$150,000 for martial arts training

Fiscal News from Washington

OIG Audit-St. Louis

- Lost 125 Computers
- Serving Ineligible Schools
 - <http://www.ed.gov/about/offices/list/oig/areports.html>

Fiscal News from Washington

OIG Audit

Kiryas Joel Union Free School District

- Supplanted funds by charging rent to lease building for public school
- Could not Support Salaries for After School Program

<http://www.ed.gov/about/offices/list/oig/areports.html>

Fiscal News from Washington

Philadelphia

- Findings totaling \$138,376,068
- Unsupported salaries (some direct and some through adjusting entries)
- School police paid from Title I Funds
- Supplanting (moving company, etc)
- No backup for school choice charges of \$1.3M
- Weak internal controls

Fiscal News from Washington

Maryland – Title I ARRA Funds

- Findings totaling \$540,013
- \$8,736 in gifts to staff
- \$4,352 in Dinner Cruises in Baltimore Harbor
- Lack of Receipts for Expenses
- \$200,323 in Unsupported Title I and IDEA Salaries
- \$3,922 for tablets with no controls over them or applications that are downloaded (Items against policy – 22%)

Fiscal News from Washington

Former Charles County Public Schools (Maryland) Title I Coordinator.

- Used Title I funds for technology items (e.g., computers, video games consoles, portable media players, tablet computers, and televisions) for herself, family, and friends
- Sentenced to 27 months in prison and 36 months of supervised release.
- Ordered to pay more than \$115,300 in restitution for theft.

Web Site Resources

NJ Department of Education

<http://www.nj.gov/njded/title1/>

<http://www.nj.gov/njded/grants/nclb/>

<http://www.state.nj.us/education/grants/nclb/waiver/>

<http://www.state.nj.us/education/title1/grants/>

Title I Parental Involvement Notification:

<http://www.state.nj.us/education/title1/program/parent/resources/Requirements.pdf>

US Department of Education Guidance

<http://www.ed.gov/print/programs/title1parta/legislation.html>

<http://www.ed.gov/esea/flexibility>

NCLB Consolidated Subgrant Reference Manual

<http://www.nj.gov/njded/grants/entitlement/nclb/nclbrefman.pdf>

USDE Uniform Grant Guidance

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/granteepresentation.pdf>

Community Eligibility Provision

<http://www2.ed.gov/programs/titleiparta/15-0011.doc>