



**COLORADO**  
Department of Education

# Title I, Part A Basics

November 5, 2015



# Agenda

- **Intent and Purpose of Title I**
- **Allocations**
- **Applying for funds**
- **Selecting Title I Schools**
- **Program Requirements**
- **Parent Involvement**
- **Set-Asides**
- **Monitoring**
- **Fiscal Responsibilities**

# Intent & Purpose

- **Title I, Part A is the largest federal program supporting elementary and secondary education. These supplemental resources help ensure that:**
  - All children have a fair, equal, and significant opportunity to obtain a high-quality education;
  - Support and resources are provided to achieve proficiency on challenging State academic achievement standards and assessments;
  - Resources are targeted to districts and schools in the greatest need.

# Determining Allocations

- **Title I-A allocations consist of 4 different grants, each with separate eligibility criteria. A “formula child” is between the ages of 5 and 17 living below the federal poverty threshold.**
  - Basic Grant: LEA must have at least 10 formula children and the number must exceed 2% of the LEA’s total age 5-17 population
  - Concentration Grant: LEA must exceed 6,500 formula children or 15% of the total age 5-17 population
  - Targeted Grant: At least 10 formula children and at least 5% LEA’s total age 5-17 population
  - Education Finance Incentive Grant (EFIG): Same as Targeted Grant

# Application for Funds

- The Colorado Department of Education (CDE) is a pass-through agency and provides Title I funds as subawards to local educational agencies (LEAs)
- LEAs apply for Title I-A, I-D, II, III, III-SAI, and VI-B through the Consolidated Application

<http://www.cde.state.co.us/fedprograms/consapp/index>

# Serving Schools with Title I

- **LEAs have the discretion to choose how poverty rates are measured**

- .Free and Reduced Lunch
- .Free meals
- .TANF
- .Medicaid
- .US Census
- .Community Eligibility Provision (CEP)

- **Must use the same poverty rate for all schools within the district**

\*Exception for districts participating in CEP

# Attendance Zone & Rank Order

- **Attendance zones are used to determine rank order**
- **Schools must be served in rank order**
  - Schools with a higher poverty rate must be served with an equal or greater per-pupil allocation
  - All schools above 75% must be served first; and also at a higher per-pupil allocation than schools below 75%
  - Below 75% LEAs may serve in rank order within grade spans
    - An LEA may choose to serve elementary schools at a higher amount than secondary schools
- **LEAs with fewer than 1,000 students or one school per grade span are exempt from these rules**

# Rank order

## Various ways to serve schools eligible for services

- **35% rule district wide**

*Any school with a poverty rate above 35% may be served*

- **Grade span grouping plus district wide percentage**

*Schools are ranked as elementary, middle and high - any school with a higher poverty rate than the district average poverty rate may be served*

- **Grade span grouping group wide percentage**

*Schools are ranked as E, M and H - schools can be served if they have a poverty rate above the group average*

- **Grade span grouping plus the 35% rule**

*Schools are ranked as E, M, H - schools can be served if they have a poverty rate above 35%*



# Rank Order, cont.

- If an LEA serves any school with a poverty rate below 35%, the LEA must allocate to all of its schools a per-pupil amount at least 125% of the LEA's allocation per low-income child
- For example:
  - District XYZ has an allocation of \$800,000 and 1,000 students (District PPA is \$800)
  - If School ABC is served and has a poverty rate of 30%
  - All schools must be receiving a PPA of 125% or \$1000 in this particular example

\*Note that the PPA and the amount used is for illustrative purposes only.

# Title I programs

Targeted Assistance	Schoolwide
Services and resources must be targeted only toward students identified as most at-risk	Services must be designed to help at-risk students, but may also include whole school initiatives
Only eligible students may participate in Title I-funded initiatives	All students may participate in Title I-funded initiatives
Use of funds must be consistent with specific Title I rules (allowable uses of fund vs unallowable)	Use of funds must be consistent with school's schoolwide plan (based on a comprehensive needs assessment)
Only staff implementing the Title I program may participate in Title I funded professional learning opportunities.	All school staff are eligible to participate in Title I funded professional learning opportunities, assuming the above conditions have been met.
Parent Involvement Policy and requirements of Section 1118	Parent Involvement Policy and requirements of Section 1118



# Schoolwide Programs

There are three essential components of a schoolwide program:

- Conducting a comprehensive needs assessment of the entire school;
- Preparing a comprehensive schoolwide plan; and
- Annually reviewing the schoolwide plan.

*10 requirements of a schoolwide plan*

[http://www.cde.state.co.us/fedprograms/ti/a\\_sw](http://www.cde.state.co.us/fedprograms/ti/a_sw)



# School & District Parent Involvement

School and district parental involvement activities fall into two general categories:

- 1) Providing **notice and information** to parents regarding the education of their children; and
- 2) Implementing **parental involvement activities** that engage parents in the school community and with their children's education.



# Parent Involvement

**All districts that accept Title IA funds have required activities that must be conducted with parents. For example,**

- Parents must be consulted on the use of the Title IA parent involvement funds (school level)
- Parents must be involved in the development of the Title I program plan (school and district).
- Parents must be involved in the Title I program evaluation (school level).
- Parents must be involved in the development of the district- and school-level policies.



# Specific Statutory Requirements

## **Title I Parental Involvement :**

- District plan and policy
- School plan, including parent policy and compact
- Evaluation of policy

**Parents Right to Know [the qualifications of their child's teachers]**



# Set-Asides

## **Mandatory Set-Asides:**

- Priority Performance Set-Aside for LEAs accredited with Priority Improvement or Turnaround (up to 10%)
- Supplemental Educational Services (SES) and School Choice for schools with consecutive years of Priority Improvement or Turnaround plan types (up to 20% for both programs)
- Parent Involvement Set-Aside for LEAs with a Title I allocation of \$500,000 or more (1%)

## **Optional Set-Asides**

- District Managed Activities - restricted to Title I schools
- Preschool Set-Aside and Family Literacy Set-Aside



# Monitoring

- **Results-based monitoring based on assessment of risk**
  - District and School Performance Frameworks; other indicators of risk
- **Tiered monitoring activities**
  - Site visits
    - Comprehensive
    - Targeted
  - Desk Reviews
  - Technical assistance and support
- **Based on a system of support from CDE**
  - Corrective action and consequences are still possible if issues cannot be resolved





# Fiscal Responsibilities

## Financial Reports

### Annual Financial Report

Collects End of Year expenditure data for the grants funded through the Consolidated Application Process to ensure that program expenditures are in alignment with budget and reimbursement requests. (Grants Fiscal)

### Set-Aside Activity Report

Provides End of Year Set-Aside expenditure data for the grants funded through the Consolidated Application Process to ensure that program requirements and expenditures are in alignment with budget and reimbursement requests. (Grants Fiscal)



# Contacts

ESEA & DPER Contacts listed here:

<http://www.cde.state.co.us/fedprograms/ov/contacts>

