



IASBO 2021 Spring Workshop – Title I-A

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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Overview



- Title I-A General Overview
- Title I-A Program Specifics
- Title I-A Allowability
- Title I-A Comparability
- Title I-A Maintenance of Effort
- Title I-A Supplement not Supplant
- Pandemic Relief Funding
- Important Dates

Title I-A Improving Basic Programs



- Improving Basic Programs is a federal program that helps students who are most at risk meet state academic standards and be proficient on state assessments.
- This program provides funding to districts and schools that can be used for professional development, extended-time programs, and other strategies to help raise achievement levels.
- Title I-A laws hold states, districts, and schools accountable for improving the academic achievement of all students.

Title I-A Federal Funding



- Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
- The SDE receives pre-determined grant amounts for the four grants listed on the following slide.
- The grant amounts are based on census poverty estimates that lag two years.
- Census poverty estimates are based on numerous variables such as aggregated tax data, SNAP benefit data, state/county poverty universe data.
 - LEA census poverty rates based on SAIPE* may be trending down but actual student poverty rates may not.
- The SDE will transfer funding related to charter school students from the sending school district listed on the USED tables to the appropriate charter school.

<https://www.census.gov/programs-surveys/saipe/data/datasets.html>; *Small Area Income and Poverty Estimates Program

Title I-A Federal Funding (cont'd.)



- **Basic Grants** provide funds to LEAs in which the number of children counted in the formula (formula children) is at least 10 and exceeds 2 percent of an LEA's school-age population.
- **Concentration Grants** provide funds to LEAs that are eligible for Basic Grants and in which the number of formula children exceeds 6,500 or 15 percent of an LEA's total school-age population.

<https://www2.ed.gov/programs/titleiparta/index.html>

Title I-A Federal Funding (cont'd.)



- **Targeted Grants** are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children receive more funds. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of formula children receive more funds. Targeted Grants provide funds to LEAs in which the number of formula children (without application of the formula weights) is at least 10 and at least 5 percent of the LEA's school-age population.
- **Education Finance Incentive Grants (EFIG)** distribute funds to States based on factors that measure a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and the degree to which education expenditures among LEAs within the State are equalized.

<https://www2.ed.gov/programs/titleiparta/index.html>

https://nces.ed.gov/pubs2019/title1/ch_07.asp

Title I-A Federal Funding cont'd.



- Funds are provided to supplement State and local efforts and may not be used in a manner that supplants regular education responsibilities and programs.
- LEAs must use Title I-A funds to pay for supplemental educational services to enable all students to meet challenging State standards.
- Funds are to be used to create opportunities which extend learning time, minimize pullout programs that remove children from the classroom, support instructional programs of advanced rather than memorization skills, implement accelerated curriculum strategies rather than remedial drill and practice, and those which use an evidence-based approach.

Title I-A Targeted Assistance Model



- Students must be prioritized by greatest need, and those most at-risk for failure must be served first.
- Students identified for supplemental intervention in a targeted assistance program must be determined based on multiple, educational, objective criteria.
- Eligibility
 - A child who is homeless and attending ANY school in the LEA is eligible for Title I-A services.
 - Any child who has been in a Neglected or Delinquent institution or facility is automatically eligible for Title I-A services.
 - Any child who has received services in a Migrant Education program in the last two years automatically qualifies for Title I-A services.
- ESSA Section 1115(b), ESSA Section 1115(c)(2)(A-E)

Title I-A **Schoolwide Program** Model



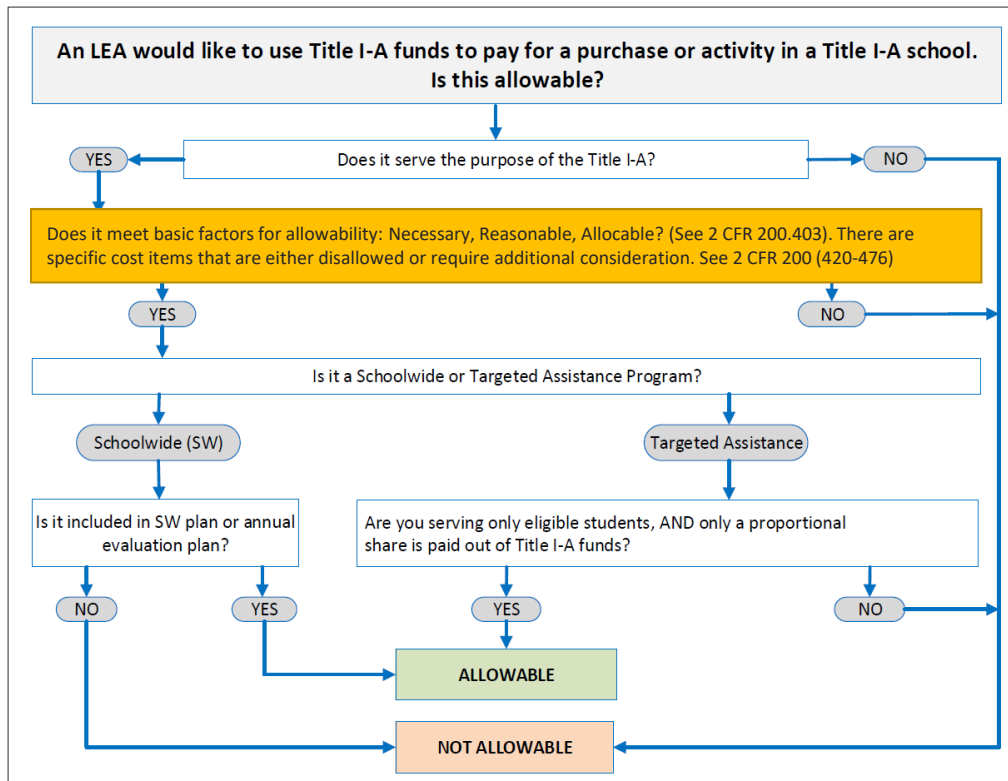
- Schools that have a high percentage of low-income students can operate “Schoolwide Programs,” in which Title I-A funds can be used to benefit the educational program for the school’s entire student population.
- Schoolwide reform strategies incorporated in the over-all instructional program:
 - Is based on a comprehensive needs assessment.
 - addresses the needs of all students in school, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.
 - uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
- A one-year planning period is recommended to become a Schoolwide Program school. Waivers are required for schools below 40% low-income in order to become Schoolwide.
- Schoolwide Programs must have a Schoolwide/Improvement Plan (SWIP) approved by the LEA and acknowledged by the SDE before operating as a Schoolwide School.

Title I-A **Consolidated Schoolwide** Program Model



- Option is for a school with an approved Schoolwide program plan that is consolidating funds to run a Schoolwide program.

Title I-A Allowability Chart



Title I-A Allowability



- Necessary
- Reasonable
- Allocable (Purpose)
- Conform to Uniform Grant Guidance
- Terms and Conditions of the Grant Award
- Adequately Documented

- <https://sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Federal-Programs-Allowable-Use-of-Funds.pdf>

Title I-A Comparability



- Demonstrating comparability is a prerequisite for receiving Title I-A funds. Because Title I-A allocations are made annually, comparability is an annual requirement for Idaho LEAs.
- An LEA may receive Title I-A funds only if it uses its state and local funds to provide services in its Title I-A schools that are at least comparable to the services provided in Non-Title I-A schools (ESSA, Section 1118 (c)).
- The submission is due November 15th of each year. If the due date falls on a weekend, it will automatically roll into the next business day.
- The SDE has an established student/instructional staff ratio method to determine the comparability requirement.
- Comparing like-buildings with like-buildings, based on grade span and enrollment
- Comparability and ESSER funding
 - Information forthcoming

Title I-A Maintenance of Effort



- An LEA must demonstrate that the level of state and local funding remains constant from year to year, regardless of federal funding. An aggregate test and a per-student test will be performed. Only if the LEA fails both tests - the aggregate spending and the per-student-spending is less than 90% of the prior year spending - federal allocations will be reduced by the appropriate percentage.
- The Federal Programs Department, in conjunction with School Finance, will perform MOE calculations in June 2021. Staff will calculate Maintenance of Effort for the year 2021-2022, by comparing compare FY 2018-2019 with FY 2019-2020. LEAs will be notified if they have not met MOE.
- Waiver through ED or SDE – SDE will apply for waiver on LEA’s behalf to reserve SDE waiver for future use.
- When notified about MOE failure, please respond immediately.

Title I-A Supplement Not Supplant



- Federal funds to support low-income student must be in addition to state funding, not replacing state and local funding.
- LEAs must demonstrate that the methodology used to allocate state and local funds to each school receiving Title I-A funds ensures that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I-A funds.
- Ensures that State and local funds to a Title I school are not reduced based on the school receiving Title I, Part A funds because the methodology for allocating State and local funds to schools does not consider Title I status.

Title I-A Supplement Not Supplant



- What are supplemental state and local funds? For the SNS methodology purposes, state and local funds are considered supplemental if they are used to pay for a “Title I-A like ” activity or program.
- <https://sde.idaho.gov/federal-programs/funding/files/fiscal/allowable/Supplement-not-Supplant-Manual.pdf>

Supplement Not Supplant Title I-A



Example of Supplanting

- An LEA does not allocate *general, state and local funds* to one of its Title I-A schools because this school already receives enough in federal funds.
- This is supplanting because this school did not receive its general, state and local funds it would otherwise receive if it was not receiving Title I-A funds.

Pandemic Relief Funding



- CARES Act – Fund 252 – Rev 445900
 - ESSER I Flow –Through – 252 – 001
 - ESSER I Learning Management System – 252 - 002
 - ESSER I Social Emotional Learning – 252 - 003
- CRRSA Act – Fund 254 – Rev 445900
 - ESSER II Flow –Through – 254 - 001
 - ESSER II State Set Aside – 254 - xxx
- APR Act – Fund 250 – Rev 445900
 - ESSER III Discretionary -250 - 001
 - ESSER III Learning Loss 250 - 002
 - ESSER III State Set Aside 250 - xxx

Important Dates



- May - CFSGA opens - preliminary allocations
- June - Maintenance of Effort Calculations
- June 30th - Approvable plans to be submitted for spending authority July 1
- November - final allocations uploaded
- Mid-October - Comparability due - will receive email notification
- January - CFSGA finalized

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Thanks for all you do!



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