

# Title I, Part A – Basic Programs Application Content

## Consolidated Application for Federal Title Programs

### Introduction

The document outlines the content for the Title I, Part A, Basic Programs application in the Consolidated Accountability and Support Application's Consolidated Application. The application consists of three required components: assurances, program questions and budget. For guidance or contact information, visit the Department's Every Student Succeeds Act ([ESSA](#)) [Guidance and Allocations webpage](#).

### Program Assurances (ESEA §§ 1112 & 1118; 20 U.S.C. 6312 & 6321)

1. The local education agency assures it will ensure that migratory and formerly migratory students eligible to receive Title I, Part A services are selected to receive such services on the same basis as other children selected to receive Title I, Part A services.
2. The local education agency assures it will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117 (Participation of Children Enrolled in Private Schools) and engage in timely and meaningful consultation with private school officials regarding such services.
3. The local education agency assures it will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades four and eight carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act.
4. The local education agency assures it will coordinate and integrate Title I, Part A services with other educational services at the local educational agency or individual school level (such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
5. The local education agency assures it will collaborate with the state or local child welfare agency to:
  - a. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - b. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures must ensure that:
    - i. Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act; and

- ii. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if:
    1. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
    2. The local educational agency agrees to pay for the cost of such transportation; or
    3. The local educational agency and the local child welfare agency agree to share the cost of such transportation.
6. The local education agency assures it will ensure that all teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
7. The local education agency assures it will, in the case of a local educational agency that chooses to use funds to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
8. The local education agency assures that it has written methodology on how it will allocate state and local funds to each school to ensure that the school receives all the state and local funds it would otherwise receive in the absence of Title I, Part A money.
9. The local education agency assures that it has established and implemented:
  - A local educational agency-wide salary schedule;
  - A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
  - A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

## **Program Questions (ESEA § 1112; 20 U.S.C. 6312)**

1. Indicate how the local education agency developed its plan in consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if it has charter schools), administrators, other appropriate school personnel, and parents of children in Title I, Part A schools. (Include all that apply)
  - Each stakeholder group vetted the plan, and changes were made based on feedback
  - Held in-person meetings for stakeholders to provide input on the plan
  - Used staff in-service time to develop and vet the plan with local education agency stakeholders
  - Plan was posted publicly, and comments were solicited
  - Board held a public hearing on the plan
  - Other (Limited to 150 characters)
2. Indicate how the local education agency will coordinate the Title I, Part A plan with other federal programs, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other acts as appropriate. (Include all that apply)

- The LEA will coordinate the Title I budget with budgets for all other programs for which the LEA receives an allocation.
  - The LEA will have staff members overseeing each program coordinate program activities.
  - The LEA will coordinate the writing, vetting, and submission of plans for each program.
  - Other (Limited to 150 characters)
3. Indicate how the local educational agency will monitor students' progress by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. (Include all that apply)
- Provide an accelerated, high-quality curriculum.
  - Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part.
  - Expand learning time beyond core instruction.
  - Coordinate with Title IVA activities to provide a well-rounded program of instruction.
  - Other (Limited to 150 characters)
4. In which ways will the local educational agency monitor students' progress by identifying students who may be at risk for academic failure. (Include all that apply)
- Below benchmark on universal screening assessments
  - Not proficient on the state assessment
  - Not making adequate academic growth
  - Other (Limited to 150 characters)
5. In which ways will the local educational agency monitor students' progress by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standard? (Include all that apply)
- Expanded learning time beyond core instruction
  - Before- and after school programs
  - Summer programs and opportunities
  - Other (Limited to 150 characters)
6. In which ways will the local educational agency monitor students' progress by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?
- Use of the MTSS decision-making framework of evidence-based practices in instruction and assessment to address the needs of all students
  - Use of PBIS
  - Use of strategies to enhance school conditions for learning and/or mental health programs
  - Other (Limited to 150 characters)
7. In which ways will the local education agency identify and address any schools that have disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? (Include all that apply)
- Review teacher qualifications and assignments and make staffing changes or reassign as necessary to alleviate disparities.
  - Review student demographics and make staffing changes or reassign as necessary to alleviate disparities.
  - Other (Limited to 150 characters)

8. In which ways will Title I set aside funds that are earmarked for services to support identification, enrollment and academic success of homeless students be coordinated and integrated with Title I general services? (Include all that apply)
- Tutoring
  - School supplies
  - Incremental cost of transportation to/from the school of origin
  - Portion of the salary for the district's homeless liaison
  - Other (Limited to 150 characters)
9. In which ways will the local education agency implement effective parent and family engagement? (Include all that apply)
- Provide assistance to parents in understanding education topics such as academic standards, assessments, monitoring student progress, etc.
  - Provide materials and training to help parents to work with their children to improve their children's achievement.
  - Instruct educators in the value and utility of contributions of parents and to work with parents as equal partners.
  - Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs.
  - Provide information related to school and parent programs, meetings, and other activities to the parents in a language the parents can understand.
  - Involve parents in the development of training for educators to improve its effectiveness.
  - Provide literacy training if the local educational agency has exhausted all other reasonably available sources of funding for such training.
  - Pay expenses associated with local parental involvement activities.
  - Train parents to enhance the involvement of other parents.
  - Arrange school meetings at a variety of times, or conduct in-home conferences with parents.
  - Adopt and implement model approaches to improving parental involvement.
  - Establish a districtwide parent advisory council.
  - Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
  - Provide parent-teacher conferences in elementary schools during which the parent compact is discussed.
  - Provide frequent reports to parents on their children's progress.
  - Ensure parents have reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
  - Ensure regular two-way, meaningful communication between family members and school staff in a language that family members can understand.
  - Other (Limited to 150 characters)
10. In which ways will the local education agency support, coordinate and integrate services under this part with early childhood education programs? (Include all that apply)
- Coordination through a written agreement between the LEA and other early childhood programs
  - Organize joint transition with related training between child care providers and kindergarten teachers
  - Ensure that elementary teachers and early education staff work together to share information, and plan a field trip for the pre-K students and families to visit the kindergarten they will be attending

- Formation of a collaborative team at the community or district level and smaller transition teams at the local school level
- Communication with families about the transition plan and the expected experience for children and their families
- Build relationships with families by involving families as volunteers, advocates and decision-makers in school-related activities and throughout the transition process
- Other (Limited to 150 characters)

11. Describe how educators, in consultation with parents, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part. (Include all that apply)

- Universal screening scores
- Progress monitoring data
- Grades
- Attendance data
- Other (Limited to 150 characters)

12. In which ways will the local education agency implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Include all that apply)

- Coordination with institutes of higher education and employers
- Increased student access to early college high school or dual or concurrent enrollment opportunities
- Career counseling
- Other (Limited to 150 characters)

13. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. (Limited to 500 characters)

14. Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate:

1) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

2) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. (Limited to 500 characters)

15. Please enter the contact information for the local area education agency's migrant liaison.

16. Please enter the contact information for the local area education agency's homeless liaison.

## Program Budget (ESEA § 1114; 20 U.S.C. 6314)

Provide budget detail using the line items that correlate with the allowable activities outlined in the law. Please note that the use of "Other" for a line item or an object code requires an explanation.

### Allowable Activities

- Administration
- Assessments (*supplemental to what is required*)
- Homeless education (REQUIRED)
- Nonpublic administration
- Nonpublic equitable share for services
- Nonpublic parent and family services (REQUIRED if the allocation is over \$500,000)
- Parent and family services (REQUIRED if the allocation is over \$500,000)
- Preschool supports
- Professional learning
- Regular school year, literacy interventions and supports
- Regular school year, math interventions and supports
- Regular school year, social-emotional-behavioral mental health supports (including support for chronic absenteeism)
- School nutrition services
- Summer school (including transportation and nutrition services)
- Transportation

Enter the amount budgeted to support each allowable activity under the column that represents all planned expenditures:

- Salaries
- Benefits
- Purchased Professional & Technical Services
- Purchased Property Services
- Other Purchased Services
- Supplies
- Property
- Equipment